

THE NEED FOR A REMEDIAL QUALIFICATION WITHIN INCLUSIVE EDUCATION

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THE NEED FOR A REMEDIAL QUALIFICATION WITHIN INCLUSIVE EDUCATION

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ABSTRACT

Despite the current widespread implementation of inclusive education into the South African educational system, it appears that little, if any, studies have been undertaken as to whether South African educators are adequately equipped to manage the changes that will be required with the implementation of this new approach to education. More specifically, whether our educators would be more aptly prepared for the many adaptations should they be in possession of a remedial qualification.

This study is aimed at providing a detailed account of the implications of introducing inclusive education into the South African school system, with particular focus being placed on learners who present with barriers to learning as well as the essential curriculum, classroom and teaching adjustments required in order for these learners to reach their full potential within a mainstream classroom environment.

The sample for this study firstly comprised of educators' perceptions regarding their capabilities in coping with the demands of inclusive education. The viewpoints of 122 educators, within the Nelson Mandela Metropolitan area of the Eastern Cape, were recorded through the completion of individual questionnaires and interviews. Secondly, the files of 111 learners, from a remedial practice, who presented with barriers to learning were analysed to determine the effectiveness of appropriate remedial intervention in overcoming the respective barriers.

The major findings of the present study were as follows:

Many classroom modifications, changes in teaching styles and curriculum adaptations would have to be implemented to adjust to the demands of inclusive education;

Educators would have to be trained regarding the different categories of learners with barriers to learning and their special educational needs;

The majority of Eastern Cape educators do not feel suitably qualified to cope with the demands of inclusive education;

Educators in positions of authority (principals, deputy principals and heads of department) indicated their inadequacies regarding coping and assisting parents and fellow educators with the demands of inclusive education;

A large percentage of the responding educators indicated that they would be better suited to cope with the demands of inclusive education with a remedial qualification and were prepared to register at a tertiary institution to obtain such a qualification depending on certain incentives offered by the Education Department.

In view of the findings of this study, recommendations have been made to enhance the current qualification levels of educators, to specifically include a remedial qualification, of which guidelines have been provided. This approach should vastly assist educators in coping with the demands of inclusive education and will ensure that they are suitably empowered to meet the needs of learners with barriers, who have been thrust into this system.

Guidelines are also offered for a proposed remedial course that could be offered to education students as well as to those educators who are presently in the employ of the Education Department.

KEY WORDS

Remedial education

Learners with special educational needs

Barriers to learning

Inclusive education

Remedial therapist

Integration

Mainstream

LIST OF ABBREVIATIONS

| | | |
|--------|---|--|
| ACE | - | ADVANCED CERTIFICATE IN EDUCATION |
| ALD | - | ASSISTIVE LISTENING DEVICE |
| ANC | - | AFRICAN NATIONAL CONGRESS |
| C2005 | - | CURRICULUM 2005 |
| DAT | - | DIDACTICAL ASSISTANCE TEAM |
| DES | - | DEPARTMENT OF EDUCATION AND SCIENCE |
| DOE | - | DEPARTMENT OF EDUCATION |
| FET | - | FURTHER EDUCATION AND TRAINING |
| GET | - | GENERAL EDUCATION AND TRAINING |
| GETC | - | GENERAL EDUCATION TEACHING CERTIFICATE |
| HOD | - | HEAD OF DEPARTMENT |
| HSRC | - | HUMAN SCIENCES RESEARCH COUNCIL |
| IEP | - | INDIVIDUAL EDUCATIONAL PROGRAMME |
| ILST | - | INSTITUTION BASED LEARNER SUPPORT TEAM |
| NCESS | - | NATIONAL COMMITTEE ON EDUCATION SUPPORT SERVICES |
| NCSNET | - | NATIONAL COMMISSION ON SPECIAL NEEDS IN EDUCATION AND TRAINING |
| NGO | - | NON-GOVERNMENT ORGANISATION |
| OBA | - | OUTCOMES BASED ASSESSMENT |
| OBE | - | OUTCOMES BASED EDUCATION |
| RNCS | - | REVISED NATIONAL CURRICULUM STATEMENT |
| TAS | - | TEACHING ASSISTANTS |
| UHRM | - | UNIVERSAL HUMAN RIGHTS MOVEMENT |
| UHRM | - | UNIVERSAL HUMAN RIGHTS MOVEMENT |
| UNESCO | - | UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION |

CHAPTER ONE

INTRODUCTION, RESEARCH QUESTION, AIM OF STUDY, METHODOLOGY AND PROGRAMME OF STUDY

1 INTRODUCTION

Since the first democratic, non-racial election in 1994, South African educators have been faced with significant changes and added pressures in the work place. Some of these include Curriculum 2005 (C2005), Outcomes Based Education (OBE), the New Revised National Curriculum Statement (RNCS), General Education and Training (GET's) and Further Education and Training (FET's). Added to this, have been the redeployment of educators and the influx of learners from eleven different language groups to the classrooms, which has posed serious language barriers.

According to the Bhisho Statistical Department (DOE:2004), some educators do not even have any form of teaching qualification to cope with these demands, yet are teaching in our schools. Lewin, Samuel and Sayed (2003:1) assert that policies on education have developed since 1994 at an accelerating pace, thereby placing enormous pressure on educators to keep up with constantly renewed developments. The structures of the past have been replaced by those emerging from the new state apparatus that has succeeded the former apartheid system of governance.

These educational changes have unfortunately had a profoundly negative effect on the overall efficiency of the teaching profession, influencing not only the educator turnover figures but also learner pass rates and an increase in learner drop-outs.

Now with the introduction of inclusive education (equal opportunities for all learners to learn and succeed) into the South African school system, further pressure has been placed on educators. These pressures encompass the educators' training skills, knowledge of learners with barriers to learning, identification of these learners and how to assist these learners so as to ensure that learners reach their full potential. These changes will be in compliance with the universal human rights

movement, which stipulates that “all learners must be given equal opportunities to learn and succeed,” Education White Paper No. 6 document (DOE 2001:3).

In order to obtain a better understanding of the consequences of these pressures on educators within Eastern Cape schools, the following aspects need to be clarified:

1.1 EDUCATOR TURNOVER FIGURES

Lewin *et al.* (2003:53,56), stipulates that the 1998 to 1999 educator turnover figures indicate that 2.6 percent of educators within the Eastern Cape left the profession and only 0.7 percent joined, indicating a rather large turnover ratio of 3.3 percent. The majority of the leavers were in the age group of 25 to 30 years, which would constitute many of the educators recently qualified from educational institutes.

According to Van Zyl (2006:22), 22 500 educators countrywide leave the profession annually whereas just 6 000 people qualify as educators each year. About 54 percent of educators in South Africa have indicated that they are considering leaving the profession and 12.7 percent of certain educators tested are HIV-positive which will seriously influence the availability of educators in the future.

1.2 LEARNER PASS RATE

The Matriculation certificate pass rate dropped to 60 percent in 2003 and to 54 percent in 2004. Many politicians identified the low productivity levels in classrooms and the lack of properly trained, well-disciplined and positively motivated educators as the reason for the poor pass rate (Van Staaden 2005:1).

According to information received from Bhisho Statistical Department (DOE 2004), the average pass rate for high schools in the Eastern Cape for the period 2003 - 2004 was only up by 3.8 percent. In this same document, the 2002 statistical information indicated that between six percent and 20 percent of learners repeated grades. These figures do not however take into consideration those learners who have repeated a grade, within a phase, more than once. Van Zyl (2006:22) indicates that approximately 20 percent of learners in South Africa do not complete Grade 12.

1.3 EDUCATOR QUALIFICATIONS

Figures received from the Bhisho Statistical Department (DOE 2004) indicate that in 2003 there were 61 educators from the Eastern Cape who were not in possession of a matriculation certificate or had any formal training qualification, 104 had acquired a matriculation certificate but no further training and 1 917 educators had acquired grades eight, nine, and two years of tertiary training. Those having a matriculation certificate and one or two years of tertiary training totalled 3 812. According to Van Zyl (2006:22), approximately 30 000 educators in rural areas are unqualified - some do not even hold a matric certificate.

Pivik, McComas and Laflamme (2002:102) concluded in their study that one of the most prominent obstacles to inclusive education and to learners with barriers to learning was the lack of knowledge, education, understanding, or effort on the part of the educational system or staff. Engelbrecht, Swart and Eloff (2003:1-7) describe ineffectively trained educators and a lack of positive teaching, together with different learning cultures as contributing to stresses that learners and educators have to face.

Education Minister Naledi Pandor has proposed a plan to improve educators' qualifications. She stated that all educators will have to reapply for their educating licence every five years, and that all educators will be required to undertake a specific number of assessments each year in their field of speciality in order to qualify to continue teaching. She also stated that the poor quality of educators was one of the weaknesses affecting learners in the education system (Masando 2006:1). In the same article, the Democratic Alliance education spokesman, George Boinamo, said the plan was "a welcome acknowledgement" that poorly trained educators was a compromising factor in the constitutional right to a basic education.

1.4 LEARNER DROP-OUT FIGURES

According to the Bhishe Statistical Department (DOE 2004), the statistics of 1999-2002 indicate drop-out figures of 25 percent in Grade one, with all grades experiencing drop-out figures of between five percent and 25 percent. The reasons for these drop-out figures could be as follows: low educator/learner contact, language barriers and poor educator motivation. According to Van Zyl (2006:23), research has shown that the more financially challenged schools reflect a distinct tendency for increased absenteeism amongst their educators. Whilst educators at previous Model C schools spend an average of 19 hours a week teaching, educators in previously disadvantaged schools teach for an average of 15 hours.

The language of instruction also plays a role in learner drop-out figures. Van Zyl (2006:25) mentions that parents are not adequately informed to make decisions regarding the language of tuition at the school. Many parents prefer their children to receive tuition in English, resulting in 42 percent of rural school children not understanding their educators, as their classes are not offered in their mother tongue.

According to Professor Sarie Berkhout of the University of Stellenbosh's Education Faculty, educators are demotivated because they do not receive enough support to do their work properly thereby also resulting in increased learner drop-out figures (Van Zyl 2006:25).

1.5 INCLUSIVE EDUCATION

Inclusive education is a new educational approach, which will be implemented in the educational system over the next 20 years. The Education White Paper No. 6 document (DOE 2001:1-56) provides clear guidelines as to how this approach will be implemented within the system and the changes that need to take place within the educators' approaches, not only within themselves, but also in their classrooms. Learners with barriers to learning will be accommodated within the mainstream schooling system and will have to face their particular barriers on a daily basis within the school environment. However, only properly trained and well-disciplined educators will ensure that learners with barriers to learning reach their full potential

within this new educational system. Fullan (1991:2) maintains that there is overwhelming evidence that educators are the keys in determining the quality of inclusion and indicate that educators play a crucial role in transforming schools, or bringing about no change at all. Inclusive education will be discussed in depth in Chapter two of this study.

1.6 LEARNERS EXPERIENCING BARRIERS TO LEARNING

There are numerous learners within the South African educational system requiring educators with specialised educational training and skills. The 2004 figures (DOE 2004) of learners with barriers to learning, which refer to learners with a specific diagnosed learning disability, amount to 16 340 of the total school population of 2 158 086, or 3.5 percent. These figures, however, do not take into consideration the large numbers of learners experiencing scholastic difficulties in one or many areas of their school syllabus.

These figures reflect the large number of learners who require specially trained educators to meet each learner's individual needs. Learners with barriers to learning will be discussed in Chapter three of this study. This chapter will especially focus on the classroom adaptations that need to be made and the additional demands placed on the educators.

According to Otto and Smith (1980:8), educators will provide corrective teaching only if they have the inclination, the ability and the knowledge to do so. The aim of this study is, therefore, to confirm the need for a better-qualified educator. In particular, one who possesses a remedial qualification, in order to alleviate many of the scholastic barriers experienced by learners.

1.7 WHY A REMEDIAL QUALIFICATION?

Remedial therapy has been present in the South African educational system since 1967 with the establishment of child guidance clinics (Barnardt 1971:28). However, during the apartheid years, remedial education was disproportionately distributed across the various educational departments with most remedial services being

available to the schools previously known as “Model C” schools. These schools were catered for through the services of local Education Support Centres. Itinerant remedial educators (based at the Education Support Centres), would visit different schools on a weekly basis and assist learners with barriers to learning.

Prior to 1994 very little or no interaction existed between remedial therapists and previously disadvantaged communities. This impacted negatively on many learners with barriers to learning and the educators, who were denied the expertise, guidance and assistance of a qualified remedial therapist (C. Horrman, 2005, Centre for Learners with Special Needs, Port Elizabeth, personal communication, 18 May).

This interaction with a qualified remedial therapist is important to assist educators to identify, assess and in many instances overcome learners’ scholastic barriers. Studies show that educators do not possess adequate knowledge or skills to address diversity or to teach learners with barriers to learning (Swart, Engelbrecht, Eloff & Petipher 2002:183). There is thus a major concern for many in the education system as to whether educators are prepared for inclusive education and the various educational changes that will take place with its implementation.

This study aims to confirm that educators with a remedial qualification can, to a greater extent, adjust positively to the needs and requirements of every learner in the classroom. This will provide learners with a sound schooling career, which in turn may lead to enhanced and higher socio-economic levels within the community. Authors such as Grové and Hauptfleisch (1982: Preface) are of the opinion that the quality of a child’s future is closely aligned to the quality of his or her schooling.

2 RESEARCH QUESTIONS

According to information received from the EBSCOHOST and NEXUS database, no research has yet been conducted on how educators who possess a remedial qualification can benefit the educational system as a whole within an inclusive system. However, much speculation has been made as to the adaptations as well as the expectations of educators in the future, as indicated by the Draft Guidelines for the Implementation of Inclusive Education document (DOE 2002c:16).

Therefore, the main research question of this study can be formulated as follows:

How will a remedial qualification better equip educators to empower learners to overcome their barriers to learning within an inclusive educational system?

From this main research question the following sub-questions can be posed:

- What is meant by inclusive education?
- Which learners have barriers to learning?
- What modifications and adaptations need to be implemented to fully accommodate learners with barriers to learning within an inclusive educational system?
- What is remedial therapy?

3 AIM OF THE STUDY

The main aim of this study is to determine the need for a remedial qualification for all educators within an inclusive classroom environment.

The sub-aims presenting from the above, are the following:

- To determine the implications of inclusive education for educators based on The Department of Education White Paper No. 6 – Special Needs Education document (DOE 2001) and other DOE guidelines;
- To indicate which learners have special educational needs/barriers to learning;
- To discuss in detail the necessary adaptations which need to take place in the classroom to accommodate learners with barriers to learning; and
- To explain the concept of remedial therapy and the role it plays in assisting learners with barriers to learning to better manage scholastic barriers.

The research methodology for this study will be presented in the following section.

4 METHODOLOGY

Education falls within the field of social science, which is the study of people (Pienaar 2003:4). This particular study is based on educators and learners, the support and interaction provided to learners by the educators, and the context in which they function. The methods selected for this study take into consideration this social aspect in that the researcher attempts to obtain the participants' thoughts and opinions regarding the various questions posed to them. The research methods, sampling techniques and data collection methods will now be addressed.

4.1 TYPE OF RESEARCH

Within inclusive education, the educator's attitude in the classroom pertaining to providing support and compassion for learners with barriers to learning is critical. Furthermore, the capabilities of the educators to ensure that no child entrusted to their care will be discriminated against due to any particular barrier, whether it be physical, intellectual or emotional, is of paramount importance. This research study measures the attitude and capabilities of educators to cope with inclusive education and it is for this reason that primarily qualitative research methods have been selected.

According to Struwig and Stead (2001:56), qualitative research allows the researcher to understand the participants' thoughts, feelings and viewpoints on certain issues and, according to Balian (1988:63), the language of qualitative research methods is emotion. Qualitative research methods will, therefore, allow the researcher the opportunity to obtain the genuine concerns and feelings expressed by educators regarding the issues of inclusive education and whether they feel that they have the necessary skills to empower each learner to reach their full potential.

Quantitative methods of research will also be used in Chapter five, with the analysis of the data received from the questionnaires, interviews and learners' files. Graphs and tables will be compiled from the data received from these three sources. The information obtained from the learners' files depicting their progress in each grade

will be depicted on individual graphs consisting of the average grades progress after six months of remedial therapy.

According to Struwig and Stead (2001:6) in quantitative research the individual is the focus of the empirical inquiry. Survey instruments are administered to individuals and the individual's responses are required. These responses are then aggregated (collected) to form the overall measures for the sample. There is no requirement that the individuals know each other, only that their responses are analysed. An explanation of the compilation of the tables and graphs follows in Chapters four and five.

4.2 SAMPLING

There are several ways of organising sampling. For the purpose of this study, however, purposeful, judgement- and convenience sampling methods will be used. Struwig and Stead (2001:122) recommend purposeful and judgement-sampling techniques in a qualitative study as it provides a sample of information-rich participants.

These participants (educators, remedial therapists, primary school principals, deputy principals, heads of department and remedial students) will be able to provide information regarding the influence of inclusive education and the barriers they foresee with regard to its implementation. In addition, educators will be able to describe whether they feel they have the ability to cope with learners with barriers to learning in their classrooms. Educators with a remedial qualification will also be able to provide insight into whether the qualification has assisted them in the inclusive classroom.

Convenience sampling will also be used for this study with the participants being selected on the basis of availability, accessibility and ability to articulate (Struwig & Stead 2001:111). Participants will be selected from educators working with learners in Grade R to Grade seven in schools which are situated in the Nelson Mandela Municipal Metropole. The sample has been designed to research carefully selected questions aimed at people who share certain characteristics and interests (Fink

2003:136). These certain characteristics and interests will be discussed in the following section.

4.3 DATA COLLECTION

According to Mouton (2001:104), data may be gathered by a variety of data collection methods. Types of data collection could be observation, interviewing, assessing, selecting and analysing of texts. For the purpose of this study; interviews, questionnaires, a literature study and analysis of individual learners' files will be applied. Each method will now be individually discussed.

Data will be obtained from educators, remedial therapists, principals, deputy principals and remedial students through interviews (in-person data collection) and questionnaires. In addition, data from actual learners' files from a local remedial practice in Port Elizabeth will be used. The analysis of this data from learners' files will provide an indication of the level of progress made through the application of individual remedial therapy to learners. According to Balian (1988:184), in-person data collection methods and questionnaires receive an excellent rating for accuracy and allow high potential for in-depth responses.

4.3.1 ETHICAL MEASURES

Attention will also be given to the required ethical measures. The necessary informed consent from the respective participants in this study will be obtained so as to ensure the credibility of the responses and the confidentiality of the participants. Informed consent is consent given by participants certifying that they are participating with full knowledge of the risks and benefits of participation, the activities that constitute participation, the terms of participation and their rights as research subjects (Oishi 2003:205).

Confidentiality will be guaranteed, as the participants will not be requested to disclose their names or the names of their schools when answering questions or completing questionnaires. People are more likely to be frank, especially on sensitive issues, if they remain anonymous (Allison & O'Sullivan 2001:71).

The integrity of the researcher will be maintained throughout the study, as the researcher will respect the rights and dignity of others as stipulated in Struwig and Stead (2001:67).

The necessary application forms for the approval from the Nelson Mandela Metropolitan University (NMMU) Research Ethics Committee will be completed and their consent obtained for the research of this study. This section will be further discussed in Chapter five of this study.

4.3.2 INTERVIEWS

Personal interviews are data collection strategies that are fully compatible with qualitative research and will be implemented for the purpose of this study to obtain the desired information from the participants. A relationship between interviewer and interviewee is very important in qualitative research methods as both are involved in the research process, with the researcher trying to understand and interpret the participant's perspective (Struwig & Stead 2001:17).

The narratives to be established with the interviewees (educators, remedial therapists and principals and deputy principals) in this research will be:

- Their viewpoint regarding the need for further training of educators so as to better equip them for an inclusive education system;
- The opinion of educators on whether a remedial qualification should be included within their educator training;
- Whether the information learnt during the remedial course was of use to the interviewee in the inclusive classroom situation; and
- The opinion of qualified remedial therapists as to whether they would recommend that other educators complete the remedial course.

According to Struwig and Stead (2001:86), personal interviews are versatile and flexible for the following reasons:

- Unstructured interviews of variable length and relatively long questions may be employed;
- Interviews can be adapted to the situation (individual and context); and
- If required, both the interviewer and the interviewee can provide further explanations or clarifications.

Closed and open questions will be asked. Closed questions are designed to get specific facts, figures or information, where the interviewer tightly controls the terms of the interviewees' answer. Whereas, open questions are less directed and seek to give the interviewee much more freedom in how they might respond (Allison & O'Sullivan 2001:103).

4.3.3 QUESTIONNAIRE

Struwig and Stead (2001:89) assert that two types of questionnaires can be developed: interviewer-administered questionnaires and self-administered questionnaires. This research study will use self-administered questionnaires. Various primary school educators, primary school principals, deputy principals, remedial therapists (at schools and in private practice) and remedial students will complete the questionnaire.

The questionnaire will be constructed according to the content determined by the study objectives. Open-ended and closed questions will be included in the questionnaire. According to Struwig and Stead (2001:92), open-ended questions are questions that allow participants to answer in their own words and to express any ideas they think apply; whereas, multiple-choice questions offer specific alternatives from which the participants must choose a response.

4.3.4 ANALYSIS OF LEARNERS' FILES

Learners' files from a private remedial practice will be analysed to determine the individual learner's progress in their respective scholastic barrier to learning. This analysis will consist of learners' files (Grade one to Grade five) from 1997 to 2006 and will be used to determine the effectiveness of remedial teaching in overcoming learners' individual barriers to learning.

Progress over a six-month period in specific scholastic areas will be determined and the progress indicated for each particular grade. Progress made in scholastic areas like reading, phonics and mathematics will be used in this analysis.

4.3.5 LITERATURE STUDY

A comprehensive literature study, consisting of recently published books and journals, the internet and electronic databases (such as EBSCO host) will be conducted to provide a conceptual framework for this research.

This study will focus on the following aspects:

- What is meant by inclusive education and special needs education?
- Who are the learners experiencing barriers to learning?
- What are the implications and adaptations that have to be made to accommodate learners with barriers to learning in the classroom?
- What is meant by the term "remedial therapy"?

According to Struwig and Stead (2001:38), a literature study is purposeful in that it can:

- Highlight previous investigations pertinent to the research topic;
- Reveal unfamiliar sources of information;
- Provide perspective on your own study;
- Stimulate new ideas and approaches; and

- Provide a basic body of knowledge for the derivation of theories, principles, concepts and approaches for research.

5 VALIDITY AND RELIABILITY

The validity and reliability of this study will be guaranteed through various methods, which will be dealt with in more detail in Chapter four of this study.

The internal consistency of the study will be determined by the extent to which all questions assess the same skill, characteristic or quality. The questionnaire will consist of selected questions, which will limit the responses to those necessary for the purpose of this study.

The method of triangulation will also be applied. According to Struwig and Stead (2001:18-19), there are different forms of triangulation, namely triangulation by data source (which can include persons, times and places), by method (observation or interview), by research (investigator) and by theory. In this study the researcher will make use of interviews, questionnaires, research and data collection which will be triangulated with each other in order to compare the results and findings.

6 DATA ANALYSIS

Mouton (2001:108) stipulates that all fieldwork culminates in the analysis and interpretation of some set of data, be it quantitative survey data, historical and literacy texts, or qualitative transcripts.

6.1 DETERMINING COMMON CATEGORIES

Pienaar (2003:18) asserts that data analysis is the final stage of “listening” to “hear” the meaning of what is said by the research subjects. As one “listens” in this study, the common categories will gradually emerge into the final report.

Tesch (1990:154-156), gives a step-by-step process that can be followed when analysing data:

- The researcher must read carefully through all the information so as to obtain an understanding of the holistic picture;
- A list should be compiled of the pertinent questions as they appear in the questionnaires with similar questions being grouped together; and
- The data, which belongs to each question, should now be assembled from the text so as to perform the analysis of the nature of categories.

6.2 CODING

Coding the data is also a form of analysis. To review a set of field notes and to dissect them meaningfully into codes is the function of analysis (Pienaar 2003:18). After the themes and their corresponding codes have been set up, the transcripts are marked with the appropriate code to identify which should be grouped together. Once this has been done, a discussion of the results can be offered. This procedure will be followed in this study.

All obtained data from the interviews, questionnaires, analyses of learners' files, together with the literature study, will be closely scrutinised to determine common underlying themes and whether the sentiments of the researcher are the same as those within the educational field. The ultimate aim of the study is to ascertain whether there is a need for a remedial qualification within an inclusive educational system. The information obtained from the questionnaires will be recorded according to the participants' answers to the questions put to them regarding aspects of the need for a remedial qualification and inclusive education.

7 EXPLANATION OF CONCEPTS IN THE TITLE OF THE STUDY

In the literature of the educational field, many explanations can be found for concepts such as "remedial" and "inclusive education", which could lead to easy misinterpretation. For clarity purposes the following concepts are defined:

7.1 REMEDIAL

Reber and Reber (2001:622), describe the term “remedial” as “a training or educational programme designed to correct deficiencies and to elevate the learner or trainee to an acceptable level,” while Sampson (1975:1) regards “remedial teaching” as a type of teaching which “rectifies some deficiency” or “puts things right”. In this research the term remedial teaching will be used to refer to systems that are put into place by a remedial therapist to assist a learner overcome scholastic barriers.

7.2 INCLUSIVE EDUCATION

According to the Education White Paper No. 6 document (DOE 2001:21), inclusive education involves the forming of special schools as resource centres, full-service schools and district-based support teams within the educational system to accommodate learners with barriers to learning within a single scholastic environment.

In May 2004, Dr Naicker explained that inclusive schools policies will be based on learner-centeredness and learners will no longer be labelled according to their specific barriers but according to their level of need (Dr Naicker, 2004, DOE, Personal communication, 16 May). The categorisation of the learner’s disability will be discouraged, but the level of required support will be favoured for educational assistance in learners with barriers to learning.

8 PROGRAMME OF THE STUDY

The course of study follows:

CHAPTER ONE

This chapter provides the introduction to the study and poses the research question and the sub-questions. The aims of the study as well as the research methodology are discussed and the central concepts are clarified.

CHAPTER TWO

Chapter two will contain a literature review of inclusive education as stipulated by the Education White Paper No. 6 document (DOE 2001:1-56) and other supporting departmental documents on inclusive education. The aim of this chapter will be to explain the concept of inclusive education and the implications it will have on the South African school system.

CHAPTER THREE

This chapter will consist of a literature review of the identification of learners with barriers to learning. In addition, the chapter will look at the necessary classroom modifications that need to take place to accommodate these learners. This section will also examine the concept “remedial” and give a brief history of “remedial education” in South Africa.

CHAPTER FOUR

The methodology used for this study will be described in this chapter.

CHAPTER FIVE

The findings and a discussion of the findings will be addressed here.

CHAPTER SIX

The conclusion of the study and possible recommendations will be given in this chapter, as well as a proposed content of an effective remedial course.

9 SUMMARY

This chapter looks at the various aspects that are facing South African educators today and offers an explanation of the concepts remedial and inclusive education.

The following chapter will discuss the concept of inclusive education and in particular the implication for its implementation within South African schools.

CHAPTER TWO

INCLUSIVE EDUCATION

1 INTRODUCTION

In order to fully comprehend inclusive education and its implications for educators, an understanding of the concept of inclusive education, as well as the sequence of events that took place both nationally and internationally, which led to its implementation in South Africa, is imperative. The literature study which follows in this chapter will contain a discussion of the documents that influenced the educational policy and the educational reform, before and after 1994 within South Africa, as well as provide an overall view of the implications of inclusive education.

Research has shown that family background and the strengths and weaknesses of individual learners are important factors influencing a child's ability to learn and benefit from schooling. However, it is also accepted that schools vary in their ability to meet the academic learning needs of students (Rouse & Florian 1996:71-87). In addition, the rising numbers of families with children at risk due to political violence, neglect, torture, and abuse is only one reason why inclusive education can play a significant role in changing social conditions (Nkabinde 1993: 107-115).

At present South African schools do not meet the demands of all learners, especially those with learning barriers. It is therefore necessary that the education policies of this country be changed as well as the educators' attitudes and perceptions in order to meet the demands of all its learners. Gilmore, Campbell and Cuskelly (2003:65) found that, despite overall support for the concept of inclusive education, the majority of educators in their study felt that the regular classroom was not the best option for learners with barriers to learning.

Educators' views of inclusive education become even less positive with more years of classroom experience. Van Reusen, Shoho and Baker (2001:7-21) found that educators' attitudes regarding inclusive education and learners with barriers to learning were directly related to their levels of special training, knowledge and

experience in working with learners with barriers to learning. Their overall attitude was that inclusion of students with barriers to learning would impact negatively on the learning environment, their delivery of general content instruction and the overall quality of learning in their classrooms.

However, Kenworthy and Whittaker (2000:219-231) refer to the general understanding that, every child by virtue of being a child, has a moral, if not yet legal right, to be included and accepted. Adults, by virtue of maturity and experience, should be striving and have a moral duty to pay attention to them and promote their right to be accepted and included into society. *The Constitution of the Republic of South Africa, 1996* (Act 108 of 1996) stipulates the following:

Everyone has a right to basic education and that the state must ensure effective access to and the implementation of this right. The state must take into account equity, practicability and the need to redress the results of the past racially discriminatory laws and practices.

2 DEFINITION OF INCLUSIVE EDUCATION

According to Farrell and Ainscow (2002:1), a wide range of definitions for the concept of inclusive education can be found. The following definitions will serve as examples thereof:

- Booth (1996:87) refers to the concept of inclusive education as “inclusion” or “integration”, while Lewis and Doorlag (2003:4) describe inclusive education as placement of students with special needs in general education;
- Armstrong and Moore (2004:36) describe inclusive education as “the principles and processes that are involved in increasing a school’s capacity to respond to learner diversity and promote greater participation for all learners;”
- The Salamanca Statement (United Nations Educational, Scientific and Cultural Organisation (UNESCO 1994: iii; Naicker 2005:14) states that all learners must be included in mainstream schooling and bases this statement on an “Education for all” policy;
- According to the Universal Human Rights Movement (UHRM), the inclusion of learners with “special educational needs” or “learning barriers” into

- mainstream classes is part of everyone's human right. UHRM insist that it has therefore become imperative for all countries to create "equal opportunities for all learners to learn and succeed" (Facilitators Manual, Training of Trainers: Screening, Identification, Assessment and Support, DOE 2006a:3);
- Engelbrecht, Green, Naicker and Engelbrecht (1999:2) define inclusive education as "a system of education that is responsive to the diverse needs of learners"; and
 - However, for the purpose of this study the following working definition for inclusive education can be offered: "...an educational system in which all educators are suitably qualified so as to meet the demands of all learners with barriers to learning within the confines of the classroom."

The definition of "barriers to learning" also needs to be clarified, but this will be discussed in detail in Chapter three.

In order to fully comprehend the concept of inclusive education and its development in various countries, a brief historical overview is necessary.

