The Dynamics of Inclusive Education in Further Education and Training in South Africa:

A Case Study of Two Technical and Vocational Education and Training Colleges in Pietermaritzburg

By

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A thesis submitted to the College of Humanities, University of KwaZulu-Natal in fulfillment of the academic requirements of the degree of Doctor of Philosophy

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DECLARATION ON PLAGIARISM

I, Gladys Nokwazi Nyameka NTOMBELA declare that

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DEDICATION

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TURN-IT-IN REPORT

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Thesis

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

ABSTRACT

This research investigated the dynamics of inclusive education in higher education institutions and how inclusive education is understood and practiced in Technical and Vocational Education and Training College (TVET) (DoE, 2013:45). Two bodies were appointed to go and investigate then make recommendations on how support services of special needs learners can be transformed in South Africa. Based on the report given, the ministry declared in Education White Paper 6 designed in 2001 that "Through this White Paper, the government showed its determination to create special needs education as a non-racial and integrated component of our education system. Let us work together to nurture our people with disabilities so that they also experience the full excitement and the joy of learning, and to provide them, and our nation, with a solid foundation for lifelong learning and development".

During literature review in chapter two a gap was identified that in higher education institution there is still a lack of inclusion of learners with special education needs. Therefore, qualitative case study research was conducted to fully understand the dynamics of this challenges. Several reasons were highlighted when qualitative semi-structured interviews were conducted in chapter four. Purposive and convenience sample was selected from the population of five TVET colleges at Umgungundlovu district. This sample was selected from the two TVET colleges around Pietermaritzburg. Interviews were conducted in the participants' own natural settings using semi-structured interviews which generated qualitative. In addition, focus group were held with members of the senior management team and individual interviews with lecturers and facilitators.

The main reasons highlighted by the participants giving answers to the research questions were (i) unavailability of policy guiding higher education institutions on inclusive education (ii) Limited understanding of EWP 6 (iii) Inadequate teacher development (lack of support from district officials (lack of collaboration with other stakeholders and (the way how innovations were diffusion). Literature confirmed this that the implementation of inclusive is still at its infancy and still remains fragmented because there is a lack of designed national policy on disability that gives guidance to higher education on how to implement inclusive education. Currently the inclusion of learners with special education needs is discussed in many countries but in South Africa, a limited number of these learners is accommodated with many challenges. To date learners with special

education needs suffer exclusionary practices from higher education institutions as they are perceived from the basis of the medical model whereby disability is the main focus rather than the social model which is the education system itself (Kochung, 2011:145; DoE, 2013 & Hornby, 2012).

Two theoretical frameworks were adopted in relation to this study and are fully discussed in chapter three. The philosophy of inclusion by Danford and Rhodes (1997) was promoted to enable deconstruction of disability on learners with disabilities and allow them to access education that is not discriminating together with the learners without disabilitieswithout disabilities. The diffusion of innovation as contended by Rogers (2003) is when ideas in this case innovations (inclusive education) are diffused, communicated or disseminated through advocacy using certain channels. This advocacy happens over a period of time as all education institutions and members of the society needs to be trained and work shopped on inclusive education. Ecological systems theory as a framework by Bronfenbrenner (1979) promotes that for inclusive education to be well understood and effectively implemented by higher education institutions professional links or collaboration among different stakeholders is important. The way how these stakeholders are to collaborate in developing the child holistically is discussed in chapter two and three of this study. Using the ecological systems theory would increase participation of these learners in cultures, communities of colleges and curricular activities.

This interdependence on systems theory in relation to this study involves community members where the child belongs, policymakers to influence education for all learners irrespective of their disabilities, principals as agents of change to influence implementation, parents as primary educators, learners as the main focus, teachers for implementation, administrative staff for admissions, district officials to render support and monitoring, funders and educational leader for assistances and support , all of whom are not only affected by change, but can play an active role in the process when working together as a team developing schools into inclusive organisations (Swart & Pettipher, 2007 & Donald, Lazarus & Lolwana, 2002). Before conducting the interviews, ethics were considered, and confidentiality was re-assured to all the participants. They were informed about all the processes. They voluntarily signed the consent form. Chapter four describes the process for data collection as defined above. Voluminous amounts of data were collected from

the two groups. Data was reduced during analysis using coding to formulate themes highlighted in chapter five during data presentation. A true reflection on how TVET Colleges understand and practice inclusive education was given. Responses from the participants addressed the following three research questions:

1. What do TVET Colleges understand about inclusive education?
2. How is inclusive education practiced in TVET Colleges?
3. What can be done to make TVET Colleges inclusive?

Chapter 7 presents recommendations based on the findings presented in chapter 6 that are highlighted above. These recommendations focused on what can be done to make TVET Colleges inclusive.

LIST OF ABBREVIATIONS AND ACRONYMS

B. Ed.	Bachelor of Education
CAPS	Curriculum Assessment Policy Statement
CES	Chief Education Specialist
CM	Campus and Circuit Managers
DBE	Department of Basic Education
DBST	District-Based Support Team
DHE	Department of Health
DHET	Department of Higher Education and Training
DCES	Deputy Chief Education Specialist
DoE	Department of Education
DSD	Department of Social Development
DUT	Durban University of Technology
ECD	Early Childhood Development
ES	Education Specialist
EWP	Education White Paper
FET	Further Education and Training
HEIs	Higher Education Institutions
IE	Inclusive Education
IEP	Individualized Education Programme
ISP	Individual Support Programme
NCESS	National Commission on Education Support Services
NCSNET	National Commission on Special Needs in Education and Training
NCS	National Curriculum Statement
NCV	National Certificate Vocational
NGO	Non-governmental Organisation
NSF	Norms and Standard for Funding
OBE	Outcome-Based Education
PGCE	Post Graduate Certificate in Education
SEN	Special Education Needs
SES	Senior Education Specialist
SIAS	Screening Identification Assessment and Support
SMT	Senior Management Team
SSRC	Special Schools as Resource Centres
TVET	Technical and Vocational Education and Training
UN	United Nations
UNISA	University of South Africa

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CHAPTER ONE: STUDY OVERVIEW

1.1. Introduction

In 2001 the South African Minister of Education pronounced the adoption of Education White Paper 6 on inclusion of learners with Special Education entitled: 'Building an Inclusive Education and training system.' (Department of Education, 2001). In this document it was stated and indicated that the place of vulnerable students was previously determined and declared through race and exclusion that were the decadent and the immoral factors (DoE, 2001:4). Therefore, the government decided to show its determination by creating special needs education through EWP 6. This White Paper was based on a non-racial and an integrated component of the education system. The Minister made an announcement: "Let us work together to nurture our people with disabilities so that they also experience the full excitement and the joy of learning, and to provide them, and our nation, with a solid foundation for lifelong learning and development".

Learners with special education needs still experience challenges such as inability to gain access to further and higher education institutions. Those fortunate enough to be accommodated suffer and experience exclusion in all aspects of life as they become victims of marginalization in sports, in teaching and learning and in other activities performed in higher education. They are not represented in the forums or meetings organised and seated by the Students Representative Council or the student at the college. In these meetings ideas are openly in them during their absence (Merriam Webster, 1828). Meltz, Herman and Pillay (2014:4) supported this view, asserting that the belief of exclusion became entrenched in the national psyche. Inclusion of learners with special education needs was never taught or practised in teacher training colleges. Many South African teachers that are currently teaching were trained within a paradigm that held fast to the idea of the correctness of exclusion. When they began their teaching careers special needs learners were not accommodated and were excluded in mainstream schools. To date, exclusion is still practised in institutions for higher education. The major reason is that the management, lecturers and facilitators are still perceiving disability from the basis of a medical model whereby disability is viewed as a pathology rather than social model which promotes inclusion. This perception makes it rather difficult for higher education institutions to understand that the student's learning problem

emanates from the contextual barriers not just the impairment and is as a result of the interaction between impairment and contextual barriers (Kochung, 2011:145).

In 1997, four years before EWP6 came out, the Department of Education (DoE) had promulgated the policy 'Education White Paper 3', a programme that would transform all higher education institutions in order to prioritise the issue of access to the groups that were excluded which is special needs learners. This White Paper 3 was designed so that it would also promote inclusion and encourage the participation of those that were historically and previously discriminated and those who were socially marginalised in all aspects of life in higher education institutions (DoE, 1997). In South Africa, Further Education and Training colleges renamed in 2013 as Technical and Vocational Education and Training Colleges (TVET) form part of higher education institutions (DoE, 2013). However, these colleges have not changed much to accommodate special needs learners. The few learners that are accommodated do not complete their courses.

Training sessions on inclusive education were conducted by the National Department of Education for the provincial officials. The aim was to disseminate, advocate, transmit and cascade information down to all education institutions. Literature reviewed indicate that higher education institutions were excluded from these training sessions and workshops since there was no relevant policy guiding these institutions on the inclusion of learners with special education needs. Literature reviewed indicated that all higher education institutions which universities is, TVET colleges and technical colleges still lack policy guiding them on inclusion of learners with special education needs. These institutions are still reluctant and are hardly prepared to enrol students with disabilities (Kochung, 2011; DoE, 2013; Shaw 2007).

1.2. Background and rationale of the study

Being motivated by my experiences working in one of the TVET colleges at Umgungundlovu district I decided to conduct this study. I was appointed and requested by the Department of Education of KwaZulu-Natal (Inclusive Education Directorate) to coordinate the skills project in all special schools around the province which consists of nine districts. This was the garment making project. This study is located at the two TVET Colleges in Pietermaritzburg. Thirty special needs learners were enrolled in one of the TVET colleges. This was a pilot project and was the first time to accommodate learners who were intellectually impaired. I was appointed

based on my experience, qualification and expertise in teaching vocational skills (garment making) at a special school. The facilitator who taught garment making seemed to lack proper understanding on how to implement inclusive education which is teaching learners with special educational needs in an inclusive setting. This was also accompanied by her negativity to transformation and adjustment to accept the special needs learners. That was the reason why I was appointed to go and teach these learners.

"In accepting this inclusive approach, we acknowledge that the learners who are most vulnerable to barriers to learning and exclusion in South Africa are those who have historically been termed 'learners with special education-needs,' i.e. learners with disabilities and impairments" (DoE, 2001:7). The facilitator employed by the TVET College experienced greatest challenges and was under a lot of stress, as teaching these learners requires specialised teaching skills and techniques, specialised teaching methods or relevant teacher qualification (special needs education now called inclusive education). What I noticed at this college was that these special needs learners were excluded, marginalized and discriminated in all activities that took place at the college for example; sports, cultural activities, social gatherings, students, meetings and many more.

Some of the college students called them names like "Sesifunda nezinhlanya muva nje" meaning we are studying with crazy people lately. That resulted to some of the special needs learners leaving school due to discrimination and ill-treatment. Not only the college students performed these practices, even the college staff had attitude towards these learners to such an extent that they even asked how I managed and coped teaching these learners. I was therefore, motivated to conduct this study by my experience and the issues indicated above. Another factor that I noticed was physical condition of the college which were old buildings and grounds that were not renovated to accommodate special needs learners. The environment of the college I was working in was discriminating. There are no ramps for wheelchairs and no elevators to access the first floor. There are only stairs leading to the first floor. Toilets had no rails to assist special needs learners that use crutches and wheelchairs. Obstacles that influenced exclusion could be attitudes of lecturers/facilitators and disability awareness campaigns that are not done. Other factors that are catalysts of inclusion are barriers on institutions i.e., applications that are inappropriate, procedures followed on admission of learners, lack of resources, teaching methods that are inappropriate, physical access, lack of support from the management, and the

most important part is the absence of policy and the political will which hampers participation of learners with special education needs in high r education institutions (Chataika, 2007).

Recommendations were made by the ministry to all higher education institutions with regards to minimum levels of provision for special needs learners. Appropriate physical access was further required to be ensured in higher education institutions for physically disabled learners (DoE, 2001:31). The context in which the policy was instituted was characterised with a lot of challenges with regards to special needs learners. Even classrooms did not have enough space for wheelchairs to move freely should there be a learner enrolled. The most important role in every child's life at school is the physical learning environment which creates positive attitudes and enjoyment of learning. It is more important to look with an analytical eye at all areas of the school, not only the classroom. The playgrounds or the sports fields, hall, dining hall and the toilets also need to be looked at (Evans, 2007). Learners with special education needs were placed in special schools where the quality of education that is offered is too low. Educators in high school seemed to neglect these learners during teaching and learning and did not spend time on assisting them. As a result, only a handful successfully completed basic education and/or advanced to higher education. There were no transitional systems designed for students with disabilities to move from high school to higher education institutions (Kochung, 2011:146). However, more than 15 years after the institution of EWP 6, there seems to be still challenges in providing inclusive education in many schools in South Africa (Meltz, Herman and Pillay, 2014). I therefore, found a gap and decided to conduct this study to get a true reflection on how TVET Colleges understand and practice inclusive education.

1.3. Research Problem and Purpose

Regardless of the above factors, some TVET colleges do try to accommodate learners with special education needs but are faced with the challenge of lecturers/facilitators who lack adequate knowledge, skills and understanding on how to teach these learners in an inclusive environment.There is a lack of resources in higher education institutions. Physical environment is not conducive for learners on wheelchairs, no specialists or trained educators on braille and sign language, no therapists for example; physiotherapists, occupational therapist, speech therapists or nurses to assist lecturers/facilitators when confronted with a problem or challenge during teaching and learning. In order to combat practicing discrimination against leaners with

special needs, implementing inclusive education was the most effective way that creates welcoming societies for all and that also builds a society which is inclusive. Learners with special education needs (SEN) should be treated and welcomed as full members of the society. The contributions they make, should be valued and vested in diversity (Ladbrook, 2009). This study was therefore conducted to understand how change envisaged by Department of Education was affecting service provision at two TVET colleges. The objective for conducting this research was to gain a deeper understanding from TVET lectures' and the managers' perspective whether inclusive education was implemented in TVET colleges as EWP 6 (2001:31) states that the "National Plan for Higher Education (Ministry of Education, February 2001) commits our higher education institutions to increasing the access of learners with special education needs".

Therefore, the main aim of the research is to explore the dynamics of inclusive education in South Africa as understood and practiced by Technical and Vocational Education and Training colleges.

1.3.1 Research objectives

- To determine the extent to which inclusive education is understood at TVET colleges.
- To investigate the way TVET colleges practice inclusive education.
- To investigate how TVET colleges can become more inclusive.

1.3.2 Research questions

1. To what extent is inclusive education understood in TVET colleges?
2. How is inclusive education practiced in TVET Colleges?
3. What can be done to make TVET colleges more inclusive?

1.4 Theoretical Frameworks of the study

The conceptual framework philosophy of inclusion used in this study is viewed by Danford and Rhodes (1997) as the means of deconstructing disability. This concept, philosophy of inclusion, is viewed as objective reality as it supports the disability construct simultaneously. Inclusion of learners with disabilities need to be promoted by placing the learners with disabilities in educational settings which are designed for students considered nondisabled. These students need not to be marginalized and disadvantaged in higher education institutions. Therefore, some exclusive practises continue although inclusion is declared on EWP 6 as a legal and moral imperative in promoting social justice. Students who are disabled still continue to experience and suffer due to exclusion and marginalisation in higher education institutions (Ladbrook, 2009). The two theoretical frameworks which informed this study will be discussed in chapter three which is the diffusion of innovations as informed by (Rogers, 2003:6). Rogers's views on diffusion of innovations is that it is a special type of communication. Messages that are diffused are about the development and the transmission of new ideas. Diffusion is when information is disseminated to all stakeholders during advocacy on Education White Paper 6. Rogers clearly stated and further promotes the idea that when an innovation is diffused it is communicated through certain channels that are perceived as relevant channels. This process is done over a certain time and is communicated amongst the member of the social system (Rogers, 2003:12).

Another theoretical framework to be discussed is the ecological system theory that will never be separated as there is interconnectedness within all the systems. According to Paquette & Ryan (2001) this theory on ecological system by Bronfenbrenner, (1979) tends to focus on the learner's global existence that cannot live in isolation.

The rationale for using this framework in this study was to investigate how learners with special education needs are included in higher education institution. This in line with Ecological Systems Theory framework that perceives the interactions and the relationships between the systems as 'two-directional' and reciprocal (Bronfenbrenner, 1979). This means that successful interactions between the systems depends on both interactive partners. Working in collaboration with various systems, higher education institutions can achieve meaningful change on implementing inclusive education. Systems theory in relation to this study indicates that developing schools into inclusive organisations is promoted by involving different

stakeholders such as parents who are primary educators with the deeper understanding of their children's' needs, community members, learners as the major focus, teachers as agents of change, district officials, educational leaders, designers of policies that governs the schools, administrative staff, , funders that supports schools in terms of donations, and, all of whom are not only affected by change but can play an active role in the process (Swart & Pettipher, 2007 & Donald, Lazarus & Lolwana, 2002).

1.6 Methodological decisions

This study used a qualitative research design. As a qualitative researcher I studied people in their natural settings which is TVET colleges to collect reliable and valid data. I had to identify how their present and past experiences and behaviour are shaped by the context of their lives. The context of their lives is basically social, economic, cultural or physical context in which they live (Hennink, Hutter & Bailey, 2011). A single case study research design and interpretive research paradigm was used as the most suitable research method to gain a deeper understanding of the phenomenon dynamics of inclusive education in its own natural settings which is TVET colleges. Rationale for adopting a single case study research is that it only focuses on one case and is a representative or typical case. The objective is to investigate, to capture the circumstances and conditions on an everyday common place situation.

This single case study represents TVET colleges as an institution. Valid information gathered is based on the experiences and the lessons learned from these cases that are assumed to be informative about the experiences of the average institution (Yin, 2003:41). This case study design is descriptive and interpretive in nature. The researcher therefore in a descriptive and interpretive case study must analyse, interprets and theorise data collected against the backdrop of a theoretical framework (Thomas, 2010). Data was collected in the form of semi-structured interviews which involved a set of pre-designed open-ended questions. Questions and topics that needed to be covered were used during the semi-structured interviews as a guide (Harrel & Bradley, 2009).

A purposeful and convenient sample of homogeneous groups from two TVET colleges consisting of 3 Senior Management Team members, 3 lecturers was identified whereby participants would best provide the desired information. This sample consisted of mixed gender and racial groups. Interviews for this group were conducted at the end of the first term. Two

separate interviews were conducted. One for focus group to enable the participants to share their ideas. One for individual interview to enable to freely express and air their views without being threatened by the presence of other participants. Probing questions were asked to gather more information from the participants. Creswell (2012) promotes that all participants are encouraged to talk. Face- to- face interviews were conducted during the second term. Forty-five minutes was given to all the participants enabling them to respond to the interview questions and to air all their views.

Purposeful sampling is used by the researcher primarily to obtain data and to become oriented. Purposeful sampling also assists the researcher in gaining a sense of totality. Similarly, the adoption of purposeful sampling method allows the researcher the privilege interviewing key individuals that facilitates the gathering of holistic data answering the research questions (McMillan & Schumacher, 2006). Additional rationale for using purposeful sampling is that it enables the researcher to make specific choices about which people to include in the sample, easy to reach participants, fewer costs to travel and participants are privileged witnesses to the research.

Data collection involved gathering audio data, through individual interviews and focus group discussions. Information gathered was audio-recorded and transcribed reflecting the participants' responses. Permission to record was granted by the participants. Notes were also taken by the researcher to confirm relevance of data recorded. Reassessment of data gathered was done to ensure accuracy. All audio data was transcribed and analysed into codes and themes, following thematic analysis procedures.

1.7 Limitations of the study

The limitations of this study were that only qualitative single case study research was conducted. This research methodology focuses on collecting data through verbal discussions giving information in the form of words. Observations during teaching and learning in classes were neglected. Quantitative research was not used which deals with figures or numbers. Quantitative research would assist to indicate the exact number of special needs learners enrolled in these two TVET colleges. Data collection method used was through interviews.

These interviews were semi-structured interviews. Focus group and individual or face-to-face interviews were conducted.

The second limitation was the selection of the sample which only focused on two TVET Colleges from the population of five colleges around Pietermaritzburg at Umgungundlovu District. One of the colleges selected as site was the college I worked in as an assistant facilitator and I was a well- known facilitator at the college. Participants may have been threatened by the fact that I was familiar with the environment and that might affect any false information they would give. As a result, I made deliberate effort to be reflexive of this fact and bracket[1] my own preconceptions about the subject of investigation and the practice done in the college. I ensured this by using research questions based on literature and employed standardised interview questions, to eliminate the temptation to divert. Colleges not selected might have contributed different views about implementation and inclusion of learners with special education needs. Universities which also form part of higher education institutions and other districts were neglected during this research to air their views in terms of inclusion of learners with education needs in their institutions.

Third limitation was that special needs learners were excluded as the ones who suffer exclusion and marginalisation in Higher Education Institutions (HEIs). I was unable to conduct observations as data collection method to evaluate how special needs learners were included in class during teaching and learning. The above gap needs to be further researched. White Paper for Post-school Education and Training states that "many learners with disabilities do not qualify for university education, but research is required to fully understand this problem" (DoE, 2013). As I was again seconded at the Head Office under inclusive education directorate as skills coordinator, I discovered that learners who exit matric from special schools' struggle in terms of being accommodated at tertiary level.

Another limitation was district officials were also excluded in the research. District officials are to advocate, disseminate, monitor and support HEIs on inclusive education but little or nothing was done. Literature highlighted that in most countries in Africa including South Africa, statistics now do not indicate how many people with disabilities are enrolled in higher

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[1] 'Scientific process in which a researcher suspends or holds in abeyance his or her presuppositions, biases, assumptions, theories, or previous experiences to see and describe the phenomenon' (Gearing, 2004 cited in Tufford & Newman, 2010:83).

education institutions. Considering equality in education and human rights that are neglected, accessibility to higher education is still a misery in South Africa for learners with disability and is still a problem in some other countries in Africa. Negative attitudes may be attributed by his to, policies that are discriminatory and practices together with inaccessible environment in higher education (Kochung 2011:145).

"Regrettably, experience has shown that many learners have either dropped out, or been pushed out of the system, primarily because of the failure of the system to meet their diverse needs" (DoE, 2002).

1.8 Ethical considerations

Permission to gain access to both TVET Colleges was obtained from the rector (Appendix B) at the central office. Campus managers as principals and gatekeepers were informed by the central office to grant permission for the research. Certificate of Ethical clearance was issued by the University of KwaZulu-Natal before accessing the sites to conduct interviews (Appendix A). Participants were then selected and were informed about the purpose of the study. Participants who were willing to participate were requested to sign the consent forms. Anonymity of the college name and the participants' names was assured. Confidentiality on all information gathered was also assured. Pseudonyms were used during data collection instead of the participants' names. All information gathered through conversations on both interviews was kept confidential. Permission to audio-record their responses was obtained from them. Participants were made aware that they may withdraw anytime they wish to do so without any penalties.

All data generated during the process of this research was stored in a secured and safe place by the supervisor and will be kept as such for a period of five years after publication of this thesis, thereafter; all data records will be destroyed.

1.9 How the thesis is structured

This thesis consists of seven chapters:

Chapter one gives a brief summary of all the topics to be discussed in this study. The content of the chapter comprises of the background and rationale for the study, aims/objectives of the

study, critical questions, the theoretical framework, the research approach, and storage of data, the study limitations and the description of the structure of the thesis.

Chapter two focuses on literature review which gives a clear understanding of how inclusive education was developed and implemented in other countries. It also provides understanding on how EWP 6 (DoE, 2001) and White Paper for Post-school Education and Training (DoE, 2013) were formulated in South Africa. The main concepts relevant to the study are described in relation to inclusive education. Literature review would provide information which indicates how TVET colleges, understand and practice inclusive education.

Chapter three describes conceptual frameworks and the theoretical frameworks adopted in this study. The theoretical frameworks that build this study are diffusion of innovations by Rogers (2003) and the ecological systems theory by Bronfenbrenner (1979). These frameworks are fully discussed in this chapter.

Chapter four presents the research design and research methodology whereby a single cases study research was used. Method for collection of data which is in the form of interviews is presented. Selection of the samples that is used as a tool for data collection method in the form of semi-structured interviews is discussed. Data analysis and storage together with ethical considerations are presented.

In chapter five data is presented which gives full description of the findings and how themes are formulated through coding is presented.

Chapter six gives an explanation why things are the way they are. It draws from the findings reflected on the responses of the participants and the recommendations on how they can be improved.

Chapter seven Conclusion and recommendations for further research are presented which focuses on the gaps identified.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

In order to get a clear understanding of the dynamics of inclusive education in higher education institutions literature is reviewed in this chapter. Literature reviewed gives a clear understanding about the origins and developments of inclusive education internationally and locally. International and National organisations met as explained in the Salamanca statement. These organisations aimed at removing the dual apartheid system of education where special needs learners were educated separately because of their disabilities.

2.1.1.   The Salamanca Statement, where it all started

Looking at the practices of the previous education system schools were divided into two categories, namely normal schools which catered for learners without disabilities and special schools for disabled or special needs learners. Meeting to transform the education system was held in Spain. International organisations were represented by 92 governments with more than 300 participants. The aim for this meeting was to discuss the need for change where one education system approach, inclusive education policy be designed. Designing this system would further promote the objective of Inclusive Education that does not discriminate and make it education that benefits all children. The fundamental shift in policy was considered to promote the designing of the policy. This shift would mainly focus on enabling schools to include and serve all students particularly those with special education needs without considering their disabilities in the normal schools' settings. In this conference unanimous decisions were taken whereby the Salamanca Statement on Principle was adopted. A framework of action was taken, and the policy was designed for special needs education. The principle of inclusion informed this policy. A need to work towards schools for all was recognised (UNESCO, 1994:6).

In this statement, UNESCO (1994:8) it was urged and called upon all governments to:

- Allow the parents of special needs learners as well as organisations and communities to be actively involved and they must be given an opportunity to fully participate in the decision-making and planning in the provision for special needs education.
- Consider a budget as the highest priority in order to cater for all students irrespective of their difficulties and differences. This budget would improve conditions in schools that would enable special needs learners to function at their utmost level.
- Evaluate provisions that are educational and to consider the basic needs of special education learners together with the adults. Provisions are to be made by planning, monitoring and evaluation to establish participatory mechanism through decentralisation.
- Exchanges need to be encouraged with the countries that have already experience in developing vocational aspects and have demonstrated successful projects on inclusive education.
- Enrol learners with special education needs together with learners without disabilities in regular schools to promote inclusive education policy as a matter of law. Doing otherwise or failing to enrol these learners must be based on compelling reasons.
- Plan and organise pre-service and in-service programmes to capacitate teachers and to facilitate the context of change in the systems. This would enable teachers to move away from the old systems of education. Provisions to schools regarded as full-service schools or inclusive schools be ensured.
- First screen and identify the type of disability on learners with special education needs. Assess strategies of interventions to promote and invest on greater effort of inclusion and also on the vocational aspects.

Based on the decisions taken in the conference at Salamanca in Spain all the countries that were in the conference began to develop and implement inclusive education in their countries. Countries that are discussed below in terms of these developments are United Nations, United States of America and South Africa which also became one of these countries. The next section will indicate how these developments shaped inclusive education at international and local levels.

2.2. International Developments of Inclusive Education in general

2.2.1. Developments in the United Nations

It is stated in the UNESCO (1975) that recognition of the disabled peoples' needs was first recognised explicitly during the declaration on the rights of persons with disabilities. However, a definition was declared for people with disabilities as the person who due to deficiency is unable to perform and to ensure the normal social life necessities. In June the 7th to the 10th 1994, endorsement of the framework of the Salamanca statement which followed on the standard rules of the United Nations was endorsed. It was then proclaimed that each child possesses different and unique qualities, has his or her own interests that are different from

others, possesses his or her own abilities and learning needs. Schools are therefore, encouraged to accommodate and enable learners with special education needs to access education centres. The schools need to focus on a pedagogy that is to meet the diverse needs of all learners. (Peters, 2007, UNESCO, 1994).

Literature reviewed states that opportunities and equalization for people with disabilities was adopted by the United Nations when the general assembly held in 1993. Matters discussed were to promote inclusive education as an agenda in all education institutions. Standard rules were set to all institutions to implement equal education in regular schools to combat discriminatory attitudes. Rules also indicated that communities that are welcoming need to be created. Societies were to be made inclusive and build to achieve education that caters for all learners irrespective of their disabilities (Rioux, 2001 & UNESCO, 1994).

Rioux (2001) provided the following states that:

> *'Education for all is not education for some students some of the time. There is no evidence base that shows who deserve to enter school. The labelling of students as less able to learn or as not needing an education is evidence about pedagogy and about teaching capacity, not about children's capacity to learn. It is about curricular that are inflexible and that undermine effective learning and it is about disrespect for the child who is different because of race, poverty, disability, or some other characteristics. Students are heterogeneous group making teaching each child in the unique manner that their individual strengths and weaknesses demand an essential underlying premise of education for all. The negative attitudes and the lack of knowledge and understanding of difference and diversity are not solved by dividing and excluding. The challenges that students present because of their differences, should not provide an excuse for inaction and exclusion'.*

Inclusive education developments in the UN, referring to the above statements give a clear indication that inclusive education has reaffirmed the statement of integrated education for learners with special education needs in all spheres of educational institutions including schools, colleges and university. Literature also indicates that Remedial or Enriched instruction, appropriate to the needs of students identified as exceptional, due to disabilities or educational needs outside appropriate programmes are provided to cater for all students and everyone's Education Plan (IEP) is designed to meet the student's needs. In summary, Peters (2007) states that inclusive education has been adopted and has started to be implemented in all countries of the North. Accommodation of special needs learners is still a trend as it varies from country to country. What has been identified and noted is that classification of disabilities

and decisions on placement of learners with special education needs is still a challenge that needs attention. Ntombela, (2006) makes reference to the fact that since 2001 when the minister announced the adoption of the policy on inclusive education, implementation of this policy in South Africa still remains at its infancy; therefore in order to move forward, it is necessary to research the manner in which other countries have implemented it.

2.2.2.   Inclusive Education in the United States of America

Inclusion of learners with special education needs was initiated and started in the United States and Europe as early as 1980. Educators in these countries were reluctant. The debates and the new conversation centres emanated about the phenomenon inclusive education. These debates were on how to go about designing schools that would cater for special education needs. They were also about teaching learners with special education needs in an in, incorporating them together with learners without disabilities. This was viewed by many educators as completely to imagine and mention. Fitting students with special education needs into this future education was perceived as an on-going challenge (Ferguson, 2008). In a field of study carried out on inclusive education, Shaw (2007) access reasonable in higher education institutions to accommodate learners with special education needs is still a major challenge. Policies and procedures have been put in place, doors in HEI's have been opened for these learners, but these policies are just in papers and have never been implemented.

Shaw further indicates that in some countries for example USA not all special needs learners were accommodated in higher education institutions. Provisions are only made in the postsecondary institutions for learners who are deaf and blind. These learners are taught by specialists' educators who render postsecondary support by offering sign language and braille. The challenge for both postsecondary students with other disabilities and professionals who lack knowledge and understanding on inclusive education is on how to provide postsecondary supports to ensure that all students really have access to institutions and opportunity to learn. The above statement highlighted by Shaw is confirmed by the limited number of students with disabilities accessing and attending colleges. Shaw (2007) referring to Brinckerhof et al., (2002); andTonooka (2002), contend that it can be anticipated that HEI's device plans and means in the forthcoming years to increase the number of learners with special education needs enrolled in these postsecondary institutions.

It is evitable that all the countries were confronted with problem including or practicing inclusive education. Only disabled learners who are deaf and blind have specialised settings for their disabilities. Other disabilities are still neglected. Learners that are intellectual disabled/impaired are regarded as uneducable learners as they are perceived as having medical model of disability in Europe, North America and in the other countries. To-date this model of disability is still existing, stored, entrenched and accepted in the minds of all educators. Most countries are still confronted with various changes on inclusive education. HEI's particularly TVET colleges are the most fortunate to have funding allocated for learners with special education needs, but the challenge is inaccessibility of this funding. Reason is the limited number of these learners enrolled in these institutions (DoE, 2013).

Meeting the diverse needs of special education needs learners is the constraint as a result participation on inclusion is nested within a net which is relationships Access of learners with special education needs in education system in the South is 1-5 per cent which is dramatically low compared to other countries. Focus of inclusion is based on learners who only have moderate to severe physical disabilities. Learners that have mild to severe disabilities are not included. Several reasons for this focus are that in most cases special needs learners are characterised more easily based on their physical appearances, services are provided in a profile that is politically high. The special needs learners have been disadvantaged by being marginalises and excluded in all social activities, suffered exclusionary practices, various forms of abuse and marginalisation, they are more likely to engage in sexual activities. This focus on inclusion is motivated by the following several reasons: (a) special needs learners' characteristics that makes them easily identifiable. These characteristics influence the way people treat them. (b) Services rendered to these learners are influenced by high profile in politics as form of being recognised by the communities. (c) Special needs learners are the most disadvantaged and marginalised learners in the education system; therefore, inclusion would promote recognition. Exclusion of these learner would expose and influence them to be actively engaged in activities that are illegal and to the deviant social behaviour (Peters, 2007).

2.3. Local developments of inclusive education in South Africa

2.3.1. What is inclusive education?

South African education was predominantly dominated by the model of medical disability on learners with special education needs before democracy arrived in 1994. This model

encouraged and influenced the education system to perform exclusionary practices in term of teaching and learning in education. Belief was that these learners were sick and were to be in their homes outside school institutions. Disability was embedded onto the learner as he/she was regarded unfit to attend schooling. Special needs learners were limited by the society against norms that are functional and against community developments because of their medical domain. It is believed that the individual that is having a medical deficit disability model, needs to be accommodated and be cured outside the mainstream education institutions (Meltz, Herman and Pillay (2014) in Hodkinson & Vickerman, (2009). Special needs learners that were younger than 18 years were kept in isolation. They were excluded from attending schools or colleges. The place of these students was in dark backrooms and sheds. Their parents or families only allow them to mix with people and to become part of the community when going to church or when attending cultural activities. During playtime, they could play with other students on the playgrounds, streets and in church when they worship. These were the only times to cherish and to truly lay a claim to these students equally when they became among us. Because of all the above maltreatments in South Africa, the Minister decided to outline and develop an inclusive education policy and how they intend to build and implement it (DoE, 2001:4).

When democracy became into existence in 1994, government policy framework which was designed during the apartheid era before 1994 was radically overhauled. Services were rendered on an equitable basis to all residence of South Africa. Learners with disabilities were part of these processes and changes as they could come out of the back yards. Part of that process was the education provisions for learners with special education needs. The nation found a document named the *Constitution of the Republic of South Africa, Act No. 108 of 1996* (Republic of South Africa 1996). This document enables the nation to trace back on how inclusive education was developed in South Africa. Everyone was allowed and was given the right to attend school to attend school as stated in the Bill of Rights Section 29. This Bill of Rights progressively made available and accessible basic education to all adults willing to further their education through reasonable measures. Any form of discrimination either direct or indirect on one or more ground against anyone was not prohibited and this law is further stated in the Bill of Rights (Dalton, Mckenzie and Kahonde, 2012).

 A shift on the ideological thinking was brought in by the birth of democracy in South Africa. This shift emanated from the individual's thinking which focuses on the medical model as a

deficit not the social model which is based on the social justice principle (Meltz, Herman and Pillay, 2014:1). Minister of Education in EWP 6 outlined that because of the inability of the education and training system, educational opportunities for learners whose learning were unable to be accommodated and have dropped out of learning be provided. Again, provisions are to be made for those who experienced or have experienced barriers to learning and development (DoE, 2001:6).

Therefore, the main objectives of EWP 6 policy as defined by the Ministry is a system that:

- Acknowledges that all children and youth irrespective of their disabilities can learn and that all children and youth need be rendered support to participate actively.
- Creates and enables all education structures to change their systems and practice diverse learning methodologies so that they meet the needs of all learners.
- Acknowledges all differences in learners and respect them, irrespective of age, gender, ethnicity, language, class, disability, HIV, or other infectious diseases.
- Is a system that is broader than formal schooling. It also acknowledges that learning occurs in all the surroundings of the learner i.e. the home, community, within formal and informal settings and within structures.
- In order to meet all the diverse needs of the learners, change in attitudes and behaviour, use of various teaching methods, flexible curricular and change of environment can be of great success to promote inclusive education.
- Maximum participation of all learners in the curriculum of educational institutions can uncover and minimize barriers to learning.

Involving learners who are vulnerable or at risk of being affected by exclusionary practices or underachievement is emphasized as educational rights of inclusion (Ainscow, 2004; Rieser, 2002; Ganapathi, 2014; Kearney, 2009 & UNESCO, 2005). Inclusive education is defined as an unending process and a never-ending search. It is the system that creates better way of responding to diverse needs of learners. It is a policy that ensures accommodation of the full variety of educational needs at its optimal levels. These educational needs are included in a single education system (Lazarus & Lolwana, 2002; Booth, 2000 & Ainscow & Miles, 2009)

Figure 1: Inclusion

Full-time placement in a local mainstream school for everyone who wants it, regardless of their ability or special needs.

Opportunity to learn and play with typically developing peers of the same age, throughout the school day.

The chance to participate fully in the extra-curricular life of the school as well as in the academic curriculum

Recognition of and provision for individual needs, to maximise access to the curriculum and to the life of the school.

2.3.2. Education White Paper 6

During apartheid learners with special education needs were only accommodated in special schools whereas other leaners without special needs were accommodated in mainstream schools. This system was called a dual system of education that promoted segregation in South Africa. Resulting from decisions taken at Salamanca conference in Spain, the Minister of Education, therefore, began to re-shape the education system (DoE, 2001).

Minister of Education announced that:

> *'It is, therefore, another* post-*apartheid landmark policy paper that cuts our ties with past and recognises the vital contribution that our people with disabilities are making and must continue to make, but as part of and not isolated from the flowering of our nation. I wish to take this opportunity to invite all our social partners, members of the public and interested organisations to join us in this important and vital task that faces us: of building an inclusive education system'* (EWP 6, 2001:4).

Announcing this proposal, the Ministry of Education decided to conduct a research trying to investigate in October 1996 on how the previous education system dealt with the provisions of the diverse needs of learners with special education as highlighted in Education White Paper 6. The ministry sets up two teams National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) to conduct investigations in other countries on inclusion of learners with special education needs.

Recommendations were made after investigations on how to improve the levels of support services of special needs learners in education and training in South Africa.

These central investigations brought back to South Africa the results of the findings which included the following as proposed by the two bodies (DoE, 2001).

(i)   "Special education and support have predominantly been provided for a small percentage of learners with disabilities within 'special schools and classes physical and material resources reserved for whites;

(ii)   (ii) where provided, specialized education and support were provided on a racial, with the best human, physical and material resources reserved for whites;

(iii)   (iii) most learners with disability have either fallen outside of the system or been 'mainstreamed by default';

(iv)   (iv) the curriculum and education system as a whole have generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of dropouts, pushouts, and failures; and,

(v)   While some attention has been given to the schooling phase about 'special needs and support', the levels or bands of education have been seriously neglected".

The Department of education considering the above findings created a new policy in July 2001. The policy is called Education White Paper 6 - Special needs education: Building an Inclusive Education and Training System In this policy, the Department of Education committed itself to:

'*Promote education for all and foster the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society*' (EWP 6, 2001: 5).

A new single policy was outlined by the government with the central aim of replacing the dual policy of education. Single policy promoted undivided education system for all learners. This policy is termed inclusive education or Education White Paper 6, meaning, including those with disabilities. A hope was that this policy would provide a cornerstone of an integrated and caring society. A diverse range of learning needs will be recognised by accommodating learners with special education needs in one education system. Policy foundations programmes of existing policy for all bands of education and training, and frameworks were meant to be extended. This was the main objective of the new White Paper policy when designed (DoE, 2001:24).

Relating to the issue on the process of inclusion as a process, TVET colleges and higher education institutions are to design and improve their strategy in accommodating special needs learners, as high schools are dependent on them to continuously enrol learners exiting matric. Inclusion of special needs learners is an ongoing and a never-ending process. Kochung (2012:146) states that higher education institutions enrol limited number of learners with special education needs. Lack of policy in these institutions namely, universities and colleges is the major cause as these institutions are hardly prepared to enrol students with disabilities. He again, when these students pass matric and move to higher education institutions, they experience difficulties as there are no transitional systems in place for them.

Considering the long-term goal of 20 years, it is a cause for concern that we are now on the 17th year since 2001, and there is still a major gap on implementing inclusive education in higher education institutions. Even though South Africa when White Paper 6 was first published in 2001, was expected to appear as the one to be following the international trend toward inclusion implementation of policy on inclusive education seemed to be delayed. There is little progress throughout South Africa over the past decade. Ambiguity in both the goals of the policy and the strategic drivers required for its implementation could be the results of all the delays on implementing and practicing inclusive education (Donohue & Bornman, 2014). Based on my experience working at the Department of Education under Inclusive Education Directorate I visited two tertiary institutions in Durban tracing four students that were previously enrolled. Responses received in both institutions were that three of them left as they could not cope due to rigid curriculum for them and lack of specialist lecturers. One of these students re-located. No efforts were made to meet their demands. Instead of being accommodated they were pushed away by higher education institutions and became dropouts. Regrettably, failure of the system to meet the diverse needs of special needs education system resulted onto these learners becoming left out or dropouts. Statistics have shown that many learners that have been pushed out of the education system, have become street kids primarily because of they have either dropped out and are out of school (DoE, 2002).

Literature reviewed further indicates that there is a need to conduct another research in higher education institutions. Gaps identified determined how inclusive education policy is understood and practiced within higher education institutions. To that effect DoE (2013) claims that higher education policy on inclusive education is still a challenge as there is still no policy in place for these institutions. Making further assertions on the subject, Rieser & O'Mahogany

(2002) indicate that there are dimensions that are concerned with inclusive colleges. These dimensions constitute the Index for Inclusion namely; (i) *policies* need to be developed that will organise support for diverse needs of the learner for all colleges. Contributions will be made which involves a process of self-review. (ii) *culture* which focuses on establishing and practicing values that are inclusive and building the community, and (iii) *practices* organising and mobilising resources within an educational institution that would orchestrating and promote effective learning.

2.3.3 White Paper for Post-School Education and Training

Inclusive education has become the most controversial and challenging issue within higher education institutions. Learners with special education needs suffer discriminatory practices, exclusion and marginalisation as outlined in the abstract. Since higher education institution's lack policy guiding them on implementation of EWP 6, the Ministry for Higher Education Institutions released a new policy framework namely; White Paper for Post-School Education and Training in 2013. This new policy designed, is in line with the country's key national policy documents that was designed, EWP6. The new policy designed for higher education and training institutions represented the government's thinking. The aim for releasing the Green Paper in 2012 was for public comments. Attention was paid to the issues pertaining this paper. It was then discovered and perceived that it was confronted and was faced too many challenges in the post-school system.

In this new policy Further Education and Training Colleges (FET) have been renamed according to White Paper for Post-school Education and Training (DoE, 2013: xi) as Technical and Vocational Education and Training (TVET) colleges. Literature reviewed indicated that HEIs still face challenges in understanding and implementing inclusive education irrespective of the new policy being released. Learners with special education needs were neglected during formulation of the policy. This policy framework was designed to give guidance and to direct higher education institutions. Developmental state with a vibrant democracy and a flourishing economy was outlined when the policy was designed for the institutions for which it is responsible.

The main objectives of the newly designed policy for Technical and Vocational Education and Training are:

- a post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;
- a single coordinated post-school education and training system;
- expanded access, improved quality and increased diversity of provision;
- a stronger and more cooperative relationship between education and training institutions and the workplace;
- a post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives (DoE, 2013).

We are now in 2018, whereas the vision for and goals as outlined in EWP6 reflects a 20-year developmental perspective which is only 3 years to 2021. Considering this short period left, the effective implementation of inclusive education in higher education institutions (TVET colleges) is still a major challenge. Therefore, Pillay & Terlizze (2009) view inclusion as a major challenge as the current situation in socio-economic environment in South Africa is in an unstable condition. In order to succeed in mainstream school environment useful lessons at infrastructural and regulatory levels be provided at the current socio-economic environments for what is needed by the learners with special education needs. This condition does not allow full and successful implementation of inclusive education. Access to resources and facilities need to be made available. A way forward to access quality education for all is hindered by this situation.

Learners with disabilities still experience challenges on being accommodated in further education and training sectors. Restructuring and transformation of TVET colleges is still questionable. Inclusive education policy for higher education institutions needs to be designed and to be provided. In order to provide and to promote access in several ways education policy and instructions need to be changed by the education system. The plight of people with disabilities finally became part of transformation agenda with democratisation. School and college areas of learning seek to be transformed to an integrated approach of education and training by the ministry as they have always been separated before democracy. It is fundamental that transformation of the education institutions and policy would provide access to proper education and training opportunities in several ways. This transformation will enable full achievement of equity (DoE, 2013:44).

Policies, and frameworks need to be revised by the ministry. An attention to those that relate to the school and college system that is not exclusive will be given. In order to overcome cause

and effect of barriers to learning, legislation and policy frameworks for the school and college systems must be provided specifically admission policy and age grade that still need to be revised (DoE, 2001:27). The researcher, because of lack of intake of learners with SEN was motivated to undergo this research study. TVET colleges seem to be neglected along the issues of capacitation on inclusive education. Ganapathi (2014) contends that it is still a long way for higher education institutions to adjust academic standards and to reduce the gap for the needs of students with disabilities in social inclusion. Some concerns in universities and middle colleges is the absence of students with disability whereas, literature indicates their presences in secondary schools.

Supporting the above statement, literature indicates that in most African countries in higher education institutions the number of people with disabilities is not shown or indicated on statistics. Access for persons with disability, considering human rights and equality in education is almost regarded as non-existent. Further indications are that lack of policy is the major challenge in these institutions (Kochung, (2011). When the researcher was deployed at the Head Office under Inclusive Education Directorate she met with Disability desk lecturers from two universities in KwaZulu-Natal who indicated that only a handful of learners were enrolled in higher education institutions due to lack of policy that guides and enables higher education institutions to understand and practice inclusive education. Of those that were accommodated, only a few managed to complete their courses. UNESCO (2005) proves that one of the major barriers to the implementation of inclusive education policies is that in the organization of ordinary schools, curriculum and teaching and learning strategies had not been accompanied by changes in mainstreaming. This effect affected integration of all learners in higher education institutions.