3 A HISTORICAL, INTERNATIONAL PERSPECTIVE ON INCLUSIVE EDUCATION

Swart and Pettipher (2005:3-4) indicate that in order to gain a historical perspective on inclusion, one must understand the changes that took place both internationally and nationally in areas such as historical, social, political and educational processes. The reason for this is that schools do not function in isolation, but are greatly influenced by the economic, political and social developments within a country.

The changing paradigms, or world-views shifted from mainstreaming learners with barriers to learning, to integration and finally to inclusion. The terms "mainstreaming" and "integration" were often used interchangeably in the literature to mean the same thing. However, while they are closely related, there are subtle differences in goals, processes and available services between the two. "Mainstreaming" is a term most commonly used in the United States, while the term "integration" is more frequently used in European countries (Swart & Pettipher 2005:5). In the South African

departmental documents (Education White Paper No. 6, DOE 2001:17) “mainstreaming” and “integration” are also referred to as being the same concept.

In the 1960’s, a number of Scandinavian countries shifted the emphasis of their educational provision for learners with barriers to learning from separate schools to “integration” into regular schools. This “integration” process was followed in the 1970’s by countries such as the USA, the United Kingdom and later Italy and Spain (Dyson & Forlin 2005:24; Smith 2000:3). The term “integration” has however been increasingly seen as referring to a limited attempt to accommodate and support learners with barriers to learning in regular schools. Zelaleta (2004:37) describes “integration” as a mechanism in which individual learners are expected to adapt to conditions and practices in ordinary schools.

Most of these specialised educational systems or “processes of normalisation”, as they were referred to, were implemented by local and charitable initiatives, but over time were taken over by the state and developed into more comprehensive systems, in much the same way as had happened in respect of regular education. Swart and Pettipher (2005: 6) describe normalisation as making available to all learners with barriers to learning, patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society. This process of normalisation was in direct conflict with the earlier practices of separate schools and soon gave rise to, firstly mainstreaming and then to integration policies.

Swart and Pettipher further (2005:5) indicated that many education policies in the early 1970’s and 1980’s identified the learner not coping in the classroom, according to a medical barrier or from a deficit within-child model. This model was used as a model of diagnosis and for treatment. Learners were labelled according to their specific barrier and as they did not “fit into” the existing educational programme, were moved to special schools or classes in order to “fix” them and alleviate their differences. Key concepts associated with this medical model include “special educational needs”, “handicap”, “disability”, “segregation”, and “exclusion”.

The process of mainstreaming and integration was followed by the introduction of the inclusive education concept. This period began to take shape around mid-1990.

“Inclusion” is taken to indicate a more thorough commitment to create regular schools which are inherently capable of educating all learners. The creation of inclusive Schools and inclusive educational systems has been introduced in many countries and many must yet adopt this approach in their schools; however, a “global agenda” must still take place (Booth 1996:33-45).

These various developments towards an inclusive education movement for all learners will be discussed later in this chapter.

4 INCLUSIVE EDUCATION IMPLEMENTATION IN SOUTH AFRICA

Many events took place prior to and after 1994, which influenced the implementation of inclusive education in South Africa. Some of these will now be discussed.

4.1 PRIOR TO 1994

Prior to 1994, the South African Education Department was split into 17 racially divided educational departments. Each department had its own policies regarding learners with barriers to learning. Not all the departments made provision for learners with barriers to learning and the disadvantaged communities were not sufficiently catered for regarding assisting their learners with barriers to learning.

The 1950 Population Registration Act classified all citizens into four racial groups: Whites - 15.5 percent; Coloureds or people of mixed race - 9.0 percent; Indian - 2.8 percent, and Blacks - 72.7 percent (Nkabinde, 1993:107-115). The proposed separate development of these groups promoted the formation of ten separate homelands where the different African inhabitants were housed. For these ten homelands within the South African boundaries, as well as for groups within the rest of South Africa, separate education departments also provided for separate educational systems, which ran parallel to each other, but were all, however, controlled by a central government (Pienaar 2003:25).

Special education for non-whites was administered according to the Bantu Education Act, 1964, the Coloured Persons Act, 1963, and the Indian Education Act,

1965. Mr C. Horrman, Senior Education Specialist, in a personal conversation (18 May 2002), indicated that there were extreme disparities and discrepancies in the provision for specialised education for the different race groups during this period, and very little provision for Black learners with barriers to learning at pre-school level. Nkabinde (1993:107-115) also indicated that almost all black youths were denied the right to equal and effective education.

Church and humanitarian organisations assisted many Black learners requiring special needs education. White South Africans, on the other hand, enjoyed one of the highest standards of education. Well-equipped schools and special facilities were provided for white children and other minority children; whereas, Black South African children languished in a system which was poorly funded and generally sub-standard (Pienaar 2003:26).

According to Esterhuizen (1968:4), learners with barriers to learning were placed in “special classes” These “special classes” were legalised in 1948 by the Act on Special Education. This act also stipulated that special education included diagnosis and treatment of medical and mental disorders in learners in South Africa (Du Toit 1996:9). Engelbrecht *et al.* (1999:7) mention that up to the 1980’s the traditional segregation of learners with barriers to learning into separate special schools and classrooms was becoming increasingly challenged. The mainstreaming of these learners involved selectively integrating learners with barriers to learning on a case-by-case basis, depending on the needs of each learner and the demands of the special classes.

Many studies were commissioned to review the education system of South Africa so as to ensure that a new education system would not discriminate against learners of any race. These studies have also played an important role in the implementation of inclusive education within our educational system and will now be discussed in the following section.

4.1.1 THE 1944 EDUCATION ACT

The 1944 Education Act classified learners with barriers to learning according to their disability. Provision for these learners (approximately two percent of the school population) took place in separate schools and specialists in each particular field staffed these schools. Barriers were defined in medical terms, so those learners were described as requiring special educational treatment. Ballard (1996:33-47) describes the medical model as distinguishing “normal” from “abnormal” learners using some biological concept or some deviance from psychology; whereas, Swart and Pettipher (2005:5) describe the medical model as a model of diagnosis and treatment in terms of medicine, field of origins, pathology and sickness and mention terms such as “handicap, disability, defect and exclusion”.

Naicker (1999:12) views the medical model as a medical discourse, one which is linked to a disability. This disability results in the person being excluded from mainstream social and economic life because it is thought that the disability is an unchangeable characteristic of the person. The 1944 Education Act legitimises segregation by identifying problems in learning and other areas as belonging with the individual, absolving the school and other systems from responsibility for changing to meet the needs of people now categorised as “different”.

Special schools for learners who were deaf, hard of hearing, blind, partially sighted, epileptic, cerebral palsied and physically disabled were started in some education departments. The institutions of the severely mentally handicapped were known as “training centres” and it was only after the 1988 Education Affairs Act was passed, that these training centres became known as schools (Lambrechts 2006:1-4).

4.1.2 THE WARNOCK REPORT

The present definition of barriers to learning is based on this report. This report was very significant in the implementation of inclusive education, as it emphasised that knowledge of learners with barriers to learning is of importance for all educators and educationists, not just those in special schools. This report also indicated that one in five learners are likely to experience difficulties during their school career, and then

special education would have to become an integral part of classroom teaching and the responsibility of all educators (Department of Education and Science, DES 1978:1-25).

In order to implement the process of educational change and eventual inclusive education, the report suggested that three main kinds of integration existed: Locational, social and functional (DES 1978:1-25). Locational integration was where learners with social educational needs were placed in special classes or units located within a mainstream campus, without there necessarily being contact with their mainstream peers. Social integration was seen to involve learners interacting for social activities, such as meal times and school visits, but for the rest of the time the learners with barriers to learning were segregated from their mainstream peers. Finally, functional integration was where all learners, whatever their barrier to learning, were placed in their local mainstream school, in a regular classroom setting alongside their same-age peers.

Developments following the Warnock Report meant that, by the early 1990's, the term "integration" was used to describe a much wider variety of educational provisions than the three types outlined in the report (Farrell & Ainscow 2002:3).

4.1.3 THE DE LANGE REPORT

In 1980 the National Government requested the Human Sciences Research Council (HSRC) to investigate the various aspects of education within South Africa and to make recommendations where necessary in order to improve the whole system. This commission was referred to as the De Lange Commission and consisted of 26 members representing all the different population groups in South Africa. The following findings pertaining to learners with barriers to learning were presented to the Government (Hall 1998:36):

- The nature of special educational provision through the different departments was problematic;
- There was a shortage of properly trained professionals to provide for the needs of the learner with barriers to learning;

- There was a shortage of remedial educators in mainstream schools, which resulted in insufficient assistance being offered to learners with barriers to learning;
- There were a large number of early school drop-outs who were milieu-disabled and were not having their individual needs met or did not receive any individual educational support from the Government; and
- Parent involvement in the education of the learner with barriers to learning was not sufficiently encouraged.

Other recommendations, with reference to learners with barriers to learning, were also presented to the Government:

- A centralised educational policy for all in South Africa with the emphasis of special education for all should be instituted;
- There should be training of educators, both pre-service and in-service, in order to empower them to identify learners with barriers to learning and to equip them to assist learners with their individual needs. In a study conducted by Myles and Simpson (2001:487), educators indicated their preferred method of development and scholastic enrichment as receiving individual consultations and not group in-service training; and
- A remedial and guidance educator should be employed at every primary school in order to assist learners with barriers to learning. This assistance should include aspects such as assessment, educational support to fellow educators and individual assistance to the learners with barriers to learning (Hall 1998:38-40).

The concept of support for learners with barriers to learning is first mentioned in this report, which resulted in altering the Government's course of thought regarding special education in South Africa. The afore-mentioned recommendations lead one to deduce the necessity of suitably qualified educators – educators who are trained to timeously identify barriers to learning in learners, and who are familiar with intervention strategies and assessment procedures so as to prevent learners from falling further behind in their scholastic achievements.

4.1.4 THE CHILDREN'S CHARTER OF SOUTH AFRICA

The International Summit on the Rights of Children in South Africa was held, from 27 May to 1 June 1992, in Somerset West, Cape Town. Representatives from all the provinces in South Africa gathered and the "Children's Charter of South Africa" was drawn up and adopted.

The summit brought together over 200 children between the ages of 12 and 16 years, and they came from 20 different regions all over South Africa. The representatives agreed to many aspects regarding our learners. In Article eight, some of the educational rights of the children were declared as:

- All children have a right to an education, which is in the interest of the child, and to develop their talents through education, both formal and informal; and
- All educators should be qualified and should treat children with patience, respect and dignity (The Children's Charter of South Africa 1992:1-5).

4.1.5 AFRICAN NATIONAL CONGRESS (ANC) DISCUSSION DOCUMENT: A POLICY FRAMEWORK FOR EDUCATION AND TRAINING

After the ANC won the National elections in South Africa, their aims regarding education in the country were expressed in the above-mentioned document (ANC 1994:28). The aim of this discussion document was to transform the apartheid educational system into a more democratically acceptable one that would cater for all the learners in the country.

The discussion document highlighted the discrepancies of the education system within South Africa, and defined learners with barriers to learning as learners with special academic problems, learning problems, physical health problems, emotional problems and sensory problems. Those learners with serious chronic physical disabilities, sensory disabilities, neurological disabilities and cognitive disabilities, as well as those learners who suffer from multiple disabilities, were identified as well (ANC 1994:67).

4.1.6 THE NATIONAL EDUCATIONAL POLICY INVESTIGATION (NEPI) REPORT

This investigation was undertaken to determine the different policy options for a revised educational dispensation under a new government in South Africa. Numerous areas of education were studied and 13 reports were written (Hall 1998:45). One of the chief findings of this report was that total mainstreaming as a model for special education was not recommended in the short to medium term as there was insufficient support available to provide for all the learners with barriers to learning. Progressive mainstreaming was suggested, as learners who showed enough progress in the special school could be transferred back into mainstream schooling (Hall 1998:48).

4.2 THE PERIOD AFTER 1994

Many documents appeared after 1994, internationally as well as locally, on barriers to learning that had an influence on the implementation of an inclusive education policy in South Africa. Some of these will now be discussed.

4.2.1 THE SALAMANCA STATEMENT

In June 1994 the United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Conference on Special Needs Education: Access and Quality was held in Salamanca, Spain. The purpose of this conference was to address the rights of children with barriers to learning. It was attended by 94 governments and over 20 Non-Government Organisations (NGO's). The outcome of this conference was the introduction of the Salamanca Statement, its chief purpose being:

- To urge governments to improve their educational system to include all learners experiencing barriers to learning;
- To adopt as a matter of law and policy the principle of inclusive education, enrolling learners into mainstream schools;

- To establish decentralised and participatory mechanisms for planning, monitoring and evaluating educational needs for learners with barriers to learning; and
- To ensure that educator programmes, both pre-service and in-service, addressed the needs of learners experiencing barriers to learning (UNESCO, June 1994).

This inclusive approach was accepted by all the governments present, but was only implemented into our South African system a decade later (Bouwer 2001:1).

4.2.2 THE SOUTH AFRICAN CONSTITUTION (ACT 108 OF 1996)

The turning point for all South Africans occurred in 1994 as a result of a Democratic Election. *The South African Constitution (Act 108 of 1996)* founded our democratic state and it was based on the values of human dignity, the achievement of equality and the advancement of human rights and freedom. In Sections 29(1) and 9 (2, 3, 4 & 5) further provisions for the fundamental right of all learners to basic education was mentioned with the focus on access, equality and redress.

4.2.3 THE HUNTER REPORT

According to Hall (1998:54), a commission was appointed with the instruction to formulate a policy regarding the organisation, management and funding of schools. This commission was called the Hunter Committee and their findings were published in August 1995.

Some of the recommendations pertaining to learners with barriers to learning were:

- Learners with barriers to learning should be included in mainstream education; and
- Educators should be provided to assist learners with barriers to learning.

4.2.4 THE SOUTH AFRICAN SCHOOLS ACT 84 OF 1996

The South African Schools Act (Act 84 of 1996) includes a number of important educational stipulations, affecting both learners and public schools. These stipulations could have a great impact on the smooth transition of the implementation of inclusive education into the South African School system, in that the act laid down the foundations of compulsory school attendance, admittance and placement of learners, those with barriers to learning and those without. Some of the stipulations of this act which could influence the smooth implementation of inclusive education are:

- School attendance is compulsory for all learners from the first school day of the year in which they reach the age of seven years. Learners must attend school until the last school day of the year in which they reach the age of fifteen years or the ninth grade, whichever occurs first (2A-5.1);
- A public school must admit learners and serve their educational requirements without unfairly discriminating in any way. This issue was highlighted in the *Matekane and Others v Laerskool Potgietersrus* court case 1996 (3) SA 223 T, which addressed the right of a learner not to be unfairly discriminated against (2A-6.1);
- Governing Bodies of public schools may not administer any assessment related to the admission of a learner to the public school or direct or authorise the principal or any other person to administer such an admission assessment (2A-6.2); and
- In determining the placement of a learner with barriers to learning the Head of Department and the Principal must take into account the rights and wishes of the parents of such a learner (2A-7.6).

4.2.5 THE SCHOOL REGISTER OF NEEDS SURVEY OF 1997

According to Hall (1998:58-59), a School Register of Needs Survey was published in 1997 whose main aim was to determine whether schools met the support for the needs of learners with barriers to learning. The criteria that were used looked at aspects such as the following:

- Physical convenience;
- General services offered to learners with barriers to learning;
- Availability of equipment at the school to cater for the needs of special needs learners; and
- What resources were available to assist these learners?

The conclusions that were reached were that a quarter of the schools in South Africa did not possess basic necessities such as running water. Many of the schools enrolled in the study did not have a library, proper school desks or the necessary stationery for use by the learners. Further conclusions that can be reached from this report are that at least 50 percent of our South African schools are not suitably equipped to deal with the learner with barriers to learning. This makes the implementation of inclusive education, and the ability to offer much needed remedial therapy, rather problematic.

4.2.6 NATIONAL COMMISSION ON SPECIAL NEEDS IN EDUCATION AND TRAINING (NCSNET) AND THE NATIONAL COMMITTEE ON EDUCATION SUPPORT SERVICES (NCESS) OF 1997

In October 1996, the South African Minister of Education appointed the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) to investigate and make recommendations on all aspects of “special needs and support services” in education and training in South Africa, Education White Paper No. 6 document (DOE 2001:5). In 1997 the findings of these two bodies were presented and were published in 1998 for public comment and advice.

According to the Quality Education for all document (DOE 1997: ii), the findings pertaining to learners with barriers to learning were as follows:

- Only a small percentage of learners with barriers to learning received specialised education and support;
- Where specialised education and support were provided, they were predominantly reserved for whites;

- Most learners with barriers to learning were not in the educational system;
- The present curriculum and education system did not meet the demands of the whole learner population, which resulted in large numbers of learners dropping out of the school system due to lack of support for their individual educational needs; and
- Some attention had been given to learners with barriers to learning in the form of services rendered by the Learner Support Centres (psychometric assessments and remedial therapy), but certain areas of education had been seriously neglected, in particular, services to those learners in the previously disadvantaged school system.

The publication of this report highlighted the need for better services for learners with barriers to learning and, therefore, the need for the training of personnel for specialised education and educational support services.

4.2.7 DAKAR FRAMEWORK FOR ACTION 2000

In a meeting held in Dakar, Senegal on 26-28 April 2000, 1100 participants from 164 countries met to emphasise the achievement of education for all policy (UNESCO, 2001:1-15). The attendees ranged from educators to prime ministers, academics to non-governmental bodies and to heads of major international organisations. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments was duly adopted at this meeting. This reaffirmed the goal of Education for All as laid out by the World Conference on Education for All held in Jomtien, Thailand in 1990 and other international conferences. Its main purpose was to commit governments to achieve quality basic education for all by the year 2015.

The participants committed themselves to the attainment of certain goals. Some of these are:

- To create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all; and
- To enhance the status, morale and professionalism of educators.

In the light of the above findings, it was decided that the South African education and training system should be amended so that all learners could actively participate in the educational process and reach their full potential. Education White Paper No. 6 was introduced as the guidelines for the implementation of inclusive education. There were draft papers presented in 1994 and revised in 1995 before the Education White Paper of 2001 No. 6 was finally presented and duly adopted.

4.2.8 EDUCATION WHITE PAPER No. 6 OF 2001, SPECIAL EDUCATIONAL NEEDS

The Education White Paper No.6 document (DOE 2001:6) defines inclusive education and training as:

- Acknowledging that all children and youth are entitled to learn and require support;
- Educational structures, systems and learning methodologies are intended to meet the needs of all learners;
- Acknowledging and respecting differences in learners;
- Acknowledging that learning not only takes place in formal schooling but also in the home and the community;
- Needing educators to change their attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners; and
- Maximising the participation of all learners in the culture and curriculum of the educational institutions; with the timeous uncovering of barriers to learning.

Education White Paper No. 6 also describes how the education policy will systematically move away from using segregation, according to the medical categorising of learners' disabilities, to a more learner-friendly and learner-centred system where each learner's potential will be reached. The Education White Paper No. 6 document (DOE 2001:29) also describes how special schools will serve learners with barriers to learning on site and how some schools will serve as resource centres assisting other schools within their immediate areas.

The Education White Paper No. 6 document (DOE 2001:6), furthermore, discusses how learners will be assessed, identified and incorporated into full-service schools, special schools/resource centres and ordinary schools. The manner in which this will be addressed shall be dealt with later in this chapter.

4.2.9 CURRICULUM 2005

The Draft Guidelines for the Implementation of Inclusive Education document (DOE 2002d:73) focuses on Curriculum 2005 (Lifelong Learning for the 21st Century) and is based largely on the Education White Paper No. 6. This document focuses on the changes to the former syllabus that must take place, in the educational curriculum, so as to meet the demands of each learner.

Manganyi (1997:2) describes lifelong learning as a crucial and strategic intervention to transform the pre-1994 South African education and training system. A change in the curriculum was necessary, as prior to the 1994 democratic elections; the syllabus offered was limited and not conducive to the development of creative, analytical and critical thinking.

With the implementation of Curriculum 2005, learning programmes will be implemented that will facilitate the creation of opportunities for all learners, including those who experience barriers to learning. In the past, the syllabi were not constructed in such a way that learners were prepared for the labour market and much change has been necessary to rectify this matter. According to the Education White Paper No. 6 document (DOE 2001:12-32), some of the following principal changes were necessary:

- Hampered the realistic and effective implementation of the curriculum or did not accommodate and respect diversity (par 1.1.7);
- Did not meet the needs of all the learners (par.1.4.1);
- Did not minimise barriers to learning (par.1.4.2);
- Did not encourage or create opportunity for lifelong learning for all learners, for example, learners for whom achievement of a General Education

Teaching Certificate (GETC) was unlikely or when the content of the curriculum became a barrier to learning (par 2.2.6.1);

- Did not lend itself to adequate flexibility across all bands of education so as to be accessible to all learners, irrespective of their learning needs; and
- Did not promote the opportunity for specific life skills training and programmes-to-work linkages in special schools (par 2.2.6.3).

Because of these limitations to the syllabus, the Education Department introduced Curriculum 2005, which changed teaching in South Africa to one which was an Outcome-Based Education (OBE).

4.2.10 OUTCOMES-BASED EDUCATION

OBE focuses on what is learned and how it is learned, rather than on what is taught. The learner is actively involved in all lessons and the principles of OBE are firmly based on the Constitution of South Africa and on the Human Rights of the child. According to the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:76), assessment in OBE focuses on the achievements of clearly defined outcomes, making it possible to credit learners' achievements at every level, whatever pathways they may have followed and at whatever rate they may have acquired the necessary competence.

The term Curriculum 2005 was eventually replaced by the Revised National Curriculum Statement (RNCS) that is currently being implemented in our school system. According to Mbete (2003: Foreword) the RNCS is a more streamlined and a stronger product in many ways. It will provide educators all over South Africa with a powerful tool to ensure that learners depart from the system as confident, critical thinking and socially responsible citizens.

The Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:5) indicates that "educators must assist learners to reach their full potential." Educators must also find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potential in terms of knowledge, skills, values and attitudes. In the document, Curriculum 2005,

Assessment Guidelines for Inclusion (DOE 2002b: 5), Outcomes Based Assessment (OBA) should therefore comprise of the following aspects:

- Assist learners to reach their full potential;
- Be used for remedial as well as enrichment purposes;
- Offer a variety of vehicles to assess multiple views of intelligence and learning styles; and
- Be less likely to be culturally biased relative to learners who are limited in proficiency in the language of teaching and learning, or in any other intellectual, physical or emotional capacity.

The Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:6) mentions that “any barriers to the learning and development of a child, needs to be identified and understood so that learning and assessment can appropriately be adapted or modified.”

In the OBE approach, the following recommendations would be applied in the General Education and Training (GET) band (Grade one to Grade eight):

- A learner should not spend more than four years in a phase. If the learner needs to be retained, it is recommended that this be done at the end of a phase;
- Learners entering the school system and whose language is not the language of teaching and learning should not be penalised, but, having demonstrated progress of satisfactory standard in literacy, should proceed to the next Grade/Phase with the recommendation of a support programme;
- It is expected that carefully compiled records and evidence of learner performance and achievement be maintained to justify the result a learner would receive at the end of a Grade;
- A learner in the Foundation Phase (Grades one - three) would need to achieve the minimum accepted level of performance in Numeracy, Literacy and Life Skills;

- The Intermediate Phase (Grades four, five and six) required a learner to achieve the minimum accepted level of performance in:
 - Languages;
 - Mathematics;
 - Natural Science;
 - Technology;
 - Social Sciences;
 - Economic and Management Sciences;
 - Arts and Culture; and
 - Life Orientation.

- In the Senior Phase (Grades seven, eight and nine) learners would have to obtain an “Achieved” rating in Language, Literacy and Communication as well as Mathematical Literacy, Mathematics and Mathematical Sciences. They would also have to obtain a “Partially Achieved” rating in the remaining six other learning areas, that is, Natural Science, Technology, Life Orientation, Arts and Culture, Economic and Management Sciences and Social Science and a minimum of two official languages, one of which should be the language of teaching and learning; and

- In the Further Education and Training (FET) Phase (Grades 10, 11 and 12) a learner must pass five subjects, including two approved languages of which at least one must be an official language. An aggregate of 720 marks must be obtained (Assessment Instruction 8 of 2005, DOE 2005g: 1-7).

As can be determined from the above requirements, learners are discouraged from being kept back or condoned within a particular phase and, where possible, are promoted to the next phase or grade when it is in their best interests. The emphasis is, however, placed on the educator to ensure that each learner is afforded all available opportunities of passing, and extra assistance must be provided within the framework of a support programme designed for each learner with barriers to learning.

This then emphasises the need for all educators to be properly trained in identifying learners with barriers to learning and to know what remedial intervention, screening, assessment and correct referrals are necessary to help the learner overcome their specific learning barrier.

5 IMPLEMENTATION OF INCLUSIVE EDUCATION TIME FRAME

The policies of inclusive education were initiated within the South African Education system in 2001. A time frame for the implementation of the new policies was determined, and a realistic time frame of 20 years was proposed (Education White Paper No. 6 document, DOE 2001:37). The 20-year time frame would include: immediate to short-term steps (2001-2003), medium-term steps (2004-2008) and long-term steps (2009-2021). Each of these time frames will now be briefly addressed:

5.1 SHORT-TERM STEPS (2001-2003)

According to the Education White Paper No. 6 document (DOE 2001:37-43), this time frame will consist of the following changes to the South African educational system:

- Implementing a national educational programme on inclusive education;
- Planning and implementing a target outreach programme;
- Completing an audit on special schools;
- Designing, planning and implementing the conversion of 30 special schools to resource centres/special schools in 30 designated school districts;
- Designing, planning and converting thirty primary schools to full-service schools;
- Implementing the district support teams in the 30 districts;
- The general orientation and introduction of management, governing bodies and professional staff to the Inclusion model; and
- The establishment of systems and procedures for early identification and addressing of barriers to learning in the Foundation Phase.

5.2 MEDIUM-TERM STEPS (2004-2008)

The medium-term time frame will consist of the following steps:

- Transforming further education and training and higher education institutions;
- Mobilising disabled out-of-school learners and youth in line with available resources; and
- Expanding the number of resource centres/special schools, full-service schools and district support teams (Education White Paper No. 6, DOE 2001:37-43).

5.3 LONG-TERM STEPS (2009-2021)

The final steps in the implementation of inclusive education into the South African educational system will be to expand the educational provisions in order to reach the target of 380 resource centres/special schools, 500 full-service schools and colleges and district support teams. The 280 000 out-of-school children and youth also need to be reached (Education White Paper No. 6, DOE 2001:37-43).

In order to achieve this, the human rights and social justice of the learners would be considered so that there would be quality education for all (Quality Education for all, DOE 2005c:9). It is, therefore, imperative that inclusive education is implemented over the next 20 years within the South African Educational framework so as to assist all learners presenting with barriers to learning. The retraining of educators is also of paramount importance, especially in equipping them with sufficient remedial skills, in order for them to be able to identify and assist learners who present with barriers to learning.

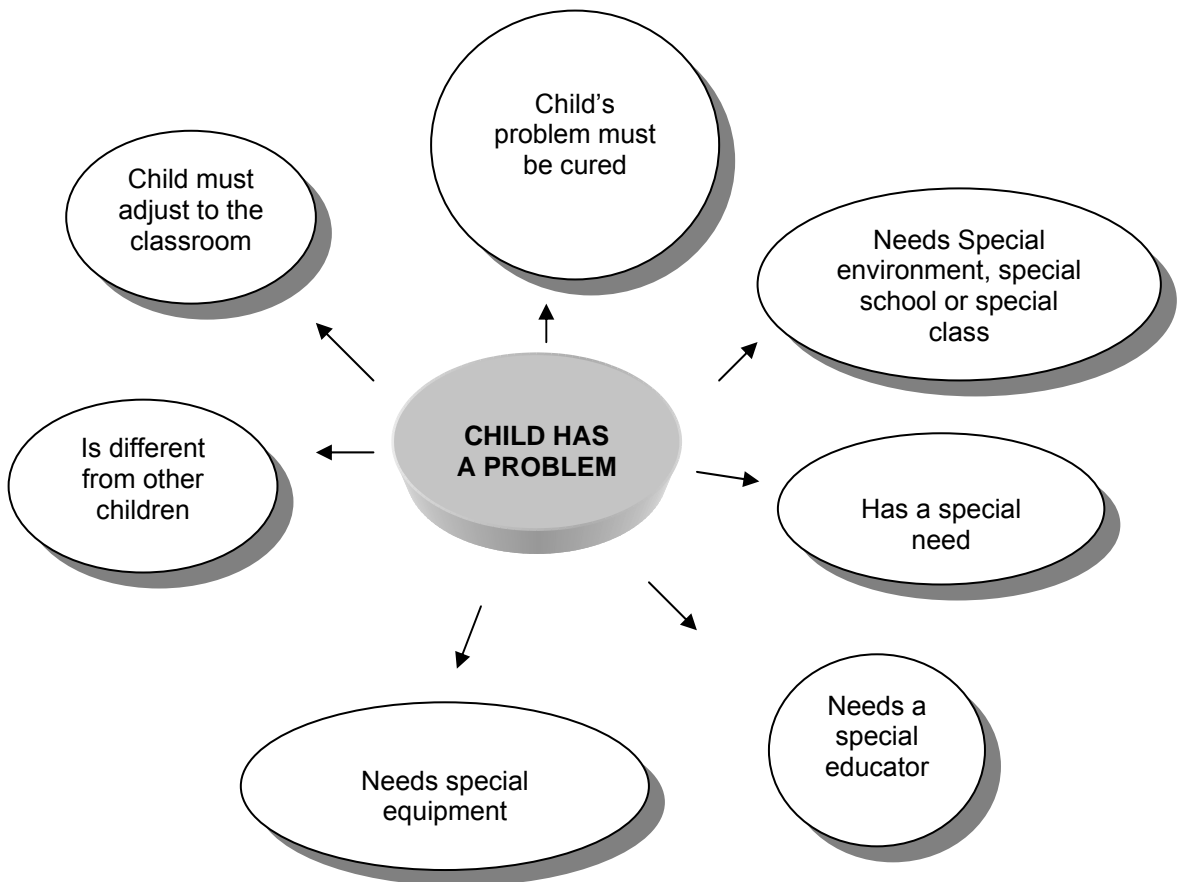
6 INCLUSIVE EDUCATION MODEL FOR SOUTH AFRICA

This model is focused on changing the approach educators, professionals and parents have towards educating learners with barriers to learning. Its implementation is clearly explained in the Education White Paper No. 6 document (DOE 2001:1-56). In order to obtain a clear understanding of the inclusive education approach in South

Africa, one must obtain a clear perspective of the “special needs model, or “old school model” in comparison to the new “inclusive education model”.

The following figures will highlight the various differences between the two approaches. The “special needs” or “old model” approach to schooling is indicated in Figure 2.1.

Figure 2.1: The “special needs” or “old model” approach to schooling.