Based onto my the past experience as one of the facilitators in one of the TVET colleges, where I was seconded to teach vocational skill (garment making), facilitators and lecturers seemed to lack understanding on how to teach learners with disabilities together with learners that are classified as without disabilities. At TVET colleges, there is differentiation between facilitators and lecturers. Facilitators are those educators who teach vocational skills and lecturers teach academic subjects. Learners that have intellectual impairment were never and are still not accommodated in higher education institutions particularly, TVET colleges. Learners who are historically termed learners with special education needs are the ones who are the most vulnerable, who suffered and are still suffering the exclusionary practices of the education

system in HEI's. Reasons for these exclusionary practices are that infrastructure or conditions of the buildings, relevant educational resources for example assistive devices. These devices for deaf and blind learners were supposed to be organised and provided on a regional basis as they are too expensive to be purchased by the higher education institutions. Human resource for example, unavailability of lecturers/facilitators with special needs education qualifications or inclusive education course with specialisation are not available to teach these learners (DoE, 2001:7).

Being involved with pre-vocational skills in one of the special schools, I was always wondering and questioning myself as to why these learners are not given access to TVET colleges as some of them perform very well on skills programs offered by special schools. It was the first of its kind to accommodate these learners in one of the TVET colleges at Umgungundlovu District as the project itself was called the pilot project. I was, therefore, deployed to work and assist the facilitator employed by the college as she possessed no knowledge or skills to teach special needs learners. The college used to accommodate learners coming from mainstream schools. The facilitator who was employed by the TVET College experienced greatest challenges and was under a lot of stress as teaching these learners requires specialised teaching skills and techniques.

Ganapathi (2014) citing (Jung (2003) & Johnson, 2006) states that one of the reasons why there is limited number of students enrolled in HEIs' is that do not disclose their invisible status of disability when requesting for accommodation entitled to with the fear of being discriminated. Another reason stated is that faculty and administrative staff may prevent students as they. reflect unacceptable negative attitudes to students with disabilities. Therefore, as stated in UNESCO (1994) at the world conference on Special Needs Education, it was recognised and proposed that there is a need for all the school's reforms in order to achieve and promote inclusive education. In post-school's education management of learners with disabilities is still separated and fragmented. This is viewed at the institutional level as a difference to that of existing transformation and diversity (DoE, 2013:45).

 Taking into consideration the current provision for the disabled, targeted institutional plans that will address disability must be developed. All post-school institutions will be required to address and to design policy that is suitable for HEIs' in order to make implementation of inclusive education policy effective. Designing and making this policy available is the highest

priority. It will, therefore, turn and strengthen TVET colleges into attractive institutions. They will then be expanded and become choices of the school leavers. Key objectives on improving, developing and strengthening colleges making them attractive to school leavers, is through improvement of support services that will assist management lecturers and students to promote collaboration and improve inclusive education practices; governance and management by familiarising them with inclusion and changing their attitudes; developing the quality of teaching and learning by supplying relevant resources; developing their infrastructure and increasing local labour markets enabling learners to get employment (DoE, 2013:46).

Furthermore, collaboration on regional basis when discussing and addressing disability is called by White Paper 6. Funding for special needs learners is available within these institutions but is not accessed due to low intake in universities and colleges. This is confirmed in the White Paper for Post-school Education and Training. There is a bursary scheme which was introduced in 2008. It was allocated for learners with disabilities. This complemented the department of labour's funding that is provided through norms and standards for funding (NSF). However, this disability funding was underutilized at respective levels of only 47 per cent and 55 per in the years 2010 and 2011. When special needs learners move from high school to higher education, transitional systems are not provided and they are not in place for these students (Kochung, 2012). TVET colleges and higher education institutions must design and improve their strategies in accommodating special needs learners. High schools are dependent on them to continuously enrol learners exiting matric (DoE 2013:45). Inclusion of learners with special education needs Booth (2000) is viewed as an ongoing process that is never-ending.

Literature reviewed indicates a limited number of special needs learners accommodated in higher education institutions. Ganapathi (2014) adds the view of the education system which needs to adapt to the current situation of inclusion in order to meet the diverse educational needs of a student. The belief and emphasis are that students are supposed to fit in the system rather than considering conditions and situations of the system.

2.3.4   Advocacy on inclusive education

Several policies were designed to facilitate the inclusion of learners with special education needs. The purpose for designing these policies was to transform the whole education system designed during the apartheid education system on the dual system education and to design an education system that is inclusive. This system would benefit all the learners. The Department

of Education at National level trained Provincial task teams from different provinces on Education White Paper 6 policy. These task teams were to advocate and disseminate information to all educational institutions. The duration for these trainings was too short. Therefore, information on EWP was not properly cascaded down to all institutions. Arguably, Kochung (2011) reveals that policies designed in African countries have no clear directions and goals which makes things difficult for them to be implemented. Translating them into practice is rather difficult.

To date trainings and workshops are still organized and conducted for education personnel. Indications are that certain mainstream schools are now on board with the implementation practices of inclusive education. Some of the schools were converted into full-service schools to increase the number of learners with special education needs accommodated. With the issue of higher education institutions, the pace is too slow as there is no history of colleges converted into full-service colleges. Ntombela (2006) supports that unless the policy of inclusive education and training (innovation) is well diffused throughout the system by those expected to act as agents of change, a good understanding of what it is about will not be achieved. Thereof, adoption and implementation will be negatively affected. The innovation is considered as an object or an idea that is newly designed and needs to be advocated to all institutions of the education system (Robinson, 2009). The key to understanding how products of opinions and the ideas are quickly disseminated throughout the society is through diffusion. Means to estimate how slow or fast diffusion takes off must be provided (Valente, 1995).

Donohue and Bornman (2014) take a primarily top-down strategy when it comes to inclusion of learners with special education needs. This is regarded as theoretical approach to policy implementation. There are two main factors that hinder the implementation of inclusive. These factors are classified as the focus. Firstly, they focused on the most significant constraints which is what we regard as the apparent lack of clarity in the policy. Ambiguity and the means about the goals for inclusion needs to be indicated and how these can be achieved. Secondly, poor implementation of the policy with various issues was another problem. In order to close the gap between policy and practice is by enforcing the implementation of education policy, EWP 6 by the South African Department of Education. Supporting the above statements, diffusing and disseminating information on the policy EWP 6 revealed that there is a gap in the district officials when cascading information down on inclusion of special needs learners in mainstream school. They, themselves did not acquire enough or broader knowledge in terms

of inclusive education when they were trained. Without proper acquisition of broader knowledge and skills about the phenomenon (inclusive education) effective practice will never take place. Several policies on inclusive education were designed with their focus on mainstream schools. These policies encouraged the paradigm shift of education institutions moving away from the old model of exclusion whereby learners with special educational needs were accommodated only in special schools and some were home schooling.

When provisions are made for students with disabilities according to Meltz, Herman and Pillay, 2014:2) education system will provide and comprise various practices in terms of disabilities. These practices will be different from those provided previously in terms of medical deficit model for children with disability. Significant changes that will be made is that of the social model which includes and allows these learners to be part of the social activities through inclusion. These special needs students were discriminated against and excluded from mainstream schooling and were marginalized in all aspect of life. To elaborate on the issue of discrimination and segregation, EWP 6 established that special school were predominantly owned by the whites. Support services were provided on a specialised setting with the best human and physical resources. Provisions were made for the small percentage. Where provided, they were provided on a racial basis (DoE, 2001:5).

As a result, most learners with disabilities in black communities and the other bands of education have been seriously neglected. In most instances, when they were fortunate enough to attend school the curriculum designed by the education department pushes out many these learners. Therefore, the education system as a whole has generally produced large numbers of drop-outs, push-outs, and failures. The report made by the following two bodies namely the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) in 1997 was the role of acknowledging the move towards complexities of the educational needs. The role has been played by the social and political processes that are operating within the education system. The role played was exclusion of learners with special needs education (DoE, 1997). Systemic approach that is within a biomedical framework stressed the need for a paradigm shift as indicated in the report. The focus of the shift is to first identify barriers on learners with special needs. Identification of barriers to learning will give guidance in terms of support and interventions that must be rendered to the learners with disabilities (Engelbrecht, Kitching and Nel, 2009).

2.4. Challenges of Inclusion in Higher Education Institutions

EWP3 is concerned with promoting inclusion of those groups that were historically and socially marginalised in higher education. Access to these institutions is promoted without any form of discrimination and effective participation in all activities of these institutions (DoE, 1997). Such public higher education institutions are required to have admission policies that are inclusive to redress past inequalities and cater for all learners. Six years later, the White Paper for Post-school Education and Training (DoE, 2013:45) was designed. Unimproved conditions on inclusive education were reflected in this white paper as it highlighted that many learners with disabilities still do not qualify for university education. This paper was designed by the ministry of higher education institutions in 2013.

A range of learning needs factors that exist among special need learners are highlighted on EWP 6 that might be the cause. These learning needs factors include various disabilities that emanate from different conditions such as physical disability that might be caused by being involved in an accident, by trauma or by being deformed at birth; mental disability which might be the results seizures, impact in an accident, chronic or genetic disorders; sensory that could be genetic or incest; and development impairments , psycho-social disturbances caused or influenced by societal factors; differences in intellectual ability; life experiences that are particular and deprivation by socio-economic conditions (EWP 6, 2001:17). White Paper further contends that these barriers also include (i) curriculum that is rigid and examination system whereby concession are not considered, (ii) lack of appropriate teaching methodology because of lack of understanding of inclusive education, (iii) feeling of inadequacy by teachers that were not trained or work shopped in terms of EWP 6, (iv) content-based teaching that is not accommodating diverse needs of special needs education , (v) rote and memorization learning not suitable for intellectual impaired learners, (vi) tuition fee that is too high and coaching of students who can afford and (vii) exams that are weighed high to discriminate learner's with disabilities. Kochung (2011) states that learners with special needs still face challenges and certain barriers even if they meet in higher education institutions when students meet all the requirements for admission. Notably, research to fully understand this problem is required.

McDiarmid (2008) views the following as the challenges confronting the education system on effective implementation of inclusive education.

Figure 2: The Education System is the problem
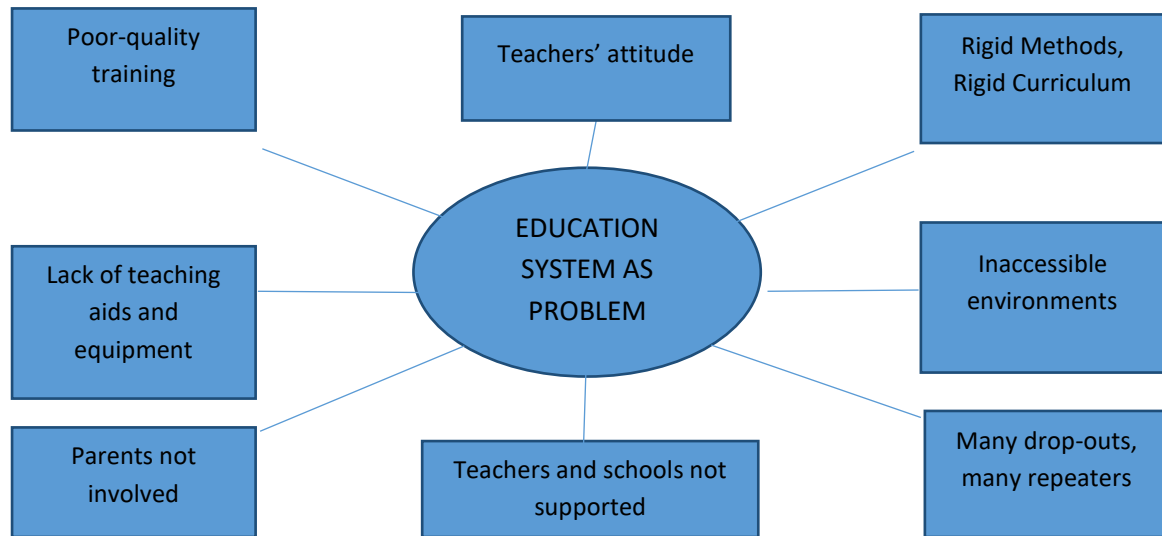
Since 2001 the Ministry mandated "the higher education sector… to indicate in their institutional plans the strategies and steps, with related time frames, they intend taking to increase enrolment of learners with special education needs" (DoE, 2001:48). Shift in policy and ideas about educational practices of the old system was promoted in EWP. But still sustainable change towards more inclusive schools is hindered by the way that schools are financed. Schools for example, special schools that practice as resource centres to support mainstream schools or school communities must be able to allocate some resources flexibly. Resources allocated to these schools must meet the diverse needs of each child to the best of their capacity (McDiarmid, 2008).

Before attempting to discuss some of the major challenges of inclusive education in higher education institutions, fundamental shifts on understanding (theory) and implementation (practice) from specialized education to inclusive education need to be highlighted. Most educators in ordinary institutions are not aware that terminology has changed in the new educational developments. I discovered that when I enrolled for my B.Ed. degree at UNISA. While my intention was to register for the course on Special Education, I was informed that the name of the course had been changed to Inclusive Education. There is a need to accommodate diversity by changing mindset and stereotypes. Moving away from the exclusionary practices of categorizing education institutions as special schools, full-service

schools or mainstream schools. In South Africa it is acknowledged that that all young people can learn due to the implementation of inclusive education. While this is true in principle, they still need practical support from educational structures, institutions and methodologies through their diverse needs (Ladbrook, 2009).

Literature reveals that there are fears that are deeply rooted by the myths about disabled people. These myths come from the past experiences, but they show remarkable present persistence. Challenges on implementing inclusive educations in colleges is created by the focus on learners with special education needs which is the medical model of disability. Therefore, the following descriptions indicate the differences between medical and social model thinking. They are highlighted to bring changes in our mind set and shifts from old model and the dual system of education (Rieser (2000).

Table 1: Medical and Social Model Thinking in Colleges

Medical Model Thinking	Social Model Thinking
People who are disabled are not capable of doing things on their own and cannot for themselves or make decisions	People with disabilities need to be valued as they act responsibly if given a chance to socialise and be accommodated as all other social beings
Always diagnosed as being incompetent and suffer exclusion	Strengths are the main focus and needs to be further developed once identified.
Impairments becomes the main focus of attention instead of looking at the education system as a problem.	Inclusive education policy was designed to cater for disabled learners
SIAS programme was designed Screening, Identification, Assessment and Support for early intervention	Relevant resource is made available to access ordinary schools that would assist learners that need high level of support (e.g. interpreter for sign language, or Braille for blind learners. Specialist educators to be employed that would teach these learners
Dual system of education that would separate special needs leaners from learners without disabilities.	Training for all staff including support staff and senior management to equip them with the skills of understanding and implementing of EWP 6
Ordinary needs that would support learners with special education needs were put on hold and there was no support	Relationships within the college environment are encouraged since there is low intake of learners with disabilities
Entry exams were too rigid and did not accommodate special needs learners. These learners ended up suffering exclusion as they fail these exam entries	Diversity in class during teaching and learning is welcomed to promote inclusion and cater for the diverse needs of all learners in class
Society is not capacitated or trained on disability therefore exclusionary practices remains unchanged	Society revolves around the learner with disabilities and support is given to these learners in all angles

Adapted from **Rieser and O'Mahony (2002)**

Meltz, Herman and Pillay (2014) argue that the understanding of inclusion to people is of an opinion of medical model deficit which is instilled in normative discourse. Therefore, tolerance rather than the inclusion of learners with disabilities is promoted, whereas, the social model of disability argues that difficulties and disabilities should not mean disadvantaging and giving less equal access and minimum participation in both education and society. They also argue that moratorium in education and society could be possible through practicing and implementing inclusive education. Similarly, this study suggests that a person's mind set influences their action; and, in this case, the practice and implementation of inclusive education.

Kochung (2011) and the White Paper for Post-school Education and training (DoE, 2013:45) asserts that the primary challenge to the implementation of inclusive education is an issue of policy. Kochung further asserts that "the result of the inability to implement human rights policy, there is no interest in the developing of policy in higher education for persons with disabilities". This absence of an inclusive policy on higher education means that institutions of higher learning cannot and aren't compelled to invest in the elimination of barriers, which is evident in the poor architectural accessibility to higher education institution buildings, the low number of lecturers that have training in special needs education and lack of awareness about education for students with disabilities. The White Paper for Post-school Education and training (DoE, 2013:46) suggests that the improvement of access and success in higher education and training institutions (including in private institutions) is the formulation of a strategic policy framework that is necessary to guide people with disabilities.

2.4.1. Attitude of the Management Teams and Teachers

Several studies have revealed that the major barriers to inclusion are created by the results of negative attitude and the stereotypes of teachers and adults (parents, community and other family members). Prejudices are not the characteristics of children, they are copied from adults when they show them (UNESCO, 2005). The attitude of the principals towards exclusion or inclusion of special needs learners appears to be the most important factor. The Department of Education (2002) stated clearly that school principals need to be fully trained and work shopped on a regular basis as they have an important role to play in developing inclusive schools. It is important to ensure that they are capacitated and provided with clear understanding on how to deal with these learners in their schools as agents of change. By being capacitated and trained on inclusion of learners with special education needs will enable them to become meaningfully involved. Their school will be developed into places of teaching and learning in classes. Learners that were excluded in the education system will benefit from the schools of the principals who view inclusion as a transformation. All members of the school community must also be included to become meaningfully involved.

Donohue and Bornman (2014) add that providing training to principals first might influence and change negative attitude of teachers towards inclusion. Principals have the greatest influence to their schools. Successful implementation of the policies relies onto their hands. When educators are or have been trained on inclusive education, appropriate monitoring and

service support for their learners with disabilities must follow. Principals of schools are to drive the train by rendering support prior departmental officials. This support and follow-up will encourage them to become positive on implementing EWP 6 policy. Kearney (2009) claims that principals as the leaders in schools need to show their leadership style that would either help or hinder implementation of inclusive education. Again, principals as gatekeepers that are in unique positions influence the enrolment of learners with special education needs in their schools to encourage inclusion. This practise for the sake of disabled students seems particularly relevant. These principals sometimes justify themselves when not implementing IE in their schools by stating lack of trained personnel to work with disabled students, a lack of appropriate facilities, and lack of health and safety concerns for other students and staff.

Support given depends on the learner's disability. This may include equipment that is specialised, accommodation and educational provisions. Support must also be provided through the following: concessions which means adding more time during tests exams and assessments; a teacher's aide to aid an educator in class with the learner with a more intensive disability; one-on-one instruction for slow and disabled learners. Many teachers who refused to teach special needs learners, assumed that students with disabilities were/are uneducable in mainstream schools. Therefore, support was not provided for these learners. Inclusive educative practices will change the mind-set of the stereotyped educators and make them aware of the learners' circumstances (McDiarmid, 2008).

Most principals were trained during the apartheid era which consisted of a dual system of education. Learners with special education needs were placed and taught in special schools and those without disabilities were schooled in mainstream schools. When workshops and trainings are organised by the education department, principals do not attend and those who are likely to attend are reluctant to change. Meltz, Herman and Pillay (2014) state that within South Africa inclusion of learners with special education needs is still a challenge as it appears to be practised in pockets. Citing Basson (2011) they further concluded that teachers are used onto practicing exclusive education they have learnt during their trainings. It is then more likely that practicing inclusive education will sustain over a short to medium period. They then tend to revert and draw on the personal entrenched in their own teaching repertoire. Ntombela (2011) extended her views stating that generally teachers are reluctant to change and to try out something new. This adoption of a new policy by the ministry raised questions under the pretext of why change the policy that has been working? Teachers are not expected to adjust and to abandon their old ways of teaching immediately and be fully engaged on implementing EWP 6 policy.

Ntombela (2012) has clarified that before 1994 teachers were trained specifically for mainstream learners. Many of those teachers trained after 1994, were steeped in a paradigm that held fast to the idea of correctness, changing the idea of exclusionary practices. While most exclusionary practices conducted during the apartheid regime were eradicated, conservatism in education still survives. To date, mainstream and special schools managed by the whites are fully equipped with resources compared to those managed by other racial groups (Meltz, Herman and Pillay, 2014).

While exclusionary enclaves remain, lack of understanding the concept of incusive education has also delayed the implementation of EWP 6 in post-apartheid South Africa. Teachers lack skills knowledge and understanding on implementing differentiated curriculum to address a wide range of learning needs. This is despite all formal training and staff development programmes in institutions of learning. Therefore, Dalton, Mckenzie & Kahonde (2012) introduced and designed a new model that will address diverse needs of special needs learners in one class. The newly designed instructional approach is named Universal Design for Learning (UDL). UDL is viewed by the education system as a conceptual and practical model for the education community. This model provides a framework and guidelines to change. UDL focuses on how teachers teach, how the learners learn, and how barriers to learning in the education of all learners can be overcome.

2.4.2. Inaccessible Physical Environment

Evans (2007) indicates that it is of paramount importance to consider the physical learning environment of the child at school. This environment must be conducive to learning and must provide effective learning and enjoyment. All areas of school being consumed by the learners need to be looked at analytically not only the classrooms. All physical infrastructure of the school namely; playground/sport fields, hall, dining halls and toilets. This is informed by the physical conditions of the buildings that are inaccessible for wheelchair users. Looking at the current situation of TVET colleges buildings are still the old building with staircases. There are no elevators to first and second levels yet there are lectures conducted in these levels. Male and female toilets have no handrails and room for wheelchair users to move freely is not provided.

According to EWP 6 (DoE, 2001:31) the ministry of education recommended that there must be physical access provided for learners that are physically disabled. All higher education institutions must ensure that this physical access is available and is appropriate. Although EWP 6 contends the above statement, it is argued that ring-fenced funding is still unavailable to improve the accessibility of buildings in TVET colleges (DoE, 2013:46). To date, little or nothing has been done to improve the physical conditions of Further education and Training institutions that create the greatest challenges in accommodating learners who are wheelchair users as the environment is not conducive.

2.4.3 Rigid and an inflexible Curriculum

A flexible curriculum and assessment policy were designed central to accommodating diversity. Curriculum and policy were made available to all learners irrespective of the nature of their disability and the learning needs. All our education institutions namely; early childhood learning centres, schools, adult centres and higher education institutions were considered. Higher education institutions take full responsibility through *ad hoc* processes and groups designing their own curricula that will best suite learning needs of their students. This has been found appropriate as it is the responsibility of individual institutions and does need to be changed. Ensuring the presence of the state or national bodies when designing curriculum and policy is of vital importance as these bodies play a major role. It is proposed that South African Institute for Vocational and continuing Education and Training be established in order to play a key role regarding curriculum and policy designing (DoE, 2001:31).

Implementation of inclusive curriculum is hindered by the present South African education system. This is highlighted in literature and is rooted in the principle of social justice and inclusivity in the classroom. Learners with special education needs still suffer exclusion from full access to curriculum as they find themselves alienated (Mweli & Kalenga, 2012). In some special schools' learners are unable to cope and complete matric curriculum in one year. Special needs learners must do matric for two years. Pace for teaching and learning is too slow. When they exit matric into higher education, they face challenges as they cannot not cope with the rigid curriculum. Methods of teaching in higher education institutions are completely different from the high schools as special needs learners are taught by specialist educators. Richard, Villa and Thousands (2003) promote the idea that educators must appreciate that learners' disabilities are present and are natural in all special needs learners. As an educator, focus must be paid on identifying students' interest and capitalising on their strengths as you

are being committed philosophically to student diversity. However, both system-level support and class-level strategies are considered to make inclusive education work.

2.4.4 Lack of capacity building and trainings of lecturers /facilitators

TVET colleges as part of higher education institutions lack policy that guides them on inclusive education. Due to lack of being capacitated through trainings and workshops it is difficult for students and staff with disabilities to be accommodated and cater for. When new policies were introduced implementation in schools, higher education institutions were left behind. Policy designers never thought of how educators in mainstream schools would feel about this drastic change in the education system. If educators and lecturers are expected to introduce and implement newly designed policies, various factors need to be considered by the education system. Not all educators or lecturers have teacher qualifications which makes it difficult for them to cope with the implementation of these new policies. They, therefore, became frustrated as they have not been trained to teach learners with special education needs (DoE, 2013:45). Using the expertise of special educators who had been trained under the previous segregated education system enabled the department of education to draw the design and the content of training. Special educators' knowledge of learning would promote and support active learning of disabled students. This support was important. Involving special educators would make educators in mainstream schools less likely to resist change. They would not feel shut out of inclusive education efforts (McDiarmid, 2008).

When inclusive education policy was introduced into the pilot project schools, some teachers felt nervous because they did not understand what inclusive education was all about. Some were confused because they did not understand what they were supposed to do. Others were worried because they were not trained to teach students who were not able to participate in learning activities like the other students in their class (DoE. 2002:13). Educators in higher education institutions (TVET colleges) were and are still confronted with the major challenges of implementing (practice) inclusive education due to lack of understanding (theory). Before democracy, educators were trained at the teacher training colleges. Training was designed and was provided for normal or mainstream teaching. Inclusion of learners with special education needs was not even on the picture or thought of. Duration of training in these colleges was two years to qualify for Primary Teachers Certificate or senior teachers' diploma. Thereafter, increased to three years to qualify for a diploma in teaching.

Content of the curriculum did not include inclusive education. Policy was designed replacing the existing curriculum National Curriculum Statement. This was inclusive education policy focusing on inclusion of learners with special needs education in mainstream schools. It was expected that this new policy must be implemented in schools within a short period of time. As indicated in the introductory section, educators did not get proper training and full capacitation on the workshops rendered by the education department but were expected to implement it. Being trained as a qualified educator took 2 to 4 years. Duration of 4 years teacher training gave teachers ample time to adapt to teaching methods and techniques. These methods enabled effective teaching and learning. Some lecturers and educators did not undergo teacher training and were regarded as unqualified educators. Teachers can work more inclusively if they see themselves responsible for enabling all students to learn.

McDiarmid (2008) further suggests teacher proper training would enable and help unqualified teachers to develop the skills. These acquired skills would enable them to meet the diverse needs of a group of children. They would also give them self- confidence and self-esteem to be 'diversity-friendly. One of the educators who has an experience working at the higher education institution where teachers undergo training, based on her experience, contends that a student completing a four-year degree (B. Ed. Undergraduate) only comes into contact with inclusion in the final year, and even then, for half a semester. Those that do the Post-graduate Certificate in Education (PGCE) have such a tight programme that they only get three 45-minute periods to familiarize themselves with inclusive education. This type of training is completely inadequate, and we cannot earnestly claim to be producing teachers who understand inclusion and who will embrace it in their schools and classrooms (Ntombela, 2006).

Teachers should indicate that they have knowledge at a level of consistence with effective teaching and learning, training and assessment of the programme as well as up-to-date expertise technical competence. In order to match the demands of the programmes and the range of learners, it is suggested that institutions should employ and demonstrate that they have enough qualified educators or lecturers/facilitators who have experience in teaching and training and support personnel (Nkosi, 2008). Learners with disabilities who are the victims of being excluded, lack a sense of belonging in the classroom situation. These learners need acceptance in classes to make them feel welcomed rather than being isolated (Mweli & Kalenga, 2012).

The minister of education highlighted "I am also deeply aware of anxieties that many educators, lecturers, parents and learners hold about our inclusion proposals for learners with special educational needs. They fear many challenges that may come with inclusion of teaching, communication, costs, stereotyping, and the safety of learners - that can be corrected only by further professional and physical resources development, information dissemination, and advocacy. We also address these concerns in this White Paper" (DoE, 2001:3). In Ntombela (2012) educators are viewed as being confronted with the challenges of being unable to adapt to the new curriculum and to the implementation of EWP 6. Using the new terms of this new curriculum for example; differentiation, watering/designing down, individual support plans all these terms are unfamiliar to them. These terms made them become resistant to transformation and to shift or move to inclusion. They are demotivated and teach just for the sake of teaching and to get their salaries at the end of the month. Some educators exit the profession because of these ever-changing policies and curriculum.

First it was National Curriculum Statement (NCS) then, the Outcome-Based Education (OBE) now it is Inclusive education policy EWP 6 accompanied by Curriculum Assessment Policy Statement (CAPS) which does not cater for learners with special education needs. Educators began to question themselves as to whether they were still on the right track as educators, are they now competent enough to teach learners in class. As a result of not having adequate or relevant information on inclusive education, some educators lost confidence in their teaching. However, the National Department of Education (DoE, 2002) outlines that through experiences gained from the other countries around the world, we, South Africans have been capacitated and taught that teachers teaching in all education institutions, and all other role players in the education system, need to understand policies. These teachers can provide and render support by implementing a new policy on inclusive education in order to put it into practice successfully.

Monitoring schools throughout the Province while deployed at the Head office under the Inclusive education Directorate the researcher observed that some educators were under a lot of stress, anxiety and depression as they did not know how to implement inclusive education in their classes. They were confronted with challenge on inclusion of learners with special education needs together with learners without disabilities in one class. Some of these learners have multiple disabilities. Most teachers in some of the schools especially young teachers changed their profession. Others exited the system through early retirement, medical boarding,

and resignations. Those that are still in the system still feel that learners with disabilities belong to special schools where there is trained specialist to teach special needs learners and seem to ignore them during teaching and learning.

Many teachers teaching in mainstream school thought that students with disabilities or learning difficulties must be taught by those teachers who have special education needs qualifications. Most of these educators do not understand that learning problems of many students are caused and are the products of teachers themselves. The different teaching methods used, and the strategies being used when teaching, attitudes of teachers towards learners, the school system, and even conditions that are problematic at home or in their communities (DoE, 2002:13). In support of the above statement, universities, TVET, as I indicated on rational for this study that colleges of higher education employ lecturers who do not have teacher qualification. Some of these lecturers have qualifications as artisans. Therefore, it is evident that knowledge on instructional methods for students with disabilities is a misery. In institutions of higher learning, biases exist where inclusion is being practiced and implemented. These biases on the inclusion are practiced on some categories of disabilities particularly those with intellectual impairments (Kochung, 2011).

It is contended that the dual system of education that is still practised in the education system is vice versa, schools are refusing to accept the fact that the deficit lies within the education system and schools rather than being attributed to deficits within the learner. This deficit results to the disadvantage of having a separate special education. She further adds that educators in mainstream schools have the belief that special needs learners are uneducable therefore only educators they have specialised qualifications on special education e.g. educational psychologists and psychiatrists. Results of feeling inadequate to teach and deal with special needs learners is experienced by the teachers in all education institutions. The greatest challenges they all experience is the application of the diverse needs of individuals, application or rendering support and interventions to all these learners, and lastly, to attend to the rest of the class simultaneously. Ntombela therefore, feels that educators these special needs learners become a burden and a responsibility teacher are unable to take (Ntombela, 2006; DoE, 2002).

2.5. What needs to happen to make inclusive education a reality in higher education institutions?

In UNESCO (2005). It is argued that challenges experienced by higher education institutions are revealed in literature. Based onto these challenges support needs to be rendered to schools and higher education institutions to promote implementation and to make schools inclusive. The key players that are to make in inclusive education a reality in higher education institutions are teachers as agents of change, parents as primary educators who will give influence to the class teacher, communities as social members of the family, school authorities to monitor implementation, curriculum planners to design an inclusive curriculum, training institutes to accommodate in their curriculum inclusion of learners with barriers to learning and entrepreneurs in the business of education that serve as valuable resources and are among the actors.

According to Shaddock, Giorcelli & Smith (2007) Inclusive models of practice within the education sectors can be supported by fully engaging the staff in a creative and challenging set of processes. Support staff and teachers must facilitate this process to ensure inclusive models of practice:

- Ensuring that the learners' strengths are developed and encouraged and that disabilities can be developed into abilities if they are ignored.
- More flexible and responsive ways of operation that are genuine must be adopted for operation.
- Consider that learners' pace of learning as different. Work delivered to these learners must focus on activities that are clearly defined.
- Group work can sometimes become a success therefore team approach must be adopted.
- Well-honed techniques that are effective and useful to all students must be exploited and practiced to all students.
- Adapting ideas and methodologies is always important for use with students with disabilities.
- Believing that there is a set of specialist approaches only appropriate for students with disabilities must be removed from the educators' perceptions.
- Mix the inputs to give clear understanding of the content.
- Provide or design activities that will actively challenge and remove the low inspiration of others.

2.5.1. Support from District-Based Support Teams (DBST)

The ministry announced:

> 'the strengthened education support service will have, at its centre, new district-based support teams that will comprise staff from provincial district, regional and head offices and from special schools. The primary function of these district support teams will be to evaluate programmes, diagnose their effectiveness and suggest modifications. Through supporting teaching, learning and management, they will build the capacity of

schools, early childhood and adult basic education and training centres, colleges and higher education institutions to recognize and address severs learning difficulties to accommodate a range of learning needs'. EWP 6 reaffirmed that district support teams at instructional-level, support teams will be required to provide curriculum, assessment and instructional support in the form of illustrative learning programmes, learners support materials and equipment, assessment instruments, and professional support for educators at special schools/resource centres and full-service and other educational institutions" EWP 6 (DoE, 2001: 47&49).

It is evitable that the inadequate lack of an integrated strategy advocating policy on inclusive education stakeholders involves different directorates. These directorates contributed to the inadequate advocacy, inappropriate information dissemination to the school level, exclusion of higher education institutions and some mainstream schools during, trainings and workshops (Ntombela, 2006). Designing White Paper was mainly to transform the education system in South Africa. Building an integrated education system for all learners where there will be no special and ordinary schools. A curriculum that is more flexible and suitable to the needs and abilities of learners must be used. Developing district-based support teams to provide systemic support to all schools. Developing school-based support teams for support to all teachers in schools who need it. Strengthening teachers' skills to cope with more diverse needs in classes (Donohue & Bornman, (2014) in Muthukrishna & Schoeman, 2000).

As in the case of our District Umgungundlovu workshops and trainings on inclusive education were organized by Provincial Inclusive Education Directorate for the district officials. Dissemination of information to schools was and is still delayed by our district which is PGSES/SNES. Ntombela (2012). She adds that not only was the non-participation of other directorates during the early stages of this policy exclusionary, it was also contradictory to the principles of inclusive education. District based support teams according to Ladbrook, (2009) should ideally include specialists for example; therapists such as occupational therapists and speech therapists to assist learners with speech delays, along with counsellors and psychologists that provides counselling to learners their earning are too low than those of their institutions or private sectors.

2.5.2. Provision of accessible and flexible curricula

Curriculum designers expect all pupils to learn the same things without considering that learners have different intellectual abilities as some are slow learners caused by their

disabilities. At the same time, educators are expected to complete the syllabus at a specific time before the learners write final examinations.

EWP 6 requires that:

> All curriculum development, assessment and instructional development programmes make special efforts to address the learning and teaching requirement of the diverse range of learning needs and that they address barriers to learning that arise from language and the medium of learning and instruction, teaching style and pace; time frames for the completion of curricular; learning support materials and equipment; and assessment methods and techniques (DoE, 2001:49).

The government thinking of designing new policy new policy White Paper for Post-School Education and Training represents the government's thinking in the area of higher education and training and is in line with the country's key national policy documents was designed.

Policy on higher education, DoE (2013) promised that:

> As participation increases, universities must simultaneously focus their attention on improving student performance, improving student access, success and throughput rates is a very serious challenge for the university sector and must become a priority focus for national policy and for the institutions themselves, in particular in improving access and success for those groups whose race, gender or disability status had previously disadvantaged them.

Provision of access to HEIs is still not attended to as the special needs learners who have passed matric experience discriminatory processes in terms of enrolment and are unable to get accommodation and access curriculum that has previously disadvantaged them. The discriminatory practices of the apartheid regime still exist as these policies only exist on paper. Due to lack of training of educators on inclusive education, special needs learners find it difficult to cope with the rigid curriculum designed for mainstream learners by curriculum designers. Dalton, Mckenzie and Kahonde (2012) stated that they organised a workshop on UDL with teachers and therapists in South Africa. This was their first attempt to consider diverse needs of learners. The course participants judged this model as being a useful and appropriate in the South African context. It is again viewed as a strategy for curriculum differentiation which provides a simple and comprehensive approach in inclusive classrooms. Furthermore, is facilitates a dialogue between therapists who have medical understanding and teachers who understand learners needs further. In conclusion, this approach can be expanded through further teacher training (Dalton, Mckenzie and Kahonde, 2012).

Therefore, consideration must be takes into the various needs of pupils to ensure that the curriculum is accessed by all learners. Various strategies are indicated according to namely:

- for students studying subjects a flexible timeframe must be provided
- Teacher must be given greater freedom to choose their work methods
- Teachers must be given an opportunity to give special support in practical subjects (e.g. orientation, mobility) over and above the periods must be added for more traditional school subject e.g. extra-mural activities.
- Adding contact time for additional assistance for classroom-based work
- Emphasizing the importance aspects of pre-vocational training on skill.

Making this a reality would require that changes be made in policy. Changes must include a shift from long, theoretical, pre-service-based teacher training. Greater, continuous, in-service capacity building be adopted. Assistance to modify working subject matter and methods that would fit in an education system of special needs must be provided. This should be linked to appropriate skills training (UNESCO, 2005). By providing these changes lifelong learning becomes evitable. Department will provide resources for skills development programmes in higher education to promote lifelong learning. Skills acquired would benefit the learners when exiting school. To include; provision to those in need assistive devices, accommodation of academic flexibility by designing ISP's, supporting aids and services, modification of the classroom environment for wheelchairs, sign language interpreters and note takers among others (Kochung, 2011:149).

2.5.3. Parental involvement

Parental involvement in this study refers to the parent who becomes fully committed, fully engaged e.g. attending school meetings, assist on educational excursions and sports activities organised by the school or college. School governing bodies are formed by the parents and schools belong to the community. Parental involvement is classified in this study as one of recurring themes in the literature on inclusive education. Parents are responsible for the education of their children. Parents need to participate on issues pertaining their children when decision are made for SEN services. Schools still struggle to involve parents as stakeholders in inclusive education (Peters, 2003:24). What poses a challenge of involving parents in higher education institutions is the fact that most parents are not well educated which creates a gap. Maluleke (2014:1) despite the above fact highlighted, he contends that parents should understand the needs and goals of the school namely vision and the mission statement. Their involvement can range from occasional attendance of school functions and parents' meetings.

By always availing themselves and taking part in all school, activities recognition by other stakeholders might result. Parents must avail themselves on parent-teacher organisations and school governing bodies

Furthermore, Peters states that the level of parental involvement as indicated by some researchers based on or race, meaning in most instances the focus of the school when nominating school governing body members is a literate person with the highest qualification and the people of colour. Peters support by saying that 'parents from diverse or linguistic cultural backgrounds tend not to participate in or challenge educational decisions pertaining to their children because they feel disengaged and powerless when interacting with school personnel'. EWP 6 promotes that parents must be targeted, and this will be one the central thrusts of the advocacy campaign. The reason for targeting parents is that they are regarded as an important element for of support.

On the institutional education level as highlighted by the ministry, 'partnerships will be established so that they can be armed with information, counselling and skills, participate more effectively in the planning and implementation of inclusion activities, and so that they can play a more active role in the learning and teaching of their own children, despite limitations due to disabilities or chronic illnesses' (DoE, 2001:50). The demands and activities of parents on promoting a shift and transformation in the education system, community groups and popular campaigns to the community can also lead to broad changes in education system. Communities need social structures, such as. councillors and union members through which they can express their views to and make demands on those with power to make changes in education of their children (McDiarmid (2008:45). There is several general beliefs and assumptions regarding the place of a parent in relation to their children's schooling as revealed by (Kearney, 2009).

Parents are primary educators that have a clear understanding and a broader knowledge about their children's upbringing. Parent, schools, students and other stakeholders in the education system must come together and build a good relationship. When they are together, they will support each other. A common goal, namely effective teaching and learning will be achieved (Maluleke, 2014:1). Contact between home and school promotes effective implementation of inclusive education. Special needs learners are confronted with many challenges; inacceptable behaviours (ADHD), epilepsy, autism and many more that need cooperative support between the lecturers and the parents. Parents know how to treat their children better than the

lecturers/facilitators in terms of these health issues and some of these learners are on chronic medication. They can provide guidance and assistance on education of their children.

Higher education institutions are to work collaboratively with parents to connect the institution and home life. When parents avail themselves during meetings, teachers get a chance to know the child's family background through verbal discussions. The education institutions with the lowest range of parental involvement is higher education institutions. Throughout my teaching years at TVET College, the only time when the parent was summoned to come to the college for a meeting was when the students went on strike. Training of parents raising the awareness of their rights of children with disabilities must be conducted. Identification of various support services will begin in a more positive light once they become aware of these rights. Their children will then be able to take part in education (McDiarmid (2008:45).

2.5.4. Inter-Sectoral Collaboration/Professional Links

Inter-sectoral collaboration with educational stakeholders is proved on literature reviewed as being of paramount importance in higher education institutions. Linking the post-school sectors with the different stakeholders who understand learners' disabilities that experience special education needs is advised. Stakeholders that can bring about change in post-school domains is the department of health. This department is composed of nurses, occupational therapists, psychologist, psychiatrists, doctors, and occupational health and safety officers. All the above-mentioned stakeholders can play an active role in the health of special needs learners. Provision of health services to learners with special education needs that have chronic illnesses. Department of Social Development collaborates with HEI's and assist when learners need to apply for a disability grant, renewal of the grant and placement of orphans or abused special needs learners to residential care centres (DoE, 2013:46).

In addition, Department of Basic Education (DBE) must collaborate with the Department of Higher Education and Training (DHET) education system because learners exiting high schools are accommodated in higher education institutions. Transitions and processes that need to take place between these two institutions must be communicated through improved communications and effective collaboration. It is essential to facilitate greater access between the department of basic education and the department of higher education and training on disability funding. DoE (2002:75) suggests that the following stakeholders also need to collaborate for inclusive education to be successfully implemented namely; teachers, schools,

parents, communities, NGOs', government organizations, businesspeople and donors need to plan together and work together. This proves that without promoting collaborated efforts with and involving various stakeholders as sister-departments in higher education institutions education system will remain fragmented and effective and proper implementation of inclusive education will never be achieved.

The ministry supported the above statements and promised that the programmes that must be used to implement and co-ordinate support will be strengthened. Measures such as strengthening the information systems of HEI's, establishing a system that will be used to identify orphans, co-ordinate support for residential care centres by designing programmes for such learners, put in place referral procedures for educators in schools, and develop teaching guidelines on how to support orphans and other students in distress. In this regard the Ministry promised to look closely with provincial departments of education and the Department of Social Development, Health and the Public Service Administration if this collaboration is effected and monitored (DoE, 2001:20). These departments would assist and give support to management, facilitators/lecturers, and the students to cope and implement inclusive education effectively. Collaborative working is clearly supported and indicated by Lorenz (2002) He contends that effective working does not only involve collaboration, but when we look of more inclusive schools cooperative working with a whole range of outside professionals. When collaboration is effectively planned and managed, class teachers feel supported. They then become far more willing to go an extra mile in meeting the needs of individual students. Instead of educators depending on specialist educators, the following links and effective collaboration will improve their professional development. Skills and interventions will be acquired from the different stakeholders to effect change.

Figure 3: Professional links are clearly indicated by the following diagram as designed by Lorenz (2002)
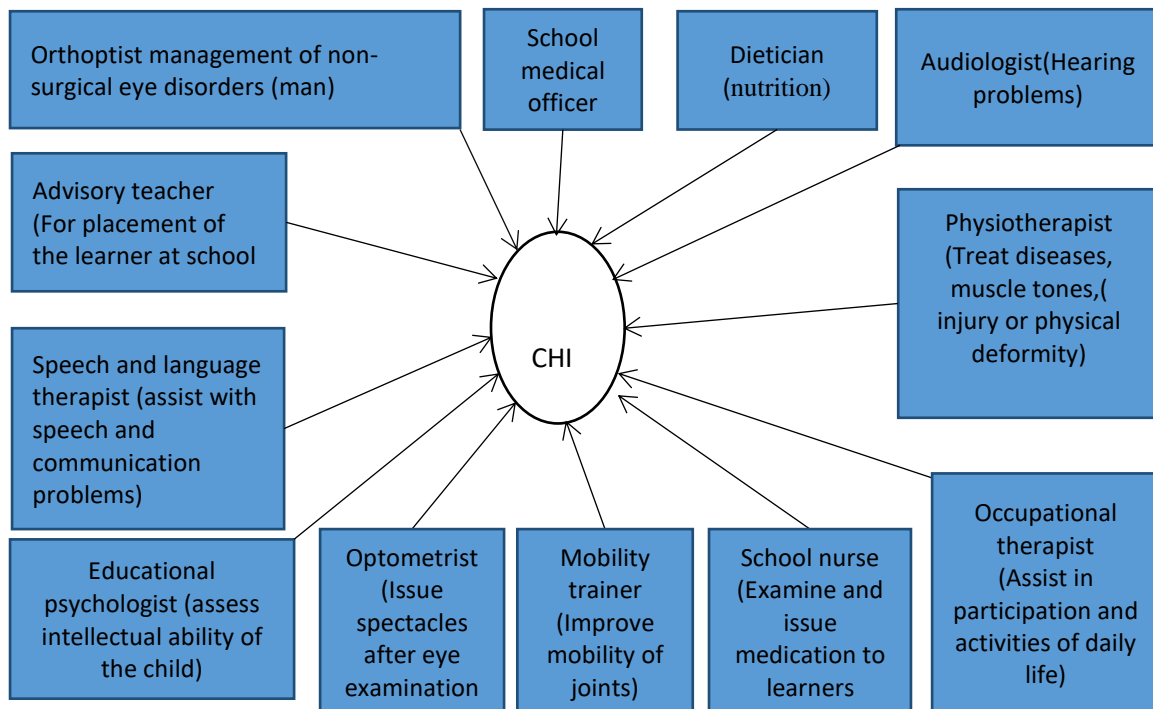
Working in collaboration and networking with the above sister-departments who can assist special needs learners (Health) with assistive devices free of charge, for example; spectacles, Hearing aids, wheelchairs and many more to reduce barriers to learning and combat exclusion. Using such approach will attempt promote what is termed reasonable approach as all stakeholders are accommodate and not excluded on inclusion of staff and learners with special education needs in all education systems. Shaddock, Giorcelli & Smith (2007) state that extra support must be provided by education consultants and therapists in ways that can be very helpful and useful in the classroom dealing with the learners' disabilities. For example, by being given a wide range of assistance by providing assistive devices that saves you time in supporting student learning is made for example; large print books for visually impaired learners, specialist software i.e. braille machines, and adapted equipment.