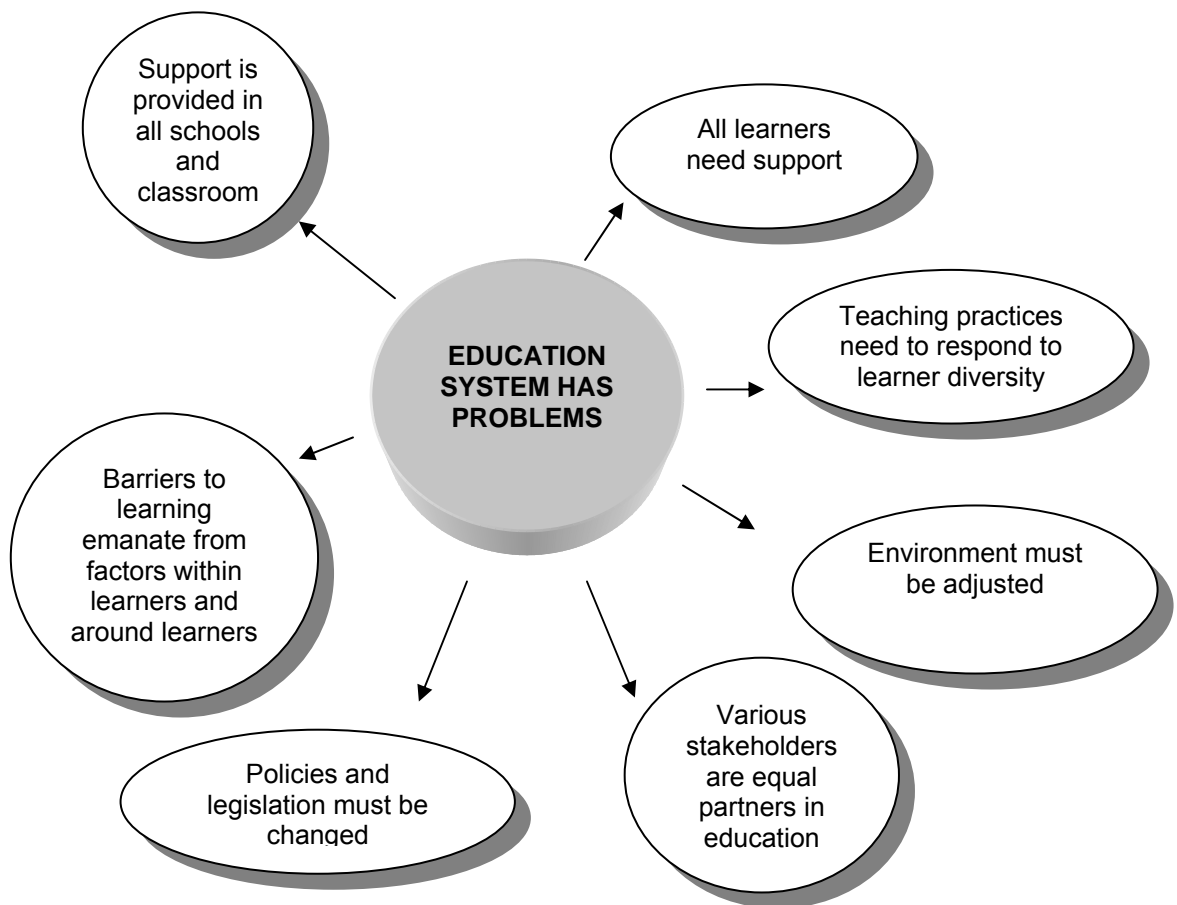
[From Facilitator's Manual: Screening, Identification, and Assessment and Support document, DOE 2006a: 26]

From Figure 2.1 it is clear that the learner is expected to adapt to the educational system and where the learner cannot cope with this adaptation, special schooling is recommended. The educational system is not at fault in this model, and therefore does not need to change to meet the needs of the individual learners.

However, with the introduction of the inclusive model, these impediments will be identified and interventions made within the educational system and programme so that each learner will be able to reach his/her full potential. The model will be based on learner-centred needs, and barriers to learning occurring in learners will be identified and overcome.

The “inclusive education approach” to schooling is indicated in Figure 2.2.

Figure 2.2: The inclusive education approach



[From Facilitator's Manual: Screening, Identification, and Assessment and Support document, DOE 2006a: 27]

From Figure 2.2 it is clear that the child is the centre of the educational system and that if the learner is experiencing any barriers to learning, the educator and educational system must be adapted to meet the needs of every individual learner.

6.1 PSYCHOMETRIC ASSESSMENTS WITHIN THE INCLUSIVE MODEL

Psychometric assessments, to determine a learner's barrier to learning will, however, be discouraged as these assessments offer little in terms of programme planning. This form of assessment is, however, advised for the determining of a remedial or supportive programme based on the needs of the learner and may not be used to determine/label a learner according to his or her barrier. This aspect still however requires further clarification as some departmental documents (Draft National Strategy on Screening, Identification, Assessment and Support, DOE 2005a:62 and Education White Paper No. 6, DOE 2001:48) are contradictory in nature.

According to the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:17) schools will no longer be allowed to organise for or request psychometric assessments to be undergone by learner/learners that require additional support. Instead, this document states that the emphasis for the identification, screening, assessment and support of learners with barriers to learning is expected largely from the class educator. The class educator must administer basic screening procedures, identify the barriers to learning, develop intervention strategies and be aware of the correct referral procedures to the Institution Based Learner Support Team's (ILST'S) in order to fully support the learner. (DOE 2005a:66)

In the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:28) the knowledge and the wishes of the parents/caregivers must carry the ultimate weight in any decision making process. However, according to Rainforth and England (1997:85-105), parents' diversity in language and culture, inflexible work schedules and negative experiences in their own schooling further decrease the likelihood that parents will readily participate in home-school relationships and schooling decisions.

It is also mentioned in the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:76) that a learner need not be retained in a grade for a whole year, if deemed not necessary and that no learner should stay in the same phase for longer than four years without the necessary approval being granted by the head of department.

In order for the class educator to fulfil the above mentioned requirements, she/he will have to be suitably qualified to meet the demands of correct identification, assessment and implementation of intervention strategies so as to assist each individual learner to reach his/her full potential within the educational environment.

The Education White Paper No. 6 document (DOE 2001:49) clearly stipulates that the norms and standards for educator education will be revised where appropriate to include the development of competencies to recognise and address barriers to learning and to accommodate the diverse range of learning needs – all aspects which are incorporated within the remedial therapist's qualification.

6.2 A FULL-SERVICE SCHOOL

In order to fully implement inclusive education policies within the education system, Education White Paper No. 6 stipulates that approximately 500 out of 20 000 primary schools within South Africa will be changed to full-service schools, beginning with the 30 school districts (DOE 2001:8). A full-service school will be equipped and supported to provide for a broad range of learning needs. Learners requiring moderate support will be best suited to this type of school. Further, Sindelar (1995:89) reports that the ideal number of learners within this type of classroom should not average more than 24.

A full-service school will be an ordinary school that will be equipped to address a full range of barriers to learning. This support will include physical and material resources as well as the professional development for the staff. According to the Draft Guidelines for the Implementation of Inclusive Education document (DOE 2002d:38) there will be 30 such full-service primary schools, one in each of the educational districts. As learning needs and barriers to learning arise within a

specific context, the full-service schools will support and develop according to the need that has arisen.

Sindelar (1995:89), however, cautions that the closer schools come to achieving natural proportions of students with learning barriers, the harder the work of the special educational educators becomes. Logistics become a nightmare. The special educational educator has more educators with whom to collaborate, more interpersonal dynamics with which to contend, more rooms to visit, more halls to walk and unfortunately less time for each learner.

A full-service school aims at increasing the learning and participation of all learners and nurtures an ethos which is based on beliefs that support inclusion and should embrace aspects such as:

- Everyone in the site of learning is responsible for the education of each learner regardless of his or her learning needs. McDonnell, Mathot-Buckner and Thorson (2001:141-160) stress the importance of peer tutoring programmes as being very effective in improving levels of academic achievement in learners with barriers to learning;
- Everyone in the site of learning is focused on meeting the needs of all learners in a unified education;
- All educators have unique skills and knowledge, which can and should be used to support the efforts of each educator to ensure the success of all learners and students; and
- All learners benefit from participation in mainstream institutions and should be shown respect for their unique, personal forms of growth and contribution, Draft Guidelines for the Implementation of Inclusive Education document (DOE 2002d:42).

The school selected to become a full-service school within the Port Elizabeth district is the Elundini School situated in Motherwell. This school was meant to open as a full-service school in September 2005. However, during the planned opening facilities held on 5-21 September 2005, it was decided to postpone the official opening as the present teaching staff at the school felt they were unqualified to

assist learners requiring moderate support. The opening of the school was therefore indefinitely postponed (M. Engelbrecht, 2005. Principal - Merryvale School, personal communication, 22 September).

The Education White Paper No. 6 also refers to Special schools that are to be converted into resource centres, which will now be discussed.

6.3 SPECIAL SCHOOLS AS RESOURCE CENTRES

The Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:71) recommends in Section 12(3) of the South African Schools Act, that public schools catering for the needs of learners with barriers to learning be renamed resource centres in support of inclusive education. These schools will cater for learners requiring high-intensive education. They would also become resource centres to facilitate the needs of the other schools. The school designated in Port Elizabeth, as a special school would be the Rueben Birin School for Hearing Impaired.

The Conceptual and Operational Guidelines for the Implementation of Inclusive Education document (DOE 2005d:28) stipulates that special schools will also be converted into resource centres, which will be utilised to offer support and guidance to learners and educators dealing with learners with barriers to learning. The professional staff at these schools could present workshops in their district for other educators on how to provide additional support to learners requiring special needs education.

These schools could produce learning materials and make them available through a lending system to other schools in the district. The school could also set up a "helpline" for educators or parents to telephone in with their queries, Education White Paper No. 6 document (DOE 2001:21). Curriculum 2005, which was followed by the Revised National Curriculum Statement (RNCS), will be adjusted so that learning support materials will be adapted to meet the particular needs of the learners with barriers to learning.

6.4 DISTRICT-BASED SUPPORT TEAMS

District-based support teams will provide a co-ordinated professional support service to the special and full-service schools, colleges, early childhood and adult learning centres. The Draft Guidelines for the Implementation of Inclusive Education document (DOE 2002c:195) stipulates that these district support teams will play an important role, not only in assisting educators in capturing data from schools but also in monitoring, supporting and tracking learners presenting with barriers, with a view to determining the educator's own effectiveness within the system.

Staff of district-based support teams will also be able to identify and assess learners experiencing barriers to learning. They will constitute of general and special educationists, learning support educators, psychologists, therapists, remedial therapists, social workers, nutritionists, university and college lecturers, parent organisations and members of the legal fraternity, Conceptual and Operational Guidelines for District-Based Support Teams document (DOE 2005f:7). Placement and assessments conducted on learners will be reviewed annually.

The district support team will become the cornerstone of the support service. According to the Conceptual and Operational Guidelines for District-Based Support Teams document (DOE 2005f:18), numerous educational institutions can be involved in providing support at the level of district-based support teams. These institutions could draw on the expertise of educators and support personnel from:

- Special schools/resource centres;
- Full-service/inclusive schools;
- Higher education institutions; and
- All other education institutions.

Clusters of schools and other educational institutions will support each other, particularly through sharing their different skills and knowledge. Amod, Harcombe and Maunatlala (2004:3-4) refer to this support as collaborative consultation, and mention support from:

- Schools (educators, school governing bodies, institutional-level support teams and school based support teams;
- District Support Teams;
- Full-service schools and resource centres;
- Community networks including the private sector; and
- Higher education institutions.

6.5 TEACHING ASSISTANTS (TAS)

Farrell and Balshaw (2002:40) mention the necessity of a teaching assistant (TAS) in the classroom and the valuable role such a person could fulfil. Having a TAS in an inclusive classroom is common practice in countries like England. In South Africa it was estimated that during 2000 there were as many as 80 000 TAS's working in mainstream schools. According to the author, it was hoped this figure would increase to 100 000, which would exclude those working in special schools.

However, questions that could arise from having an assistant in a classroom would include (Farrell & Balshaw 2002:45):

- Would there have to be at least one senior member of the teaching staff who would be involved in the TAS's life of the school and to ensure that they work effectively as a team with the educators? This would, however, lead to more commitment and work load for the staff member allocated this responsibility;
- Could time for planning between the TAS and the educators be timetabled within the school day, so as to ensure that both TAS and educators are prepared for lessons and have discussed their respective role within them? This would also result in more workload and time consuming activities for the educators on the staff; and
- Should the school develop effective mechanisms for formal and informal communication among and between educators and TAS? Which staff member would be responsible for this duty and when would the responsibilities, which go hand in hand with this work, be conducted?

6.6 COLLABORATION TEACHING

As a possible “solution” in coping with inclusive education, Rainforth and England (1997:85-105), recommend collaboration teaching. Collaboration is defined as “organisational and inter-organisational structures” where resources, power, and authority are shared, and where people are brought together to share common goals that could not be accomplished by a single individual or organisation independently. When collaborating for inclusion, people become members of a team and assume many team roles. Classroom educators, special education educators, related service providers, family members and the learners themselves all collaborate in the planning and implementation of inclusive practices.

Collaboration teaching can be defined as “restructuring teaching procedures in which two or more educators possessing distinct sets of skills work in a co-active and co-ordinated fashion to jointly teach academically and behaviourally heterogeneous groups of students in the general classroom” (Rainforth & England 1997:85-104).

Class educators might co-teach with speech therapists or occupational therapists for the benefit of the child within the classroom situation. When the class educator is finished with an activity, the collaborative educator then resumes her activity with the group or individual. However, the collaborative educator must be present in the same classroom at the same time every day to assist in teaching the same content area. Rainforth and England (1997:85-105) suggest that in order to provide an acceptable collaboration teaching model the following aspects are suggested:

- Each collaborative educator must have at least 45-60 minute blocks of time in the classroom;
- In a primary school, a collaborative educator can typically support a maximum of three or four classrooms;
- One of the major challenges and benefits of collaboration teaching is individualising instruction within the context of classroom activities so students are not required to leave the classroom, or perhaps be clustered in the back of the classroom for remediation or therapy;

- Through collaborative problem solving, classroom teams design small group and whole class instruction that also allow the unique needs of individual students to be met;
- The class can be divided into smaller groups with different educators instructing these groups; and
- Collaborative teaching also includes supporting learning activities. Assessments, developing study guides, alternative materials for use in the classroom can be shared among the educators in the classroom.

Gut, Oswald, Leal, Frederiksen and Gustafson (2003:111-128) also concluded in their study that collaboration and increased consultation skills among educators made a difference in both the lives of learners as well as in the preparation of classroom educators in coping with inclusive education and learners with barriers to learning. The benefits of collaboration teaching according to Gut *et al.* are:

- Educators can become more effective and collaborative on behalf of the learners with barriers to learning;
- Educators will be exposed to the latest research and best practices in teaching, literacy, general and special educational needs;
- Educators can become more effective educators with specialised expertise in collaboration; and
- The Education White Paper No. 6 document (DOE 2001:29) also mentions collaboration with other professionals within the community to assist with the assessment, identification and support of learners with barriers to learning. These professionals may also be used for individual intervention and support programmes where necessary.

If teaching assistants or collaboration teaching is to be present in the South African educational system, further responsibilities would be placed on the shoulders of the educators to ensure the success of their integration and usefulness within the school environment.

7 POSSIBLE CONSEQUENCES OF INCLUSIVE EDUCATION

In order to obtain a more thorough understanding of any transformation taking place within the educational system and the overall impact it will have on the school environment and community in general, one must be familiar with the outcomes of that transformation, be they positive or negative. It is, therefore, necessary to include this topic so as to obtain a better understanding of the impact of inclusive education on schools, educators, learners, professionals and caregivers, and the community in general.

Smith, Polloway, Patton and Dowdy (1998:25-27) indicate that there are positive as well as negative aspects to inclusive education. These aspects will now be individually discussed.

7.1 POSITIVE ASPECTS OF INCLUSIVE EDUCATION

The positive aspects of inclusive education can be divided into the following four main criteria which are in accordance with the Facilitator Manual, Training of Trainers: Screening, Identification, Assessment and Support document (DOE 2006a:45-46) and other literature sources.

7.1.1 BENEFITS FOR THE EDUCATORS

As inclusive education will mean a vast transition of teaching methods, attitudes and ideas for all educators concerned, the following positive aspects of inclusive education are highlighted:

- The practice of inclusive education can help educators to review their respective teaching methods in the classroom environment. This assists the learners together with the educator to attain a sense of satisfaction for good progress achievement;
- Inclusive education also allows educators to enhance their creativity skills, since educators will be involved in assessing situations and discovering

- solutions to barriers to learning, together with them being able to adapt the curriculum and teaching materials to provide for more interesting instruction;
- Educators are able to engage in a learning process themselves by merely being in the classroom, children who experience barriers to learning teach educators more about those barriers, and what remedial procedures should be applied; and
 - If effective collaboration regarding a child who experiences barriers to learning occurs, then educators have an ideal opportunity to form closer relationships with parents.

7.1.2 BENEFITS FOR LEARNERS

Inclusive education is an educational approach which favours the learner, ensuring that each learner reaches his/her full potential within the classroom environment. The following are therefore the benefits of inclusive education for learners:

- Educators pay closer attention to the needs of every child. In order to meet the needs of every child in the class, educators are required to be well acquainted with each and every learner. This means that teaching is more likely to meet every child's needs;
- Educators will get to know the wide range of learning styles present in the class to accommodate all learners;
- Materials that suit a child who experiences a barrier to learning are likely also to suit another learner in the class, and simultaneously enhance his or her learning;
- If for example the educator provides a quieter classroom for a hearing impaired learner making use of a hearing aid, all the learners in the class will benefit from a more quiet and calm environment;
- Children in a class learn about caring and tolerance towards each other. If a blind child needs assistance from a classmate to find her way to her desk, the child helping her learns something about being a good assistant;
- Materials that the educator might make to help a learner experiencing barriers to learning can be made available to other learners in the class as well;

- An educator, who brings a parent or other assistant into the classroom to help with her child, is an educator who is then more available to other children in the class;
- Soodak and Erwin (1995:257-276) suggest that parents' primary goal of inclusive education is "for their children to be accepted by others as they are accepted by their own families"; and
- Downing and Williams (1997:133-144) mention that "just being exposed to the kind of language that occurs in the classroom everyday is something that you cannot obtain anywhere else."

7.1.3 BENEFITS FOR HEALTH PROFESSIONALS AND CAREGIVERS

Health professionals, such as psychologists and remedial therapists, play a vital role in ensuring that learners with barriers to learning are identified and are offered the necessary intervention strategies to ensure that each overcomes his or her barrier to learning. The following are the positive implications for these professionals:

- Services can be rendered more appropriately and effectively by adopting a new service delivery model of mentoring and supporting educators and Institution Level Support Teams in a consultative way. This, in turn, will bring a sense of reward;
- By building the capacity of educators to identify and address barriers to learning and assisting them to design support programmes for individual learners, the educators will feel that their time is used more effectively;
- There will be more time to work intensively with learners experiencing barriers to learning. There will be more time available in this model to work individually with severely traumatised learners who need their support; and
- There will be greater opportunities to work as part of a holistic team; thus meeting all the needs of the learners.

7.1.4 BENEFITS FOR THE SCHOOL AND THE COMMUNITY

Learners with fewer barriers to learning will result in higher educational achievements and standards which in turn will enhance quality of living within the community. More opportunities will also be created for employment and better economic and social conditions.

The following are the positive implications for the school and community:

- Some of the ways in which the environment is set up for children with difficulties may also benefit others in the school. For example, a ramp built to accommodate a child in a wheelchair, is also a ramp that makes it easier for the caretaker to use a trolley to carry heavy things around the school;
- Projects that might be developed to accommodate learners with particular needs can benefit everyone. For example, a school sets up a vegetable garden to provide food for hungry children which can also provide the community with the vegetables; and
- Because educators will understand learners with difficulties better, they may be able to offer improved support and clearer advice to parents about their children, and to work together on issues that arise outside of school for these children.

7.2 NEGATIVE ASPECTS AND CONCERNS OF INCLUSIVE EDUCATION

There are however certain negative connotations to the implementation of the inclusive education model. Various authors have highlighted these negative aspects and these authors will now be individually listed.

Smith *et al.* (1998:25-27) identified the following negative aspects:

- General educators as well as special educators do not have the necessary skills to make inclusion successful;
- Some students with disabilities do better when served in special education classes by special educational educators; and

- General educators have not been involved sufficiently and are therefore not likely to support the model.

Rouse and Florian (1996:71-87) point out the following problems:

- Teaching methods which are aimed at the middle range of achievement;
- Grouping arrangements, which perpetuate segregation;
- The presence of alternative, segregated facilities;
- Different perceptions about inclusion;
- Lack of long-term active support by the leadership;
- Fear of losing special facilities;
- Old buildings which are expensive to adapt;
- Resistance by some special educators;
- Special education jargon;
- Fear of certain medical conditions and behaviour;
- Inadequate preparation of newly qualified educators for work in inclusive settings;
- A lack of co-ordinated, long-term professional development;
- Confusion about roles and responsibilities; and
- A lack of the necessary knowledge and/or resources to provide appropriate education for learners with barriers to learning.

The following are also seen as important:

- The role of the principal was also seen as important in that, the extent to which the school will embrace inclusive education is greatly influenced by the principal's interest, knowledge, experiences and training in barriers to learning. Barnett and Monda-Amaya (1998:181-203) supported this opinion and identified numerous roles for principals in facilitating inclusive education:
 - providing support for educators as they learn and grow;
 - working to establish caring relationships with learners;

- developing a school-wide discipline programme that reflects insight into learners and their barriers;
- setting a tone of support and caring in the school community while providing resources for learners, staff and parents; and
- the need to prepare receiving schools for inclusion prior to the enrolment of learners with barriers to learning is also stressed.

Soodak and Erwin (1995:257-276) in their study on parents' attitudes of placing their children with barriers to learning in an inclusive education environment, mention the following important factors:

- Parents often felt alienated by their child's school, as the language used to describe certain aspects of the classroom environment was unknown to them professional jargon;
- Parents felt that educators were intolerant of learners' imperfect behaviours and expressed a lack of positive alternatives to these inappropriate behaviours;
- Schools tried to convince parents to change their minds about inclusion by suggesting that the parents were unrealistic, unreasonable and/or incompetent; and
- Evans and Lunt (2002:1-14) felt that one of the real disadvantages of inclusive education is that the learners are returned to the kind of school where they failed and were not adequately assisted.

Downing and Williams (1997:133-144) on the viewpoints of principals and educators on inclusive education of learners with barriers to learning noted the following:

- The negative attitude of the classroom educator, parents and special education educator towards full inclusion of learners with barriers to learning in the classrooms;
- Concern that the needs of all learners would not be met;
- The recommendation that there would be a full-time aide in the classroom to assist the class educator;

- The inability to control environmental aspects such as noise levels and outside distractions was a concern to many educators and would not prove beneficial to those learners affected by these aspects;
- Some educators indicated that they felt that inclusion was purely for social benefits and not for educational benefits; and
- Educators felt that additional training and experience would assist educators in identifying and developing appropriate adaptations for a given learner and incorporating these adaptations into active, hands-on learning activities for different lessons.

Dos Santos (2001:319-320) found that educators were not in favour of having learners with barriers to learning in their classrooms due to the following:

- Educators believed that the majority of educators did not have specific professional training to work with these learners;
- Educators felt that they were not professionally prepared to work with these learners;
- Educators did not have any theoretical or practical knowledge to teach learners with barriers to learning;
- Educators believed that learners with barriers to learning needed special attention, something that they were not able to provide in a classroom of 40 learners; and
- Educators required differentiated work in order to develop, and they also needed specialised professionals able to cater for learners' barriers.

Abosi (2000:48-54) concludes in the study conducted in Botswana that if inclusive education is to be successful:

- All educators should have some elements of special education in their pre-service or in-service training;
- Most special education educator training should be broad based rather than focus on a single barrier;

- All associated staff, such as classroom assistants, should undergo in-service training in those aspects of special education with which they were involved;
- Some specialists at Central Resource centres and other resource centres should specialise in one area of disability and should be trained accordingly;
- A career structure should be developed for special education educators. Their salaries should include some weighting under parallel progression in recognition of the nature of their work; and
- Classes should consist of no more than eight learners with barriers to learning.

Despite these criticisms, numerous other research studies conducted on the topic, such as those in White Paper No. 6 and other South African Department of Education manuals, are of the opinion that inclusive education will contribute towards eliminating the decades of segregation and discrimination of the past within the South African educational system.

As can be seen from the above, more responsibility will be placed on the integrity and training of educators within an inclusive educational system. Nkabinde (1993:107-115) stresses that the training of regular educators about special education is a necessity. However, if this training were included in the university curriculum, further intensive training would not be necessary.

8 SUMMARY

The conduct of educators during the opening of the special schools ceremonies in 2005 and 2006 within the Eastern Cape seems to indicate that educators do not feel apt to fully cope with the demands of inclusive education at this stage. They appear to be aware of the changes that need to take place in their attitudes, teaching methods and whole teaching ethos, as well as the added pressures that will be placed on them in order to ensure the effective implementation of inclusive education within the South African educational system.

In Chapter three the specific classroom adjustments that need to be in place to ensure each learner meets his or her full potential within the classroom environment will be discussed. By emphasising these responsibilities, the pressures placed on educators will be highlighted with the implementation of inclusive education.

CHAPTER THREE

LEARNERS EXPERIENCING BARRIERS TO LEARNING

1 INTRODUCTION

According to Beveridge (1999:1), all children can be regarded as having special needs of some kind during their school careers. Smith *et al.* (1998:4), furthermore, indicates that over 11 percent of the school-age children in the United States of America, or approximately 5.3 million learners, are classified as having barriers to learning. The Warnock Report (DES 1978) suggests that as many as 20 percent of mainstream school learners experience difficulties in their school life.

The Education White Paper No. 6 document mentions that there are a total of 462 179 learners within the Eastern Cape Education system with barriers to learning and a total of 2 657 714 learners with learning barriers or impairments within the South African Education system (DOE 2001:14). These figures do not, however, include those learners who are experiencing scholastic difficulties within the mainstream school system.

An overview of this chapter includes a description of the various barriers to learning experienced by learners, together with the modifications that have to be made to accommodate these learners within the classrooms, in order for each learner to reach their full potential.

2 CLARIFICATION OF THE CONCEPT “BARRIERS TO LEARNING”

This section aims to examine one of the sub-questions as presented from the main research question, that is, “Which learners have barriers to learning/special educational needs?” Numerous definitions of the concept “barriers to learning” have been offered over the years which have led to the concept being widely misinterpreted. Elucidation of this concept is therefore necessary to clarify any uncertainty.

In the past, the term “learners with barriers to learning” was preferred to describe learners who were unable to cope scholastically. It is only recently that a decision has been made to change the term “learners with special educational needs” to “learners with barriers to learning”, as will be described later in this chapter. According to the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:71), recommendations for amendments to the South African Schools Act will be put forward for the term “learners with special educational needs” to be substituted by the term “learners who experience barriers to learning”. This term could be defined to signify all learners who require additional support in order to access the curriculum.

The term “barriers to learning” would be implemented in teaching and learning and would replace terms like “disability” and “impairments”. Education White Paper No. 6 stipulates that “barriers to learning” can be located within the learner, the site of learning, within the educational system and within the broader social, economic and political context, Implementing Education White paper No. 6 (DOE 2005e:7).

Ysseldyke and Algozzine (1982:27) similarly mention that the actions educators take when addressing learners’ scholastic barriers reflect the educators’ views on the cause of the barrier and not the barrier itself. When educators work with a learner experiencing a barrier to learning, the aforementioned authors offer the following three views for the possible causes:

- Schools are inadequate and many of the facilities are not conducive to effective teaching;
- Learners enter schools with multiple barriers which the school cannot be expected to overcome; and
- Learners’ failure can be attributed to a combination of internal constraints, external pressures and unattainable objectives – the school is asked to do too much.

The Conceptual and Operational Guidelines for District-Based Support Teams document (DOE 2005f: 13) describes “barriers to learning” as those barriers to

learning which hinder teaching and learning. These can and do occur at all levels of the educational system and include:

- Factors relating to specific *individuals* (learners and educators) including personal barriers to learning, teaching approaches and attitudes;
- Various aspects of the *curriculum*, such as: content, language or medium of instruction, organisation and management in the classroom, methods and processes used in teaching, the pace of teaching and time available, learning materials, equipment, and assessment procedures;
- The *physical and psychosocial environment* within which teaching and learning occurs. This includes buildings as well as management styles;
- Dynamics and conditions relating to the learner's *home environment*, including issues such as family dynamics, cultural and socio-economic background; and
- Community and *social dynamics* which either support or hinder the teaching and learning process.

Booth (1999:164) identifies learners who may experience barriers to learning as:

- Learners that live in poverty;
- Learners affected by war;
- Learners affected by environmental degradation and change;
- Learners who are victims of abuse and violence;
- Street children;
- Children brought up by the State;
- Child labourers;
- Disabled learners;
- Girls;
- Learners affected by HIV and AIDS;
- Learners whose home language is different from the language of instruction;
- Nomadic learners;
- Learners from oppressed minorities;

- Learners who have inadequate schools or inappropriate curricula and teaching; and
- Learners who are pregnant or have young children.

Dansinger (1998:1) also refers to gifted learners as requiring barriers to learning within the classroom environment.

As can be determined from the above descriptions of learners with barriers to learning, there is no simple definition, and the class educator will need to be well equipped and have the necessary insight into the many barriers mentioned in order to ensure that each individual in the classroom is able to progress scholastically and to reach his or her full potential within the classroom environment. In order to achieve this, the Education White Paper No. 6 document (DOE 2001:50) mentions an eighty hour annual in-service education and training requirement in respect of retraining educators to cope with the pressures of learners experiencing barriers to learning.

3 LEVELS AND THE NATURE OF SUPPORT FOR LEARNERS EXPERIENCING BARRIERS TO LEARNING

According to the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:85), categories of barriers to learning experienced by learners and the necessary support each learner will require is summarised in the Table 3.1 :

Table 3.1: Categories of barriers to learning and the level of support needed

| Levels | Levels of support | Level of barriers to learning and participation | Type of educational institution best suited for the learner with special educational needs | Degree and nature of intervention |
|--------|-----------------------------------|---|--|---|
| 1 – 3 | Low to Moderate levels of support | Low to moderate | Ordinary schools | Support of educators |
| 4 | Intensive support | High | Ordinary and full-service schools | Individual cases of support and guidance |
| 5 | Very intensive support | Very high | Ordinary schools/full-service schools/resource centres/special schools | More intense, requiring individual programmes and extra time and resources from education and Institution - based Learner Support Teams |

The levels of support and intervention for learners with barriers to learning will now be discussed. This aspect has been dealt with in various departmental documents and certain aspects from these documents will be reviewed.

According to the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:84), when deciding on the level and nature of support, which needs to be provided to learners, the following four points have to be taken into consideration :

- The category of disability does not determine the level or type of support required by any individual learner, neither does a learner have to be relocated/moved to a certain environment to have access to specific types of support programmes;
- A single type of institution, for example, a school for the deaf may be capable of accommodating learners who fall within different categories of barriers to learning, depending on where the needs of the learner can best be met. This differs, however, from one individual learner to another. It also implies that placement is less important than eligibility to enter support programmes which can be provided at the most cost effective way in the most appropriate site on either a full-time or part-time basis;

- The category of barriers to learning and participation that the learner is assessed as having is fundamentally linked to the level and nature of physical, material and human resources provided. For example, a learner with financial constraints may, for instance, not be able to travel to a particular school, whereas for another learner the inability of the educator to convey the skills and knowledge which is required becomes the serious barrier; and
- The district-based learner support team can also become the provider of support programmes. They could train and support educators to cope with learners specific barriers to learning.

This nature and level of support to learners experiencing barriers to learning is indicated in the Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:93-107). Mention is made of learners requiring extra support in the following areas:

- Communication;
- Cognitive skills;
- Behaviour management;
- Physical development;
- Activities of daily living; and
- Medical or paramedical support.

Special equipment will be required in each classroom in order to assist the individual learner with her or his specific barrier to learning. The class educator will have to be familiar with the specialized equipment, its use and how it is operated so as to ensure that each of these learners progresses scholastically to reach his or her full potential.

4 LEARNING AND TEACHING MATERIAL

The Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:93-107) refers to the learning and teaching material that must be made available to learners requiring them, as:

- Audio Visual Equipment, audio cassette recorders and video machines, power point projectors, monitors, radios, stereo players and CCTV cameras;
- Writing boards, blackboards, whiteboards, and electronic whiteboards;
- Devices for Braille/embossed printing, embosser/printer, typewriter, Braille translation software and graphics embosser/printer;
- Reading devices for learners with vision barriers, optical corrector recognition software, PC with text reader and voice synthesiser software, touch screen computers and zoom text/magnification software;
- Computers, computer hardware, scanners and computer software.
- Devices for learners with physical disabilities, crutches, wheelchairs and walking frames;
- Devices for learners with hearing loss, hearing aids, headphones, earphones and FM system with voice amplifier;
- Printers, fixed and portable;
- Electronic equipment, extension cables and white board lights;
- Photocopiers with size enlargement;
- Hydro-therapy pool; and
- Rooms, multi-sensory, sound proof and soft play.

The Draft National Strategy on Screening, Identification, Assessment and Support document (DOE 2005a:93-107) also refers to the availability of specially trained staff. Some of these staff should be based at individual schools while others from the Institution Based Learner's Support Teams must be available to assist learners with barriers to learning and to offer expert advice to educators and parents. These include:

- Physiotherapist;

- Speech Therapist;
- Occupational therapist;
- Nurse;
- Social worker;
- Psychologist;
- Learning Support educator;
- Technicians for assistive devices; and
- Remedial therapists.

The following section discusses the numerous classroom and teaching modifications that have to be made in the classroom to ensure that each learner who is experiencing barriers to learning, is fully accommodated; thereby ensuring that they each meet their individual scholastic potential.

5 MODIFICATIONS TO ACCOMMODATE LEARNERS WITH BARRIERS TO LEARNING

This section examines one of the sub-research questions posed, namely: “What modifications and adaptations need to be implemented to fully accommodate learners with barriers to learning within an inclusive educational system?”

Numerous adjustments have to be made to educators’ teaching attitudes, classroom approaches and the curriculum to adjust to meet each learner’s needs.

According to the Draft Guidelines for the Implementation of Inclusive Education document (DOE 2002d:121):

- Educators have to be active participants in the child’s curriculum planning and in the construction of an individual educational programme;
- They have to offer constructive counselling and interaction with parents with learners coping with disabilities;
- They must offer individualised instruction where necessary to learners;

- Educators play a vital role and need to be innovative in providing equal educational opportunities for all students; and
- They also have to work together as a team (educators, specialised staff, parents and learners) to ensure that all the needs of the learner with barriers to learning are met.

In order to cope with the principles of inclusive education, modifications to the South African Educational curriculum have to be adopted. The following section deals with the necessary curriculum modifications that will need to take place to ensure the effectiveness of the implementation of the inclusive educational system into our schools.

5.1 CURRICULUM MODIFICATIONS

The following section deals with the curriculum modifications made by the American Missouri Education Department (1999:1-4) to accommodate learners with barriers to learning within the classroom. It has been included in this study to offer further assistance to educators faced with coping with the numerous adaptations within the educational system, to ensure the efficient implementation of inclusive education into our South African Schools.

5.1.1 THE MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, DIVISION OF SPECIAL EDUCATION

The Missouri Department (1999:1-4) mentions general curriculum modifications that will allow learners with barriers to learning to achieve in an inclusive educational setting. These curriculum modifications include:

- Oral assessments;
- Taped textbooks;
- Encouraged use of calculators;
- Not graded phonics work;
- Note-taker use;

- Cue card use for steps of tasks;
- Assistive device use;
- Study guide use;
- Study skill instruction;
- Listing formulas for assessments;
- Computer-assisted learning;
- Extended time for assessments;
- Extended time for writing assignments;
- Highlighting important facts in text;
- Tale recording classes;
- Deleting one or more competency areas;
- Using a parallel alternate curriculum; and
- Assigning shorter and/or fewer assignments.

In general, the class educator has to be sufficiently trained to control the educational programme for all the learners in her/his class.

5.1.2 CURRICULUM ADAPTATION GUIDELINES OF THE SOUTH AFRICAN REVISED NATIONAL STATEMENT

The Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:8-18) provides the guidelines for curriculum change within the South African Educational System, to ensure the smooth implementation of inclusive education into our school system. This draft deals with the changes that need to take place within the curriculum in six sections.

Each section will now be discussed in detail.

Section one deals with the flexible features of the Revised National Curriculum Statement (RNCS) and barriers to learning which provides that:

- The context must be made relevant to the learner's needs, Educator's Guide for the Development of Learning Programs document (DOE 2003:10);

- The outcomes and assessment standards emphasise participatory, learner-centred and activity-based education. They leave considerable room for creativity and innovation on the part of educators in interpreting what and how to teach, Overview of Revised National Curriculum Statement document (DOE 2002a:14);
- Educators are encouraged to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing learning programmes. Educator's Guide for the Development of Learning Programs (DOE 2003:6);
- Time allocation and weightings regarding learning outcomes and learning programmes should vary according to the learner's individual needs;
- Learning programmes, work schedules and lesson plans have to be designed on the basis of the needs and strengths of the majority of learners at a school or in a phase or grade;
- All barriers to learning and development should be addressed in the classrooms and schools;
- Barriers to learning include visual barriers, auditory barriers, oral barriers, cognitive barriers, physical barriers, medical barriers and psychological barriers, Implementing Education White Paper No. 6 document (DOE 2005e:10);
- Learners who experience barriers to learning as a result of a disability should be welcomed in ordinary school environments provided that the necessary support is in place for learners to achieve their full potential, Implementing Education White Paper No. 6 document (DOE 2005e:11);
- Braille, as a code, can be used as a medium of teaching and learning, Implementing Education White Paper No. 6 document (DOE 2005e:12); and
- When learners enter a school where the language of learning and teaching is not their home language, the educators of all the learning areas/programmes and the school should provide support and supplementary learning in the language of learning and teaching, until such time that learners are able to learn effectively through the medium of that particular language.

Section two discusses adaptation of learning programmes and work schedules as follows:

- Learners who experience barriers because of an intellectual disability will require a curriculum that straddles two or more grades or phases. (Straddling is when a learner or group of learners at a specific grade or level, work towards attaining assessment standards from more than one grade within the learning areas or learning programmes);
- Learning, teaching and assessment strategies must be differentiated or adapted to meet the individual needs of all learners;
- Designing down is one of the important principles of Outcomes Based Education and the Revised National Curriculum Statement. Designing down involves breaking down the assessment standards in order to build it up in a logical progressive way;
- For learners experiencing barriers to learning, the strategy of “designing down”, “breaking down” or “scaffolding” of assessment standards into manageable units is highly recommended;
- Learners have the freedom to move between different types of schools. The District Based Support Team could be involved in the decision process;
- When working with learners who have severe cognitive barriers it may not be possible to complete the assessment standards of a Grade within one or two calendar years. This does not, however, alter the methodology of designing down and progression;
- In ordinary classes it would be important for the educator not to expend a disproportionate amount of time meeting the needs of learners with barriers to learning. Use of the buddy system and peer learning and teaching can help prevent this from occurring; and
- Some concepts may never be mastered and the learner must be given opportunity to move to the next level or activity.

Section three provides the following guidance on how to go about adapting lesson plans within each learning area of the RNCS:

- Depending upon the barrier to learning, different modes of response could be used by learners in the demonstration of assessment standards, for example: signing, using Braille, and using an assistive device, gestures or body language. Curriculum Adaptation Guidelines of the Revised National Curriculum Statement (DOE 2005b:49);
- Communication with learners could include inclusive modes such as writing, signing, using Braille, and using auditory tapes, body language or gestures;
- In the learning of mathematics, learners experiencing barriers to learning may require more time for mastering the concepts, understanding the terminology, executing tasks, acquiring mathematical thinking and for assessment activities;
- Provide instructions in a variety of media and in varying detail to cater for all barriers. The educators' instruction must match what is expected from the learner, taking into account that expectations will differ to accommodate different barriers to learning;
- Some instructions and responses will need to occur in a one-to-one situation, whether it is between a learner and an educator or a learner and a peer;
- The educator must be flexible and allow the learner to communicate in the mode(s) which are most suited to his level of development and/or learning barrier; and
- Objects provided for learning must be age appropriate as well as developmentally appropriate for each learner. For this reason a variety of one type of object may be necessary in the classroom; for example, one learner may require a larger size object than other learners or a brighter colour to make the handling of the objects accessible.

Section four deals exclusively with the following teaching methodologies to accommodate diverse learner needs:

- Education White Paper No. 6 provides a clear direction regarding the importance of curriculum flexibility in meeting the full range of learning needs. The policy states that central to the accommodation of diversity in our schools, colleges, and adult and early childhood learning centres and higher

educational institutions, is a flexible curriculum and an assessment policy which is accessible to all learners, irrespective of the nature of their needs. In order to make the curriculum therefore appropriate to all, the following aspects will have to be looked at:

- The content;
- The language or medium of instruction;
- How the classroom is designed and managed;
- The methods and processes in teaching;
- The pace of teaching and the time available to complete the curriculum;
- The learning materials and equipment used;
- How learning is assessed;
- The framework for all teaching methodologies is the requirement that the learner is the focal point of all teaching, learning and assessment;
- All teaching and learning assessments should be adapted to suit the needs of the learners, and not the other way around;
- There must be appreciation for people from different backgrounds, be it cultural/language/religion;
- Multi-level teaching is of vital importance in addressing the different needs of learners. It should be the golden thread that runs through the implementation of all methodologies to reach learners at different levels. Multi-level teaching assumes the approach of individualisation, flexibility and inclusion for all learners regardless of their personal level of skills; and
- Educators should unconditionally accept the learners who experience barriers to learning and involve all learners in all classroom activities.

Section five provides the following information of inclusive strategies for learning, teaching and assessment:

- Inclusive strategies for learning, teaching and assessment allow learners to demonstrate a level of competence and to achieve an outcome in a way which suit their needs;

- All assessment practices should be in line with the RNCS guidelines and adapted to the level of support that each learner needs;
- Educators will have to be aware that some learners experience more than one barrier. In order to determine the nature and extent of support in terms of assessment, each learner will have to be assessed individually. Some learners may need to be monitored regularly and encouraged to complete activities;
- Some learners may need to write in a separate venue so that an educator or trained person can assist them to become settled, or to structure the task and time allocation;
- Each school must have an assessment team with representation from the different phases, which will be responsible for determining the policy and procedures as early as possible in the year; and
- Before and during the learning, teaching and assessment process the educator must ensure that all equipment is in working order.

Section six provides information on learning styles and multiple intelligences as follows:

- Recognition of the fact that learners possess different or multiple intelligences is crucial for the inclusive classroom; and
- The learner's intelligence and accompanying learning styles, therefore, should be taken as a starting point in determining the teaching methodologies and assessment procedures to be applied.

In order to assist learners with barriers to learning, educators must be able to identify eight different types of intelligences and teach each learner according to their way of learning. These eight different intelligences are identified as:

- Linguistic;
- Bodily kinaesthetic;
- Spatial;
- Musical;

- Logical mathematical;
- Interpersonal;
- Naturalistic; and
- Interpersonal.

According to Gardner (1983:24-80), these eight intelligences affect different learning styles and some are briefly described as follows:

- **Linguistic**
Learners with strong oral or language abilities like to read and think out loud or use sign language. Activities for presentations, speeches, role-play, group work will be best suited to this type of intelligence;
- **Bodily kinaesthetic**
Learners who are highly bodily-kinaesthetic enjoy learning whilst moving about freely and touching. They also learn best from handling materials, writing and drawing. Activities to reach these learners would include: allowing them to stand up or lie down while learning, allowing opportunities to read while walking around, using their fingers and hands while they read and using paper and pens that have an interesting texture and surface. Physical exercise designed for relaxation may precede or follow reading and writing exercises;

Strydom (2005:99) correlates her physical intelligence with Gardner's bodily kinaesthetic intelligence. This physical intelligence is defined as the ability to use the body as an instrument to manage everyday physical demands creatively, and to apply the body in unique ways to manipulate it and objects in different spatial set-ups;
- **Spatial**
Learners who are visually-spatially strong learn best from information that they see or read. Activities to reach these learners would be: providing opportunities to learners to visualise and sketch as they read, explaining unfamiliar words by means of pictures, allowing the use of coloured pencils,

supplying paper in a range of different shapes and colours, and using television shows or video programmes that allow one to see the action and hear the words and at the same time read the text of the dialogue at the bottom of the screen;

- Logical mathematical
These learners will be interested in problem solving and hypothesis-assessment strategies. Activities to reach these learners would include: giving problems relating to social and environmental situations, ensuring that problems presented are varied in terms of complexity to address difference in abilities, and using tactile shapes for some learners, while word problems for others;
- Interpersonal
Highly interpersonal learners enjoy engaging in learning experiences in a social setting. To accommodate these learners the educator must provide opportunities to read out loud and encourage group discussions; and
- Intrapersonal
Learners who are highly emotionally sensitive enjoy solitude, like thinking and are happy to work alone. Activities to assist these learners are: The educator should encourage them to correspond with pen pals to improve interpersonal relationships. They should be given their own set of books or texts with the freedom to write on them whenever they want, or throw them down on the ground should they disagree with what is written. The educator should further discover what places the learner in the mood for work and should work towards ensuring this emotional state within the learner on a regular basis. The educator should use art, dance and music to promote the emotional involvement of these learners.

The highlighting of the above aspects strengthens the main research question of this study, that is, “Are educators equipped to assist learners with barriers to learning within an inclusive educational environment?” When reviewing the various sections of the document on curriculum adaptations, the extent of change that educators are

faced with in their classrooms, and their expected level of competency to ensure that each learner with barriers to learning is catered for in their classroom, becomes evident.

In order to assist educators with the many obstacles facing them regarding the identification, assessment and support of learners with barriers to learning, the Department of Education has provided documents highlighting the modifications necessary and assistance available when screening, identifying, assessing and supporting learners with barriers to learning. These documents will now be briefly reviewed.

5.2 CURRICULUM DOCUMENTS HIGHLIGHTING THE MODIFICATIONS NECESSARY REGARDING THE ASSESSMENT OF LEARNERS WITH BARRIERS TO LEARNING

The methods used in the identification, assessment and support of learners with barriers to learning are also areas that will have to be transformed with the implementation of inclusive education. Many of the methods used in the past will no longer be apt within the inclusive educational model. Some of the documents pertaining to the screening, identification and assessment of learners with barriers to learning as well as the support offered to educators working with learners with barriers to learning will now be discussed.

5.2.1 ASSESSMENTS THAT MUST BE CONDUCTED ON LEARNERS TO DETERMINE PROMOTION AND SUPPORT NEEDED.

There are numerous types of assessment that must be conducted on learners. The types of assessment mentioned in the Conceptual and Operational Guidelines for District-Based Support Teams document (DOE 2005f:26) are identified as:

- *formative* assessment, where the strengths and the weaknesses of the learner, educator, curriculum, or institution are identified and areas of action for improvement are identified and followed;

- *diagnostic* assessment, where barriers to learning, including learning difficulties experienced, are identified, and programmes of action to address these developed; and
- *evaluative* assessment, where information about achievements are collected and reported on.

Those that are responsible for the assessment of learners are:

- Educators;
- Learners;
- Parents of learners; and
- District-based support teams.

The Conceptual and Operational Guidelines for District-Based Support Teams document (DOE 2005f: 32) identifies the central role of educators within the assessment process and states that educators will need to:

- Receive training on what the barriers to learning are, and how to identify them;
- Compile strategies and instruments to assist with the identification of learners with barriers to learning;
- Receive training and ongoing support on how to address specific needs and barriers in the classroom and institution; and
- Have access to and ongoing support from the institution-level support teams to assist in their problem-solving process.

5.2.2 DRAFT NATIONAL STRATEGY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT

The Draft National Strategy on Screening, Identification and Support document (DOE 2005a:12) discusses the ongoing assessment and review of support needs and provisioning of learners. Form three of this document deals particularly with learners who have never entered school, who enter school late or who are

considered to be over-age learners and are stuck in the GET band with no support and little scope for progressing to the FET band or to the world of work. Learners who fall into this category could be children or youth with disabilities living on streets, in child labour, with chronic diseases, in conflict with the law, addicted to substances, orphans, late beginners, etc.

The nature of support and assessment procedures for these learners are:

- The facilitation of admission to schools/resource centres;
- Individual programme development for each learner;
- Preparing the educator of the relevant grade for the admission of these learners into the classroom;
- Curriculum adaptation to meet the needs of this learner; and
- Ensuring that these learners do not drop out from the system.

The class educator will be responsible to ensure that the learner reaches his/her individual potential within the classroom environment.

The process that has to be followed by educators in the screening, identification, assessment and support of learners with barriers to learning is indicated as follows in the Draft National Strategy on Screening, Identification and Support document (DOE 2005a:18-19):

- *Identifying learner needs and aspirations.*
Each educator will be responsible for the identification of these learners in the classroom, once teaching and learning has taken place and the educator knows the learner. By the end of the first six months of schooling, the educator should have an initial impression on what to report to parents and colleagues, regarding the learners' barriers to learning;
- *Identification and assessing contextual barriers.*
Once the educator has observed the learner in the teaching and learning situation, he/she may begin to identify the specific barriers within the learner through classroom based and educator driven processes of educator self

- reflection, parent consultation and involvement, planning and teaching adjustments;
- *Gaining more comprehensive knowledge of support.*
The institution level support team will become involved once the above two stages have indicated no progress has been made in the learner. The use of additional training for the educator, assistive devices or alternative specialised programmes may be advised for the learner; and
 - *Review of support provision.*
This process will have little in common with the old referral system and will be mainly to access additional support provisioning at the school where the learner currently is placed.

The Draft National Strategy on Screening, Identification and Support document (DOE 2005a:42) states that no health care practitioner may refer a child directly to a special school without going through the local primary school and the district-based support team. The emphasis for the identification of barriers to learning and learners with barriers to learning will be based on the knowledge, skills and capabilities of the class educator. In this draft (DOE 2005a:59) it is expected of educators to identify, assess and assist learners who:

- Are in need of an enriched programme;
- Are in need of a support programme;
- Need diagnostic help in specific aspects of learning programme;
- Have a learning barrier;
- Have physical disabilities, for example vision or speech;
- Have health problems;
- Have problems with emotional stability; and
- Show signs of abuse or neglect.

The emphasis of the assessment, identification and support offered to learners with barriers to learning relies on the class educator. The class educator must be suitably qualified to cope with these demands and if they are not able to meet these

demands the learner will not be able to reach their full potential within that educator's classroom.

6 SPECIFIC BARRIERS TO LEARNING

As previously indicated in the Conceptual and Operational Guidelines for District-Based Support Teams document (DOE 2005f:13), barriers to learning are those barriers to learning which hinder teaching and learning. These barriers to learning could relate to barriers to learning within the individual, curriculum and environment. However, for the purpose of this study, only a limited number of barriers to learning occurring within the learner will be discussed, focusing on those mentioned in the Education White Paper No. 6 document (DOE 2001:14).

Some of the barriers to learning that will be reviewed will be learners experiencing barriers with their senses, medical conditions and physical disabilities. In each section an explanation of the barrier will be followed by the adaptations necessary in the classroom to accommodate these learners so that each reaches his or her full potential within the classroom environment.

6.1 SENSORY BARRIERS

Many definitions of sensory barriers exist. According to Beveridge (1999:40) learners with sensory barriers have impairments, which involve the senses, which restrict how learners are able to integrate their experiences and make sense of their environments. Wood (2002:103), on the other hand, describes sensory barriers as language, communication, visual and hearing barriers. Lewis and Doorlag (2003:343) describe it as a learner experiencing a sensory loss. Learners experiencing sensory barriers can experience a wide range of abilities and a variety of barriers in the school environment. These visual and hearing barriers can be mild, moderate or severe.

6.1.1 HEARING BARRIERS

The terminology applicable to this category of barrier will be clarified and then the possible classroom adaptations for learners experiencing hearing barriers will be addressed. This same format will be followed for the subsequent barriers to learning in this section.

Watson (1999:2), Kapp (2000:320) and Storbeck (2005:350) feel that when discussing deaf learners or learners who are partially hearing, the terminology used is complicated and merits some explanation. They describe the degree of hearing loss as the crucial aspect in determining which term to use. In South Africa it has become the established pattern to distinguish three categories of children according to their hearing loss and these will determine the education they receive. These are: the partially hearing learner, the hard-of-hearing learner and the deaf learner.

Hearing loss is expressed as mild, moderate, severe or profound. The more severe the loss of hearing, the more assistance the learner will require in the classroom. The hearing barrier manifests either as an inability or a serious problem in acquiring a spoken/written language (including normal speech) through the usual auditory channels. This is referred to as a hidden disability as one cannot tell from looking at the child that his or her hearing is impaired.

According to the Eastern Cape statistics, 68 531 learners can be considered as experiencing hearing barriers and present a significant challenge for educators, Curriculum 2005, Assessment Guidelines for Inclusion (DOE 2002b:12). These learners experience their world in a markedly different way than do their hearing peers. Without early and special help, spoken language may not be a part of their world. Therefore, these learners may be cut off from the processes of effective education and socialisation.

Although learners with hearing barriers have the same intellectual distribution as those of hearing learners, they are typical scholastic underachievers lagging behind in particular with mathematics and reading. They also tend to associate with others who are deaf and frequently express feelings of depression, withdrawal, and

isolation. The reliance on visual cues, which may cause the learner who is hard of hearing to appear to stare at the normally hearing learner's face, lips and hands and the excessive use of gestures and body language may also be considered rude and further isolate the learner with a hearing barrier (Culatta, Tompkins & Werts, 2003:250 - 256).

Pottas (2004:1) revealed that educators in regular education, as well as student educators, lack knowledge regarding learners with hearing barriers. They generally indicated that they were unwilling to include a learner with a hearing barrier in their classroom at that time and all indicated their need for further training to effectively cope with such a learner in their classroom.

When referring to learners who suffer from deaf-blindness the Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:13) describes this as a condition in which the combination of hearing and visual loss in learners causes such severe communication and other developmental and educational needs, that the intensity and nature of support needed by these learners should be determined on a case by case basis.

Kapp (2000:322-324) discusses three different categories of hearing barriers occurring in learners and offers the following explanations and educating procedures to accommodate these learners:

- Category one: Partially hearing learners (hearing loss less than 35db within the limits of speech frequency). These learners can be educated in a regular school;
- Category two: Hard-of-hearing learners (hearing loss between 35 and 65 db within the limits of speech frequency). These learners' hearing loss is of such a nature that they will probably have to spend their whole school career in a school for the hard of hearing, but will not require the teaching methods for the deaf. In South Africa it is currently the practice for hard-of-hearing learners also to be accommodated in schools for the deaf, but in separate divisions or classes; and

- Category three: Deaf learners (hearing loss 65db and over). These learners' loss of hearing is of such a serious nature that it is necessary for them to be taught by means of teaching methods used in schools for the deaf.

The Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:12) mentions that language is vitally important for instruction. Therefore, it is difficult for educators to use standard instructional methods effectively with learners who have problems processing language because of hearing losses. They suggest that learners with hearing barriers have their first language as sign language. Any spoken/written language must therefore be considered as a second language.

Educational adaptations needed for learners with hearing barriers:

From the works of Smith *et al.* (1998:218-226), Lewis and Doorlag (2003:353), Wood (2002:104), Choate (2004:30), Storbeck (2005:358-361), Kapp (2000:342-350) and Gregory (1999:33) it is apparent that the level of support differs greatly depending on the hearing impairment of each learner. Suggestions for classroom adaptations are:

- Students with mild losses require minimal support. Amplification assistance can enable these students to hear correctly;
- However, deaf students will require specialised instructional techniques. An interpreter will need to be present in the classroom on a daily basis and visual-teaching aids will need to be utilised as much as possible;
- The class educator will have to inform the interpreter on the topics to be discussed before the class begins;
- Lessons will have to be conducted at a much slower pace to allow time for interpreting;
- Regular breaks in lecturing will need to be programmed so as to determine the level of understanding of the work content. Movement around the classroom will need to be limited so that the hearing impaired learner can have continuous eye and lip contact with the educator. Allow the interpreter to be near the educator so that the learner can view both;
- Seating is also very important. The learner must be able to view the educator's face at all times;

- Educators will have to familiarise themselves with sign language.
- Educators will also have to be familiar with the social and emotional complications of not being able to hear;
- They will have to have information on how assistive listening devices (ALD'S) work and be able to assist the child if complications should occur;
- They will also have to know enough about the disability to discuss the matter with fellow learners and colleagues;
- The learner's seat must be away from noise and must be close to where the instruction takes place;
- If an interpreter is provided, they must be seated close to the learner and both should be given more flexibility as to where they want to sit;
- Speakers must not stand with a direct light behind them, for example, a window;
- Keep classroom and background noise to a minimum as learners wearing hearing aids will experience all sounds as being amplified;
- Label items in the classroom to assist learners in the development of their vocabulary;
- Educators must encourage learners to make use of special assistive aids and equipment, as they are very helpful to learners with barriers to hearing;
- Become acquainted with the aims and objectives of a speech/language therapy programme;
- Help other learners to develop an attitude of acceptance;
- Reinforce good speech and language performance during classroom activities;
- Work co-operatively with a therapist in providing integrated therapy to learners;
- Help with the speech-language pathologist evaluating the learner's progress at different stages of the therapy programme;
- Assist the learner with a hearing barrier by letting them talk without interrupting or making suggestions like "hurry up";
- Become aware of the learner's strengths and weaknesses and help to develop these strengths to the fullest;

- Educators must build vocabulary and experiential frameworks before each lesson and incorporate language development;
- Monitor amplification devices and provide transliteration as needed;
- Communicate directly with students using normal voice and rhythm;
- These learners need clear guidance as to where to look. If there are a number of sources of information it can be difficult to decide;
- If visual materials are used, learners with hearing barriers will need time to look at them before communication continues;
- The signed message may be behind the spoken message and the learner needs time in the lesson to catch up so they can participate fully;
- New terms may present problems as the child may be unfamiliar with them or there may not be a sign for them;
- The use of hearing aids needs careful consideration so messages are not confused; and
- Social relationships need to be considered with deaf and hearing learners encouraged to interact and collaborate.

6.1.2 VISUAL BARRIERS

When reviewing the terminology pertaining to a visual barrier, Culatta *et al.* (2003: 294) states that we learn from the printed and visual materials that give us greater understanding of our world and its many wonders. We select friends, play sports, work, and relax with the help of visual information. This is obviously not so for students with visual barriers. He stipulates that one in every ten learners begins school with some degree of visual impairment. Learners may suffer from numerous kinds of visual impairments which range from refractive errors (far-sightedness and near-sightedness) to retinal disorders and blindness. Visual impairments refer to a situation where certain eye conditions become a significant barrier to scholastic progress. In these cases ordinary print is problematic, even with the help of spectacles or contact lenses, Curriculum 2005, Assessment Guidelines for Inclusion (DOE 2002b:11).

Learners with visual impairments constitute 161 898 of the school population in the Eastern Cape, Curriculum 2005, Assessment Guidelines for Inclusion (DOE 2002b:12) and according to Culatta *et al.* (2003:299) these learners can be described as unmotivated to move and explore, thereby restricting the general development of their motor skills. Intellectually they do not show significant differences to their sighted peers, but from a very young age may have some delay in verbalisations as sight and hearing go hand in hand in understanding the concepts. Learning barriers may be present; however, with correct specialised assistance these should soon be overcome. Learners with visual barriers tend to be behind in their social skills. Body rocking, eye rubbing and inappropriate hand and finger movements may be distracting and off-putting to peers, and interfere with attempts at social interaction.

Educational adaptations needed for learners with visual barriers:

According to the works of Smith *et al.* (1998:230-239), Lewis and Doorlag (2003:353), Wood (2002:106), Culatta *et al.* (2003:319), Choate (2004:34), Storbeck (2005:358-361), Pauw (2000:366-376) and Flenner (1993:173-183), the following classroom adaptations to accommodate learners with visual barriers are suggested:

- Other learners will have to be taught to be of assistance to the visually impaired learners in the classroom;
- Educators should inform the visually impaired learners of their actions within the classroom, for example, when they are leaving the room;
- Furniture in the classroom must not be moved or rearranged within the classroom;
- Cupboards, doors, etcetera, must be kept closed so as to prevent the visually impaired learner from walking into them;
- Auditory distractions must be avoided at all costs;
- Educators will have to familiarise themselves with the necessary equipment used by the visually impaired learners and be familiar with Braille and its materials;
- Lesson plans will have to accommodate visually impaired learners, and adjustments will have to be made;

- The educator must also be aware of the social and emotional considerations of the visually impaired learners;
- Learner's desks will have to be large enough to house Braille writers and other equipment;
- Copyholders, easels, and adjustable tops on desks will assist learners to maintain good posture for close-eye activities;
- It is necessary to have an accessible storage area with adequate space for large pieces of equipment such as optical devices or reading stands for Braille or large-print books;
- Learners who are partially sighted must not face the glare of a window; however, lighting should be adequate. Some students may need additional light from a source such as a lamp. Reflected lighting is preferable to direct lighting;
- A matt surface to paper, desks and walls is recommended, as sheen should be limited to a minimum;
- North-facing windows must be fitted with blinds or louvers to lessen bright light for the sake of a partially-sighted learner;
- Copy machines must be available to enlarge print materials for the learners;
- Learners must be allowed to orientate themselves to the classroom. They must be allowed to explore;
- Where necessary, a sighted guide must be made available for fire drills, field trips, assemblies and seating in rooms that ordinarily have unassigned seating;
- The learner needs to have furniture that fits;
- Learners should participate in demonstrations;
- Activities that are multi-sensory in nature must be made available for use by the learner;
- Activities should be more of a tactile nature instead of a visual and auditory nature;
- Instant voice-to-print and print-to-voice translation equipment must be available;
- Eliminate clutter in the classroom so that learners can move without surprises;

- Place Braille labels on items in the classroom;
- Allow the learner to use a computer to produce work;
- Have another learner read assignments from books not available in Braille or on tape;
- Recognise that some vocabulary words mean nothing to a learner who has never seen them;
- Allow the learner who has some vision to use a marker with which to write as the lines will be wider and easier to see;
- Provide shortened assignments, oral response and keyboard assignments instead of written ones;
- Compensatory techniques using hearing, touch, assistive technology, or Braille should be taught as necessary; and
- The advantage of a consultative-collaborative educator in coping with learners with visual barriers is emphasised. This model is preferred to the traditional educator consultant model and the itinerant educator model in that it emphasises shared communication and joint problem solving. This model allows for the teaching of smaller groups and the training of others through workshops.