2.6. Conclusion

This chapter has argued that higher education institutions are far behind with the implementation of inclusive education. Literature reviewed identified supported that further researches need to conduct in higher education institution, as there is a lack of knowledge and understanding on policy issues due to lack of capacitation. Policy on inclusive education was designed in 2001 on EWP 6. Literature reviewed indicates that to date higher education institutions are confronted with the challenge of not having policy on inclusive education as indicated by White Paper for Post-School Education and Training chapter 2: 2.3.3. In other countries unlike South African context, literature reviewed indicates that in the UN effective means to combat discriminatory attitudes were taken. Inclusion has reaffirmed the principle of integrated education for all students who experience barriers in all spheres of education institutions including colleges and universities (DoE, 2001:52).

Developments made in South Africa in terms of inclusive education since 1994 were discussed. Announcements made the by the ministry recommending the reports of the two bodies National Commission on Special Needs in Education and Training and the National Committee on Education Support Services that would promote inclusive education in South Africa (DoE, 2002). Causes and effects of designing policy for higher education institutions. Challenges on inclusive education are also discussed fully. The challenges mentioned are attitudes of the management teams and teachers, inaccessible physical environment rigid and inflexible curriculum, lack of capacity building and training of lecturers/facilitators. What needs to be done to make inclusive education a reality in HEI's institutions is also discussed.

The next chapter will discuss the theoretical and conceptual framework of this study.

CHAPTER THREE: CONCEPTUAL AND THEORETICAL FRAMEWORKS UNDERPINNING THE STUDY

"The length of the innovation-decision period is usually measured from the first knowledge to the decision to adopt or reject, although in a strict sense it should be measured to the time of confirmation. Such measurement is often impractical or impossible because the confirmation stage may continue over an indefinite period. The time elapsing between awareness-knowledge of an innovation and decision for an individual is measured in days, months, or years. The period is thus a gestation period during which a new idea ferments in an individual" (Rogers, 2003: 213).

3.1. Introduction

There are two theories that inform this study and are further discussed in this chapter. However, aspects of other theories will be included to inform certain aspects of this study (viz. Danford and Rhodes's Philosophy of Inclusion). The first theory is the one on Diffusion of Innovations as designed by of Rogers (2003), and the second one is the theory on Ecological system designed by Bronfenbrenner (1979). Within all education institutions, internationally and locally the term inclusive education is widely spread through advocacy as stated on EWP6 that "uncovering negative stereotypes, advocating unconditional acceptance, and winning support for the policies put forward in this White Paper will be essential for the establishment of the inclusive education and training system". Philosophy of inclusion that gives emphasis on inclusion of all learners with special education needs, irrespective of their disabilities is still a major problem to all higher education institutions in South Africa, considering limited number of these learners accommodated in these HEI's. Supporting the philosophy of inclusion, (Ballard & MacDonald in Booth & Ainscow (1998:74) argue that according to their findings, it is possible for a school to include all learners.

3.2. Conceptual frameworks

The key concepts used are clearly defined below. Concepts adopted in this study are philosophy of inclusion as viewed by Danford and Rhodes (1997:357). Inclusive education on EWP 6 which is the focus on this study. Special Education Needs is also used as the key conceptual framework in this study

3.2.1. Philosophy of Inclusion

Students with disabilities as viewed within the philosophy of inclusion fosters the belief that in order for learners with special education needs to function at their utmost level, they need to be included in general education setting which is mixed with their developing peers. When these learners are included in general settings differentiation of the curriculum must be practiced enabling them to perform better and to advance their understanding of the context. In mainstream settings students qualifying for special education proposed to stick in general educations. Appropriate support to special needs learners with different disabilities allows these learners to succeed (Webster, 2017). Identifying areas of support to learners with special education-needs maximise their performance during teaching and learning. TVET colleges need to be addressed with the issues of how learners with special education needs can feel accepted and valued and safe during teaching and learning in classes.

Inclusion is regarded as a way of thinking and acting that allows every individual to feel accepted within the social context that promotes and builds self-esteem, makes the person feel valued and safe. In order to support planning that would create accessible learning environment, appropriate and conducive learning space that would provide comfort can be created. Flexible, simple and non-rigid curriculum that would accommodate diverse needs of learners could promote better and effective learning. Equal treatment and non-discriminatory practices, equal treatment and tolerance for errors made can support and promote philosophy of inclusion in higher education institutions. This planning is regarded as the best practice when planning for all types of students (Educator Resource Guide).

Disability is deconstructed through applying philosophy of inclusion in all educational institutions. Disability construct is mainly supported and viewed as an objective reality. Therefore, students with disabilities who suffer exclusionary practices in schools need to be placed together with students considered nondisabled in all education institutions (Danford and Rhodes 1997:357). Inclusion is therefore, described as a dynamic approach that needs to respond positively to pupil diversity. Individuals with special education needs need not to be seen as a problem but to be seen as an opportunity for enriching learning (Kochung, 2011). I therefore, support that the above statements can only be achieved by accommodating, integrating, and educating special needs learners together with mainstream learners and by not educating them in isolation. To practice full inclusion of learners with special education needs, is the process of implementing and delivering all instructions in the general education setting.

All different and alternative levels of restrictions are to be for the best interest of the learners. By so doing residential treatment is received by all the learners. Support is therefore, received by most students and services are rendered in two extremes. Students with significant academic challenges often do and try their utmost best when they receive instructions that are explicit in the resource room. Their difference in skills and educational needs are the areas of focus so that they are not overpowered or compromised by students considered learners without disabilities or active students (Webster, 2017).

During the Salamanca Statement on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994: ix) it was proclaims that "Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to most students and improve the efficiency and ultimately the cost-effectiveness of the entire education system" (Engelbrecht, Green, Naicker & Engelbrecht, 1999:9).

3.2.2. Inclusive Education

Inclusive education is another concept used frequently in this study. Inclusive education can be defined as a process that addresses the issues of exclusion. Inclusive education responds to the diversity needs of all learners during teaching and learning. Responding to the individual needs of all learners increases maximum participation in learning, cultures and participation in community activities. Exclusion is then reduced from and within the education sectors. Modification and changes of the content that will best suite all the learners are needed. Inclusive education involves different teaching approaches to cater for all learners. Relevant structures and various strategies practiced with a common vision need to cover all children. Appropriate age range needs to be considered. It is the responsibility and a conviction of the regular system to educate all students in HEI's. (Zimba, Mowes & Naanda, in Engelbrecht & Green, 2007:39). "Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education system and other learning environments in order to respond to the diversity of learners" (UNESCO 2005:15). In addition, "inclusive education is a policy that ensures that the full variety of educational needs is optimally accommodated and 'included' in a single education system" (Donald, Lazarus & Lolwana, 2002).

According to Booth (2000:2); Ainscow & Miles (2009:9) "Inclusion in education is an unending process that is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference, and, learning how to learn from difference". DoE (2001) contends "Inclusion involves increasing the participation of learners in and reducing their exclusion from, the cultures, curricula, and communities of local learning centres. It requires the restructuring of the cultures, policies and practices in schools so that they support the learning and participation of diverse learners in their community". Educators, facilitators, and lecturers as the agents of change need on-going and extensive training, workshops and support from the Department of Education to equip them with different methods and strategies on how to make interventions for the diverse needs of learners.

- In order to reduce or minimize exclusion in education, inclusive education involves the process of increasing the participation of students with special education needs in the cultures, communities of colleges and curricula and communities of colleges as a place of learning. Implementing inclusive education is promoted.
- Colleges are to respond to the diverse needs of students where they are located. Policies to promote inclusion are to be designed and restructured to guide HEI's.
- Effective learning and maximum participation of all students taught in class, not only those with impairments or those who are categorized as 'having special educational needs, are the rewards of inclusion.'.
- Inclusion requires colleges to improve working and learning conditions not only for the learners, but for staff as well.
- Gaps identified are a concern and an attempt on how to overcome barriers to the access and participation of students. A college, therefore, needs to respond to diversity more generally.
- Diversity is catering for different needs of learners and is not viewed as a problem to be overcome; it is a rich resource of support to the learning for all.
- Therefore, inclusion in education is regarded as one aspect of inclusion in society (Rieser & O'Mahony, 2002).

3.2.3. Special Needs Education

As stated in the EWP6

"Special needs education is a sector where the ravages of apartheid remain most evident. Here, the segregation of learners was extended to incorporate segregation because of disability. Apartheid special schools were thus organized according to two segregating criteria, race, and disability. Learners with disability experienced great difficulty in gaining access to education. Very few special schools existed, and they were limited to admitting learners according to rigidly applied categories. Learners who experienced learning difficulties because of severe poverty did not qualify for educational support" (DoE, 2001:9).

Looking at the current position of the special need's education for black disabled learners the same situation as indicated in EWP6 still exists.

> "It becomes clear that SEN is not an overarching label that conveys an agreed definition. Neither does it necessarily allow teachers to make informed decisions about provision. It is perhaps more appropriately regarded as an explanatory construct that is used to explain notable differences in rates of pupil progress in relation to a benchmark or point of reference. Historically this benchmark has been 'normal' human development located within a medical model and characteristically linked to the language of diagnosis, labelling, symptoms and treatments and/or interventions" (Ellis,Tod & Graham-Matheson, 2008).

As shown above, special schools for blacks are still not as well-resourced as those for whites. Physical infrastructure, human resource, transport and assistive devices still pose the greatest challenge in black special schools (Ellis-Tod & Graham-Matheson, 2008). It is therefore the responsibility of the current Department of Education to improve conditions in black special schools by subsidy allocation, within the context of increasing number of leaners with special needs requiring specialised education.

3.3. Theoretical frameworks of the study

Two theories were used to inform this study, namely, diffusion of innovations and ecological system theory. They are further discussed below.

3.3.1. Diffusion of innovations

The first theoretical framework which informs this study is the diffusion of innovations which is regarded as a special type of communication as it quickly diffuses ideas. Messages   are disseminated to people spreading new ideas about the phenomenon. In this case inclusive education is perceived as the new idea. In this process an innovation is communicated and disseminated through certain channels. Diffusing this innovation occurs over a period of time and is communicated among members of a social system. This newness of the idea conveyed in the message, gives diffusion specially characterised category (Rogers 2003:6). Concerning this study, diffusion is associated with advocacy that has been done by the Education Department. Diffusion was conducted through workshops. Information on EWP 6 was disseminated to educational institution about the new policy. Inclusion of learners with special education needs education was mandated by the Education White Paper 6 (DoE, 2001). According to Valente (1995) "diffusion of innovations is the key that influences the

understanding of how ideas, products, and opinions are largely spread throughout the entire society. It again devices some means of estimating how fast or slow that advocacy occurs. The diffusion of innovations occurs among individuals in a social network. The network determines how quickly innovations diffuse and the timing of each individual's adoption".

Robinson (2009:1) argues that the focus on diffusion of innovations is on products and behaviours of people instead of focusing on persuading individuals to change. Change is viewed as being primarily about the reinvention. This evolution or reinvention would enable people to fit better and cater for the needs of individuals and groups. When innovations are diffused it is innovations that change, not people. The innovation in this case is the policy on inclusive education which focuses on the inclusion of learners with special educational needs in TVET colleges. The importance of designing a clear international and national policies to be used in higher education institutions is widely advocated and discussed by several researchers. Yet in many cases, the implications on the absence of the national policy for local practice in HEI's are not spelled out.

Rogers (2003:12) further promotes the idea that "diffusion is the process by which (1) *an innovation* (2) *is communicated through certain channels* (3) *over time* (4) *among the members of social system*".

Diffusing this newness of ideas determines how an individual accepts or reacts to the innovation (whether institutions adopt and implement the new idea of inclusion of learners with special educational needs). Communication channels need to be followed properly as a message is transmitted or passed on from one individual to another. Other means of communication that can be used to diffuse innovations within a short period of time is mass media channels. All these means of transmitting messages involve radios, televisions, newspapers and so on. These channels enable one or a few individuals to reach an audience of many people. Physical contact such as interpersonal channels whereby a face-to-face exchange is involved between two or more individuals.

In the case of Inclusive Education in South Africa, information on the policy was cascaded by the national education system to provincial level whereby selected individuals from the province were trained on inclusive education. Information obtained was to be cascaded and disseminated by these trained individuals to the district officials, then, circuit management and

to schools. This was done through direct communication. Documents and books were printed and distributed to education institutions. With the issue of inclusive education, National Department of Inclusive Education has done advocacy, training Provincial Departmental Officials (Inclusive Education Directorate). Then IE Directorate cascaded information down to District Officials by also providing trainings and using social networking via technology for example:

        (i)   Twitter

        (ii)   Face book

        (iii)   Skype and

        (iv)   E- Learning currently used in higher education institutions.

All these are social networks on advocacy, dissemination of information and the means of diffusing knowledge cascading it down to all education institutions in and around the world on inclusive education.

Inclusive education is a new system designed by the minister of education. The aim of this newly designed policy is to challenge the old systems of education that promoted exclusion of learners with special education needs in education institutions in South Africa (Ntombela 2006). Effective implementation of policy on inclusive education is still a challenge due to lack of knowledge and understanding of the policy by some education authorities irrespective of the long-term goal of 20 years stipulated on EWP6. According to Rogers (2003:20) five stages are to be followed when innovations are passed on, namely persuasion, knowledge, decision, implementation and confirmation. Persuasion is when innovations on inclusive education are tackled with a positive attitude, knowledge is when a deeper understanding of the phenomenon is gained, decision is taken when one agrees to commit on advocating innovations through implementation of the innovations that are confirmed by the results of implementation. Members of the society forms part of the community. Involving or engaging them jointly when innovations are diffused could speed up the diffusion process. A common goal could be accomplished which is in this study how innovation/ideas on the implementation of inclusion are diffused or advocated throughout the members of the society (Rogers, 2003: 20 &23).

3.3.2. Ecological system theory

Adopting Ecological Systems Theory (EST) is regarded as useful in this research. This system investigates how different systems interacts both internally and externally on the holistic development of the child. Ecological system influences inclusion and the child's intellectual

development is given support throughout his/her education. The child's own development is influenced and looked at by his own biological immediate family members and the community members that the child interacts with in his social environment (Paquette & Ryan, 2001).

Relationships are influenced by the interdependence between organisms. The physical environment also forms a part of this interdependence which is based on ecological systems theory. These relationships are perceived as a whole system. This interdependence, according to Donald, Lazarus & Lolwana, (2002) form interconnected and intertwine. What happens to one sector informs or is transmitted to another sector which then affects the whole system. Dealing with the issue of special needs learners, the study critically discusses how the education systems work collaboratively with other stakeholders using the ecological systems theory. Facilitators/lecturers are confronted with the challenges of developing the learners globally or as some of these learners have multiple disabilities. Working in relation with different organisms and their communities is of utmost importance.

For effective implementation of inclusive education within higher education institutions, working in collaboration with various stakeholders that have an influence on the learners' holistic development is the major factor. One system connects and affects another system. These systems can never be separated. According to Paquette & Ryan (2001) the ecological systems theory as designed by Bronfenbrenner (1979) seems to have a tendency of mostly focusing on the learner's global existence. This is because the learner cannot live alone by being isolated. Working in collaboration with different stakeholders, higher education institutions can achieve meaningful change on implementing inclusive education. In ecological system theory is where each human being is viewed as being embedded and nested in multiple systems. As a result of the interactions that are complex, development occurs between the individual. This interaction occurs because of various factors that are systemic or components that gives influence on each other.

Systems theory in relation to this study indicates that developing schools into inclusive organisations are therefore starting to incorporate, invite and make use of all different stakeholders. Community members as the schools belong to the community are getting involved. Policymakers who design the policies and the curriculum for the learners in schools, principals as custodians of change, teachers that impart knowledge to learners and the parents as primary educators work collaboratively to promote inclusive education to schools. Policies,

circulars to schools and HEI's. Learning and Teaching Support Material (LTSM) are a responsibility of the administrative staff to ensure that education institutions receive them. Trainings, rendering workshops to educators/lecturers, monitoring, and giving support to schools and higher education institutions is the duty of the district officials.

Funders assist by giving donations and educational leaders give advices, guidance, monitor and support. These stakeholders work collaboratively developing schools that were neglected into inclusive organisations. These stakeholders can play the major role promoting inclusion in schools as they are also affected by change in the education system (Swart & Pettipher, 2007; Donald, Lazarus & Lolwana, 2002). Ferguson (2008) adds that efforts are made to organise change framework that is systemic to school personnel and the different stakeholders. This change is organised in a coherent way. When organising this change framework focus on the success and improvement of learning results for all students be in place. By implementing this framework, a focus is kept on providing learners with effective teaching strategies to provide successful learning and improved results for all students. Schools are reminded that they are a system that is attached and embedded in communities. They are also a product of the families that live there. Emphasis on how efforts can be made successful in all levels of the system be addressed. Everyone needs to be informed about change and become skilled in initiating, managing, and dealing with it, for anyone working in the field of education, the skill is essential. (Swart & Pettipher, 2007:101). It is viewed in this theory that the functioning of one system depends on functioning of the other system there is interdependence and interconnectedness of all the parts of the systems. (Donald, Lazarus & Lolwana 2002:47).

Table 2: Summary of systems proposed by Bronfenbrenner

Systems	Explanations
Micro- system	Is explained as the immediate contexts of the individual in which the person connects. An individual person contacts and participates with these people directly within the social context for example; family, peers, community members, or friends.
Meso-system	All the above-mentioned people form part of this system. The influences that prevailed in the micro-system are now influencing the school which falls under the meso-system. The school needs to formulate relationships and work collaboratively with the family members to promote effective teaching and learning in class. The child is now in the hands of the teacher in class therefore, policies and legislations are the school and the department influence from outside the class. They are to be implemented and monitored.
Exo-system	The exo-system does not concern the child as it falls under e on the child. This system focuses on the outside world of the child and there is no attachment or influence on the child's developmental systems. It is not related to the other systems highlighted above.
Macro-system	Is the broader system which deals and focuses on social and economic factors influenced by the opportunities of getting employment and financial contributions made to our country.
Chronosystem	Deals with the changes that occur in the child's life. A child can be faced with challenging factors and might end up being unable to cope. All systems and the members within the system experience exchanges across the times.

The above overlapping systems are fully discussed below showing their interrelatedness:

- *Microsystems:* In this system the child's upbringing is the focus. The stages of the child's development are surrounded by the family and the immediate family members focusing on the upbringing. Pre-schools, crèche's and the peer groups that interact closely and face-to-face with the child also have an influence on the child. Kamenopoulon (2016:518) highlights the fact that the mother of the child is the primary caregiver who interacts first with the child on the daily basis. This daily interaction with the child is viewed as a nested system. This nested system forms daily activity patterns that becomes roles and responsibilities. Relationships are therefore formulated and strengthened.

In order to understand the learners' needs, in higher education institutions involvement of the learner's immediate environment as stated in the micro-systems is important for effective implementation of inclusive education. The immediate family members are the best people to communicate with to get a clear knowledge and understanding of the learner's needs and interventions.

- *Mesosystem:* For the effective implementation of inclusive education, working in collaboration of all the systems mentioned in the micro-system can be promoted. A set of all the components in the micro-system when put together formulate the meso-system. School and the family need to formulate relationships for them to communicate daily through communication books, giving advices and reports about the child daily activities for example; homework. In the meso-system more attention and weight are placed on the school as an education system not on the wider social context and the family (Kamenopoulon, 2016:520). When a child experiences abuse at home or in the local community, Performance of that child becomes affected and drops behaviour changes.

Paquette and Ryan (2001:6) add that the child's teacher in develops friendship and connection with the church, neighbourhood and the parent. Collaboration with the parent and child's teacher is very much important. Professional links with the other sister departments, for example department of health by supplying assistive devices (*braille machines and hearing aids*), wheelchairs, rendering of services by occupational therapists, speech therapists, psychologists and other related services that can assist facilitators/lecturers to implement inclusive education in higher education institutions effectively. Parents have a right to influence the teachers on inclusion of their special needs' students within mainstream schools. But some parents are reluctant and are in denial of the opinion that their children belong to special schools. To the parents the term inclusive education is just a foreign concept. Therefore, teachers need to play a bigger role advocating to parents on inclusion of special needs learners within mainstream schools.

- *Exosystem:* can affect the child in different ways though he/she is not directly involved as this and abstract to his/her daily experiences. This system is the parent's workplace where a child does not take part or play a role. Workplace to the parent is of paramount importance as it provides income to the family. The child only becomes affected by the negative/bad or positive/good situations or events that happen in the workplace of the parent (Bronfenbrenner, 1979).

In this case the parent, the School Based Support Team (SBST) and the District Based Support Team need to work collaboratively supporting and ensuring that the learner benefits from inclusive education. By so saying, department of education needs to ensure that resources, assistive devices, physical conditions, specialist educators and other related factors are available to make the environment within higher education institutions conducive to learning. Advocacy still needs to be done at the proximal level, diffusing innovations, starting from the provincial level disseminating and cascading down information on inclusion of special needs learners to district level, then circuit level moving down to institutions.

Supporting the above statement, Mayaba (2008) describes the exosystem as a system that combines all networks that are external. All influences are received are derived from the micro-systems that are; community structures and communications systems, educational systems, medical, local education and the workplace of the parent. Furthermore, in implementing inclusive education, the DoE is the exosystem. It is crucial for educators to have support from other levels of the education systems in doing their work. These external networks could assist and make professional links effective within higher education institutions.

- *Macrosystem:* Dominant structures that are involved within the society and also set values of the society constitute the macro-system. Through interaction of all various layers in the upbringing of the child, the macro-system has an influence in the outermost layer in the environment of the child. Influence is therefore cascaded throughout the other layers by the effects of larger principles. Different culture designs their rules that needs to be followed and honoured by the community and parents of the children without providing relevant resources that would assist raising the child (Paquette & Ryan 2001). This system deals with employment and community involvement of special needs learners as they belong to marginalized and discriminated group. All external networks need to put their focus on inclusion of special needs learners within the community and the society at large. Professional links with different departments is important when implementing inclusive education as special needs learners have different disabilities that need attention and considerations to work related issues.

- *Chronosystem:* Every child's development is effected by developmental stages that differ from child- to- child, milestones. Developmental time frames as stated in this system are influenced by the developmental stages of individuals that interacts between all the systems. How to engage with the different systems depends on the perception of students as active participants and how they view the context in their own development. Taking into consideration the effect of implementing inclusive education in schools, universities and colleges, learners have been and are still excluded. It is now closer to the period of 20 years learners with special education needs who are accommodated in higher education institutions are inactive participants in their own developments.

Being crossed by the developmental time frame as according to chronosystem, we are now on the 14th year and little has been done in higher education institutions that assist special needs learners with cognitive, emotional and behaviour problems. Higher education institutions are unable to cope with these challenges which hinder the global development of the special needs learners as they do not get full assistance from other social systems. Paquette & Ryan (2001) asset that dimensions of time may react differently considering a child's environmental changes. Influences that affects this are sometimes external for example; sudden or natural

death. Other influences or factors might be internal for example, aging of the child that results on physiological changes. Children nowadays perceive the world as most threatening. These students resort and become demotivated to an extent that they just feel valueless and do not want to explore and engage in promoting their development (Donald, Lazarus & Lolwana 2002:53).