6.2 MEDICAL BARRIERS

The Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:17) mentions medical conditions such as epilepsy, severe diabetes and chronic pain or back injury as requiring adaptive methods of assessment and change in the classroom environment whereas Kunneke and Orr (2005:427-445) refer to these medical conditions under the heading of chronic diseases. Other diseases such as HIV AIDS, Tuberculosis, Malaria, childhood cancers and heart disorders are also some of the conditions that fall into this category, but for the purpose of this study only some of those mentioned in White Paper No. 6 will be addressed.

6.2.1 ASTHMA

Smith *et al.* (1998:255), Smith (2000:172), Lewis and Doorlag (2003:322), Culatta *et al.* (2003:221) and Gulliford and Upton (1994:157) describe asthma as a common condition amongst learners, characterised by episodes of coughing, shortness of breath and wheezing. A feeling of constriction within the chest area as a result of bronchial contractions also occurs. The condition affects about ten percent of the school population and there is a tendency for asthma to run in families. According to Smith (2000:172), 2.58 percent of USA learners suffer from asthma and it is more common during the ages of two to ten years. Kunneke and Orr (2005:438) stipulate that up to 60 learners die annually in the UK following an acute asthma attack. Attacks are often brought about by stress and allergic reactions to food, dust or pollen. Asthma is indicated as the leading cause of school absences among all chronic diseases. Asthmatic attacks can be very serious and must be dealt with in the proper manner.

Educational adaptations needed for learners with asthma:

Smith *et al.* (1998:255), Culatta *et al.* (2003:221), Gulliford and Upton (1994:157) suggest the following classroom modifications for learners with asthma:

- The educator must be aware of the condition, what triggers attacks and how to assist a learner suffering from asthma;
- Allergens have to be removed from the classroom as far as possible;
- Educational outings have to be planned and researched to avoid contact with possible triggers for attacks;
- The educator must be aware of allergic reactions to certain medications;
- If frequent attacks are noted, suitable equipment must be allowed in the classroom, for example, vaporisers or humidifiers;
- Study buddies must be arranged so that in the event of absenteeism, schoolwork can be caught up and the asthmatic learner does not fall behind academically;
- Classrooms are fitted with special air filtering equipment;

- Extra classroom cleaning should take place, especially vacuuming and wiping of surfaces;
- Outdoor play might be restricted during certain seasons and class pets may need to be removed;
- Playing equipment will have to be screened for content before use;
- Field trips may need to be closely monitored;
- Specific medications need to be available in the classroom in the event of an attack; and
- Periodic breathing exercises and mechanical lung drainage activities might be necessary.

6.2.2 DIABETES

Diabetes is a fairly common condition that, once on the correct dosage of medication and diet, should not pose too many problems in the classroom. Smith (2000:164) mentions that the illness affects one out of every 600 school going learners but appears to be uncommon in learners living in third world countries. It is a life-long disease and learners with this illness require continual attention – twenty-four hours per day, seven days per week. Culatta *et al.* (2003:223) stipulates that juvenile diabetes and hypoglycaemia can be an inherited metabolic disorder, or one that can develop after a viral infection. In either event the pancreas does not produce enough insulin to metabolise or absorb the sugar in the bloodstream. Learners will show signs of increased thirst, frequent urination, weight loss, headaches and slow healing of cuts and scrapes. Without proper medication, learners with diabetes will also lack energy and vitality.

Educational adaptations needed for learners with diabetes:

Smith *et al.* (1998:259), Culatta *et al.* (2003:223) and Smith (2000:165) mention that:

- The educator must be aware of the disorder and, in particular the diet-related information needed to prevent unnecessary attacks;
- Meals must be eaten on a regular basis and the type of food must be monitored at all times;

- The learner should be helped to deal with the disease;
- Learners should be carefully observed to spot behaviours that could indicate unbalanced insulin levels;
- Educators must ensure that these learners eat properly prescribed meals; and
- Educators should be aware of which behaviours are indicative of potential insulin shock (too much insulin is present) and diabetic coma (too little insulin is in the learner's system).

6.2.3 EPILEPSY

Lewis and Doorlag (2003:323) explain that the word epilepsy comes from the Greek word for "seizures" and Smith (1998:260) summarises epilepsy as a seizure disorder, which he describes as a sudden malfunction of the brain due to increased electrical discharges. Kapp (2000:256) offers the definition as: "a sudden disturbance of or change in brain function as a result of unusual electrical activity in the brain cells."

The two common seizures found in learners are the petit mal seizure and the grand mal seizure. Petit mal seizures are difficult to observe, as the learner does not have any major physical movement during such a seizure. There may be a flickering of the eyelids and a blank stare into space, which could last up to 30 seconds. The learner then resumes the work being done before the seizure took place. Grand mal seizures are more obvious as the learner loses consciousness for more than two minutes and there are contractions of the muscles resulting in convulsions. Culatta *et al.* (2003:214) states that epileptic seizures may occur as isolated one-time events or may take place many times each day. Bright lights, certain sound combinations, or even odours can initiate seizures.

Educational adaptations needed for learners with epilepsy:

Smith *et al.* (1998:260-262) and Culatta *et al.* (2003:215) stipulate that educators should:

- Make the other learners aware of what needs to be done in the event of a seizure taking place in the classroom;
- Be fully aware of what occurs to the learner during such a seizure and the correct procedures to cope when such an attack does occur in the classroom;
- If no nursing sister is available at the school, a separate space must be made available where the learner can rest, and procedures must be in place to send the learner home to recover;
- Turn the learner's seizure into an educational opportunity for other learners;
- Record behaviours that occur before, during and after the seizure, as it may be important in the treatment of the seizure. The completion of a seizure observation form is recommended, which includes aspects such as:
 - Date, time and duration of seizure;
 - Behaviour before seizure;
 - Initial seizure behaviour;
 - Behaviour during seizure;
 - Behaviour after seizure;
 - Student reaction to seizure;
 - Peer reaction to seizure; and
 - Educator comments.
- The educator must monitor the effects of the medication. Side effects such as drowsiness, dullness, lethargy and behavioural change can sometimes be noted; and
- Seizure disorders often occur in conjunction with other disorders, resulting in difficulties acquiring educational concepts and keeping up with classmates.

6.3 PHYSICAL BARRIERS

The Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:13) refers to a physical barrier as the impaired function in the hands, arms, legs, trunk and/or neck; whereas, Smith (2000:419) describes a physical barrier as a physical or health problem of a learner which results in an impairment of normal

interaction with society, to the extent that specialized services and programmes are required.

These physical barriers could include an impaired functioning in the hands, arms, legs, trunk and/or neck and include:

- Quadriplegia (the inability to move the body parts);
- Missing limb/s through amputation; or
- Chronic pain or back injury resulting in the learner requiring rest breaks and specific seating needs.

Choate (2004:33) mentions that learners who have a physical barrier are considered educationally disadvantaged only when their academic progress is adversely affected. These physical barriers may interfere with the learner's ability to acquire and demonstrate knowledge through the usual means, and may reduce the learner's stamina and alertness.

Educational adaptations needed for learners with physical barriers:

Choate (2004:33), Kapp (2000: 256) and Uys (2005: 420) suggest that:

- Learners are often absent from school, which may result in skill gaps. The educator must assist in this regard when necessary;
- Learners' performances fluctuate with their physical condition and the medication that they take. The educator must be aware of these aspects and accommodate the learners in this regard;
- Physical limitations may limit the range of experiences learners have available to help them understand and interpret concepts;
- The physical environment will need to be adapted to accommodate learners' needs;
- Educators must broaden experiential repertoires and extend preparation for each lesson;
- They should modify instruction and assessments according to learners' needs;

- Educators should rely heavily on oral activities and experiences and present short, varied reading and writing tasks to avoid fatigue;
- Learners need to be taught strategies to adjust to their physical and learning needs independently;
- The learner must be allowed extra time if needed to complete a task; and
- Many physically disabled learners experience barriers in their self-esteem and experience themselves as being different. Educators will need to address these issues within the classroom situation so as to assist these learners to reach their full potential within the classroom environment.

CEREBRAL PALSY

According to Botha and Kruger (2005:288), cerebral palsy is the most common form of physical barrier experienced by learners in our schools today with 1.5 to three births per thousand recorded. Smith *et al.* (1998:257) describes cerebral palsy as a disorder of movement or posture and can be as a result of brain damage. It affects the voluntary muscles and often leads to major problems in communication and mobility. Cerebral palsy is neither progressive nor curable, although with education, therapy and applied technology learners with cerebral palsy can lead productive lives.

There are different forms of cerebral palsy:

- Monoplegia – where one limb is affected;
- Paraplegia – only the legs are affected;
- Hemiplegia – one half of the body is affected;
- Triplegia – three limbs are affected; and
- Quadriplegia – all four limbs are affected.

Specific educational adaptations needed for learners with cerebral palsy:

Smith *et al.* (1998:258) and Botha and Kruger (2005:297) suggest that the following classroom modifications take place:

- Seating arrangements and the availability of free space in the classroom is of major importance so as to allow for free movement;
- Extra time must be allowed between periods to cater for those with this disability;
- Special equipment must be available to those requiring it for writing and general communication;
- Physiotherapists and occupational therapists must be consulted so as to determine correct postures positioning, etc.;
- Many real-life activities are provided;
- The educator must understand the use and functions of the various parts of a wheelchair and any special adaptive pieces that may accompany it;
- Educators must make use of various augmentative communication techniques with learners who suffer from severe cerebral palsy;
- Learners should be encouraged to use computers that are equipped with expanded keyboards. However, if the learner is unable to move the computer mouse, a mouthpiece must be used for this purpose; and
- Educators are encouraged to assist the learner to relax the spastic limb by teaching the learner to massage it. When the educator walks around the classroom they can stroke the learners' spastic hand so as to encourage the learner to relax the hand in question.

6.4 INTELLECTUAL BARRIERS

According to Jooste and Jooste (2005:380-401), learners experiencing learning barriers have been described in the past by numerous names such as “idiot”, “retarded”, “mentally disabled” and “mentally handicapped”. In recent South African publications, for example, in Education White Paper No. 6, the terms “mental disability” and “intellectual impairment” are used (DOE 2001:14,25). However, for the purpose of this study the term intellectual barrier will be used.

The Education White Paper No. 6 document (DOE 2001:15) maintains that three percent of the school population can be described as having learning barriers. This

three percent equates to approximately 300 000 learners in our South African Schools.

The Curriculum 2005, Assessment Guidelines for Inclusion document (DOE 2002b:14) describes learning barriers as any barrier which may affect the learner's ability to function effectively in one or more areas (such as phonics, grammar, following directions, spatial relations, numbers). On the other hand, Smith *et al.* (1998:87) describes a learning disability as a deficit/barrier in academic achievement (reading, writing and mathematics) and/or language (listening or speaking). The Diagnostic and Statistical Manual of Mental Disorders IV (2002:49) refers to a learner experiencing a learning barrier when the learner's achievement on individually administered, standardised assessments in reading, mathematics, or written expression is substantially below that expected for their age, schooling, and level of intelligence. Choate (2004:31) indicates that intellectual barriers can be detected as:

- Learners having inconsistent and uneven performance of tasks;
- Learners demonstrating listening and speaking skills superior to reading, writing and other skills;
- Learners exhibiting skill gaps; and
- Learners displaying attention, task-persistence, and organisational barriers.

Educational adaptations needed for learners with intellectual barriers:

Smith *et al.* (1998:113-119), Choate (2004:31), Jooste and Jooste (2005:389) suggest the following adaptations:

- Compile an Individual Educational Programme for each learner based on his or her strengths and weaknesses;
- Pre-teach vocabulary, and assess the prior knowledge of learners before you introduce new concepts;
- Provide multiple opportunities to learn content, co-operative learning activities, study guides, choral responses, and hands-on participation;

- Provide frequent feedback and gradually allow learners to evaluate their own work;
- Modify textbooks in the following ways:
 - Substitute textbook reading by – supplying an audiotape of the text, pairing learners to learn text material together, substituting the text with direct experiences or videos, holding tutorial sessions to teach content to a smaller group;
 - Simplify text by – developing abridged versions, developing chapter outlines or summaries, and finding a text with similar content written at a lower level; and
 - Highlight key concepts by – establishing the purpose of reading, over-viewing the assignment before reading, reviewing charts, vocabulary and key concepts before reading, reducing the amount of work by targeting the most important information or slowing down the pace of assignments.
- Identify and teach to the learner’s learning style;
- Teach learners strategies to compensate for specific learning weaknesses;
- Provide brief, varied activities and frequent rehearsal and review;
- Directly teach study strategies and organisational skills;
- Utilise co-operative learning groups; and
- Arrange a non-distracting learning environment.

As can be determined from the above classroom and teaching adaptations, educators will need to be well versed with the above barriers mentioned in order to meet each individuals needs within the classroom situation. A lack of this knowledge could result in the educator experiencing undue stress; thereby reducing the affectivity of her/his educating abilities.

The following section deals briefly with the concept of “Remedial Therapy” and reviews why the researcher feels that it is important that each educator should be equipped with this qualification.

7 REMEDIAL THERAPY

Bouwer (2005:47) suggests that “remedial education” conventionally adheres to the medical model of diagnosis and treatment which is now discouraged within the inclusive education model. The remedial approach is described by the author as an educational methodology which is problem-centred and is based on a needs approach to learning and developmental barriers. This medical model, which was used in the South African educational system until 1994, focused on the individual learner’s weaknesses and strengths.

These attributes were highlighted in the assessments conducted by, amongst others, remedial therapists, who would then concentrate on assisting the individual learner to overcome these weaknesses while focussing on their strengths. The remedial therapy concept or learners’ support as it is referred to by Bouwer (2005:48) focuses on the educator being equipped with the necessary skills and training in order to correctly identify learners with barriers to learning and to assist the individual learner within the classroom environment. They will also be in a position to offer individual remedial therapy to selected learners requiring intensive educational assistance.

7.1 GENERAL OVERVIEW OF THE CONCEPT “REMEDIAL”

Numerous definitions have been offered for the concept of “remedial” which has also been referred to as orthopedagogical assistance. An example follows:

Remedial teaching is a type of teaching which rectifies some deficiency or puts things right, a part of education which is concerned with the prevention, investigation and treatment of learning barriers in learners and providing educational support and guidance to educators and learners within schools and classes for learners experiencing barriers to learning (Sampson, 1975:1; Kapp 2000:52; Gulliford & Upton 1994:43).

In order to achieve many of the definitions mentioned, Harry Chasty of the UK Dyslexia Institute offered the suggestion in 1985 that “if the child cannot learn from the way you teach, you will have to teach in a way that the child will learn” (Mortimore, 2004:13).

Silver and Hagin (2002:214) state that although learning barriers are varied and that the diagnosis of the learning barrier is best done by a multidisciplinary team which could include occupational therapists, psychologists, physiotherapists, etcetera, the responsibility for the actual remediation of the learning barrier is largely that of the remedial therapist or class educator. Inevitably, whether learners learn to listen, speak, read, write, spell and do mathematical calculations depends on what and how they are taught. Grové and Hauptfleisch (1982: Preface) indicate that the educator's role in clearing the learner's way to self-realisation is cardinal. Therefore, the first line of defence against the origin and aggravation of learning barriers lies with the educator in the classroom situation.

However, according to Christie (1998:29) 80 to 85 percent of educators responded favourably to the question that educators without formal remedial training should attend in service training courses to learn to teach learners with barriers to learning. Furthermore, educators felt that those who were specially trained to teach learners with learning barriers were better able to teach learners with *and* without learning barriers.

7.2 BRIEF HISTORY OF REMEDIAL THERAPY IN SOUTH AFRICA

In 1948 after the National Party came into power, the Act on Special Education was established this provided for the establishment of "child guidance clinics". School psychologists stationed at these clinics performed the role of the remedial therapist and offered assessments and therapy to learners with barriers to learning (Esterhuizen 1968:4). Remedial teaching, by qualified remedial therapists, was only offered in the Eastern Cape from the 1960's. These remedial therapists were stationed at the educational clinics and numbered between 12 and 30. Their chief function was to visit certain schools and provided individual and group therapy to learners experiencing scholastic barriers to learning. These therapists were each allocated two or three schools and had a caseload of between 15 and 18 learners. Psychologists assessed the learners at the school clinic and cases were reviewed every six months.

Today, the Port Elizabeth district consists of two qualified remedial therapists assisting over 200 urban and rural schools. The role of the remedial therapist has greatly changed over the years and today their main duties only include educator and curriculum support. (L. Jay, Centre for Learners with Special Needs, Port Elizabeth, personal communication, 2 August 2006).

7.3 REMEDIAL RESPONSIBILITIES

In order to fully comprehend the advantages of possessing a remedial qualification and the resulting improved coping skills of an educator, one only needs to look at the responsibilities that a qualified remedial therapist is able to perform. Townsend (2002:16-18) lists remedial therapists' skills and responsibilities as the following:

- Assessment of learners experiencing scholastic barriers to determine their present level of functioning and to determine whether there are any barriers present preventing the learner from coping with the school work;
- Identifying learners' barriers to learning and applying procedures within the classroom environment to accommodate these learners so that they can reach their full academic potential;
- Liaising with other professionals regarding the strengths and weaknesses of the learner;
- Compiling a report focusing on the individual learner's strengths and weaknesses;
- On completion of an assessment, an Individual Educational Programme (IEP) is compiled for each learner. An IEP focuses on all previous assessments conducted, the learner's preferred method and style of learning, social, emotional, motor and sensory strengths and weaknesses. Ysseldyke and Algozzine (1982:167) refer to this type of teaching as diagnostic-prescriptive teaching;
- Long-term, as well as short-term objectives are compiled as to how the remedial therapist/educator envisages assisting the learner to overcome his or her scholastic barrier within the classroom environment and individually;
- Offering individual as well as group therapy sessions to learners with barriers to learning;

- Building up of the learner's self-esteem and love of school and academic responsibilities;
- Referring learners to other professionals for further assessments, when necessary;
- Correct referrals for placement in specialised educational schools when necessary;
- Offering guidance and support to fellow educators regarding learners with barriers to learning;
- Offer advice and guidance to parents of learners with barriers to learning;
- Offering advice and guidance to the general community, through talks and workshops, on how to prevent learners experiencing barriers to learning; and
- Forming part of the Institution-based Learner Support Team in offering guidance and support to other educational facilities requiring advice and guidance in assisting their learners with barriers to learning.

In many instances remedial therapists are required to identify and assist learners suffering from barriers other than those of a scholastic nature. These barriers could be related to those usually identified by psychologists, optometrists, speech therapists, social workers, occupational therapists, dieticians and physiotherapists. It is, therefore, paramount that the remedial therapist be familiar with the barriers that learners could experience in their emotional, social, behavioural, physical, and perceptual skills and be able to identify these barriers and be aware of how to assist the learner to overcome these barriers. Referral procedures to these individual professionals must also be known (Townsend 2002:20).

8 SUMMARY

In this chapter learners with barriers to learning/barriers to learning and the numerous classroom modifications that need to take place for the effective implementation of inclusive education into our South African educational system were discussed. The concept of remedial was also briefly discussed.

The numerous demands that will be placed on educators, especially regarding the adaptation of their teaching skills, attitude and teaching methods, were mentioned.

The ultimate aim of this chapter was to envisage the overall pressures that will be placed on our educators educating learners with barriers to learning, with the final view of determining whether the educators will be able to cope with these added pressures within an inclusive educational environment.

The next chapter will describe the execution of the research regarding the interviews, questionnaires and analysis of learners' files.

CHAPTER FOUR

THE EMPIRICAL RESEARCH: EXECUTION

1 INTRODUCTION

The aim of this chapter is to describe the execution of the empirical research conducted in this study. It further refers to the methodology employed in conducting the research, and includes a description of the research design, the participants, the sampling method and the ethical considerations applied.

2 METHODOLOGY

2.1 QUALITATIVE RESEARCH

As indicated in Chapter one, a qualitative research approach, in terms of an interpretative method of inquiry, was deemed necessary for this study, the purpose of which is to determine the need for a Remedial Qualification within an inclusive education system.

Various descriptions of the term qualitative research can be found in literature and an explanation of some of them will justify why the researcher selected this method and not any other of the research methods available.

As mentioned in Chapter one, Struwig and Stead (2001:56) indicate that qualitative research allows the researcher to understand the participants' thoughts, feelings and viewpoints on certain issues. Balian (1988:63) describes qualitative research as emotion – the attempt to measure the “quality of something”, and Mouton (2001:161) explains the qualitative method of research as a “naturalistic” research method as it describes and evaluates the performance of programmes in their natural settings, focusing on the process of implementation rather than the (quantifiable) outcomes. Mouton (2001:162) continues to explain that the strengths of qualitative research are the establishment of trust and rapport with research subjects. This design minimises

suspicion and distrust and allows for an increase in trust and credibility between the researcher and the participants.

According to Allison and O'Sullivan (2001:70), qualitative research entails the exploration and understanding of a topic, for example, the barriers to learning involved, without the need to know how often these barriers to learning occur.

Struwig and Stead (2001:56) are of the opinion that qualitative research generally attempts to:

- Understand the issues from the viewpoints of the participants, although the researcher and the participants are involved in interpreting the data;
- Describe the social setting of the participants so that the participants' views are not isolated from their contexts; and
- Understand the participants' thoughts, feelings and behaviour and that these are examined along a developmental or temporal continuum. Interviews are useful in capturing this process through the stories participants provide. The data are, therefore, not presented in a static, reductionistic and decontextualised manner.

The researcher opted for this qualitative method as it afforded her opportunity to record and understand the participants on their own terms. It also allowed the researcher to obtain the genuine feelings, concerns and viewpoints of the educators regarding the implementation of inclusive education. How they felt about the questions being put to them and what their genuine concerns and uncertainties were regarding the issues being raised could also be determined. In so doing, a relationship of trust and truthfulness was established with the participants during the interviewing sessions eliciting trustworthy and valid responses, which were necessary for this study.

However, quantitative strategies were also employed to a certain degree to gather demographic information, to establish the participants' preferences and in analysing the learners' files. The data collection methods used in this research are described next.

2.2 DATA COLLECTION

According to Struwig and Stead (2001:40), data is information that needs to be collected and analysed so as to:

- solve a problem;
- assist in the interpretation of a problem; and
- confirm or refute a specific hypothesis.

In this research, the data collected was used to assist in the interpretation of problems.

2.2.1 POPULATION AND SAMPLING

Struwig and Stead (2001:118) assert that a **population** (also termed the universum) has certain characteristics that can be completely homogeneous (the same). For this study the population for the *interviews* and *questionnaires* were educators from all Grade R, primary, mainstream, full-service and special schools, from both the previously advantaged and disadvantaged areas in the Nelson Mandela Metropole. Male and female principals, deputy principals, heads of department, senior educators, as well as post level one educators working with learners in the above mentioned grades and schools were included.

University students enrolled in the Advanced Certificate in Education (ACE): Special Needs: Remedial Education and Barriers to Learning courses, many of whom are active educators in schools within the Nelson Mandela Metropolitan area, also formed part of this population. The population for the *learners' files* were the remedial practices in the Nelson Mandela Metropole area.

The researcher made use of probability, purposive and convenience sampling methods in the study. A **sample** is described as a small, selected group from the population chosen to fairly represent this section of the population. According to Fink (2003:136), the sample methodology has been designed to obtain answers or

solutions to carefully selected questions from people who share certain characteristics and interests.

Struwig and Stead (2001:111), together with Balian (1988:167), describe convenience sampling of participants, as sampling on the basis of availability. The criterion for effective sampling is gaining access to relevant data regarding the issues at hand that are being researched. The key concepts here are access, which reflects a practical availability concern, and relevance, which reflects a validity concern (Strydom & Venter 2003:207; Struwig & Stead 2001:41).

Also using purposeful sampling methods, participants for the *interviews and questionnaires* were selected based on their accessibility and close proximity to the researcher. Another condition for selection was whether they met the criteria for the study, which was that all the participants had to be active educators or remedial students and familiar with the demands within the present educational system.

Furthermore, the schools selected to participate in this study were chosen for their close proximity to the researcher and for the diversity of education offered at the school. Some of the selected schools catered specifically for learners with barriers to learning; whereas, others were mainstream schools that are now faced with coping with learners experiencing barriers to learning.

Schools in both the advantaged and formerly disadvantaged areas were included in this study so as to ensure the obtaining of a true reflection of the educators' beliefs and concerns regarding the implementation of inclusive education. All the schools included in this study were also selected for the diverse qualifications of their staff, some with specialised training and some without training in assisting learners with barriers to learning.

Balian (1988:185) suggests that the nature of the study dictates the sample size for a project, but recommends sample sizes of 60 to 300 as being common practice.

The questionnaires were presented to educators teaching at 30 schools within the Nelson Mandela Metropolitan area. A total of 120 questionnaires were distributed to the participants and 105 were returned, indicating a response return of 87.5 percent.

Personal interviews were conducted with 17 participants, all known to the researcher and were selected for their availability and willingness to participate in this study. The researcher's awareness of the respective participants' integrity and dedication to the teaching profession was also applied in the selection process.

Using the same sampling techniques for the same reasons as before, *learners' files* were obtained from one local remedial practice within the Nelson Mandela Metropolitan area. This remedial practice focuses on assisting learners from all grades and schools within the Metropole, who are not coping scholastically in any specific area of their school work. Learners from English and Afrikaans medium schools attend the practice and are either referred by their parents, educators or other professionals such as psychologists, speech therapists or occupational therapists.

The practice is staffed by seven qualified remedial therapists, all active educators within mainstream schools. As mentioned in Chapter one, the learners' files from 1997 to 2006 were used for the analysis, but only learners from Grades one to five were selected. A total of 111 learners' files were analysed for the purpose of this study.

Four methods of data collection were used in conducting this study. Each will now be discussed separately.

2.2.2 INSTRUMENTS OF INQUIRY

2.2.2.1 QUESTIONNAIRES

As mentioned in Chapter one, self-administered questionnaires were implemented. Delport (2003:165-185) refers to these types of questionnaires as personal questionnaires, as the questionnaire is handed to the respondent who completes it on his or her own.

Fieldworkers were used in this study to ensure that a larger geographical area could be covered, thereby reaching more educators in the field. All the fieldworkers were

either educators, familiar to the researcher, who possessed the necessary skills to relay information on the research topic to the participants, or students completing a remedial education course at the Nelson Mandela Metropolitan University who were teaching in local schools in the Metropole. These fieldworkers were approached to assist with handing out the questionnaires at their respective schools.

Principals of the 30 participating schools were contacted by the fieldworker and/or the researcher to obtain the necessary verbal approval, before any questionnaires were sent to the schools. The questionnaires were personally given to individual educators at schools by the fieldworker/researcher. Fieldworkers were also responsible for the collection of the completed forms at the end of a two week period.

The questionnaire (see Appendix D) consisted of both closed and open questions, but all the questions related to the same theme – “whether the educators felt that they were suitably qualified for inclusive education.”

The researcher opted for the questionnaire method of research as a larger sample group would be obtained, thereby ensuring diversity of information. All the questionnaires were in English, although English, Afrikaans and Xhosa speaking educators and students participated in the research and completed the applicable questionnaires.

2.2.2.2 INTERVIEWS

The interview approach was selected as a data collection method as it enabled the researcher to build trust relationships with the participants and, thereby, ensured authenticity of the data obtained.

As discussed in Chapter one, personal interviews are data collection strategies that are fully compatible with qualitative research methods. The interviewer is able to gain insight into the concerns and feelings of the person being interviewed and, in so doing, obtain a more honest opinion of what is being suggested or explained.

Struwig and Stead (2001:86-89) agree that personal interviews provide good responses since the participants are more likely to provide detailed answers due to the person-to-person nature of this data collection methodology.

According to Greef (2003:291-320), interviewing is the predominant mode of data or information collection in qualitative research as “in an interview one is interested in other people’s stories.” Greef (2003:293-297) continues by saying that the guided interview technique should be employed as it allows the researcher to elicit information regarding specific questions and topics. The following guidelines as suggested by Greef (2003:293-297) were helpful during the interviewing process:

- The participants were allowed to perform 90 percent of the talking, with the interviewer merely posing questions to them. It was found that the majority of those interviewed were responsive to the questions put to them and did not need much probing to respond to any questions;
- The questions put to the participants were clear and brief, and the words used were easily comprehensible. In this study, even those participants whose home language was not English were easily able to respond to the questions put to him or her;
- Questions were posed one at a time in order to prevent confusion and to maintain the participants composure;
- Leading questions and responses by the interviewer were avoided to prevent the interviewee being influenced by such questions;
- Sensitive questions were not posed so as to ensure that the interviewee continued being responsive and willing to participate;
- A free rein was encouraged, yet control was maintained by repeating questions when the interviewee became sidetracked; and
- All the interviews were conducted in less than an hour as many were conducted during the interviewees’ school break period or shortly after the end of the school day before the respondent took part in sporting activities.
- Interviews over the weekends and in the evenings were avoided, as the researcher is aware that many participants do not appreciate being contacted during these times.

The questions put to the interviewees were similar to those in the questionnaire so as to ensure a straightforward data analysis process. Some of the questions posed were as follows:

- Do you feel that you are suitably qualified to offer parental guidance, advice and support in relation to a learner's specific barrier to learning?
- Are you able to offer your fellow teaching colleagues guidance, advice and support in relation to a learner's specific barrier to learning?
- Do you feel that you are suitably qualified to cope with learners with numerous barriers to learning?
- Do you feel that you would be better prepared for inclusive education if you possessed a remedial qualification?

The questions posed were based on a closed and open-ended basis and the researcher invited an explanation of the responses throughout the interview process. The participants were all informed of the topic of study before the actual interview took place. The interviews were conducted on a one-to-one basis.

These participants were contacted telephonically and each asked whether they would consent to participate voluntarily and anonymously in the research. During this telephonic contact, their permission to participate was requested and the aim of the study discussed. Times, venues and suitable dates were also arranged for the interview. Participants were then met during their free periods while at school or after hours, or were contacted telephonically on their cell phones.

University students participating in the research were interviewed at the end of their lectures on the Nelson Mandela Metropolitan University South campus. All the questions put to the participants were conducted in English, but none of the participants had any difficulty understanding what was expected of them and all responded in English. All the responses to the questions were noted on an interview schedule (See Appendix E).

The researcher felt that 17 participants were sufficient as the information became somewhat saturated, with the participants repeating similar answers to the same

questions. According to Greef (2003:300), the number of participants for a study can be determined when the criterion of saturation of information is reached. This is the point in the study when the researcher begins to hear the same information repeatedly being reported, and no longer learns anything new.

2.2.2.3 LEARNERS' FILES

Learners' files from a local remedial practice were analysed anonymously with the permission of the staff, according to the individual progress made within three areas of scholastic work, namely: reading, phonics and/or mathematics.

An initial assessment was conducted on the learners when they first started remedial therapy at the practice. For the purpose of this study, the information was recorded on the graphs (discussed in detail in Chapter five) depicting the learners' skills in the areas mentioned. Another assessment was then conducted and recorded after a six month intensive remedial programme was completed. The motivation for this was, firstly, to determine the effectiveness of remedial intervention by a trained remedial therapist for a learner experiencing barriers to learning, and, secondly, to establish the ability of a qualified remedial therapist to identify underlying barriers as well as strengths and weaknesses of the individual learner.

During the course of the remedial programme, the learners attended remedial therapy on a one-to-one basis for 45 minutes per session with the qualified remedial therapist. The focus of each session was based on the learner's strengths and weaknesses within a particular scholastic area. Therapy was, however, offered only once a week and just during the school terms.

The assessments mentioned in this study were limited to those which indicated learners' scholastic skills in school grades and school terms. These assessments were used so that the analysis would be consistent when computing mathematical operations, and would be easier to depict on the graphs.

In order to assist the learners in overcoming their learning barriers, therapists worked in close unison with the class educator, parents and other professionals,

such as occupational therapists, psychologists and speech therapists. Guidance and support were offered throughout the therapy sessions and regular feedback was provided to the parents, some of whom requested this information on a weekly basis. Referrals to other professionals were also made, thereby ensuring that the individual learners received the necessary assistance required to overcome their barrier to learning.

2.2.2.4 LITERATURE STUDY AND LITERATURE CONTROL

An extensive literature review was conducted in order to obtain the necessary information on the research topic using recent entries from journals, books, newspapers, magazines and the internet. The information sought was limited to professional opinions on inclusive education both locally and internationally. The findings of this intense literature review were used to compile Chapters one, two and three of this study.

Literature control can be defined as either confirming or rebuking results of a study with findings in the literature (C. Pienaar 2006, personal communication, 18 November). The results of the literature control will be included in the next chapter.

3 DATA ANALYSIS

According to Mouton (201:108), analysis involves “breaking up” the data into manageable themes, patterns, trends and relationships, and Henning, Van Rensburg and Smit (2004:127) suggest that the search for similarities, differences, categories, themes and ideas forms part of this data analysis process.

According to Greef (2003:318), the aim of the analysis is, firstly, to understand the various constitutive elements of one’s data through an inspection of the relationships between concepts, constructs or variables, and, secondly, to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data. He goes on to state that it is also necessary to look for trends and patterns that re-appear within a single focus group or among various focus groups.

Furthermore, Greef says that the analysis begins by going back to the purpose of the study, which will also determine the depth and intensity of the analysis.

In the next two sub-sections, the analysis of the combined results of the questionnaires and the interviews and that of the learners' files will be addressed:

3.1 QUESTIONNAIRES AND INTERVIEWS

The data will be analysed question by question.

For the closed questions quantitative measures were used and the findings reported by means of descriptive statistics. According to Struwig and Stead (2001:58), descriptive statistics provide statistical summaries of data with the purpose of providing an overall, coherent and straightforward picture of a large amount of data. The open questions were analysed by means of coding. Greef (2003:346) asserts that coding represents the operations by which data are broken down, conceptualised and put back together in new ways.

The open coding methods, as described by Greef (2003:346), were used in this study, as the data was broken down into discrete parts, closely examined, compared for similarities and differences, and then questions asked about the phenomena as reflected in the data. Once the different phenomena had been identified in the data, they were grouped into concepts. Greef (2003:347) refers to this process of grouping concepts as categorising.

The researcher first read all the responses to the questions that needed to be motivated. These questions are equivalent to themes. After reading through all the data the researcher then re-read the responses to the questions of the interviews and questionnaires with the purpose of establishing categories. This involved close examination of phrases and even sometimes of single words. The main idea was brought out in each sentence or paragraph and then categorised by name. A list was then compiled consisting of two columns. The left hand side column consisted of the themes/questions as they appeared in the questionnaire/interview schedule, and the right hand side column was used to indicate categories emerging from the data.

The questions/themes and categories derived from this analysis are indicated in Table 5.7 in Chapter five.

3.2 LEARNERS' FILES

The analysis of the learners' files will be discussed in detail in Chapter five.

4 VALIDITY AND RELIABILITY

According to Pienaar (2003:15), validity and reliability in qualitative research can be problematic. Most indicators of validity and reliability do not fit qualitative research. Attempting to apply these indicators to qualitative work may distract more than clarify. Struwig and Stead (2001:144) explain that the reliability of a research study can be determined if the findings of a study are consistent when repeated over time; whereas, validity is determined when what was intended to be studied, was in fact, investigated. They distinguish between different forms of validity to be considered in qualitative studies:

- *Descriptive validity* refers to whether the information provided is factually accurate. In this study, participants' answers to the interviews and questionnaires were compared to determine their validity, that is, if there were any similarities. It was found that many of the responses were similar in nature eventually resulting in the responses becoming saturated; and
- *Interpretative validity* refers to whether the participants' meanings or perceptions are accurately recorded. Eliciting participants' comments on the researcher's interpretation of the responses is important for the interpretative validity of the results. In this study, the researcher checked with the participants during the interviews to ascertain whether their responses had been understood by the researcher. Unclear responses were repeated so as to gain a better understanding of the meaning.

The validity and reliability of this study was determined by means of the triangulation method. According to Greef (2003:341), the researcher seeks out several different

types of sources that can provide insight into the study being done. He offers the following advantages of using the triangulation method in qualitative research:

- It allows the researcher to be more confident of his or her results. In this study the researcher made use of questionnaires, interviews and learners' files to obtain the necessary results; and
- Using the triangulation method may also help to uncover different viewpoints on the topic being discussed. This was the case in this study, as participants were encouraged to describe how they felt regarding a particular question and reasons for their response.

5 ETHICAL MEASURES

According to Struwig and Stead (2001:66-72), research ethics provides researchers with a code of moral guidelines on how to conduct research in a morally acceptable way. This prevents researchers engaging in misconduct such as: distorting and inventing data, plagiarising the work of others, failing to maintain the confidentiality of the research participants or forcing people against their will to be involved in the research study. Oliver (2004:135-138) maintains that ethical measures ensure that the researcher treats the participants with care, sensitivity and respect for their status as human beings.

However, Strydom (2003:73-75) mentions that there is no specific ethical code as far as social sciences is concerned in South Africa. Nevertheless, the general Ethical Code of the South African Council for Social Service Professions can be seen as binding for social sciences as well as researchers.

As discussed in Chapter one of this study, the ethical measures taken in this research were that the participants in the questionnaires and interviews, firstly, remained anonymous and, secondly, were given the opportunity to participate voluntarily. Each participant received a covering letter (attached as Appendix B) regarding the outline of the study and what was hoped to be achieved by means of the study.

Participants were also requested to complete a consent form (attached as Appendix C) confirming their willingness to participate in the study at their own free will, and assuring that they understood that there would be no risks involved in the completion of the questionnaire as confidentiality was guaranteed. The participants were requested to initial alongside every paragraph confirming that they had read and understood what was expected of them during the completion of the questionnaire.

During the course of the interviews, the purpose of the study was relayed to the participants and their consent to be interviewed was obtained verbally.

The questionnaires were also submitted to the Nelson Mandela Metropolitan University Research Ethics Committee (Human) for review and were approved for completion by the participants (see Appendix A).

6 SUMMARY

This chapter focused on the execution of the research, and included aspects such as the method of research selected for this study. The methods of data collection were also discussed, each with explanations as to why that particular method was selected. The ethical measures applied in this study were also examined.

In the next chapter, Chapter five, the results of the empirical study will be presented.

CHAPTER FIVE

RESULTS OF THE EMPIRICAL RESEARCH

1 INTRODUCTION

In this chapter, the results of the study will be provided and discussed. The findings are two fold, in that the first part focuses on the results from the questionnaires and the interviews, and the second part on the findings obtained from the learners' files.

2 RESULTS AND DISCUSSION

The following five sub-sections give the demographic details of the participants.

2.1 YEARS AND EXPERIENCE

In Table 5.1 provided, the years of experience of the participants are summarised in terms of the range and mode for each phase or level.

Table 5.1 Years of experience

| Type of school | Range | Mode |
|----------------------------------|---------------------|-------------|
| Grade R | 6 months - 4 years | 2 years |
| Foundation Phase (Grades 1-3) | 6 months - 32 years | 21 years |
| Intermediate Phase (Grades 4-7) | 2 years - 30 years | 20 years |
| GET (Grades 8-9) | 1 year - 23 years | 15 years |
| FET (Grades 10-12) | 2 years - 20 years | 17 years |
| Specialised Education | 1 year - 35 years | 22 years |
| Tertiary Institution | 4 years - 10 years | 5 years |
| Remedial Student | Final year students | 18 students |

Table 5.1 indicates that the participants in this study were from all levels of the education field and included educators working with Grade R (Pre-Primary) learners through to those lecturing at tertiary institutions, as well as some students. From the

last column of Table 5.1 it is evident that many experienced educators participated in this study.

2.2 GENDER AND AGE

The total of 122 participants, who were involved in either the completion of the questionnaires or interviews, consisted of 12 males and 110 females (see Table 5.2). Their distribution according to age is indicated in Table 5.3 provided.

Table 5.2 Gender distribution of participants

| | Male | Female | Total |
|----------------|------|--------|-------|
| Questionnaires | 12 | 93 | 105 |
| Interviews | 0 | 17 | 17 |
| Total | 12 | 110 | 122 |

Table 5.3 Age distribution of the participants

| Age | Questionnaires | Interviews | Total |
|---------|----------------|------------|-------|
| 18 – 25 | 4 | 0 | 4 |
| 26 – 35 | 32 | 2 | 34 |
| 36 – 50 | 53 | 8 | 61 |
| 50+ | 16 | 7 | 23 |
| Total | 105 | 17 | 122 |

2.3 POSITION HELD AT SCHOOL

The positions held by the participants from the various schools and those of the remedial students are indicated in Table 5.4 provided.

Table 5.4 Position held at school

| Position held at school | Questionnaires | Interviews | Total |
|--------------------------------|-----------------------|-------------------|--------------|
| Principal | 4 | 0 | 4 |
| Deputy Principal | 4 | 0 | 4 |
| HOD | 13 | 0 | 13 |
| Post level one educator | 11 | 2 | 13 |
| Senior educator | 63 | 7 | 70 |
| Remedial student | 10 | 8 | 18 |
| Other | 0 | 0 | 0 |
| | 105 | 17 | 122 |

As can be determined from Table 5.4, twenty one participants were in positions of authority (principals, deputy principals and HOD's) with the majority of the participants falling within the senior educator status. An educator is granted senior educator status once the educator has had many years of teaching experience and falls within salary level eight on the educator salary scales. These educators should therefore be in a better position, due to their experience, to cope with learners who are experiencing barriers to learning.

2.4 HIGHEST LEVEL OF QUALIFICATION

Table 5.5 indicates the highest level of qualification of the participants in this study.

Table 5.5 Highest level of qualification

| Qualification | Questionnaire | Interview | Total |
|----------------------|----------------------|------------------|--------------|
| Teaching certificate | 6 | 2 | 8 |
| Teaching diploma | 29 | 4 | 33 |
| Teaching degree | 63 | 10 | 73 |
| Honours degree | 5 | 1 | 6 |
| Masters degree | 1 | 0 | 1 |
| Other | 1 | 0 | 1 |
| Total | 105 | 17 | 122 |

As can be determined from this table, the majority of participants were qualified with a four year teaching degree, with one participant having a doctorate in Education.

2.5 LEVEL OF TRAINING IN COPING WITH LEARNERS WITH BARRIERS TO LEARNING

In paragraph 2.4 the scope of the participants' qualifications were summarised. Table 5.6 indicates their position with regard to remedial and barriers to learning training.

Table 5.6: Level of training in coping with learners with barriers to learning

| | Questionnaires (n = 105) | | | | Interviews (n = 17) | | | | Interviews & Questionnaires Total (n = 122) | | | |
|--|--------------------------|----------------|--------------|-------------|---------------------|----------------|--------------|-------------|---|----------------|--------------|-------------|
| | Y | N | NR | Total 105 | Y | N | NR | Total 17 | Y | N | NR | Total 122 |
| With Remedial qualification | 21 (20,00%) | 81 (77,14%) | 3 (2.86%) | 105 | 1 (5,88%) | 15 (88,24%) | 1 (5,88%) | 17 | 22 (18,03%) | 96 (78,70%) | 4 (3,27%) | 122 |
| With barriers to learning qualification | 36 (34,29%) | 67 (63,81%) | 2 (1.90%) | 105 | 11 (64,71%) | 5 (29,41%) | 1 (5,88%) | 17 | 47 (38,52%) | 72 (59,02%) | 3 (2,46%) | 122 |
| TOTAL | 27.14% | 70.47% | 2.38% | 100% | 35.29% | 58.82% | 5.88% | 100% | 28.28% | 68.86% | 2.87% | 100% |

Y - yes/ N - no/ NR - no response

The participants that indicated that they did not have a remedial qualification totalled 78.70 percent and those without a barrier to learning course totalled 59.02 percent. This gives a total of 68.86 percent of the participants who completed the questionnaires and interviews not having any qualification at all in remedial education or barriers to learning.

This finding provides a clear indication of the great need that exists in ensuring better qualified educators are available to cope with the demands of inclusive education.

2.6 OPEN QUESTIONS AND CATEGORIES

As explained in paragraph 3 of the previous chapter (Chapter four), the response to all the questions that required substantiation were coded into categories. Table 5.7 provides a summary of the questions provided and their accompanying categories.

Table 5.7: Open questions and categories

| Themes/Question | Categories |
|--|--|
| Feelings/attitudes with regard to the ability to offer parental guidance, advice and support in relation to a learner's specific barrier to learning. | <p><u>Positive:</u></p> <ul style="list-style-type: none"> ▪ experience enables educator to cope with barriers <p><u>Negative:</u></p> <ul style="list-style-type: none"> ▪ lacks knowledge of barriers ▪ needed to conduct the necessary research ▪ don't feel qualified enough |
| Feelings/attitudes with regard to the ability offer their fellow teaching colleagues guidance, advice and support in relation to a learners' specific barrier to learning. | <p><u>Positive:</u></p> <ul style="list-style-type: none"> ▪ have the necessary remedial skills ▪ can offer basic advice <p><u>Negative:</u></p> <ul style="list-style-type: none"> ▪ not enough knowledge ▪ don't feel qualified enough |
| Feelings/attitudes with regard to coping with learners with numerous barriers to learning in their classroom. | <p><u>Positive:</u></p> <ul style="list-style-type: none"> ▪ possessing a specialised qualification is a benefit <p><u>Negative:</u></p> <ul style="list-style-type: none"> ▪ does not have any remedial training ▪ pre-service training not sufficient ▪ classes too big and barriers too diverse ▪ don't feel qualified enough ▪ too many learners have barriers to cope |

| Themes/Question | Categories |
|---|--|
| <p>Understanding of the concept of inclusive education.</p> <p>Understanding of the concept of remedial education.</p> | <ul style="list-style-type: none"> ▪ all children are entitled to an equal education regardless of ability, barrier or disability ▪ children need to be taught at their level – be it high or low ▪ determining underlying causes of problems and present levels of learner performance ▪ in-depth intervention for upliftment and suitable progress in the development of the learner |
| <p>Feelings/attitudes with regard being better prepared for the demands of inclusive education if Educators had a Remedial Qualification.</p> | <p><u>Positive:</u></p> <ul style="list-style-type: none"> ▪ more equipped to diagnose and assist learners ▪ collaborate with other professionals in a more informed and professional manner ▪ offer the correct assistance ▪ learners able to perform to their maximum potential ▪ lead to better understanding of the learner barriers ▪ able to adapt one's teaching methods to meet the demands of the learners ▪ able to make timeous identification of barriers ▪ Jack of all trades ▪ able to make recommendations about additional interventions needed ▪ educators would be less stressed in coping with changes ▪ educators with a remedial qualification would form part of the Institution Based Learners Support Team ▪ all teaching qualifications should consist of an intensive remedial programme |
| <p>Principals, deputy principals and HOD's (Heads of Department) support to parents</p> | <p><u>Positive:</u></p> <ul style="list-style-type: none"> ▪ been part of the Didactical Assistance Team (DAT) at the school for years has provided the necessary insight into assisting parents ▪ built up information and confidence over the years ▪ due to years of teaching experience <p><u>Negative:</u></p> <ul style="list-style-type: none"> ▪ more in-depth study was needed which there is no time for due to school commitments |

| Themes/Question | Categories |
|--|---|
| Principals, deputy principals and HOD's support to fellow educators. | <u>Positive:</u> <ul style="list-style-type: none"> ▪ teaching experience <u>Negative:</u> <ul style="list-style-type: none"> ▪ special schools are needed as the staff there are properly trained in dealing with learners with numerous barriers to learning |
| Principals, deputy principals and HOD's support to learners with barriers to learning. | <u>Positive:</u> <ul style="list-style-type: none"> ▪ years of experience <u>Negative:</u> <ul style="list-style-type: none"> ▪ classes are too big and barriers too diverse ▪ don't have the time to read up on all of the barriers due to school commitments |

For the remainder of the results obtained from the questionnaires and interviews, the format to be followed will be, first a quantitative summary to show the participants' preferences, then a discussion of this data, followed by a description of the categories that emerged from the open questions put to the participants with quotations from them to substantiate the findings, and finally references to the literature control.

2.7 EDUCATORS' PERCEPTIONS ON WHETHER THEY ARE SUITABLY QUALIFIED TO ASSIST PARENTS, FELLOW EDUCATORS AND LEARNERS

Table 5.8 provides a summary of the participants' responses to questions dealing with how suitable they think their qualifications are to assist parents, fellow colleagues and learners with barriers to learning.

Table 5.8: Educators' perceptions to render necessary assistance

| | Questionnaires (n = 105) | | | | | Interviews (n = 17) | | | | | Interviews & Questionnaires Total (n = 122) | | | | |
|--------------|--------------------------|----------------|----------------|--------------|---------------|---------------------|---------------|---------------|--------------|---------------|---|----------------|----------------|--------------|---------------|
| | Y | S | N | NR | Total (105) | Y | S | N | NR | Total (117) | Y | S | N | NR | Total (122) |
| Parents | 18 (17.14%) | 75 (71.43%) | 10 (9.52%) | 2 (1.91%) | 105 (100%) | 11 (64.71%) | 2 (11.76%) | 3 (17.65%) | 1 (5.88%) | 117 (100%) | 29 (23.77%) | 77 (63.11%) | 13 (10.65%) | 3 (2.45%) | 122 (100%) |
| Educators | 20 (19.05%) | 70 (66.67%) | 14 (13.33%) | 1 (0.95%) | 105 (100%) | 9 (52.94%) | 6 (35.30%) | 1 (5.88%) | 1 (5.88%) | 117 (100%) | 29 (23.77%) | 76 (62.29%) | 15 (12.29%) | 2 (1.63%) | 122 (100%) |
| Learners | 17 (16.19%) | 43 (40.95%) | 42 (40%) | 3 (2.86%) | 105 (100%) | 6 (35.30%) | 6 (35.30%) | 4 (23.52%) | 1 (5.88%) | 117 (100%) | 23 (18.85%) | 49 (40.16%) | 46 (37.71%) | 4 (3.27%) | 122 (100%) |
| TOTAL | 17.46% | 59.68% | 20.95% | 1.91% | 100% | 50.98% | 27.45% | 15.68% | 5.88% | 100% | 22.13% | 55.18% | 20.21% | 2.45% | 100% |

Y - yes/ S - sometimes/ N - no/ NR - no response

According to the information indicated in Table 5.8 sourced from information obtained from the questionnaires (n = 105) and interviews (n = 17), 23.77 percent of the participants indicated that they felt adequately qualified to offer guidance, support and advice to **parents** regarding assisting their children with barriers to learning, 63.11 percent indicated sometimes and 10.65 percent indicated that they felt inadequately qualified to offer guidance, advice and support to parents.

Twenty-three percent of the participants indicated that they felt adequately qualified to offer guidance, support and advice to their **fellow educators** regarding assisting their learners with barriers to learning, 62.29 percent indicated sometimes and 12.29 percent indicated that they felt inadequately qualified to offer guidance, advice and support to their fellow educators.

With regards to their abilities to cope with **learners** with barriers to learning in their classroom, only 18.85 percent of the participants indicated that they felt adequately equipped to cope, 40.16 percent felt that they were only able to cope sometimes and 37.71 percent indicated that they were not able to cope at all.

The **overall average** indication of these findings is that only 22.13 percent of all the participants felt that they were adequately qualified to assist parents, fellow educators and learners with barriers to learning. Of the participants, 55.18 percent felt that they were not able to cope effectively with learners experiencing barriers to learning in the classroom all the time and 20.21 percent indicated that they were not able to assist at all.

Using the same layout as in Table 5.7, the response categories of the following three questions will now be addressed:

- **Educators' abilities to offer parental guidance, advice and support in relation to coping with learners with barriers to learning.**

One category emerged from the responses for those educators who indicated that they were able to assist parents, namely that their years of experience and specialised training equipped them for the task of assisting these parents. This is

evident in the following quotations by one of the participants “Yes, I feel that my years of experience ... gives me the confidence to advise and guide parents.”

For the participants that indicated that they did not feel qualified to assist parents with their children experiencing barriers to learning, the following three categories were identified: they lack knowledge regarding the different barriers to learning, they do not have the necessary qualifications, and they need to do research on the topic. The finding is expressed by one participant as “I do not have the knowledge, training or experience to offer parental guidance.”

- **Educators’ ability to offer their fellow teaching colleagues advice and support in relation to coping with learners with barriers to learning.**

From the responses of those educators who felt equipped to assist their fellow colleagues, two categories were identified, namely having a remedial or barriers to learning qualification and being able to offer basic advice. One participant put it as follows: “...we had learnt about the various barriers in the courses, so we know what to expect.” However, for the majority who felt that they were not able to assist colleagues, two categories emerged, namely their knowledge is limited and they lack sufficient pre-service training. One participant mentioned “...lack of experience and knowledge is a barrier to me in assisting my colleagues.”

- **Educators’ ability to cope with learners with numerous barriers to learning in their classrooms.**

Only one category emerged here was positive. The category was that possessing a specialised qualification or barriers to learning qualification would enable them to cope with learners with barriers to learning. The participant indicated that “...possessing a remedial qualification would be a benefit...” Five negative categories emerged, namely: educators lack remedial training, pre-service training is insufficient, classes are too big and barriers too diverse, educators feel unqualified, and educators cannot cope with the large numbers of learners with barriers to learning. The participants’ responses were “...don’t feel suitably qualified enough...”,

“...too many learners have barriers to cope...”, “...classes too big for individual assistance”.

In the literature control for the proceeding three sub-sections it was found that Avramidis, Bayliss and Burden (2000:21), Berryman and Neal (1985:472), Baker and Zigmond (1995:169), Stanovich and Jordan (1998:232), Swart *et al.* (2002:177) and Pivik, McComas and Laflamme (2002:105) all confirm that educators with suitable training are more likely to possess a positive attitude to inclusive education and will therefore be more effective in assisting learners with barriers to learning in the classroom environment. Berryman and Neal (1985:472) confirm that knowledge regarding learners with barriers to learning; experience and training all contribute to the formulation of a positive attitude towards these learners.

Shaughnessy and Smith (1998:11) describe educators faced with inclusive education demands as being overwhelmed, frustrated or experiencing feelings of being unqualified and this emotional baggage interferes with their effective teaching and reflecting skills. Berens and Koorland (1996:5) agree with Shaughnessy and Smith and state that inclusive education will result in educators fearing added responsibilities when having to cope with learners with barriers to learning, job losses as a result of their inefficiency and changing responsibilities within the classroom.

Christie (1998:14) concluded that 90 percent of educators questioned in her study felt that learners with barriers to learning would require more attention than what was available in a mainstream school and 77 percent felt that it was impossible to meet all the learners' needs in a class with learners with and without barriers to learning especially as the educators felt not qualified to cope with the learners experiencing barriers to learning.

Engelbrecht, Swart and Eloff (2001:258) mention that despite the increase of the number of learners with barriers to learning into classrooms, educators' experiences of coping with learners with barriers to learning are limited. The authors ascribe this to a lack of in- and pre-service training and conclude that as a result of this

ignorance, educators' stress levels have increased resulting in the educators being less effective in the inclusive classroom environment.

2.8 UNDERSTANDING OF THE CONCEPT OF INCLUSIVE AND REMEDIAL EDUCATION

Table 5.9 shows the level of understanding the participants have of the concepts inclusive education and remedial.

Table 5.9: Educators' understanding of the concepts inclusive education and remedial

| | Questionnaires (n = 105) | | | | | Interviews (n = 17) | | | | | Interviews & Questionnaires Total (n = 122) | | | | |
|-------------------------------|--------------------------|----------------|--------------|--------------|-----------------------------|---------------------|---------------|---------------|--------------|----------------------------|---|----------------|---------------|--------------|-----------------------------|
| | Y | B | N | NR | Total (105) | Y | B | N | NR | Total (17) | Y | B | N | NR | Total 122 |
| Inclusive education | 59 (56,19%) | 35 (33,33%) | 9 (8,57%) | 2 (1,90%) | 105 (100%) | 11 (64,71%) | 5 (29,41%) | 0 | 1 (5,88%) | 17 (100%) | 70 (57,38%) | 40 (32,79%) | 9 (7,38%) | 3 (2,45%) | 122 (100%) |
| Remedial qualification | 70 (66,67%) | 27 (25,71%) | 8 (7,62%) | 0 | 105 (100%) | 12 (70,59%) | 2 (11,76%) | 2 (11,76%) | 1 (5,88%) | 17 (100%) | 82 (67,21%) | 29 (23,77%) | 10 (8,20%) | 1 (0,82%) | 122 (100%) |

Y - yes/ B - basic knowledge/ N - no/ NR - no response

As indicated in Table 5.9 the responses to the question whether participants understand the concept of inclusive education were as follows: 57.38 percent indicated that they were familiar with the concept on inclusive education and its implications for educators in the classroom, 32.79 percent indicated a basic knowledge and 7.38 percent indicated that they did not have any knowledge at all of inclusive education. A total of 40.17 percent of all the participants therefore indicating that they were not absolutely sure of the concept of Inclusion and were therefore unaware of its implications for changes in the classroom.

Some of the responses to the understanding of the concept of inclusive education identified the following categories: all children are entitled to an equal education regardless of ability, barrier or disability and children need to be taught at their level—be it high or low. The participants' remarks included "...regardless of the child's limitation, the proposal is to include these into the mainstream teaching" and "...all types of learners with or without certain barriers to learning are in one classroom.

One participant concluded "...a very diverse group all with their own special needs, learning styles and barriers."

In the literature control, Engelbrecht, Green, Naicker and Engelbrecht (2005:19) define inclusive education as a system of education that is responsive to the diverse needs of all the learners. Booth (1996:33-45) describes inclusive education as " a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education". UNESCO (1994:7) views inclusive education as "changes and modifications in context, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children".

As regards the understanding of the concept "remedial qualification", 67.21 percent of the participants indicated that they understood the concept and 23.77 percent indicated a basic knowledge. Therefore a total of 90.98 percent of all the participants to the interviews and questionnaires indicated that they understood the concept.

Some of the categories that were identified were: determining underlying causes of problems and present levels of learner performance and in-depth intervention to ensure upliftment and suitable progress in the development of the learner. One participant responded "...evaluation of barriers to learning in learners and the remediation of these barriers" and "...approaching a learning area using different methods to help the learner understand".

There are also numerous literature studies that have been conducted on the effectiveness of remedial education and remedial educators within the school environment. Dictionary.com (2006:2) offers the definition of the term "remedial" as "affording remedy" and "the intention to correct or improve one's skill in a specific field." Cloud (2002:60) indicated that at present \$1 billion is spent on remedial classes in America for learners trying to cope with barriers to learning and Markus (2003: 5) states that due to the large numbers of learners experiencing barriers to learning only 50 percent of American school learners passed Grade 8 in the 1900's. Most of the barriers experienced by these learners were as a result of educators not

being able to assist learners experiencing reading and mathematical barriers due to the educators' lack of skills and training.

2.9 EDUCATORS' VIEWS REGARDING BEING BETTER PREPARED FOR INCLUSIVE EDUCATION WITH A REMEDIAL QUALIFICATION

Table 5.10 indicates the responses provided by the participants as to whether they considered that they would be suitably prepared for inclusive education should they possess a remedial qualification and whether they would consider applying to a tertiary institution to register for such a course.

Table 5.10: Educators' views regarding inclusive education and a remedial qualification

| | Questionnaires (n = 105) | | | | Interviews (n = 17) | | | Interviews & Questionnaires Total (n = 122) | | | | |
|--|--------------------------|----------------|----------------|-----------------------------|---------------------|---------------|---------------|---|-----------------|----------------|----------------|-----------------------------|
| | Y | N | NR | Total (105) | Y | N | NR | Total (17) | Y | N | NR | Total (122) |
| Support theory | 88 (83,81%) | 9 (8,57%) | 8 (7,62%) | 105 (100%) | 16 (94,12%) | 0 | 1 (5,88%) | 17 (100%) | 104 (85,24%) | 9 (7,38%) | 9 (7,38%) | 122 (100%) |
| Register for a remedial qualification | 58 (55,24%) | 35 (33,33%) | 12 (11,43%) | 105 (100%) | 13 (76,48%) | 2 (11,76%) | 2 (11,76%) | 17 (100%) | 71 (58,19%) | 37 (30,33%) | 14 (11,48%) | 122 (100%) |

Y - yes/ N - no/ NR - no response

The participants felt they would be better prepared for inclusive education if they had a remedial qualification. A total of 85.24 percent indicated that they would feel better prepared and only 7.38 percent indicated that they did not feel they would benefit from having the qualification. A large number of the participants who indicated 'no' to this question were, however in the 50+ age group and felt that they would be too old to further their studies.

A total of 58.19 percent of the total participants indicated that they would consider registering to obtain a remedial qualification, however issues such as monetary incentives offered by the government and time constraints from teaching were mentioned as the deciding factors regarding the making of their final decision.