3.4. Conclusion

In conclusion, the philosophy of inclusion in higher education institutions is seen as the greatest challenge in this study. Having the past experiences with higher education institutions on inclusion of learners with special education needs I wanted to gain better understanding of why inclusive education is still at its infancy. Reasons being that innovations were diffused but HEIs were left behind. This is proved by limited number of special needs learners enrolled in HEIs. In chapter 2 under the challenges on implementing IE several reasons were stated as to why implementation of inclusive education still poses a challenge. The researcher, therefore, adopted the systems theory that could assist HEIs to work collaboratively with other sister departments to make inclusion a greatest success by rendering support.

In this study diffusion of innovations as a theoretical framework is adopted to address the research question: What do FET colleges understand about inclusive education? Although White Paper for Post School Education and Training states that "despite attempts to integrate disability into the broader policy arena, currently there is no national policy on disability to guide education and training institutions in the post-school domain".

The second theoretical framework guiding this study is the ecological systems theory by Bronfenbenner (1979) Donald, Lazarus & Lolwana (2002:47). This framework answers the second research question: How is inclusive education practiced in FET Colleges? Since there is no policy in these institutions different departments assist with the issues related to dealing with special need learners. Literature reviewed indicates that there is limited number of special needs learners accommodated in higher education institutions due to lack of policy which results onto failure to implement inclusive education. Even those learners fortunate to be enrolled experience greatest challenges of unavailability of resources irrespective of the fact that there is funding available for these learners. This ecological systems theory further focuses more onto working in collaboration, that is, professional links with the other external systems,

networking for effect practice or implementation of inclusive education within higher education institutions. This theory gives answers to the third research question: What can be done to make FET colleges inclusive? The ecosystems ideas connect individual psychological development to the social environment and the surrounding community in which the child is associated with. Theoretical framework is provided for us to understand why there are general challenges in the child's development. These general challenges of development cannot be separated from the more specific challenges. Specific challenges are those that address social issues as well as barriers to learning.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1. Introduction

Chapter three presented the two theoretical frameworks underpinning this study. The diffusion of innovation is when innovations on inclusive education are diffused. On ecological systems theory is when collaboration within the different stakeholders in the education system to promote inclusive education. This chapter delve into the understanding of the research design and research methodology adopted in this study. Planning research depends onto how the study is design. The design of the study must at the end give answers to the research questions by following all the processes meant that are designed and the questions being asked or investigated. The design also depends on the purpose aims and objectives of the research. The research paradigm being used must be stated and its relationships. The principles in which one is working, the philosophies (which are the beliefs), ontologies (the nature of reality) and epistemologies (how the researcher knows what he knows) which underpin the research (Cohen et. al., 2011:115). Sample being used in the study would provide reliable and valid data as interview would be conducted in their places of work (TVET colleges).

I located my study from on two TVET colleges. Sample was selected from the population of five TVET colleges. Information/data was generated through interview namely semi-structured interviews. The main objective on conducting these interviews was to investigate the dynamics of inclusive education in higher education institutions. Three critical questions were asked. Therefore, as contended by Flick (2007) the framework of this chapter focused on exploratory research whereby understanding and implementation of inclusive education were investigated at TVET colleges. This research is interpretive in nature and is underpinned by qualitative case study research methodology undertaken in higher education institutions (Technical and Vocational Education and Training colleges). I firstly formulated questions that would clarify the ideas/hypothesis of the participant which the major reason is why I opted for exploratory research. An in-depth information about the researched topic was gathered (Herbert, 1990). The way how this research was designed is fully discussed below.

4.2. Research Design

I decided to systemically use the research design which is exploratory and descriptive in nature. I also used it to collect and analyse all the information I needed that would address and give

answers that are built around clear research questions asked to the participants. I used my research questions as a point of departure which was driven by the focus on the end product (Burns, 2000; Bertram, 2004; Flick, 2007). I, thereafter, viewed this design as a very good design because I managed to make the research manageable in time and human resources used. It also guides on decisions making about selecting a good sample, which data collection methods to use and why that particular methods is used.

The design used consists of the following: research paradigm, strategies for sampling to identify relevant and suitable participants, type of instruments used for data collection to enhance validity. I conducted semi-structured interviews in the form of face-to-face and focus group interviews as data collection method. I used coding on participants' responses to formulate themes during data analysis and for anonymity that is avoiding use of the participants' names. I again, ensured that ethics were considered and discussed.

This research was designed based on the following aims and objectives in mind:
- To determine the extent to which inclusive education is understood at TVET colleges.
- To investigate the way TVET colleges practice inclusive education.
- To investigate how TVET colleges can be made inclusive.

Cohen et.al (2011: 119) states that research questions differ. Some might be answered feasibly and fairly meaning that they might require a long data collection period. Interviews might sometimes be too costly as more time is spent answering questions. To administer and transcribe is also expensive. Commercially, data collection and data production instruments are too expensive. Therefore, the research questions used in this study require long data collection period which requires people as data collection instruments.

In both design and questions, I was able to reduce the study to the essential issue for answering the research question asked. Using the theory on diffusion of innovation advocacy was done on EWP 6 policy but created a discourse as higher education institutions as these institutions were left behind. From the reviewed literature in chapter two nothing has been done in terms of inclusive education that guides HEIs. Case study adopted in this study showed how investigations of the topic were done, stimulating much further research and eventually the development of policy actions (Yin, 2003:43). Limited numbers of students are accommodated and those that are fortunate enough to be accommodated some do not complete the course.

Therefore, investigations are conducted in two TVET colleges using senior management team and lecturers/facilitators who would provide or give answers to the research questions.

To realise the objectives indicated above, responses to the research questions will be sought:

1. What do TVET colleges understand about inclusive education?
2. How is inclusive education practiced in TVET colleges?
3. What can be done to make TVET colleges more inclusive?

4.3. Research Methodology

This study used qualitative research design. This was because of the available designs; it was qualitative that was deemed suitable for assessing the dynamics of inclusive education in higher education institutions. This is because the focus was on understanding policies and procedural issues rather than counting representation in classrooms. I decided to use qualitative research method as instruments being used to collect data/information during research noting that a research design uses various research methods for data collection (Hammond and Wellington, 2013 & Hostee, 2006). I focused on the social construction of realities of qualitative research as an inquiry of understanding that explores social problems. I was interested in the perspectives of everyday practices and everyday knowledge of the participants. This approach enabled me to examine detailed participants' experiences using a set of research methods. These methods were one-on-one and focus group interviews as in-depth interviews; content analysis; participants; life histories and participants' observation.   I mainly focused on responses jotting or writing text. I chose this method to gather detailed information on inclusion of learners with special education needs, to understand the processes followed by higher education institutions implementing inclusive education (Flick, 2007; Bazeley 2007; Creswell, 1998:15 & Herbet, 1990). Before conducting this study, I was of the opinion and assumptions that all higher education institutions cater for diverse needs of all learners specifically learners with different disabilities.

As a qualitative researcher, I needed to collect an in-depth rich, valid and empirical data from two different selected TVET Colleges in Pietermaritzburg. Interviews were scheduled as a form of data collection method. I used semi-structured interviews as data collection method. I transcribed all data collected and thereafter interpreted it into text data. I presented the findings

during data analysis. Furthermore, I conducted this study in its natural setting as highlighted above. I reported detailed views of the participants' responses building a holistic complex picture (Creswell, 1998).

Reasons for conducting this qualitative study were that I had an experience working with special needs learners. I wanted to be deeply engaged with TVET personnel exploring, gaining, and collecting more verbal information that would give the research topic more detailed view and answers to the research questions. Therefore, gaining and acquiring an in-depth knowledge about how participants think and feel in the context of inclusion in their natural setting (TVET College) could result in effective implementation of inclusive education by higher education institutions. Meltz (2013: 86) also indicated that qualitative research suited his study as its interpretive design enabled him not only to gain new insight and develop new concepts or theoretical perspectives about inclusive education, but also to discover the problems and challenges that exist within the phenomenon

4.4. Case Study

I adopted or chose a single case study as exploration of a bounded system through detailed in - depth data collection from the similar institutions focusing one case 'the dynamics of inclusive education in higher education institutions'. I involved multiple sources of information rich in context (Herbert, 1990). This bounded system as indicated in literature, is limited by time for data collection and place, TVET Colleges. I focused onto what is considered as important about the case in its own world. (Stake, 2000). The research design I used was a single case study design with the pre- designed questions and the- pre-described data collection methods and techniques. The pre-determined data analysis method was also another focus (Yin, 2009: 49). In this case I used TVET colleges researching one phenomenon the dynamics of inclusive education in higher education institutions.

4.5. Research approach

Herbert (1990: 39) stated that procedures are in most cases pre - determined by paradigms, I used interpretive research paradigm as a conceptual framework in this study. Directions for research, permitting focused   intensive investigation are provided by paradigm approaches.

4.5.1. Interpretivists vs Positivists

In positivist quantitative research measurement of social issues is emphasised. Positivist approach is seen as a scientific approach to research. Reality is measured in an objective way. Objectively there is no influence during data collection. The interpretive paradigm guides qualitative research. In interpretive approach understanding of peoples' lived experiences is searched. The experiences are drawn from within the peoples' perspectives (Hennink, Hutter & Bailey, 2011). Based on the above indicated differences between positivists and interpretivists paradigms I adopted interpretive paradigm in study as it is qualitative, descriptive and interpretive in nature. As a qualitative researcher I was only focusing on peoples understanding of inclusive education not in causal laws. I used method of data collection that were more subjected to qualitative research. Methods I used to be more subjective to qualitative research (Brink, 1993).

Data was collected from the participants' own natural settings/social context. The participants in this study as their responses were mainly focused on their lived experiences giving an in-depth understanding of social reality on how inclusive education is understood and practiced in TVET College. Participants' responses relied mostly on their understanding of the research topic which clearly explained on appendix 2 'the dynamics of inclusive education in higher education institution' and research questions on interview schedule on appendix 1. Data collected through verbal conversations in the form of interviews (individual and focus group) was interpreted and transcribed into text data.

Before attempting to discuss all the processes I used when I collected data, methods adopted, during data collection activities as viewed by (Creswell, 1998:110) were given in the form of a diagram:

The first step I took was to locate the sites where I wanted to conduct my research as stated in the diagram. The sites I located are in Pietermaritzburg closer to my residential area to avoid costs for travelling. Getting access to the sites and the steps followed selecting the sample is fully discussed below in 4.6. Data collection activities are given and indicated in table 2. Method I used to collect data, how data was analysis, coding, interpretation of data and data storage methods were fully indicated below. Activities stipulated in the following diagram as indicated by Creswell were followed.

Figure 4: Activities on ccollection of data
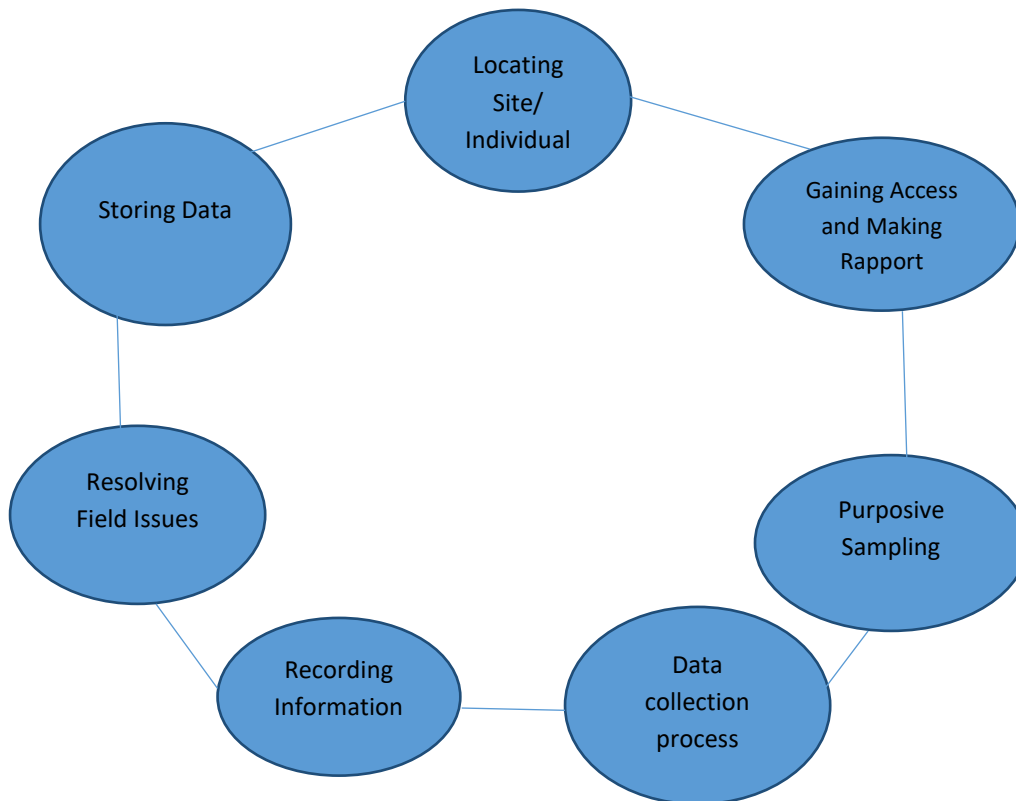
4.6. Getting access and sampling

As a researcher, before data collection I looked for the sites relevant to research topic where I could conduct the research. The focus was on TVET Colleges around Pietermaritzburg. I sent a request to gain access to the research sites with detailed information about the research and research procedures. I first obtained permission to conduct this research from the Management of the five colleges at the central office as the gatekeeper who has the power and the authority to grant permission and access to the research sites. The gatekeeper has a knowledge about peoples' qualities in the local community. These people play a recognised and a prominent role in the community and could therefore, play an active role making relevant contributions in the research (Hall and Hall, 1996; Hennink, Hutter & Bailey, 2011:92) Gatekeepers in this study were (i) the *Management* of Umgungundlovu TVET colleges (Appendix B). A letter granting permission to conduct the research was issued. I, thereafter, went to two TVET colleges of my choice to submit the letter and informed the campus managers about the purpose of my study. Campus managers again granted permission to use the colleges as sites for gathering information answering the research questions (appendix 4). I obtained my Ethical clearance

from the Research Office at the University of KwaZulu-Natal, where I was granted permission to continue conducting the research. (Appendix C). I conducted this research to get access to a situation/sites previously inaccessible to observation or investigation (Yin, 2003:43).

I made specific choices choosing people to participate in the study which is the sample (Bertram, 2004). I chose the sample from the population of five TVET colleges. Population means all the people that would fit into the group that is being considered by a particular study. Before selecting the sample or people to be interviewed, I first focused onto choosing the site where the research was to be conducted. Therefore, sampling does not only focus on the selection of people to be interviewed. I also focused on the situations to be observed (Flick, 2007). I used sampling that was convenient and easy to reach. Purposive sampling was employed to select the participants as I had a specific purpose in mind as to whom to include in the study. I was appropriate when I selected cases for in-depth investigation. I used convenient sampling because focus group is relevant to this sampling when conducting interviews. Convenient sampling possesses all the characteristics of the population as I selected from the population of all the colleges and could help to give information that is valid and reliable. Interpretation of semi-structured data is involved from a purposeful selected sample (Meltz, Herman and Pillay 2014:90; Nagle & Williams, 2013; Bazeley, 2009; Cohen et.al, 2011: 159)

Selecting this sample was a bit challenging as I had to reschedule my appointments more than once due to tests and exams. I was of assumptions that maybe they were not interested in participating in the research. When I explained to them the purpose of my study, questions were asked about inclusive education. Those who volunteered to participate were the ones who asked more questions and were eager to know more about the phenomenon. Sample which forms part of the smaller group was selected from the population of five TVET Colleges as sites around Pietermaritzburg, Umgungundlovu District. Senior Management Team and Facilitators (for vocational skills) and Lecturers (for academics) were selected according to their experiences working at TVET College (+ 5 years) as participants. Gender, racial group and age were also considered. McMillan and Schumacher (2006) argue that researchers obtain data primarily to become oriented and to gain a sense of totality for purposive sampling.

Rational for selecting two separate groups was that participants in individual interviews who were subordinates were not going to feel comfortable being mixed with their supervisors. On

the other hand, SMT members would end up dominating the discussions preventing lecturers/facilitators from expressing their view freely. In this way, they build up a sample that is satisfactory to their specific needs. A purposive and convenient sample of homogeneous group from two TVET colleges consisting of 3 Senior Management Team, 3 lecturers whereby participants would best provide practically relevant and desired knowledge. I selected a convenience sample to make and allow access to participants who are conveniently located, easy to reach participants, suitable for a case study, fewer costs to travel, easy access to sites and participants are privileged witnesses to the research (Plowright, 2011).

These two groups are selected based on their experienced working at the TVET colleges. All these participants had a period of more than five years. Age was not considered. The appropriateness of the methodology selected is influenced by the suitability of the sampling strategy that has been designed and adopted (Cohen et.al, 2011: 143).

4.7. Data collection plan and method

Gathering good information to answer emerging research questions is influenced by a series of interrelated activities to collect data (Creswell, 1998).

Table 3: Data collection plan

Method used	Activity	Target group	Composition	Time Frame	Duration
Interviews: Semi-structured interviews	Conducting interviews TVET college 1	Focus group	Senior Management Team: Principals HOD's	July 2016	45 minutes
		Individual/' Face-to-face interviews	Lecturers/Facilitators	July 2016	30 minutes
	Conducting interviews TVET college 2	Focus group	Senior Management Team: Principals HOD's	August 2016	45 minutes
		Individual /Face-to-face interviews	Lecturers/Facilitators	August 2016	30 minutes

4.7.1. Interviews

According to Herbert (1990) the interview is used to find out not only what happened to the client, but also his or her perception of those events- the meaning ascribed to them and the current evaluation put upon them. Nagle and Williams (2013) contend that conducting interviews can be too expensive and can exceed available resources. This method is used to supplement survey and to gain more in-depth information about the research. I collected data at two TVET Colleges in the form semi-structured interviews to investigate and to gather more information on from the research questions asked. Two interview schedules were used. One for focus group and one for individual interviews. Rationale for using two interview schedules was that when advocacy is done in terms of new policies designed by the department, people to receive first- hand information and to receive training is the management.

By using this focus group, I wanted to get answers for the research question one: What do TVET colleges understand about inclusive education? I conducted individual interviews to investigate how inclusive education is practiced/ implemented in TVET colleges? I also wanted to gain deeper understanding about the dynamics of inclusive education in TVET Colleges? In-depth interviews were used to identify how individuals perceive the research conducted, beliefs about the phenomenon 'the dynamics of inclusive education in higher education institutions, feelings and experiences about inclusive education. During interviews I employed nonlinear and unbiased research by using probing questions to all participants in order to gather more valid information about the research questions. It was argued that one main advantage of conducting interviews for the researcher to be able to use more open-ended questions. The researcher wrote down verbatim responses where the answers are not pre-coded (Hennink, Hutter & Bailey, 2011; Hall & Hall, 1996).

4.7.2. Semi-structured interviews

I conducted semi-structured that involve a core of standard questions or topics. Other questions were generated from the interviewee's responses (Harrel and Bradley, 2009 & Herbert, 1990). Sources of data were individual/ face-to-face interviews represented by lecturers/facilitators and focus group interviews represented by senior management. Their number in the institution predicted number of participants from senior management group. Data was collected on different occasions as indicated below. Interview site was selected prior to interviews, which was free from distractions and disturbances. Hall & Hall (1996) suggest that using a combination of tape recording and note-taking is the best solution to recording data. During

data collection I took notes even though not everything was jotted down. I also used a voice recorder using permission that was granted by the participants. Data was collected during the form of a dialogue through verbal conversation. I first checked if the audio recorder was properly functioning. I first checked by inserting new batteries. New tape was inserted on the tape-recorder to ensure proper functioning. I obtained permission to record responses from the participants prior to interviews. Hall & Hall (1996) further state that the interview is more like a conversation. All exchanges on responses made or done are recorded. In addition, a record that appears more formal and permanent than the handwritten notes are tape-recording.

When I began collecting data, I progressively kept detailed notes. These notes consisted of the reactions of the participants, the instruments I was using and also observations that were relevant to the study. I ensured that notes taken supported the audio-recorder. Notes taken were straightforward, taken from the participants' responses and that no technology was involved. Therefore, when I was taking notes I only wrote down the key words and phrases to reduce voluminous amount of information gathered to sift through the most important and relevant information generated by the tape recorder (Hall & Hall, 1996). A set of pre-designed open-ended interview schedule (Appendix D and E) was used which required relevant skills on data collection and interpretation. Herbert (1990) states that the interviewer raises the issue to be discussed, and the interviewee talks about it in his own way. In addition, talking to the subjects about their experiences let them know that you regard them as people and not as mere 'subjects'.

4.7.2.1 Individual interviews

On the other hand, Creswell, (1998) claims that using individual interviews enable the participants to be flexible by not being hesitant to air their views sharing ideas needed to determine a setting which is possible. However, he further contends that the participant who is shy and less articulate presents a challenge to the researcher as there will be less and inadequate information gathered. Face-to-face group was interviewed towards the end of the third term. Duration of the interviews was about 45 minutes for focus group, 30 minutes for individual/face-to-face interviews giving ample time to respond to the interview questions without interruptions or distractions. Data was collected through verbal discussions in the form of conversations. Detailed notes were jotted down selecting important responses during interview process. Interview schedules (Appendix D & E) were used to ensure consistency. Probing questions were also asked to allow the participants to elaborate and give further

explanations and clarifications of the phenomenon. Participants were given room for additional questions. Permission to record information was obtained from the participants (Appendix C). Notes were also taken by the researcher to confirm relevance of data recorded. Reassessment of data gathered was done to ensure accuracy.

4.7.2.2 Focus group interviews

When conducting focus group interviews the focus is based on specific issues. A group of people called participants or respondents are selected using different methods of selection. When this group is selected an interactive discussion among the group members and the researcher commences. Focus group interviews were conducted from the two TVET colleges consisting of senior management team members. I conducted focus group interviews to gain a more complete understanding, feelings, motivation, behaviour and decision- making strategies of a particular topic which is in this study: The dynamics of inclusive education in higher education institutions. I was able to capture deeper information more economically than individual interviews. I had an interactive conversation with six pre-selected participants at the same time focusing on a specific set of issues (Krueger, 1998; Nagle and Williams, 2013; & Hennink, Hutter & Bailey, 2011).

Stating some simple rules that needs to be followed at the beginning of each focus group discussions or interviews can be helpful if the researcher needs to achieve successful facilitation of the group.

- As a group respect of each other was promoted amongst all the group members.
- A chance or a turn was given to each participant to talk at a time. Intervention or interruption when someone was talking, was discouraged in order to keep responses or notes accurate.
- Participants had to signal should there be something they wish to say or to add.
- Cell Phones must be switched off to avoid disturbances and to encourage cooperative effort and focus.
- Inform the participants in the beginning if there was going to be any interruptions during the process to make them understand that you are not being rude.
- Tell that you need active participation of all group members as their inputs would add value to the topic researched.

(Nagle and Williams (2013: 8).

With focus group approach, all participants were encouraged to share their views and give ideas based on their experiences. Preparations, pre-sessions and the session itself which is the interviews were conducted to make this research a success. Dominating individuals were

monitored and were advised not to overpower the shy members of the group. Turns were taken and ideas were shared by all group members. During focus group interviews participants were encouraged to make connections to various concepts through the discussions. These connections may not occur during individual interviews. These discussions provided more details that were justified and clarified (Creswell, 1998; Nagle and Williams, 2013 & Hennink, Hutter & Bailey, 2011).