The categories that emerged were all positive. Some of the responses being, more equipped to diagnose and assist learners, leads to better understanding of a learner with barriers to learning, offer the correct assistance able to adapt one's teaching

methods to meet the demands of the learners. See Table 5.7 for a complete list of the relevant categories. Some participants indicated that "...educators would be less stressed in coping with changes" and "...able to make timeous identification of learners experiencing barriers to learning".

This finding is confirmed by studies that have been conducted on the effectiveness of remedial education and remedial educators within the school environment. For example, Cloud (2002:60) and Markus (2003:6) agree that if remedial education is removed from schools, only two thirds of students need apply to study at universities as the rest will not qualify due to the inability to read. Jacob and Lefgren (2004:243) substantiate the effectiveness of remedial education within the school environment in their study and conclude that low achieving learners are able to improve their scholastic results with the intervention of remedial therapy.

2.10 PRINCIPALS, DEPUTY PRINCIPALS AND HEADS OF DEPARTMENT (HOD'S) SUPPORT TO PARENTS

This section analysed the responses made by the principals, deputy principals and HOD's towards offering guidance, advice and support to parents concerning their children experiencing barriers to learning in the classroom environment as a separate group. This data was extracted from the responses to the completed questionnaires of which 21 participants held positions of authority (see Table 5.4).

Table 5.11: Responses by principals, deputy principals and HOD's in supporting parents

| | Questionnaires (n=21) | | | | Total (21) |
|-------------------------------------|-----------------------|---------------|---------------|----|------------|
| | Y | S | N | NR | |
| Principals | 2 (50%) | 2 (50%) | 0 | 0 | 4 |
| Deputy principals | 1 (25%) | 3 (75%) | 0 | 0 | 4 |
| Heads of Department | 4 (30,76%) | 7 (53,84%) | 2 (15,40%) | 0 | 13 |
| Total number of participants | 7 | 12 | 2 | 0 | 21 |

Y - yes/ S - sometimes/ N - no/ NR - no response

As can be seen from Table 5.11, only half of the responding principals indicated that they were able to support these parents whereas the other 50 percent indicated that they were able to assist only sometimes. A large percentage (75 percent) of the deputy principals responded that they were only able to assist parents requiring advice and guidance in coping with learners experiencing barriers to learning on occasions and 53.84 percent of those educators in HOD positions indicated that only sometimes they were able to assist.

The categories that emerged from the responses were both positive and negative. On the positive side the two categories that emerged were: being part of a Didactical Assistance Team (DAT) provided insight to assist parents and sufficient teaching experience. One participant responded "...my years of working with learners has enabled me to assist parents with their children experiencing barriers to learning.

A negative category that emerged included, that a more in-depth study was needed but as there was no time due to school commitments, it was impossible. One participant indicated "...sought advice from psychologists, speech therapists and remedial teachers as I don't have the knowledge".

The literature control for this segment will be done simultaneously at the end of the third section.

2.11 PRINCIPALS, DEPUTY PRINCIPALS AND HOD'S SUPPORT TO FELLOW EDUCATORS

This section analysed the responses made by the principals, deputy principals and HOD's towards offering guidance, advice and support to their fellow colleagues regarding learners experiencing barriers to learning in the classroom environment.

Table 5.12: Responses by principals, deputy principals and HOD's in supporting fellow educators

| | Questionnaires (n=21) | | | | Total (21) |
|-------------------------------------|------------------------|---------------|--------------|----------|------------|
| | Y | S | N | NR | |
| Principals | 2 (50%) | 2 (50%) | 0 | 0 | 4 |
| Deputy principals | 1 (25%) | 3 (75%) | 0 | 0 | 4 |
| Heads of Department | 5 (38,46%) | 7 (53,84%) | 1 (7,70%) | 0 | 13 |
| Total number of participants | 8 | 12 | 1 | 0 | 21 |

Y - yes/ S - sometimes/ N - no/ NR - no response

According to Table 5.12, only half of the principals indicated that they were able to assist their fellow colleagues, 25 percent of the deputy principals replied yes and 38.46 percent of the HOD's indicated that they were able to assist their fellow colleagues with this much needed assistance.

The categories that emerged from the responses were both positive and negative. One positive category was that the years of teaching experience assist in this regard. One participant indicated that "I am only able to assist my fellow colleagues in the general sense". The negative category was that special schools were needed as the staff there are properly trained in dealing with learners with numerous barriers to learning. One participant responded "...no, I cannot always offer guidance and support as the barriers are too complex and the parents don't offer any support".

2.12 PRINCIPALS, DEPUTY PRINCIPALS AND HOD'S SUPPORT TO LEARNERS WITH BARRIERS TO LEARNING

This section analysed the responses made by the principals, deputy principals and HOD's towards supporting learners who were experiencing barriers to learning in the classroom environment.

Table 5.13: Responses by principals, deputy principals and HOD's in supporting learners with barriers to learning

| | Questionnaires (n=21) | | | | Total (21) |
|----------------------------|------------------------|---------------|---------------|----|------------|
| | Y | S | N | NR | |
| Principals | 1 (25%) | 1 (25%) | 2 (50%) | 0 | 4 |
| Deputy principals | 1 (25%) | 1 (25%) | 2 (50%) | 0 | 4 |
| Heads of Department | 3 (23,07%) | 8 (61,53%) | 2 (15,40%) | 0 | 13 |
| | 5 | 10 | 6 | 0 | 21 |

Y - yes/ S - sometimes/ N - no/ NR - no response

According to Table 5.13, on average only 25 percent of all the participants indicated that they were able to assist learners with barriers to learning, whereas many of the participants indicated sometimes and the majority indicated that they were not able to assist learners experiencing barriers to learning in their classrooms.

A positive category that emerged from the responses was that the years of experience assisted the participant in assisting learners with barriers to learning. One participant indicated that "...I draw on the support of my colleagues to assist..."

And the negative responses were that the classes were too big and the barriers too diverse and that there was no time to read up on all of the barriers due to school commitments. A number of the participants mentioned "...time..." as being the main area on concern when faced with coping with learners with barriers to learning. One participant mentioned that "I am often able to identify the barrier, but don't know how to deal with it."

As confirmation of this finding, the Council of Ontario Directors of Education (2004:23) state that principals must foster the climate of motivation within their schools, as then the educators may be encouraged to go the extra distance to improve their practice. Armstrong (2005:4) also mentions that principals serve as catalysts for the key stakeholders in any school. Principals play a unique role in helping learners, staff and parents to think and act inclusively. Their role therefore is one of guidance and support in assisting learners with barriers to learning.

3 ANALYSIS OF THE LEARNERS' FILES

As mentioned in Chapters one and four of this study, 111 learners' files were used in the analysis of data for this section. The following numbers of learners are indicated in the respective graphs: Grade 1: $n = 16$, Grade 2: $n = 20$, Grade 3: $n = 22$, Grade 4: $n = 25$, Grade 5: $n = 28$, with a total of 111 learners.

All the graphs were analysed according to the same format namely an initial assessment was conducted on the learners attending a private remedial practice regarding their language and mathematical skills. Intensive remedial therapy was provided for a six month period and a re-assessment was then conducted on the learners. Their initial assessment and their re-assessment after a six month period were plotted on a graph showing the average level of progress of all the learners within a particular grade. All the learners' assessments in a particular grade were added together and the average score calculated for the drawing of the columns for each graph.

The analyses of the learners' files are depicted in graphs, where the values on the Y-axes represent terms equivalent to decimal values and the X-axes representing the categories; reading, phonics and mathematics.

The graphs hereunder were formulated according to the following methodology:

Firstly, the values obtained from the various scholastic assessments (the assessment marks prior to and after the 6 month period) were "converted" into decimal values. Thus, all values are indicated as normal mathematical decimals, and the necessary calculations performed on them.

These calculations entailed the following:

- Average values:

In maths, the mean (average) value of a group of values is always calculated by getting the sum total of all the values in the group, and then dividing this total with the number of values in the group. In this same way, the average assessment

(before and after the 6 month period) was calculated for each learner group for phonics, reading and mathematics, for Grade one through to Grade five.

These average values were used to create each chart, using standard Excel chart generation features.

Calculating the percentage of gain after the six month period was done as follows:

The difference in assessment prior to and after the six month period is calculated by simply subtracting the respective averages.

For example, if the assessment prior is a value of 10, and the assessment after is a value of 15, then $15 - 10 = 5$, which means that the assessment improved by 5 units (has a GAIN of 5 units).

- Standard percentage calculation is as follows:

$$(\text{Gain value}/\text{initial value}) \times 100.$$

This will advise us what percentage the gain is of the initial value. Thus, using the example above, $\text{gain value}/\text{initial value} = 5/10$. Multiplying this value by 100 equates to a value of 50. This means that the gain is 50 percent of the initial value. Because of the fact that the gain was calculated using averages, the gain itself can be considered an average gain. On the graph itself, the averages are displayed as decimals.

The graphs were compiled depicting the Reading, Phonics and Mathematics assessments. The compilation of the data acquired for these assessments are discussed as follows:

Reading assessment

All the assessments conducted for Reading were focussed on the recognition of reading words which were provided on a reading list. The learner was requested to read the list of words at his/her own pace while the remedial therapist indicated the correctly pronounced and incorrectly pronounced responses on his/her answer

sheet. The assessment was concluded after 10 consecutive errors were made. The totals were then added for all the correct responses and normed according to a supplied norm table. This table provided information in years and terms, indicating the learners' skill level in reading. All the reading assessments were conducted according to this format.

Phonics assessment

The learners were requested to write down words verbally given by the remedial therapist. The remedial therapist would say the word clearly to the learner, who in turn would write it down on a piece of paper. The assessment was concluded after 10 consecutive phonics errors made. The total number of correct responses was then totalled and a norm table used to determine the learners phonics skill level. The normed table indicated phonic levels in years and terms. All the phonic assessments were conducted according to this format.

Mathematics assessment

The learners were presented with timed assessments focusing on basic mathematical skills such as addition, subtraction, multiplication and division. The level of the assessment was determined by the age of the learner. A Grade 1 learner would not for instance be expected to complete the multiplication and division assessments.

Each learner was provided with a sheet of mathematical operations and given 1 minute to complete as many of the mathematical operations as possible on that sheet. Only the answer was required for each mathematical operation. At the end of the minute, the sheets were removed and the correct answers added. A normed score in years and terms was obtained from the norm table indicating the learners' ability in that particular mathematical skill. All the mathematical assessments were conducted according to this format.

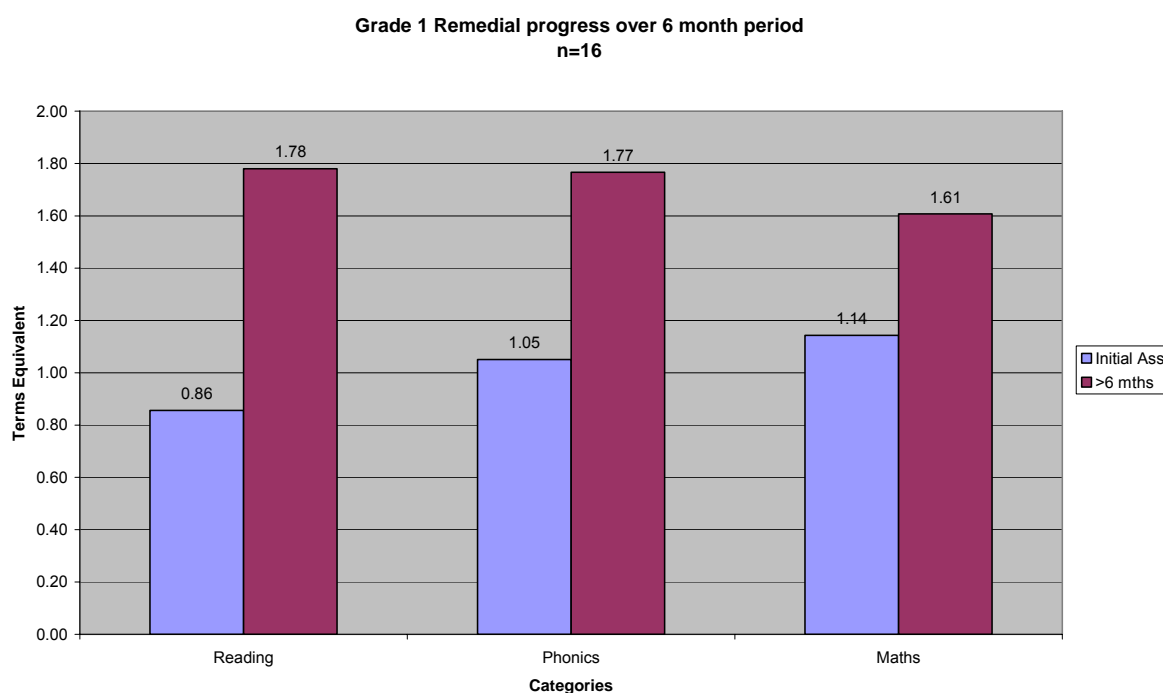
3.1 GRADE ONE FILES

A total of sixteen files of Grade one learners from varying schools and different population groups were used in this study. Eleven of the 16 were assessed for their reading and phonics improvements and seven of the 16 for their mathematics achievements. Two of these learners were assessed for both mathematics and languages.

TABLE 5.14: GRADE ONE AVERAGES

| AVERAGES | | | | |
|-----------------------|-------------|-----------|----------------|----------|
| | Initial Ass | >6 months | Decimal growth | % growth |
| Reading | 0.86 | 1.78 | 0.92 | 106.97 |
| Phonics | 1.05 | 1.77 | 0.72 | 68.57 |
| Maths | 1.14 | 1.61 | 0.47 | 41.22 |
| Total average growth: | | | 0.70 | 68.80 |

GRAPH 5.1: GRADE ONE PROGRESS OVER A SIX MONTH PERIOD



In the initial **Reading** assessment, the average per Grade one learner was scored on an average Grade R level, third term or equivalent 0.86 decimal value and after the 6 month remedial therapy sessions showed an improvement of functioning on a Grade one, third term level or equivalent 1.78 decimal value, a total increased performance of 106.97 percent or equivalent 0.92 decimal value. The initial average in their **Phonics** was on a grade one first term or equivalent 1.05 decimal value and after the six month remedial period was functioning on a grade one, third term or equivalent 1.77 decimal value, and an increased performance of 68.57 percent or equivalent 0.72 decimal value.

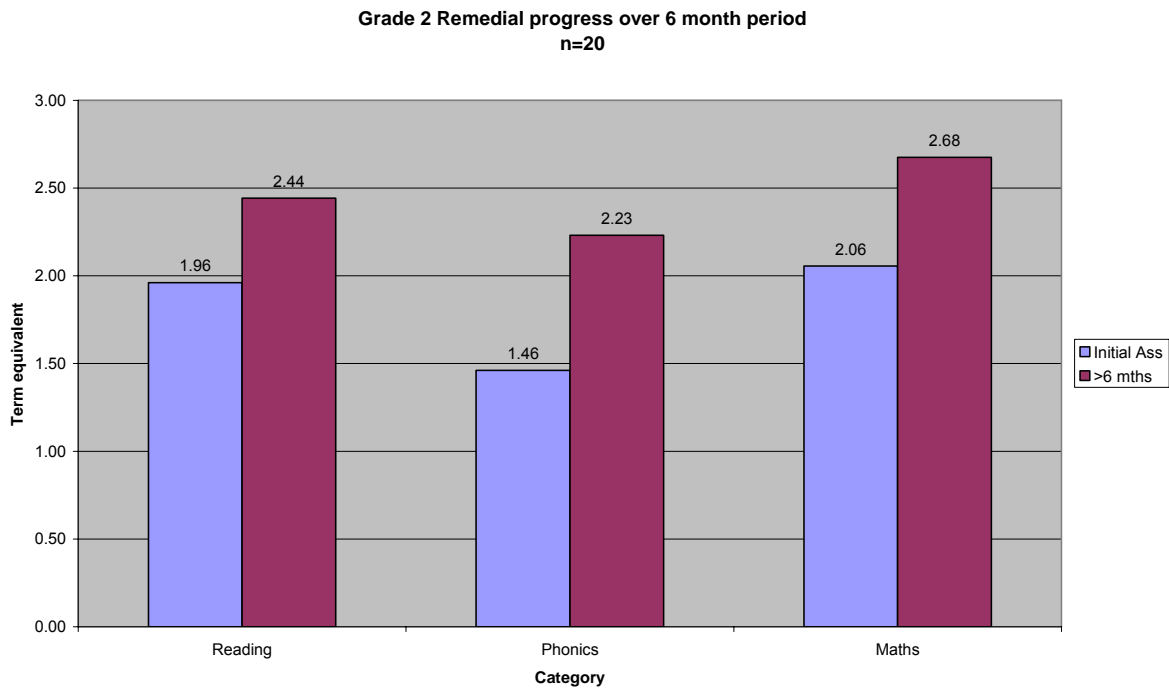
The initial average functioning in their **Mathematics** was a Grade one, first term or equivalent 1.14 decimal value and after the six month period they were functioning on a Grade one, second term or equivalent 1.61 decimal value, an increased performance of 41.22 percent or equivalent 0.47 decimal value. As can be determined from the above overall performance increases, the average increased performance was 68.80 percent or equivalent 0.70 decimal value. These progresses are represented in Table 5.14. The average increases for the progress made over a six month period in **Reading, Phonics** and **Mathematics** are depicted in Graph 5.1.

3.2 GRADE TWO FILES

A total of twenty files of Grade two learners from various schools and different population groups were used in this study. Eleven learners were assessed for their reading and phonics improvements and eight for their mathematics achievements. One of these learners was assessed for both mathematics and languages.

TABLE 5.15: GRADE TWO AVERAGES

| AVERAGES | | | | |
|-----------------------|-------------|-----------|----------------|----------|
| | Initial Ass | >6 months | Decimal growth | % growth |
| Reading | 1.96 | 2.44 | 0.48 | 24.48 |
| Phonics | 1.46 | 2.23 | 0.77 | 52.73 |
| Maths | 2.06 | 2.68 | 0.62 | 30.09 |
| Total average growth: | | | 0.62 | 33.88 |

GRAPH 5.2: GRADE TWO PROGRESS OVER A SIX MONTH PERIOD

In the initial **Reading** assessment the average per Grade two learners was scored on a Grade two level or equivalent 1.96 decimal value and after the six month remedial therapy sessions showed an improvement of functioning on a Grade two, second term level or equivalent 2.44 decimal value, a total increased performance of 24.48 percent or equivalent 0.48 decimal value. The initial average in their **Phonics** was on a Grade one, second term or equivalent 1.46 decimal value and after the six month remedial period was functioning on a Grade two, first term or equivalent 2.23 decimal value, and an increased performance of 52.73 percent or equivalent 0.77

decimal value. The initial average functioning in their **Mathematics** was a Grade two, first term or equivalent 2.06 decimal value and after the six month period they were functioning on a Grade two, third term or equivalent 2.68 decimal value, an increased performance of 30.03 percent or equivalent 0.62 decimal value. As can be determined from the above overall performance increases, the average increased performance was 33.88 percent or equivalent 0.62 decimal value (see Table 5.15). The average increases for the progress made over a six month period in **Reading, Phonics** and **Mathematics** are depicted in Graph 5.2.

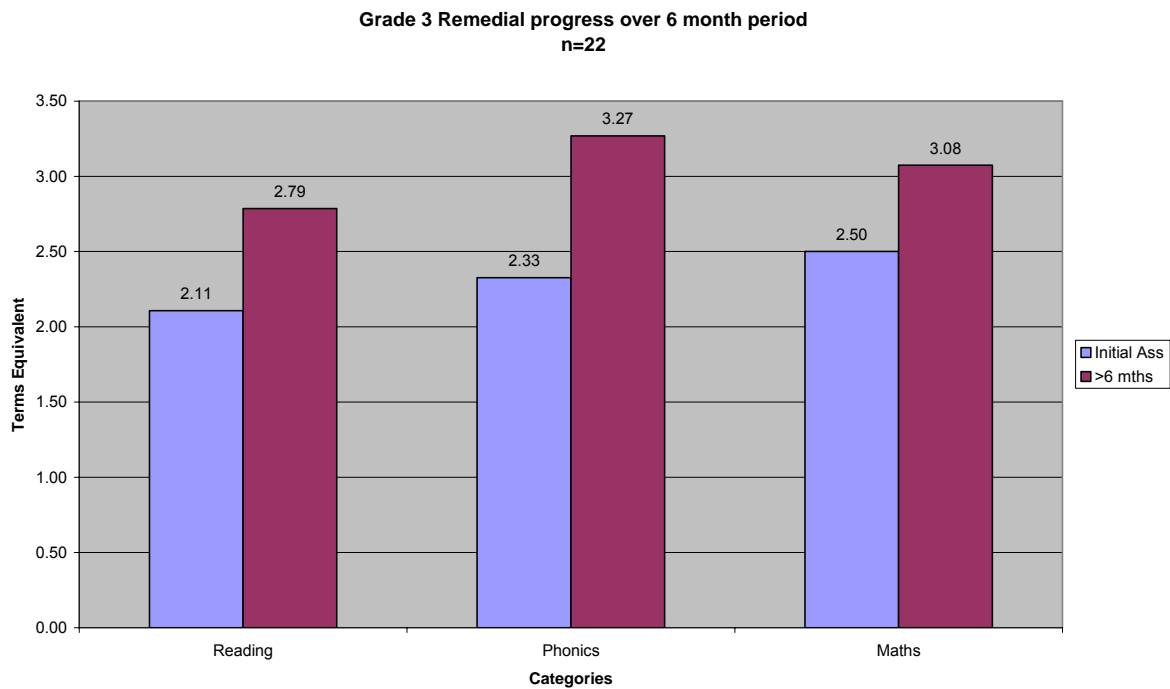
3.3 GRADE THREE FILES

A total of twenty-two files of Grade three learners from varying schools and different population groups were used in this study. Thirteen were assessed for their reading and phonics improvements and ten for their mathematics achievements. One of these learners was assessed for both mathematics and languages.

TABLE 5.16: GRADE THREE AVERAGES

| AVERAGES | | | | |
|-----------------------|-------------|-----------|----------------|----------|
| | Initial Ass | >6 months | Decimal growth | % growth |
| Reading | 2.11 | 2.79 | 0.68 | 32.22 |
| Phonics | 2.33 | 3.27 | 0.94 | 40.34 |
| Maths | 2.50 | 3.08 | 0.58 | 23.20 |
| Total average growth: | | | 0.73 | 31.60 |

GRAPH 5.3: GRADE THREE PROGRESS OVER A SIX MONTH PERIOD



In the initial **Reading** assessment the average per Grade three learners was scored on a Grade two level or equivalent 2.11 decimal value and after the six month remedial therapy sessions showed an improvement of functioning on a Grade two, third term level or equivalent 2.79 decimal value, a total increased performance of 32.22 percent or equivalent 0.68 decimal value. The initial average in their **Phonics** was on a Grade two, first term or equivalent 2.33 decimal value and after the six month remedial period was functioning on a Grade three, first term or equivalent 3.27 decimal value, and an increased performance of 40.34 percent or equivalent 0.94 decimal value. The initial average functioning in their **Mathematics** was a Grade two, second term or equivalent 2.50 decimal value and after the six month period they were functioning on a Grade three or equivalent 3.08 decimal value, an increased performance of 23.20 percent or equivalent 0.58 decimal value. As can be determined from the above overall performance increases, the average increased performance was 31.60 percent or equivalent 0.73 decimal value (see Table 5.16). The average increases for the progress made over a six month period in **Reading, Phonics** and **Mathematics** are depicted in Graph 5.3.

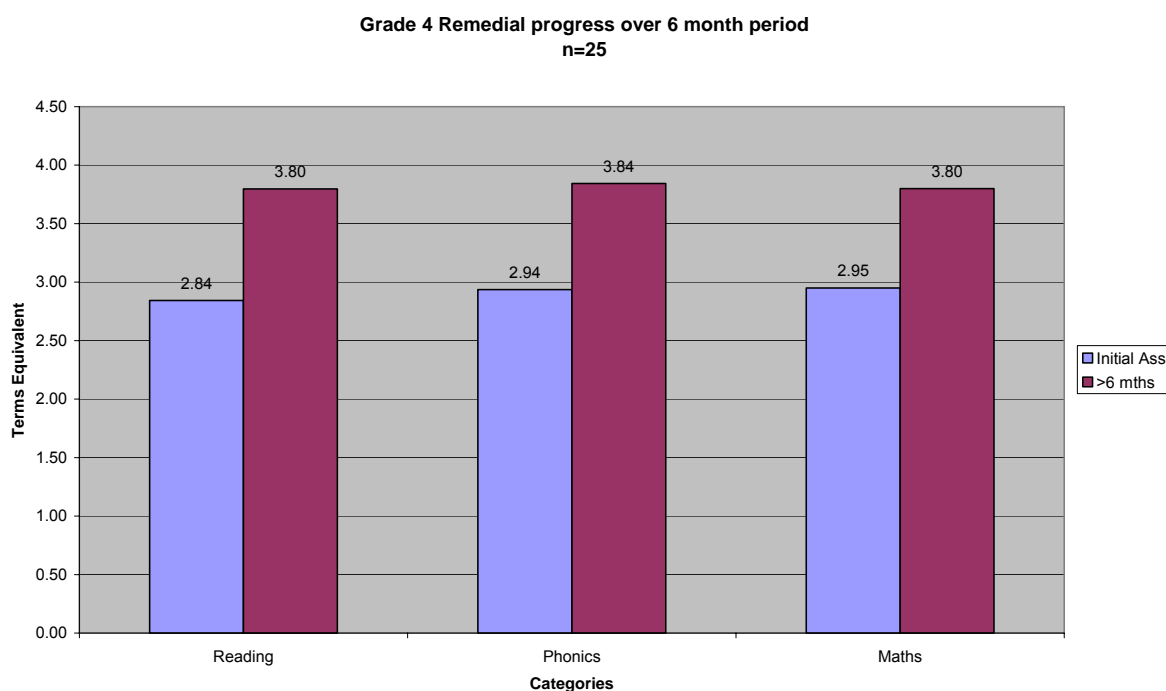
3.4 GRADE FOUR FILES

A total of twenty-five files of Grade four learners from varying schools and different population groups were used in this study. Sixteen were assessed for their reading and phonics improvements and ten for their mathematics achievements. One of these learners was assessed for both mathematics and languages.

TABLE 5.17: GRADE FOUR AVERAGES

| AVERAGES | | | | |
|-----------------------|-------------|-----------|----------------|----------|
| | Initial Ass | >6 months | Decimal growth | % growth |
| Reading | 2.84 | 3.80 | 0.96 | 33.80 |
| Phonics | 2.94 | 3.84 | 0.90 | 30.61 |
| Maths | 2.95 | 3.80 | 0.85 | 28.81 |
| Total average growth: | | | 0.90 | 30.92 |

GRAPH 5.4: GRADE FOUR PROGRESS OVER A SIX MONTH PERIOD



In the initial **Reading** assessment the average per Grade four learner was scored on a Grade two, third term or equivalent 2.84 decimal value and after the six month remedial therapy sessions showed an improvement of functioning on a Grade three,

third term level or equivalent 3.80 decimal value, a total increased performance of 33.80 percent or equivalent 0.96 decimal value. The initial average in their **Phonics** was on a Grade three, first term or equivalent 2.94 decimal value and after the six month remedial period were functioning on a Grade three, third term or equivalent 3.84 decimal value, and an increased performance of 30.61 percent or equivalent 0.90 decimal value. The initial average functioning in their **Mathematics** was a Grade three, first term or equivalent 2.95 decimal value and after the six month period they were functioning on a Grade three, third term or equivalent 3.80 decimal value, an increased performance of 28.81 percent or equivalent 0.85 decimal value. As can be determined from the above overall performance increases, the average increased performance was 30.92 percent or equivalent 0.90 decimal value (see Table 5.17). The average increases for the progress made over a six month period in **Reading, Phonics** and **Mathematics** are depicted in Graph 5.4.

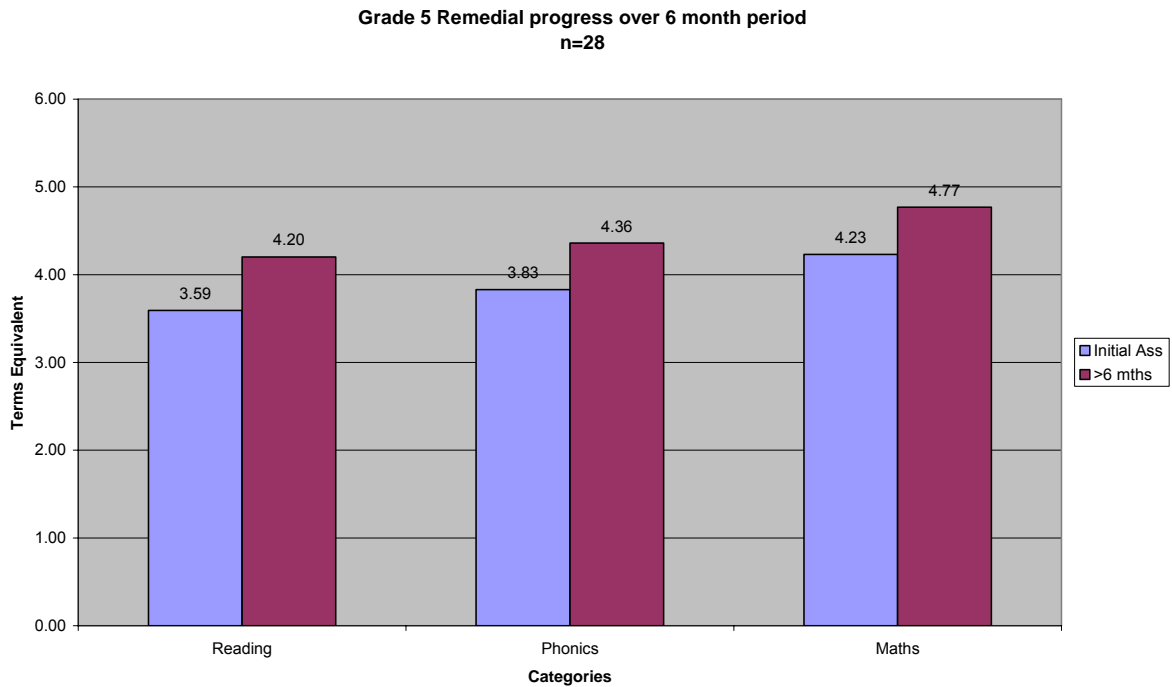
3.5 GRADE FIVE FILES

A total of twenty-eight files of Grade five learners from varying schools and different population groups were used in this study. Sixteen were assessed for their reading and phonics improvements and fourteen for their mathematics achievements. One of these learners was assessed for both mathematics and languages.