- *Preparation:* Team should have at least two people, a facilitator and the scribe. I did not apply this session during focus group interviews as I did not have a scribe or notes-taker.
- *Pre-session*: Before starting to conduct interviews, we had a small discussion with the group trying to familiarise ourselves to break the ice. This helped the participants to feel more comfortable the group engaged more easily. I arranged the seating in a horse - shoe shape that would allow all parties involved to see one another.
- *Facilitation:* I first introduced myself, then the group introduced themselves. The session was going to be audio-taped. I asked the group if there is anyone objecting being recorded. Fortunately, no one rejected. I ensured the group that information gathered would be kept confidential.

During focus group discussion I interviewed a group of SMT members simultaneously. Some of the responses given by the participants were different. I used open-ended questions Krueger, (1998) to presents another face of reality (Appendix D & E). Open-ended questions I chose allowed participants to select the manner in which they wanted to respond. Focus groups interviews allow participants to change their ideas being influenced by the responses of the other members after discussions. I collected data through verbal discussions in the form of and exchanging ideas through conversation. Each participant was given a chance to respond to the research questions.

When I asked a question, two people responded sharing the same view but in a different context. (Krueger 1998). I gathered a range of ideas and information within a short period. Participants shared their opinions. I used probing questions to seek further information from the entire group by highlighting an issue raised by one participant seeking input from others (Hennink, Hutter & Bailey, 2011). Those dominating the group were given a chance to elaborate uncovering information lacking or not shared by the group.

4.8. Data Analysis

During data analysis I arranged all data generated breaking it down into segments giving it its meaning. I noted patterns grouping them together based on similarities and differences. I then formulated themes which were then divided into categories. Regularities and the themes were done. I intensively worked with rich data during analysis, analysing data which was qualitative. When I was using thematic analysis of data which I found to be flexible, to highlight differences and similarities, I looked for the clues and patterns that always reappeared among two focus groups. I noted down all what was found to prepare a statement that emerged from data collected. This statement was supported by available evidence. Statements that were common or repeated by the participants were grouped together. All the key features of voluminous amount of data collected were summarised. A thick description of data set was offered (Cohen et.al, 2011:537; Bazeley, 2009; Krueger, 1998 & Mayaba, 2008).

Herbert (1990) states that data which is derived from a qualitative study becomes too untidy as it has no clear boundaries. This data sometimes eludes your grasp at first as it is a mess of verbal responses that reflect real life experiences. Data collected was drawn from real life experiences as I selected participants from the TVET colleges. Participants selected had an experience working at these colleges. Cohen et.al (2011:559); Creswell (1998) & Bertram (2004) view that reducing of large amounts of written data to manageable and comprehensible propositions is one of the enduring problems of qualitative data analysis. These problems are created by the following processes: selecting, focusing, simplifying, abstracting, and transforming the data collected not related to the topic into much fewer categories. Another important approach I used was sorting the text into categories to develop codes sorting visual images.

Data generated through field notes using open-ended questions, posed the greatest challenge as participants were at liberty to share their views and experiences. A back-up of audiotape was available to capture data presented. Participants contributed and shared their views without posing. I found it difficult to write notes. I jotted down the most important key words reducing voluminous amount of information given. I summarized and jotted down the most relevant and informative data. Opinions, feelings, and ideas that were repeated by participants using different response were identified. Same responses provided by the participants were categorized and segmented. Themes were created according to information gathered. Oral

information gathered through verbal discussions during interviews was transcribed onto written text. Responses of all the participants were listened to from the audiotape or voice recorder which was an activity that was time consuming.

Transcription involves its own set of rules translating an oral language which is rather too challenging, to a written language (Bazeley, 2009). I interpreted audiotaped data and converted it into text data. I used pseudonyms not the participants' real names to identify their responses at the beginning of the interview for easy transcription. As a lone researcher this was the most time-consuming process as I had to capture all information given. I had to repeatedly re-wind the audiotape during data transcription to capture the exact words of the participants. Notes taken during interviews were compared with audiotaped transcripts to check different interpretations or errors. Pseudonyms were used to avoid use of their names and to maintain confidentiality.

4.9. Coding

During the process of coding voluminous amount of data collected were assigned different codes associated with themes related to literature and research question. This was done through a series of activities. After collecting all data from focus group and individual interviews, I disassembled information collected into lines, paragraphs and sections to identify similarities and differences of the text. I identified and recorded passages of data with the same views and information gather is disassembled, grouped together using a colour coding on the identical views or responses. I took all the similar and different ideas, putting them together as a building block. When the idea or phenomenon reappears, the label is attached using the same colour code. Data was again reassembled to formulate themes.

Retrievals and reflections were then made about the information gathered. Coming across an idea or phenomenon, I attached a label using different colours to identify different and similar information. Qualitative data analysis uses coding as a major feature (Cohen et.al, 2011: 599; Gibbs, 2007; Miles and Huberman, 1994; Hall & Hall, 1996). Data collected due to open-ended questions responses were coded to formulate the themes. I, in this study adopted combined levels of triangulation and methodological triangulation. I used more than one level of analysis as instruments of data generation in the form of interviews. Data collected from the two sources (focus groups) will be matched and results compared to see if there are any contradictions.

Different techniques were used during data collection process which were individual and focus group interviews.

4.10.   Storage of data

Storage of data is the approach that reflects how the type of information gathered which varies by the tradition of inquiry is kept or stored. As a researcher I developed a master list of all the information gathered. I purchased a tape with a high quality to ensure that the data collected fits in the machine of the transcriber. I also wanted to ensure safe recording of information during interviews. I developed copies for a back-up on the computer by creating files. Anonymity of the participants was protected by not using their real names in the data. I developed data matrix using rows and columns that are running vertically and horizontally locating and identifying information for a study. (Creswell, 1998; Hall & Hall, 1996).

4.11.   Academic Rigour

According to Best (1981) the essential qualities to the effectiveness of any data collecting procedure are validity and reliability. Validity reflects the strength of the research whereas reliability is the consistency of the participants' responses to the research instrument. In validity a thorough description of the procedures to be followed starting from the beginning to the end is given. But reliability can only be judged if a very detailed account to the context or setting within the study took place (Brink.1993:11). Both validity and reliability are to test if the research is the worthiness of any research. Validity in qualitative research means the extent to which the information is plausible, credible and trustworthy. Thus, it can be defended when it is challenged. The efforts and the ability of the researcher predicts the credibility of a qualitative research (Muhammads', 2008). I used convenience and purposive sampling of the homogeneous group which enabled the researcher to collect valid, reliable and consistent data. Participants in this research had an experience of more than 5 years teaching in TVET colleges. Senior management team I used during focus group interviews were the people who are familiar with the departmental policies. I, therefore involved this focus group to obtain valid and reliable information when answering the research questions.

4.11.1. Credibility

Credibility of the research is needed in both qualitative and quantitative research. The researcher must show and indicate his/her ability to conduct research for credibility. Validity

and reliability in qualitative research are inseparable when conducting qualitative research paradigm. Instead, terminologies such as credibility, transferability, and trustworthiness are used that encompasses them. Again, validity refers to whether a test measures what it is supposed to measure in a research. A test can be reliable without being valid whereas, a test is unlikely to be valid if it is not reliable. Key criteria of validity in some qualitative researchers are advocated through credibility, transferability, dependability and conformability (Herbert, 1990; Brink, 1993; Hall & Hall, 1996; Muhammad, 2008; Cohen *et al*. (2011).

Validity of this research was based upon carefully designed structure of selecting essential interview questions that answered and gave in-depth information relating clearly to the purpose of the research (Ntombela, 2012). Responses obtained from the participants during interviews were a true reflection of how inclusive is understood and practiced in higher education institutions. Both groups, focus and individual on their reflections indicated the same challenges on inclusive education. This confirmed that data collection method used was valid. Validity is not referred to as the effects of extraneous variables but the extent to which research findings produce a true reflection or representation of reality (Brink, 1993).

Credibility, as suggested by Cohen *et al*. (2011), can be achieved through prolonged engagement with participants in the field. Making persistent observation in order to establish the relevance of the characteristics for the focus is thus advised. Triangulation of methods, sources, investigations and theories must be considered. Peer debriefing in order to test honesty must be done and other several issues like identifying the next step when conducting research, establishing a theory that fits every case, member checking, offer respondents opportunity to add further information, put gathered information on record by collecting collect factual errors, to or to put information on record, provide summaries and check the adequacy of the analysis.

In this study, the questions of credibility were addressed by:
- First declaring the researcher's position and background as a researcher, her involvement advocating inclusive education, and her interest in the field of inclusion of special needs learners.
- Getting her supervisor (experienced researcher) to review and comment on the guidelines for the instrument interview schedule/ questions and the strategies to help establish that they are appropriate. The study will also seek to elicit a chain of evidence

through observations, interviews and documentation in order to corroborate information gathered from the participants.

- Triangulation of data using interviews, member checking to get feedback from the participants and checking transcripts by an independent individual

4.11.2. Dependability

I, therefore, after data collection, checked if the methods I used during collection of data were suitable to gather reliable data from the participants which is stability. I further checked if they were the precise methods or the accurate methods for data collection. Nevertheless, (Hall & Hall, 1996) argue that consistent results could only be obtained if different researchers apply a test more than once to the same place, to the same people under the same standard conditions. Method used for data collection which was semi-structured interviews resulted onto reliable information given by the participants as interviews were conducted using homogenous group of participants who have worked for more than 5 years in TVET College. I was then deeply concerned with the consistency of the participants' responses, stability of the research conducted, participation of all the participants till the end of the research without any withdrawals, and repeatability of the informant's accounts as well as my ability to collect and record information gather successfully and accurately. When a research method reflects or yields consistent results repeatedly over testing it proves that the method being used is a reliable method (Brink, 1993 citing Selltiz et. al 1976:182; Brink, 1993).

One of the reasons why I focused on using semi-structured interviews with two separate groups was to obtain reliable data from individual interviews. When senior management team and lecturers/facilitators were to be interviewed together, lecturers would respond in the manner that would please the SMT. They would be placed in a very tight position by the SMT. Lecturers/facilitators may be withdrawn and reluctant to reveal all valid information when they are combined with the SMT. They would deliberately withhold their contributions or might sometimes give distorted information (Brink, 1993).

This study depended on responses of recorded individuals and focus group interviews, notes taken down to confirm recorded responses through verbal communication and non-verbal cues, participants' informal comments and detailed description of the researched phenomenon based on the researched questions.

4.11 Ethical considerations

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The following steps were followed in ensuring that the study was conducted in an ethically acceptable procedure;

- Firstly, I obtained permission to conduct research was obtained from rector of the FET colleges at the central office to access FET campuses (Appendix B).
- I requested all the participants to participate. I then informed them about the purpose of the study. I gave them full detailed information and procedures to be followed.
- I made the participants sign the consent forms if they agree to participate (Appendix C).
- I assured safety and security of all the participants as the site for conducting interviews had securities on the gates.
- Reassurance was made of anonymity of college name and participants' name by using pseudonyms instead of names.
- I obtained permission to use voice- record to record their interview responses prior the interviews.
- Confidentiality was assured on information gathered through conversations on video recorders that would be kept by university for five years as stated in university policy.
- Participants were made aware that they are allowed to withdraw at any time should they wish to do so.

Hennink, Hutter & Bailey (2011) state that before designing your research project; consider if there would be any benefit for the research study community that might be either directly or indirect. Therefore, recommendations made indicated how this research study would benefit the higher education institutions, special needs learners, the community at large and other stakeholders involved on professional links.

4.12 Conclusion

This chapter described the research design and the qualitative research methodology with various components of procedures used to gain a deeper knowledge and understanding of the researched topic giving answers to researched questions. As qualitative researcher I was confronted with too many dilemmas. I had to first look for a site where I would be able to conduct research without disturbances. I waited for the approval from the University before accessing the sites (TVET colleges). I used this research design to describe also explore and investigate the dynamics of inclusion in higher education system with the focus on two TVET college. This research design was built around the following research questions: (i) What do

TVET colleges understand about inclusive education? (ii) How is inclusive education practiced in TVET (ii) What can be done to make TVET colleges more inclusive?

Data collection method used was in the form of interviews using semi-structured interviews. I selected the sample from two TVET colleges represented by focus group consisting of SMT members and individual interviews represented by lecturers/facilitators. Data collected through verbal discussions was analysed, transcribed and coded. Themes were formulated during data analysis. Information gathered was stored. Ethical aspects of the research were given and were considered by the researcher. Participants gave data which was valid and reliable data based on their past experiences and understanding of how inclusive education is understood and practiced in TVET Colleges in Pietermaritzburg. The next chapter gave us report of the detailed results of the research and the key findings.

CHAPTER FIVE: DATA PRESENTATION

5.1. Introduction

Data generated and presented in this chapter gives an overview and a reflection on how the TVET colleges under study understood and practiced inclusive education. A number of factors were indicated by the participants. The major reason indicated on literature was policy issue. Unavailability of the policy that guides higher education institutions on inclusive education resulted on these institutions being hardly prepared to enrol students with disabilities (DoE, 2013:45; Kochung, 2011). During data presentation I formulated themes and the sub-themes that emerged from the three research questions. Responses from the participants gave answers to the research questions which highlighted the reasons why inclusive education is not understood and implemented in higher education institutions.

I conducted two focus groups two focus group interviews. One was conducted at Balhambra College and the other one at Northway College. Focus group as indicated in chapter four of this study consisted of Senior Management Team members from the two colleges in Pietermaritzburg area. Individual interviews consisted of three lecturers/facilitators from each TVET college. I generated data from the above-mentioned participants through interviews. The purpose of these interviews was to collect relevant and reliable data from reliable sources in their own natural settings. Participants' responses gave answers to the following three research questions that were used to formulate themes.

- What do TVET colleges understand about inclusive education?

- How is inclusive education practiced in TVET Colleges?

- What can be done to make TVET colleges more inclusive?

I collected voluminous amount of qualitative data from the participants as the direct source of data in their natural setting which is TVET colleges to reveal how real life is. The researcher was used as the key instrument through semi-structured interviews

Table 5.1 indicates how themes were formulated from the research questions; the data generated from interview schedules gave answers to the research questions.

Table 4: Research Questions, Themes and Sub-themes Formulated

Research Questions	Themes and sub-themes
1. What do TVET colleges understand about inclusive education?	5.2.1 Staffs' understanding of inclusive education. **Sub-themes:** 5.2.1.1 Causes of limited understanding 5.2.1.2 How innovations were diffused 5.2.1.3 Inadequate teacher development
2. How is inclusive education practiced in TVET Colleges?	5.3 The implementation of Inclusive Education **Sub-themes:** 5.3.1 How special needs are accommodated 5.3.2 Challenges encountered implementing IE.
3. What can be done to make TVET colleges more inclusive?	5.4 Making TVET colleges more inclusive **Sub-themes:** 5.4.1 Inadequate teacher development 5.4.2 Lack of support from district officials 5.4.3 Lack of collaboration with other stakeholders

Information gathered was based on the participants' real experiences of the inclusion of learners with special education needs. Participants actively contributed sharing their own ideas and experiences during the interviews. They were too enthusiastic about the research topic as they indicated that it was the first of its kind to have a researcher reviewing inclusive education in their institution. Data presented was then infused with literature reviewed in chapter two. The theoretical frameworks discussed in chapter three were adopted to diffuse innovations and to work collaboratively as a system in order to understand and implement inclusive education effectively.

Table 5: Participants' Profile

Site 1	Participants' (Pseudonyms used)	Position	Gender	Qualification	Experience
Northway College	Mr. Aslaam	Management	Male	MEd	20 years
	Mrs. White	Management	Female	BEd	17 years
	Mr. Kumaren	Management	Male	Diploma Electrical Engineering	10 years
	Ms. Aviwe	Lecturer	Female	Computer studies	7 years
	Mrs. Nkomo	Facilitator	Female	Hospitality studies	12 years
	Mr. Bernard	Lecturer	Male	Matric (Still studying at UNISA)	9 years
Site 2	Participants' (Pseudonyms used)	Position	Gender	Qualification	Experience
Northway College	Mrs. Bamjee	Management	Female	Med (still studying)	9 years
	Mr. Membrane	Management	Male	Diploma Motor mechanics	11 years
	Mrs. Naidoo	Management	Female	Bed (Studying Med)	6 years
	Mr. Mahlobo	Lecturer	Male	Matric (studying)	5 years
	Mrs. Peters	Facilitator	Female	Skill (Garment making)	9 years
	Mr. Marimba	Lecturer	Male	Diploma (Civil engineering)	15 years

5.2. Understanding inclusive education

Lack of understanding of inclusive education is the most crucial part as stated by the participants in their responses. Policy on Education White Paper 6 was announced in 2001 on inclusive education. This policy as it was announced was supposed to be implemented in all education institutions. It was as promised by the ministry supposed to be fully implemented by 2021 but, to date it is not clear if higher education institutions have taken up this call to embrace its implementation of inclusive education. Responses given by the participants would give

answers to research question one that sought to investigate how inclusive education is understood in TVET colleges.

5.2.1. Staff's limited understanding of inclusive education

There was evidence that staff had some ideas about inclusive education is. It was also highlighted that various TVET Colleges, campuses presented variations in how they operate. This was found to be problematic because all the campuses should be governed by the same policy.

An SMT member at Northway College made the following statement regarding the establishment of the TVET Colleges:

> *I just want to find out whether we are answering these questions as a campus or as a college because some of the things that are happening at the other college levels, we are not aware of and we are very much aware of the things that are happening at this particular college? Therefore, our response here or maybe my response will be mostly on what is happening here at the campus rather than what is happening at the other campuses of the same college. I am not sure how my other colleagues feel about this.*
> **(Mrs. Nkomo, SMT member)**.

Researcher: I think our focus and discussions will be based on this campus as you have indicated that you operate in different ways.

Mrs. Nkomo continued:

> *Okay, the focus is on this campus only not the other campuses. From my side we cannot speak on other campuses. From what I understand, the colleges must be inclusive, the problem is that our curriculum has not been changed to make it all inclusive for people with disabilities; hum… the buildings have not been necessarily adapted as it should've been by now. The Ministry (EWP6) according to my understanding has made it clearly when making recommendations to higher education institutions regarding minimum levels of provision for learners with special needs. I'm talking specifically hum… curriculum, I think they have to start looking at that to make it more accessible for special needs students, although uhm…in our National policy, the TVET policy it's loud and clear in the strategic plan that colleges have to take on special needs learners. On our special, need operational plan that we submit to District Head there is space on there to indicate how many learners we are taking on. The problem as I am saying is, I do not think our curriculum has adapted to take on the load.*

The above response indicated that some lecturers are aware of the fact that *TVET* colleges are supposed to be practicing inclusive education. With the issue of physical accessibility, it is

clearly indicated in EWP6 that accordingly, the ministry will put focus on the design and re-construction of new buildings to enlarge floor space and cost norms for existing buildings. The ministry also promised that another focus will be the renovation of the grounds to enable learners on wheelchairs to actively on sports (DoE, 2001:28).

Mrs. White at Balhambra College further explained:

> *Inclusive Education would refer to an education system that caters for learners with different disabilities, and Ja…and, and the thing here is we do not have facilities, government facilities, at school level they cater for these students, however beyond that, when they get to post-schools I don't think there is definite facilities for them yet they are expected to be included with the mainstream at tertiary without any facilities in place.*

From the above statement, it seems that the process of reconstructing and renovating TVET colleges' buildings to make them accessible to various disabilities has not been prioritized. This has access implications for those students who have impairments, especially students using wheelchairs and those that are visually impaired.

> *Above what she is saying, I think it means being sensitive to the needs of the learners regardless of what kind of needs, they required. Are they physical, are they social or whatever kind of needs that they have and create access for them to be able to access education regardless of who they are. Moreover, there are government facilities within school level that cater for these students but no at tertiary level (***Mr. Bamjee at Balhambra College***).*

In support of the above it is clearly stating that international and national policies on inclusion of learners with special education needs is widely advocated. Yet, implementation in higher education institutions remains patchy. This is because in many cases the implications of the designed policy from national are not spelled out for local practice. Policy development that has to operate at all levels is increasingly recognized (Booth, 2000). Viewing the above responses indicated that personnel at TVET colleges had some knowledge and understanding of inclusive education even though limited. If they know that the curriculum needs to be adapted, it is not clear why they have not explored this with the district office. The problem was understanding and implementation.

The researcher therefore thinks that students moving from special schools to TVET colleges find it difficult to cope as there are no facilities such as physical accessibilities for those using wheelchairs, assistive devices and curriculum adaptation in place to accommodate these

learners. Inclusion of learners with special education needs in higher education institutions has created the greatest problem for them to be enrolled in these institutions. Parents are also affected and are the most frustrated as their students end up being stuck at homes with no schooling or jobs. Another response given by the participants was the issue of not having a clear understanding in terms of identifying learners with special education needs.

Comments given by the lecturers from the two TVET Colleges reflect whether learners with special education needs were not included or never enrolled in TVET Colleges. The following responses highlight the basic level of understanding that exists to lecturers when it comes to understanding special education needs.

From the focus group at Northway College the following emerged from one of the lecturers:
I do not know whether the understanding I have in mind is relevant, but I think that when we talk about inclusive education we mean teaching the students with special education needs together with the normal students in one class. **(Ms. Aviwe).**

The explanation given indicated that the above lecturer had some information and understanding although it was not clear and was limited. Because inclusive education is not just about bringing these learners together, it is about ensuring that all learners receive the support they need in class that will benefit them during teaching and learning.

Researcher: Can you give us a brief understanding of the concept special education needs?

Ms. Aviwe

> *Special education-needs would probably refer to education for students with special needs, uhm... that would be outside of mainstream, and at the end of the day, I think once they get into the world of work, they want to fit in as attorneys, they want to fit in as teachers, so as much as like they have special needs to a certain point, but once they get to tertiary level they have to fit in with the rest of society.*

It was clear to the researcher that in terms of special education-needs there was no clear understanding of what it entails. The above lecturer's response indicated that his understanding of special needs education is based onto the disability of the learner as he indicated in his statement that *uhm... that would be outside of mainstream* yet his response on inclusive education showed that he understood what it meant.

The Minister of Education in EWP6 (DoE, 2001:3) commends that:

"I am so deeply aware of the anxieties that many educators, lecturers, parents and learners hold about our inclusion proposals for learners with special education needs. They fear the many challenges that may come with inclusion of teaching, communication, costs, stereotyping and the safety of can be corrected only by further professional and physical resources development, information dissemination, and advocacy."

Mrs. Barnard at Northway College and Mr. Kumaren at Balhambra College shared the same narrative on special education needs:

> *That is when a learner has some difficulties or challenges that will make it harder for that particular learner or student compared to the so-called normal child. It is the kind of education offered to students who need special or individual attention from the educators. Look at the past ten years ago. We placed some of special needs learners in class with normal learners. Some could not read or write properly and were slower than the others were. Lecturers had to show patience to impart necessary knowledge. Therefore, an education will enable any pupil with special needs to study and to learn in the same way as others but being given that special attention. For me it's also about their pace of learning, because some of them they are not fast learners, they could be slow learners, but they need to be trained and assessed in their own pace so that they can be up to speed like the other learners"* (**Mr. Kumaren**).