TABLE 5.18: GRADE FIVE AVERAGES

| AVERAGES | | | | |
|-----------------------|-------------|-----------|----------------|----------|
| | Initial Ass | >6 months | Decimal growth | % growth |
| Reading | 3.59 | 4.20 | 0.61 | 16.99 |
| Phonics | 3.83 | 4.36 | 0.53 | 13.83 |
| Maths | 4.23 | 4.77 | 0.54 | 12.76 |
| Total average growth: | | | 0.56 | 14.43 |

GRAPH 5.5: GRADE FIVE PROGRESS OVER A SIX MONTH PERIOD



In the initial **Reading** assessment the average per Grade five learners was scored on a Grade three, second term or equivalent 3.59 decimal value and after the six month remedial therapy sessions showed an improvement of functioning on a Grade four, first term level or equivalent 4.20 decimal value, a total increased performance of 16.99 percent or equivalent 0.61 decimal value. The initial average in their **Phonics** was on a Grade three, third term or equivalent 3.83 decimal value and after the six month remedial period was functioning on a Grade four, first term or equivalent 4.36 decimal value and an increased performance of 13.83 percent or equivalent 0.53 decimal value. The initial average functioning in their **Mathematics** was a Grade four, first term or equivalent 4.23 decimal value and after the six month period they were functioning on a Grade four, third term or equivalent 4.77 decimal value, an increased performance of 12.76 percent or equivalent 0.54 decimal value. As can be determined from the above overall performance increases, the average increased performance was 14.43 percent or equivalent 0.56 decimal value (see Table 5.18). The average increases for the progress made over a six month period in **Reading, Phonics** and **Mathematics** are depicted in Graph 5.5.

4 DISCUSSION OF THE RESULTS

As is evident from the findings obtained from the *questionnaires and interviews*, educators in the Eastern Cape have a clear understanding of the concepts remedial and inclusive education, but many are not aware of the full implication of the inclusive educational system for the average educator in the classroom. The majority of educators who participated in this research indicated that they did not feel properly equipped to assist parents, their fellow colleagues or learners experiencing barriers to learning in their classrooms and many indicated that there was a great need for better qualified educators to cope with the demands of inclusive education. A large number of the participants identified the remedial qualification as being suitable to equip them for inclusive education and to ensure that they are able to allow each individual to reach their full potential within the classroom environment.

Educators in positions of authority (principals, deputy principals and HOD's) also concluded that they did not feel equipped to cope with the demands of inclusive education and in particular learners with numerous barriers to learning. From the literature control conducted, it appears as if this is an international phenomenon as educators in many overseas countries also indicated that they could not cope with the pressures of inclusive education without specialised training.

The analysis of the *learners' files* provided one with a clear indication of the effectiveness of a remedial trained educator in identifying learners' strengths and weaknesses and the ability of the educator with a remedial qualification to adapt educational programmes to assist the individual learners in overcoming their scholastic barrier. As can be determined from the numerous graphs included in this chapter, increases in scholastic skills were achieved in all the learners analysed and many of the learners were able to overcome their barrier and continue with their scholastic work without further interventions within the mainstream classroom.

5 SUMMARY

In this chapter the results of the empirical research were described, in terms of the questions that were presented to the participants. Categories were identified and a literature control executed. It was also shown that intervention by a remedial trained educator can assist learners with barriers to learning.

The following chapter will make recommendations based on the findings of this study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1 SUMMARY OF THE CHAPTERS

In Chapter one the problem statement and the aim for the study were presented. The research methodology was described and the programme of the study was provided.

Chapter two contained a literacy description of inclusive education and the various influences both local and internationally that led to the implementation of inclusive education within the South African system.

In Chapter three a literature study discussing learners with barriers to learning was presented which focussed on the classroom adaptations and modifications that educators will have to ensure takes place within their classroom so that each learner with barriers to learning is able to progress to their full potential.

Chapter four presented the conducting of the empirical research methods used in the study and described data collection and analysis. Ethical measures and trustworthiness of the study were also addressed.

Chapter five reported on the findings of the various methods used in the study and a discussion thereof.

Chapter six focused on the conclusions and recommendations derived from the study and proposed themes that could be included within a remedial programme to ensure that each educator be best equipped for the learners in the classroom.

2 CONCLUSIONS

The results from this research lead to the following conclusions relating to the research aim.

2.1 FIRST SUB-AIM

The first sub-aim of this study was:

To determine the implications of inclusive education for educators based on the Department of Education White Paper 6- Special Needs Education (July 2001) and other DOE guidelines.

In Chapter two it was indicated that prior to the 1994 South African democratic elections there was a great need for support for learners with barriers to learning in all the different cultural groups, as only certain learners within certain cultural groups were receiving individual assistance regarding their individual barriers to learning.

Movements within the fields of addressing barriers to learning both internationally and locally were put into place resulting in recommendations being made and the concept of inclusive education playing a more prominent role in many educational systems. These findings and recommendations had a significant influence in the establishment of the South African White Paper on Special Education Needs. This White Paper in turn provides guidelines and prescriptions concerning support for learners with barriers to learning.

As can be determined from Chapter three, which focuses on the classroom implications and modifications necessary to accommodate all the learners with barriers to learning, educators will have to possess much better teaching skills to ensure that each learner is able to reach their full potential within that educators' classroom.

The results of this study are discussed in Chapter five.

2.2 SECOND SUB-AIM

The second sub-aim of this study was:

To indicate which learners have special educational needs/barriers to learning and the necessary adaptations that need to take place within the classroom to accommodate these learners.

The White Paper on Special Needs Education and numerous educational documents (as referred to in Chapters two and three of this study) provide detailed information regarding the different categories of learners who will be identified as experiencing barriers to learning. These documents describe the type of adjustments that will need to be in place within the classroom to assist learners with barriers to learning.

As can be determined from the literature study in Chapter three, numerous adaptations within the classroom, the educator's attitude and curriculum have to be made to accommodate the concept of inclusive education within our South African educational system. The level of need of the learner will determine the level of classroom adaptations needed in the classroom and whole school environment.

Educators working with these learners will have to be familiar with the numerous barriers to learning occurring in learners, the causes of the barriers, the identifying characteristics (Chapter three) and the special equipment required to effectively cope in the classroom.

2.3 THIRD SUB-AIM

The last sub-aim was formulated as:

To explain the concept of remedial therapy and the role it plays in assisting learners with barriers to learning to manage barriers to learning.

The concept of remedial therapy has been discussed in Chapters one and four, whilst evidence was provided in Chapter five in the form of graphs of the scholastic

progress that can be made by a learner with correct remedial intervention. This led to believe that an educator with a remedial qualification will not just be in a position to offer one to one intensive assistance to individual learners where necessary, but will be better equipped to identify learners with barriers to learning in the classroom, assist these learners within the classroom environment and will be in a position to offer guidance, advice and support to fellow colleagues and parents of learners who are experiencing barriers to learning.

Thereby ensuring that each learner is able to reach their full scholastic potential within the school environment. In the results of the interviews and questionnaires conducted in this study, the majority of the participants agreed that being remedially qualified will help them in assisting the learners in their classroom. The educators indicated that they will be in a better position to identify the barriers and will be aware of the necessary interventions that need to take place to assist each learner overcome their scholastic barrier.

3 RECOMMENDATIONS

Based on the findings of this study it is apparent that a large percentage of South African educators do not feel that they are suitably qualified for the inception of inclusive education within the education system. A large percentage also indicated that they would consider registering for the remedial qualification, however only if the Department provided the necessary incentives for continuing further study.

The following recommendations are therefore made:

- That the Department of Education will have to devise a system of incentives for in-service educators to continue their remedial studies. This can be done by, for example, supplying a substitute educator for the duration of the studies, promotion, a salary increase or some kind of monetary payment (much better than what is offered at the present);
- The Department of Education should reconsider their proposed implementation dates of inclusive education within our schools until our educators offer a vote of confidence in their abilities and skills;

- School Governing Bodies can identify suitable educators to be sponsored to further their remedial qualifications and by doing so, build the capacity of the staff of their school to assist learners with barriers to learning in preparation for incorporation into full-service schools;
- Principals can as part of the staff development programme incorporate workshops specifically dealing with how to identify and cope with learners faced with barriers to learning and the necessary classroom modifications that need to take place to assist each learner in the classroom;
- That educators conclude their educational studies with a year of intensive remedial tuition in order to ensure that they are suitably qualified to teach learners with barriers to learning;
- Educators who are already teaching in schools could attend workshops so as to gain the vital information to cope with inclusive education and to prevent further stresses within the educational fields. However, these workshops will have to be conducted in such a way that educators will not be placed under any further pressures and stresses;
- Consideration should be given to offering courses during normal school hours in order that educators are allowed an equal opportunity to enrol and to enhance a better rapport between the Education Department and themselves;
- Parents workshops are also encouraged, informing parents of methodologies to stimulate their children in all aspects of their school work, what services are available to parents dealing with learners with barriers to learning and how in particular the remedial therapist can assist the parents in guiding the learners to overcome their scholastic barriers. Without the support of the parents, the educator or remedial therapist will not succeed;
- A thorough review of pre- and post service training taking place at tertiary institutions should be considered and the necessary remedial components as mentioned earlier in the chapter are included in all educators' studies; and
- Services supplied by professionals such as remedial therapists, psychologists, occupational therapists, physiotherapists and speech therapists should be available to all schools to both learners and educators, ideally with each professional offering workshops, work sessions and on going advice during school hours to all our educators, for without this support our educators will not succeed.

The following section offers suggestions of what should be included in a student's final year of full time education study or for courses that could be offered to interested educators during the course of a school year.

4 PROPOSED REMEDIAL THEMES

Due to the nature of the findings of this study, the following themes should be included within the final year of study for all educators or offered as workshops to in-service educators to better equip them to cope with barriers to learning in learners:

4.1 LEARNERS' OVERALL DEVELOPMENT

Learning and development

- Childhood development;
- Differences between boys and girls, e.g. physiological, emotional, intellectual and psychological differences;
- Sensory registers – how our senses work and possible problems experienced by learners in each domain;
- Memory – both long term memory and short term memory;
- Ways to improve ones memory skills;
- Factors that have a bearing on committing information to memory;
- Brain dominance;
- Learning styles in learners;
- Intelligence – analysing the SSAIS-R; and
- Emotional intelligence.

The nature and acquisition of the linguistic system

- What is language?
- Stages of language acquisition;
- Problems in the acquisition of language;
- Non verbal communication;
- Articulation;

- Partially hearing learner;
- Language confusion;
- Poor oral-motor functions;
- Influence of mental retardation on language; and
- Late speakers.

Social, emotional, intellectual and behavioural problems in learners

- Child rearing styles and child rearing errors;
- Family structures and the child's position in the family;
- Barriers to learning that can influence the emotional and social wellbeing of a child within the school environment;
- Strategies to address social, emotional and behavioural needs;
- Positive discipline;
- Aggressive learners;
- Juvenile delinquency;
- Physically and sexually abused learners;
- Drug and alcohol abuse in children;
- Learners with a poor self image; and
- Depressed and suicidal learners.

4.2 LEARNERS OVERALL SCHOLASTIC DEVELOPMENT

Scholastic under-achievement

- Reasons for inadequate education in learners;
- The need for early identification;
- Characteristics of underachievers;
- Kinds, length and scope of under-achievement;
- Strategies for teaching learners with learning barriers;
- Assisting parents to help their children overcome learning barriers;
- Processes that affect learning- Attention, thinking, fatigue;
- Causes and early signs of mental handicapped learners;
- The slow learner;
- The unmotivated learner;
- Study skills; and

- The premature baby and possible scholastic under-achievement.

Identification, evaluation and remediation of reading/phonics and mathematics barriers

- Reading act in progress;
- Sequential development of ones reading ability;
- Consequences of reading problems;
- Factors that determine reading readiness;
- Principles of remedial teaching;
- Dyslexia;
- Nature of reading errors;
- Reading barriers – lip movements, finger pointing, head movements and inability to use context clues in reading;
- Causes of phonics and mathematics barriers;
- Types of errors made in phonics and mathematics; and
- Ways to assist learners with poor mathematics, reading and phonics skills.

4.3 ASSESSMENT AND INTERVENTION TECHNIQUES

Remedial assessment

- What is assessment?
- Analysing learners' drawing;
- Professionals who can assist a remedial therapist;
- Historicity interview with the parents;
- Compiling of remedial reports;
- Birth defects and how it can influence a child's ability to cope scholastically;
- Informal auditory and visual perceptual assessments; and
- Compiling of informal assessments(Grades 1 to 7) - Mathematics and English.

Programme development and learning problems

- Individual Educational Programme- compiling and principles to remember;
- Placement procedures of children requiring special need education;
- Analysing and synthesising of learners' assessment results;

- Compiling error analysis based on the weaknesses of a child; and
- Case studies of children faced with scholastic, behavioural, physical and psychological barriers.

Remedial practical

- General observation of learners faced with barriers;
- Perceptual assessments that can be administered on learners with barriers;
- English assessments that can be administered on learners with barriers;
- Mathematical assessments that can be administered on learners with barriers; and
- Observation of students conducting their practical requirements for the course, which includes – interviewing the parents, assessing of children with barriers and providing therapy to these children.

4.4 COPING SKILLS FOR EDUCATORS

Psychology for the educator

- Stress handling skills;
- Interviewing skills;
- Behaviour modification techniques;
- Planning skills;
- Promoting ones self esteem;
- Coping with difficult parents; and
- Referral procedures.

5 CONCLUDING REMARKS

The aim of this study was to determine the need for a remedial qualification in order for educators to cope with the pressures of inclusive education. The study made use of various data gathering techniques; questionnaires, interviews, analysis of learners' files and an extensive literature study. Educational documents as well as journal articles, books, magazine articles and the internet, both locally and

internationally were used to obtain information on the concept on inclusive education and barriers to learning. Education White Paper No 6 was used, amongst others documents, to determine who the learners were that were experiencing barriers to learning and what possible classroom modifications would need to take place within the classroom to accommodate these learners so as to ensure that each one reached their full potential within the classroom.

In total 122 participants contributed to the findings in this study, all educators and remedial students at schools within the Nelson Mandela Metropole area as well as numerous learners' files from a local remedial practice. These files were analysed and used to determine the effectiveness of a remedially qualified educator in assisting learners experiencing barriers to learning.

The overall conclusion of this study is that a large majority of educators who participated in this study indicated that they did not feel able to cope with the added pressures of inclusive education and learners with numerous barriers in their classroom. This was proven to be as a result of ignorance of the respective barriers to learning and the demands placed on the educators from the school which in turn would result in inefficiency within any workplace.

We cannot afford to lose dedicated and experienced educators from the educational system due to the extra pressures which are placed on them with the implementation of inclusive education. Not only will our educators find it very difficult to cope with the added responsibilities of inclusive education, but our learners will also bear the consequences of our educators' inadequacies.

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APPENDIX A: APPLICATION FOR ETHICS APPROVAL-NMMU



Nelson Mandela
Metropolitan
University

for tomorrow

Chairperson of the Research Ethics Committee (Human)
NMMU

Tel. +27 (0)41 504-2499 Fax. +27 (0)41 504-2770

Rosa.DuRandt@nmmu.ac_za

Ref: N 01/11/03/07 [H06DE-002/Approval]

Contact person: Mrs U Spies

12 September 2006

Ms S Townsend Fax :(041) 364-3050

Dear Ms Townsend

TO DETERMINE THE NEED FOR A REMEDIAL QUALIFICATION WITHIN INCLUSIVE EDUCATION

Your above-entitled application for ethics approval served at the August 2006 ordinary meeting of the Research Ethics Committee (Human).

The Committee approved the above-mentioned application

Please inform your co-investigators of the outcome. We wish you well with the project.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R du Randt'.

Prof R du Randt
Chairperson: Research Ethics Committee (Human)

cc: Department of Research Management

Faculty Officer, Faculty of Education

APPENDIX B: INFORMATION LETTER TO PARTICIPANT

8 September 2006

Dear Research Participant

The Department of Education White Paper No. 6, 2001 provides a detailed explanation of the concept of inclusive education, learners with barriers to learning and the necessary classroom adjustments that need to take place with the implementation of inclusive education. Briefly, the concept of Inclusion is that all learners with barriers to learning can be integrated into all schools. Inclusion also encompasses a complete change to the present classroom teaching approach, in that all learners will need to have their specific needs met within the classroom environment. Examples of learners, as mentioned in White Paper No.6, with special educational needs, include those with hearing, sight, learning, behavioural, social, emotional, medical and physical barriers.

A remedial therapist is empowered to:

1. Identify learners with barriers to learning (whether they be social, emotional, behavioural, intellectual and/or physical),
2. Assess these learners to determine possible underlying causes of these barriers and their present levels of scholastic functioning and
3. Provide the necessary therapy to assist these learners to overcome their barriers to learning.

The aim of this study is therefore to determine whether our educators feel that they are:

1. Able to cope with the demands of inclusive education and
2. If having a remedial qualification would better equip them to meet these demands.

It is with this goal in mind that I would like to enlist your help in this study.

As a participant you will be required to complete two measures, a consent form and questionnaire.

It should take you approximately 10 minutes to complete the above. Your participation is both anonymous and voluntary. If at any time during this study you wish to withdraw your participation, you are free to do so without discrimination. Feedback regarding the results of this study will be available at the conclusion of the study. If you have any questions prior to your participation or at any time during the study, please do not hesitate to contact me on cell: 083 999 4146. It would be appreciated if the questionnaire could be returned within one week after delivery.

Your participation will be greatly appreciated.

Yours sincerely

Sharon Townsend

APPENDIX C: CONSENT FORM

THE NEED FOR A REMEDIAL QUALIFICATION WITHIN INCLUSIVE EDUCATION

CONSENT FORM

Researcher: Sharon Townsend
 Supervisor: Prof. J Geldenhuys
 Co-supervisor: Dr C. Pienaar
 P O Box 1600
 Department of Education
 Nelson Mandela Metropolitan University
 PORT ELIZABETH
 6000
 Tel: 041 – 504 2111/041 – 504 2371

| DECLARATION BY PARTICIPANT | Please initial against each paragraph |
|--|--|
| <p>I HEREBY CONFIRM AS FOLLOWS:</p> <p>1. I was invited to participate in the above-mentioned research study, which is being undertaken by Sharon Townsend of the Department of Education at the Nelson Mandela Metropolitan University.</p> <p>2. This research study aims to explore the need for all educators to be qualified with a remedial qualification so as to equip them for the demands of inclusive Education and learners with special educational needs. The information will be used as part of the research requirements for the completion of a MEd degree. The results of this study may be presented at scientific conferences or in specialist publications.</p> <p>3. I understand that I will be asked to complete a questionnaire as well as this consent form. I may also be personally interviewed.</p> | <p>.....</p> <p>.....</p> <p>.....</p> |

APPENDIX D: QUESTIONNAIRE

THE NEED FOR A REMEDIAL QUALIFICATION WITHIN INCLUSIVE EDUCATION – QUESTIONNAIRE

Please complete the following by inserting an X in the relevant block:

1. Years of teaching experience:

| Type of school | Months/ Years |
|-----------------------------------|------------------|
| Pre-primary | |
| Foundation Phase (Grades 1-3) | |
| Intermediate Phase (Grades 4 – 7) | |
| GET (Grades 8-9) | |
| FET (Grades 10-12) | |
| Specialised Education | |
| Tertiary Institution | |
| Remedial Student | |

2. Gender:

| | |
|------|--------|
| Male | Female |
|------|--------|

3. Age group:

| | |
|---------|--|
| 18 – 25 | |
| 26 – 35 | |
| 36 – 50 | |
| 50 + | |

4. Position held at school:

| | |
|--|--|
| Principal | |
| Deputy principal | |
| HOD | |
| Post level one educator | |
| Senior educator | |
| Remedial Student | |
| Other position. Please specify: _____ _____ | |

5. Highest level of teaching qualification:

| | |
|---------------------------------|--|
| Teaching Certificate | |
| Teaching diploma | |
| Teaching degree | |
| Honours degree | |
| Masters degree | |
| Other. Please specify: _____ | |

6. Have you completed a qualification in remedial education?

| | |
|-----|----|
| YES | NO |
|-----|----|

If YES, please stipulate which remedial qualification you obtained and from which tertiary institution it was received.

| |
|--|
| |
| |
| |

7. Have you received any form of training in teaching learners with special educational needs?

| | |
|-----|----|
| YES | NO |
|-----|----|

If YES, please specify which training you received and the length of the training:

| |
|--|
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8. What grade/ phase do you teach this year? _____

9. Number of learners in your classroom this year: _____

10. Number of learners experiencing barriers to learning in your classroom :

| TYPE OF BARRIER TO LEARNING | Number of learners |
|-------------------------------------|--------------------|
| Social | |
| Emotional | |
| Behavioural | |
| Psychological | |
| Physical | |
| Perceptual (Vision and/or hearing) | |
| Medical (Asthma/Diabetes, etc) | |
| Academic/Educational barriers | |
| Other : Please specify: _____ | |

11. Number of learners in your present classroom receiving remedial therapy, either privately or at school: _____

12. Do you feel that you are suitably qualified to offer parental guidance, advice and support in relation to a learner's specific barrier to learning?

| | | |
|-----|-----------|----|
| YES | SOMETIMES | NO |
|-----|-----------|----|

13. Are you able to offer your fellow teaching colleagues guidance, advice and support in relation to a learner's specific barrier to learning?

| | | |
|-----|-----------|----|
| YES | SOMETIMES | NO |
|-----|-----------|----|

Please motivate your answer:

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14. Do you feel that you are suitably qualified to cope with learners with numerous barriers to learning in your classroom?

| | | |
|-----|-----------|----|
| YES | SOMETIMES | NO |
|-----|-----------|----|

Please motivate your answer:

| |
|--|
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15. Are you familiar with the concept: 'Inclusive Education'?

| | | |
|-----|-----------------|----|
| YES | BASIC KNOWLEDGE | NO |
|-----|-----------------|----|

If YES or BASIC KNOWLEDGE, briefly indicate your understanding of this concept:

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16. Are you familiar with the concept: 'Remedial Education'?

| | | |
|-----|-----------------|----|
| YES | BASIC KNOWLEDGE | NO |
|-----|-----------------|----|

If YES or BASIC KNOWLEDGE, briefly indicate your understanding of this concept:

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17. Do you feel that you would be better prepared for inclusive education if you had a Remedial Qualification?

| | |
|-----|----|
| YES | NO |
|-----|----|

If YES, briefly explain your reasons:

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18. If given the opportunity to complete a remedial qualification, would you consider registering for this course at a tertiary institution?

| | |
|-----|----|
| YES | NO |
|-----|----|

Please motivate your answer.

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Thank you so much for taking the time to assist me with my research. Your co-operation is greatly appreciated.

Sharon Townsend

APPENDIX E: TYPED INTERVIEWS

INTERVIEW 1

1. In the Inclusive Education model, as what type of school has your school been identified?
It is a mainstream school.
2. What position do you have at school?
A post level one teacher.
3. How many years of teaching experience do you have?
I have 10 years and 9 months experience in the foundation phase.
4. What is your highest level of education?
I have a teaching diploma.
5. Have you completed a qualification in remedial education?
No.
6. Have you received any form of training in teaching learners with barriers to learning?
Yes, I completed a 2-year course in "Barriers to Learning".
7. What grade/phase do you teach this year?
Grade one.
8. How many learners are in your class this year?
48
9. Name the number of learners experiencing barriers to learning in **your** classroom?

| | |
|--|-------------|
| <i>Social</i> | <i>= 3</i> |
| <i>Emotional</i> | <i>= 0</i> |
| <i>Behavioural</i> | <i>= 6</i> |
| <i>Psychological</i> | <i>= 0</i> |
| <i>Physical</i> | <i>= 0</i> |
| <i>Perceptual –Vision &/or hearing</i> | <i>= 1</i> |
| <i>Medical – asthma/diabetes</i> | <i>= 0</i> |
| <i>Academic/educational barriers</i> | <i>= 12</i> |
10. Name the number of learners in your present classroom receiving remedial therapy.
Nil.
11. Do you feel that you are suitably qualified to offer parental guidance?
Yes because of my years of experience.
12. Are you able to offer your fellow teaching colleagues guidance, advice and support in relation to a learner's specific barrier to learning?
Yes. I would advise in relation to teaching methods. The duration of a lesson especially to those with barriers, should not be too lengthy. One could use

learners as teaching aids as they enjoy learning through play, let them do the writing on the chalkboard, i.e. filling in words and numbers. Help where necessary.

13. Do you feel that you are suitably qualified to cope with learners with numerous barriers to learning in your classroom?
Yes. I feel that I am suitably qualified especially if the number of learners can be dropped so as to apply individual attention because the number is already barrier on its own. It would be easier to buy some stuff as teaching material, e.g. lamination of work for an individual.

14. Are you familiar with the concept: 'Inclusive Education'?
Yes. Inclusive education is the idea of combining all learners with barriers, be it physical, mental, hearing or visual impairment in one school. The idea would be for learners to acquaint themselves with the living style of children with barriers, see how they cope and how confident they are in life and not feeling sorry for them or thinking they cannot reach out to other demands of the society and the surrounding environmental life.

15. Are you familiar with the concept: 'Remedial Education'?
Yes. It is the concept of identifying the child with the problem. Assess the problem so as to see which therapy can be applied. The correct therapy would then be applied to address the problem.

16. Do you feel that you would be better prepared for Inclusive Education if you had a remedial qualification?
Yes. I would be better prepared.

17. If given the opportunity to complete a remedial qualification, would you consider registering for this course at a tertiary institution?
Yes. I am already studying "Barriers to Learning" which is quite helpful in my classroom. Unfortunately, I cannot apply my knowledge fully because the number of learners is too high.

INTERVIEW 2

1. In the Inclusive Education model, as what type of school has your school been identified?
It is a special school.
2. What position do you have at school?
A post level one teacher.
3. How many years of teaching experience do you have?
I have 13 years experience in the foundation phase, 7 years of which I have spent in specialized education.
4. What is your highest level of education?
I have a teaching diploma and an Honours Degree.
5. Have you completed a qualification in remedial education?
No.
6. Have you received any form of training in teaching learners with barriers to learning?
Yes, I have an Honours Degree in special needs. I spent 2 years with Focus in all physical challenges and their curriculum needs.
7. What grade/phase do you teach this year?
Grade three.
8. How many learners are in your class this year?
8 learners
9. Name the number of learners experiencing barriers to learning in **your** classroom?

| | |
|--|------------|
| <i>Social</i> | <i>= 4</i> |
| <i>Physical</i> | <i>= 0</i> |
| <i>Emotional</i> | <i>= 3</i> |
| <i>Perceptual –Vision &/or hearing</i> | <i>= 8</i> |
| <i>Behavioural</i> | <i>= 1</i> |
| <i>Medical – asthma/diabetes</i> | <i>= 1</i> |
| <i>Psychological</i> | <i>= 1</i> |
| <i>Academic/educational barriers</i> | <i>= 3</i> |
10. Name the number of learners in your present classroom receiving remedial therapy.
Nil.
11. Do you feel that you are suitably qualified to offer parental guidance?
Yes. If a parent comes to me seeking advice on a specific barrier to learning that I am knowledgeable about, I am able to assist them, but if I'm not knowledgeable about the learning barrier concerned, I am unable to assist the parents until I research the learning barrier concerned.

12. Are you able to offer your fellow teaching colleagues guidance, advice and support in relation to a learner's specific barrier to learning?
Sometimes. As teachers and colleagues, we discuss a learner's progress and support each other in that regard.
13. Do you feel that you are suitably qualified to cope with learners with numerous barriers to learning in your classroom?
Yes. I feel that I am suitably qualified to cope with learners with numerous barriers because I have an Honours Degree in special needs
14. Are you familiar with the concept: 'Inclusive Education'?
Yes. It is nothing more than including learners with special needs in mainstream education under one programme of learning.
15. Are you familiar with the concept: 'Remedial Education'?
Yes. It is to deal with learners with different learning problems
16. Do you feel that you would be better prepared for Inclusive Education if you had a remedial qualification?
Yes. If I had a remedial qualification, my chances of dealing with the problems encountered by learners, would be better.
17. If given the opportunity to complete a remedial qualification, would you consider registering for this course at a tertiary institution?
Yes. It would improve my chances and knowledge of how to deal with different learning problems.

INTERVIEW 3

1. In the Inclusive Education model, as what type of school has your school been identified?
It is a special school for partially and blind learners, i.e. the visually impaired.
2. What position do you have at school?
I am a post level one teacher.
3. How many years of teaching experience do you have?
I have been teaching for ± 30 years. I taught in different mainstream schools for 8 years, 10 years in a school for children with learning problems, 7 years as a remedial teacher at the Port Elizabeth Teachers' Training College and 6 years in specialized education.
4. What is your highest level of education?
I have an Honours degree in Psychology.
5. Have you completed a qualification in remedial education?
Yes.
6. Have you received any form of training in teaching learners with barriers to learning?
I don't have any formal training but I have attended numerous workshops.
7. What grade/phase do you teach this year?
I am teaching all academic subjects to partially sighted and blind learners in Grades 8 - 12.
8. How many learners are in your class this year?
I have 13 learners in my class.
9. Name the number of learners experiencing barriers to learning in **your** classroom?
Other than teaching blind children, my children are intellectually and psychologically handicapped due to disfigurement. Many of them are troublemakers because this is the only defence mechanism they have. I also have a number of albino's in my class. Many of my children have a very poor self-image.
10. Name the number of learners in your present classroom receiving remedial therapy.
None.
11. Do you feel that you are suitably qualified to offer parental guidance?
Yes, I feel that my years of experience and the fact that I am also a parent, gives me confidence to advice and guide parents. I am involved with my learners' lives at school and I take the trouble of getting to know their circumstances.
12. Are you able to offer your fellow teaching colleagues guidance, advice and support in relation to a learner's specific barrier to learning?

Yes, as I mentioned before, my experience and parenthood, equip me to give guidance and advice. I put a lot of effort into my lesson preparation and the other teachers look to me for advice and guidance and support.

13. Do you feel that you are suitably qualified to cope with learners with numerous barriers to learning in your classroom?
Sometimes I feel very unsure, especially because of physical impediments such as having a totally blind child in the class. Special provision has to be made for such a learner, e.g. examination papers have to be enlarged and all work has to be put on tape.
14. Are you familiar with the concept: 'Inclusive Education'?
I have a basic knowledge. It means that all learners are included in mainstream schools but I don't know whether this system will work and I feel strongly that handicapped children will not cope.
15. Are you familiar with the concept: 'Remedial Education'?
Yes, I have completed a course in remedial education.
16. Do you feel that you would be better prepared for Inclusive Education if you had a remedial qualification?
This does not apply to me but I feel that all educators should have the qualification. With this qualification, they would have a different viewpoint to coping with barriers to learning and without it teachers would experience learners with barriers as a hindrance in the classroom.

I also feel that the teacher would have so much extra work in Inclusive Education that one wonders how she will cope with the volume of work and all that needs to be done.
17. If given the opportunity to complete a remedial qualification, would you consider registering for this course at a tertiary institution?
This is not applicable to me but if I did not have a qualification, I would most certainly register for it.



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