Rieser & O'Mahony, (2002) contends that educators have a tendency of viewing and attributing deficits to the learner rather than difficulties in education. From the discussions with the participants, I noted and realized that most of the participants do have an understanding of inclusive education as indicated in their responses. The obstacle was that advocacy on inclusion of special needs learners in classes was not practiced due to lack of training and teacher development. This reflected that management in TVET colleges is still confronted with the major challenges in terms of uncovering the stereotypes by filling up the gaps on inclusion of special needs learners in their institutions. The issue of professional development of staff will be taken up under theme 3.

5.3. The Practice/Implementation of inclusive education

Findings from the participants of the two TVET colleges indicated that lecturers were not and are still not yet ready to implement inclusive education due to a number of factors that they indicated in their responses. This resulted in limited number of special needs learners being accommodated in higher education institutions as asserted below:

5.3.1. Accommodating learners with special education needs

Literature to date still indicates that even though technical vocational colleges are available in higher education sectors that can provide and develop skill of special needs learners, these learners are still struggling to get accommodation in these sectors. The ministry, therefore, must transform the school and college areas of learning (vocational skills and academics). These institutions have been separated and they need to be transformed to an integrated approach of education and training (DoE, 2002). Accommodating special needs learners poses a biggest challenge to TVET Colleges as one of the lecturers shared this view:

> *Accommodating learners with special education-needs in my class could pose a big challenge on me because those learners require individual attention and to do more practical work. Our current syllabus does not have the practical component; also, the duration of the courses we offer is too short. For instance, we work in a sixteen-week plan to cover syllabus and have three assessments the commencement of the exams, so the time is too short. I really feel they can be neglected. That can destroy them emotionally, because under normal circumstances there is not enough time for finishing the syllabus.* **(Mr. Aslaam at Balhambra College).**

Curriculum adaptation by the education system lecturers/facilitators will be required to enable learners with special education needs feel included and not excluded in classes (DoE, 2001). This will enable educators to change their mind set of believing that disabilities stem from impaired intellectual development rather than major structural adjustment or sophisticated equipment. Inclusion of learners who require intensive support through medical interventions, structural adjustments and assistive devices that are expensive with minimal curriculum adaption will hinder the process of curriculum adaptation as the focus will be on these sophisticated equipments (DoE, 2001:25).

Management at Northway College also revealed that:

> *The TVET colleges are not yet ready to implement inclusive education because the infrastructure for one does not accommodate everybody that has got eh… you know that should be included in the inclusive education and also the educators in the TVET colleges are not formally trained to deal with inclusion of these learners.*

This Management attributed their failure to implement inclusive education to underdeveloped infrastructure and lack of training. Therefore, it came to the researcher's mind that if the Management of the institution lacks understanding on inclusion of special needs learners in TVET Colleges, effective implementation of inclusive education policy would not take place.

This means that principals themselves have not persuaded or influenced the district managers to arrange trainings and workshops for the colleges on inclusive education.

Funding for learners with special education needs is available although it not ring-fenced as stated on White Paper for Post-School Education and Training (DoE, 2013:46). This funding could be used to capacitate educators on inclusive education and improvement of infrastructure in these colleges. It is again indicated that there is low uptake of bursaries which is a matter of serious concern, given the continued inequities in access. Research on this allocated funding needs to be conducted as it is not consumed or used for what it is allocated for. Many learners with disabilities are unable to pay registration fees and are not informed about this funding.

Similar view regarding the duration of the courses including the pace in which special needs learners learn was highlighted and shared by **Mr. Marimba at Northway College**:

> *It will be good for these learners but the pace that we teach in is a little bit too high. For example, a learner who is a little bit slower will not be able to cope. Our programs are three months programs unless that learner can only attend two subjects per trimester. In addition, physically challenged learners cannot attend computer classes, as they are located upstairs. Buildings are not suitable for these learners.*

Further input from **Ms. Mahlobo** of the same college:

> *My response to that is not really, because we still need more training and the environment, and the buildings need to be upgraded and improved to accommodate students with special   education needs.*

Researcher: *What sort of improvements do you think are needed?*

> *Ehmm…it can be smart boards, the walkways, the arrangement of the computers in the computer rooms, the desks cause in the computer room we have fixed desks, so we can't move the spaces in between are too small.*

Building ramps and installing elevators in TVET colleges would ensure that there appropriate and improve physical access for physical disabled learners in higher education institutions (DoE, 2001:31).

Ms Membrane lecturer

> *I think our biggest challenge is actually staffing. With our recent move to DHET, we've trimmed staff, if you are going to get special needs learners you need special training,*

basically different department with different staff who can cater because there are certain numbers from teacher ratio to students so you can't have the same kind of time tabling. So, at the end of the day can we say we are not really catering for them, we do not do enough to accommodate   them. With the result very, few of them come to the institution.

As indicated by the participant in the statement below teacher development workshops were organized to develop the staff on how to give counselling to special needs students. These workshops did not include learners with special education needs in class and that is the reason why inclusion of special needs learners in TVET colleges remains patchy.

*I can say there are sort of teacher development workshops; it is an ongoing process, hmm…because now and again they do offer some courses to develop the staff, which is giving training on areas of special needs such as counselling though it is not what they often do. The major factor is that buildings are not improved. Lecturers who teach are not ready because not everyone has teacher qualification. We are not trained to teach and communicate with deaf learners let alone the blinds (***Management from focus group***).*

Policy issue is still indicated as one of the results that delayed implementation of inclusive education. Participants as well as management stated clearly that the results for their lack of knowledge are influenced by the fact when workshops and trainings were conducted universities and colleges of higher learning were excluded. Literature indicates that lack of policy that will guide these institutions is the problem as these institutions do not know how to include learners with special education needs. When these symbolic policies are first passed, they tend to draw attention to people. Later, attention diminishes, and implementation fades away as it does not come to light remains on paper and, not on practice. Implementation of inclusive education policy is a good example of this pattern. Therefore, this is regarded as an oversight which resulted onto HEI's becoming reluctant as they are hardly prepared to enrol students with disabilities, despite the attempts to integrate disability into the broader policy arena. Currently there is still no national policy designed for higher education institutions on disability. There is existing transformation and diversity programmes at the institutional level whereas, the management of disability in higher education sectors is still separated and fragmented (DoE, 2013; Kochung, 2011; Donohue & Bornman, 2014).

Mr. Naidoo Northway College highlighted, the following onto how inclusive is practiced:

We're coming very short there and I'll be the first to admit it, we have not got a strategy in place to accommodate those learners. The physically challenged students, the few we have had, we had to make provision of our own where students had to help to get to the venues by their own peers. It is even a challenge to get to our reception; you know I am talking about physically challenged students. The academically challenged students at the college at this stage are excluded because there is an entrance requirement where they have to meet a certain criterion for engineering for instance they need to have Maths and Science up to matric level at 40%. At some of our other campuses, we have workshops, I feel there they could have done more to incorporate those special needs learners, but I cannot speak on their behalf.

He further carried on with his statement stating that:

On this campus, we unfortunately do not have practical rooms you know for that kind of training. Over and above the curriculum has not been designed especially for those people who are the slow learners for example, the engineering studies the trimester is only 3 months and in 3 months they may not be ready to sit for the exam, so we need to go back and look at the curriculum and see how we can sort that out before we can maybe look into having the special needs learners.

The above response indicated that curriculum at TVET Colleges is not designed for learners experiencing barriers to learning as their pace on learning may be slower. Another concern was the duration of the courses that are in the trimester system taking only three months to complete. Therefore, for some of these learners it would be difficult to complete the course on time.

Mr. Bamjee at Balhambra College expressed his views on the challenges they encounter:

Since the inception of National Certificate Vocational (NCV), we have been getting many students from one of the special schools. Certainly, when they come here, we have nothing to offer them. The NCV is actually a more difficult programme leave alone people coming from a special school. Previously we used to have workshops, stand-alone workshops which would have been more suitable for this kind of students but since NCV this has been draft, but I think they are trying very hard now to get it back because it focuses on one subject, one thing, not something more difficult in school, a student from a special school, their exit level is not the same as a normal schools exit level and they find it very difficult to cope.

This indicated to me that NCV curriculum at TVET Colleges is different and too rigid for learners coming from special schools. That is the reason why lecturers felt that teaching learners with special education-needs is difficult. NCV programmes are business studies, engineering and general studies. Even though policy on inclusive education has increasingly become a focus of discussions subjects offered in these institutions still discriminate. In some of the special school's curriculum offered mainly focuses on pre-vocational skills. Some are

not academically fit to grasp the content taught during teaching and learning in class which makes it difficult for them to cope. In South Africa and in other developing countries services to students with disabilities are still segregated. The development of educational policy and practice for HEI's is of paramount importance in our country, since literature indicates that a large number of developing countries have started to reformulate their policies to promote the inclusion of students with disabilities into mainstream in higher education. Countries that are fully developed have promoted laws of inclusion (Ganapathi, 2014).

Apart from the fact that TVET Colleges in most cases are not designed to cater for learners with special education needs. Findings from the discussions indicate that amongst other things certain provisions were made by the lecturers to accommodate some learners with disabilities ensuring non-discriminatory measures. Special needs learners do not participate in the same pace as learners without disabilities. Therefore, educators must be made aware that these learners do not function at the same level as other learners, they may be slower. The intellectual intelligence of these allows them to learn at their own pace as the TVET colleges only focus on the academic side of the special needs' learners.

Individual support programmes, breaking or designing down or curriculum differentiation for those who do not cope because of their individual deficits, with ordinary mainstream curriculum must be designed to accommodate them. Differentiation creates stigma to special needs learners from their classmates which might impose a negative feeling to them. This is however subject to the methods employed by the educator for the implementation of such teaching strategies (DoE, 2002 & Potas, 2005).

Mr. Nkonyane at Balhambra College presented how the college tried to assist a student who was using a wheelchair and another who was partially sighted.

> We *have had a learner in business studies, a student who was on a wheelchair and the way that the college is actually designed, most of the classrooms are either upstairs or downstairs, so a provision was made whereby the staff room downstairs was converted into a classroom. The student was accommodated on that level where there was a computer room. In terms of the student who was partially sighted, there again it was very difficult, but the lecturers were trying to assist in that as the font on the worksheets were enlarged. Lot of challenges in terms of curriculum adaptation. Lecturers had to constantly be cautious that the student needs that attention, so the major challenge I think is that the lecturers are not equipped with the skills and the uhm… I may even*

say patience on attending to one student in the class of thirty students who require additional time and attention.

One student is reported to have been taken good care of but in terms of teaching and learning less attention was given. Special needs learners are excluded and are not getting full attention in class as indicated by the participant. Lecturers are unable to offer these students additional time during teaching and learning as they are pushed and forced to completion the syllabus at a specified time. These learners are at risk of being the victims of marginalisation and they suffer exclusion resulting on them being regarded as underachievers. In order to ensure their presence and improve participation in class drastic steps must be taken by the education system (Ainscow, 2004).

> *The problem there as well is, because you don't have training of any great depth especially like if you have a deaf learner in the class, number one; you've got to put them right in the front of the class. Number two; you've got to constantly remind yourself that this child is only able to lip read therefore you tend to write and talk at the same time not realizing she's not getting a word of what you're saying. So you've got to constantly remind yourself you cannot keep walking around the class and talking cause she can't see your face and you've got to constantly remind yourself that you've got be in front of the class so that child can constantly see what I'm saying. Ja… that was one of the problems but like I said how you plan to address it, that was one of the ways, but due to the lack of training it's a tough road* **(Ms. Nkomo, an HOD at Northway College).**

Ellis, Tod & Graham-Matheson (2008) highlighted that teachers need to take full responsibility of special needs learners accommodated in their classes. They must accept and understand that transformation exists, they are responsible for the learning of all their students in class irrespective of any disability that the child might have including those with SEN. This responsibility must be accepted and be taken with a positive mind so that they can develop confidence and competence during their inclusive teaching.

Findings in this study as indicated by most respondents in their statements revealed that staffs' limited understanding of inclusive education due to inadequate staff development programmes affected effective implementation of inclusive education. Quality education for all according to literature reviewed, can only be influenced, promoted and accessed through adopting, practicing and implementing inclusive education. Ineffective implementation of inclusion education in South Africa can be argued as being influenced by the current South African socio-economic environment. These conditions led to the failure to effectively disseminate and

advocate information on EWP 6. Arranging and organizing trainings and workshops needs a lot of money for travelling, compiling documents, paying facilitators and access to resources and facilities. The above-mentioned factors need to be made available to allow for its successful implementation. Useful lessons at regulatory, infrastructural, and instructional functional levels are provided based on these findings. All what is needed for learners with special education needs to succeed in mainstream school environment is also counted and accounted to these findings. (Pillay & Di Terlizzi 2009).

Individualised Education Programme is designed to cater for all learners who require special attention, support need, during teaching and learning. To my experience as an educator most educators even in special schools have challenges designing IEP for individual learners as they were not exposed to designing these programmes as stated in Ntombela, (2012). Ideas during individual interviews were shared in relation to designing ISP. These verified if all special needs learners were catered for during teaching and learning. Dalton, Mckenzie and Kahonde (2012:1) provided an instructional design approach called UDL that addresses a wide range of learning needs in a single classroom. Participants in the South African context regarded this as useful as stated in chapter two.

Probing question from the researcher: How do you accommodate special education learners' who cannot cope with the designed rigid curriculum?

The following ideas transpired during individual interviews from lecturers:

Ms. Membrane at Balhambra College contended:

> *Eh… I understand that there should be certain programmes that are available to support those students who have challenges. However, I have never been exposed to those programmes.*

Mr. Marimba and Mr. Kumaren at Northway College shared the same views as stated:

> *I think this is a designed plan to suit the individual with a specific need that will be applied or used on that individual. Programs streamlined special needs for specific courses.*

Educators are required to design Individualized Education Program (IEP) for individual learners who have different intellectual capabilities on grasping subject matter. Learners are to be taught using different methods that are suitable to them. They need to be given relevant

methods to reflect what they have acquired or gained during teaching and learning. Teachers, therefore, need to reflect various effective models that will promote integrated variations for teaching and learning. These variations need to be reflected only if the teacher has in his/her planning the goals, various methods to accommodate diverse needs of all learners, relevant learner teacher support materials, and assessment tools of instructions. This approach of UDL also called ISP/IEP was designed and approved in the United State. A wide of variation of students that exist in an inclusive education setting is proved to be a great success (Dalton, Mckenzie and Kahonde, 2012).

Learners who are epileptic, autistic, have learning difficulties and so on, do not grasp at the same pace. Therefore, educators need support from either district official or specialist with relevant expertise and experience in terms of educating special needs learners. This failure to accommodate and respond to diverse needs of all learners by the education system and curriculum designers resulted into a massive drop-out and failure. Street kids that are drastically increasing in numbers are pushed-out of the education system. Attention and support is only given to special needs learners that are still at school. The other levels of education are neglected for example; those at school, care centres, pre-schools, HEIs' and private schools. Department of education as a whole, is still faced with the greatest challenge in promoting inclusion of learners with special education needs considering all the above-mentioned education institutions (DoE, 2005). Based onto her experience, working at a special school, facilitating pre-vocational skills, she can attest that learners with barriers to learning are more talented on skills rather than in academics.

When designing curriculum differentiation and formulating curriculum adaptation the teacher needs to consider several factors based onto the learner's challenges and specific needs. A range of barriers can emerge from the learner and from the curriculum itself. Content of the curriculum, language of teaching and learning, management of the curriculum and organization of classrooms, learning style that will accommodate all the diverse needs of the curriculum and pace to ensure that there is no learner left behind, time frames for completion of curricula, application of concessions, materials to used, and assessment methods to be used are uncovered and addressed. Support given to all learners would be mainly focus on curriculum adaptation and curriculum differentiation. For lecturers/facilitators to promote inclusive education in South Africa another research needs to be conducted by the ministry of education with regards

to comparable learning models applied in other countries to support the necessary adaptation in curriculum (DoE, 2005 & Dalton, Mckenzie & Kahonde, 2012).

What transpired from one member of the focus group at Northway College was the following:

> *Well, the two issues we did have, there was a student that had vision problems and had to keep her face very close to the script, she was allowed if I'm not mistaken an extra half an hour, but in terms of the legalities of that its touch and go. To my knowledge if a learner requires additional time due to a disability or any other medical reason it has to be supported by a medical certificate from the doctor* **(Mrs. Peters).**

Furthermore,

> *In that case, for assessments, a student is actually given fifteen minutes additional for every hour for the duration of the paper and there is a process that has to be followed. DHET has to be informed timeously before the student is given an additional time. Therefore, that goes via the exam department.*

Mr. Aslaam at Balhambra College shared similar view**:**

> *What happens, we have not had any lately, but in the past, what we do is before the exams start, and this is brought to our attention on the registration form that they might have a disability of any kind. Where they require additional time, we apply to the National department before the exams and they get a concession to get additional 15 minutes for every hour, or half an hour depending on the severity of that situation.*

It is indicated in their responses that at least something was done in terms of concessions as stated above that a special needs student who was partially sighted was awarded an extra time to answer and complete the examination papers. Arrangements were made prior to the examinations for concession as per the learner's disability. Reports and applications of concessions for these learners were sent to DHET for approval beforehand.

DoE Directorate gives the following draft guidelines: Inclusive Education (2002) made provisions for learners with special education needs. These provisions were made according to the learners needs. Giving them a concerning planning examination sessions, educators may, depending on the need and circumstances, be required to make provision for special arrangements, which may include the following:

- More time is added to finish writing tests or exams;
- For the learners who have short concentration span resting time for few minutes is allowed;
- Learners who are easily destructed are invigilated in separated rooms;
- Various formats for example; font when using computers, braille recording for the blinds is used during the recording of examination answers;

- Appropriate and accessible formats for the provision of examination papers
- For those learners who are unable to use their hands when writing a suitable person to write for learners (an amanuensis) is required;
- Arrangement of specialised sitting during examinations i.e. close to the invigilator, close to the toilet, under bright light, close to a window;
- Sign language interpreters are to be made available for deaf learners.

5.3.2. **Challenges of implementing IE**

Several participants mentioned various reasons as challenges encountered on implementing inclusive education in TVET Colleges. In EWP 6 the Minister promised that in order to remove responsibility, a system that accommodates and respects diversity will be developed. The development of this system will therefore pay a attention to achieve the above goals through a realistic and effective implementation process of inclusive education policy. A phasing in of strategies that are directed at departmental, institutional, instructional and curriculum transformation will be required (DoE, 2001:12).

The following responses were highlighted:

> *Including learners with special education-needs in my class could pose a big challenge on me because those learners require individual attention and to do more practical. Our current syllabus does not have the practical component; also, the duration of the courses we offer is too short. Our curriculum is too difficult for these learners as some of them struggle to even understand the terms being used. You need to explain repeatedly which time is consuming. Some of these learners do not even have matric, they have only grade 9. For instance, we work in a sixteen-week plan to cover syllabus and have three assessments before the commencement of the exams, so the time is too short* **(Mrs. Bernard at Balhambra College)**.

Several reasons that cause barriers to learning and developmental needs are highlighted. These reasons are among others, language of teaching and learning (LOLT); language usage or language communication in class. Reasons are stated on EWP 6 that indicate the causes and development needs. Various reasons that are among others mentioned namely; language of learning and teaching (LOLT) used in class during teaching and learning; inappropriate language usage that sounds abstract from special needs learners; ways or flexible means of communication and inflexible, rigid curriculum that is exclusive. At any point in time these barriers according to literature exist among the learner population in higher education institutions. When these barriers are ignored and not met by the educators, results are that special needs learners may end up failing to learn with other learners in class (DoE, 2001).

Ms. Mahlobo at Northway College highlighted the issue of staffing which poses a biggest challenge in most education institution:

> *I think our biggest challenge is actually staffing. With our recent move to DHET, we have trimmed staff, if you are going to get special needs learners you need to have special education qualification as a requirement. There is a certain number for teacher ratio of students.*

She further continued:

> *So at the end of the day we can say that we are not really catering for them, we don't do enough for them. With the result that very few of them come to the institution" That is a challenge teaching special needs learner, as we do not know sign language for those who are unable to speak. Our school does not have braille (TVET Colleges in this case) or assistive devices.*

The biggest challenge indicated above is staffing, specialization and assistive devices. Classes at TVET Colleges have large numbers of learners resulting on educators being unable to pay attention to an individual special learner need. Lack of skills on teaching these learners is one of the major factors. One of the reasons was that faculty and administrative staff who present negative attitudes to the students when students enrol may prevent students, especially students with invisible disabilities to avoid disclosing their disabilities status. Students with special education needs are provided with reserved residential accommodation allocated just for them. Because of failure to disclose they refrain from requesting what they are entitled to (Ganapathi, 2014 in Jung, 2003 & Johnson, 2006). Considering the issue of special schools' allocation of staff, each educator is allocated a teacher aid or assistance to reduce the amount of work done by an educator during teaching and learning. Coming to TVET Colleges or HEI's there are no teacher aids employed to assist where there are learners experiencing barriers to learning as these learners need assistance and require individual attention.

> *The infrastructure of this place, ok, the basic infrastructure has the capability of providing, hum...because we have a lift shaft but it was never completed, so I know that we did have a student, who was disabled, I built a ramp for the student so that they could get in there. Nevertheless, when the student left, we did not have any other student, so we took the ramp off. It was at our entrance at the bottom there, but we do have the basic infrastructure that can be finished to accommodate those kinds of students, because there is a lift shaft and it is part of the basic structure. In addition, physical challenged learners cannot attend computer classes, as they are located upstairs. Buildings are not suitable for these learners.* **(Mr. Naidoo).**

Due to lack of basic infrastructure in TVET colleges special needs learners who uses wheelchairs find it difficult to access classes as they are unable to walk up the stairs of double storey buildings. Access to classes is hindered by this condition therefore colleges avoid or deny access of these learners in their institution. One of the participants highlighted in his response that he had to build a temporal ramp for a learner who was on wheelchair. When that particular learner exited the college, the ramp was demolished. Therefore, accommodating these learners is not easy for the college. Inaccessible and unsafe buildings and environments as contended in EWP 6 were another factor. Buildings in TVET Colleges are not conducive to learning for learners who use wheelchairs, and those who are blind or visually impaired. Physical learning environment is considered as of paramount importance as it plays a major role in every child's learning and enjoyment. In EWP 6 it was promised that appropriate physical access in all higher education institutions will be require. But to date conditions n these institutions (TVET colleges have never been improved. Looking with an analytic eye in all areas of the college for example; the playground/sport fields that needs to be revamped to accommodate diversity, hall with specialised furniture, dining room with specialised equipment and toilets with rails to accommodate learner is important. (Evans, 2007& DoE, 2001).

EWP 6, the ministry made the following recommendation:

> *"The ministry will make recommendations to higher education institutions regarding minimum levels of provisions for learners with special needs. However, all higher education institutions will be required to ensure that there is appropriate physical access for all physical disabled learners"* (EWP6, DoE 2001: 31).

Deconstructing disability Danford and Rhodes (1997) in higher education institutions a philosophy that supports inclusion of these learners will take years to be fully constructed or rebuild as this is an objective reality that needs to be implemented. A designed educational setting for students considered without disabilities calls for special needs' learners' accommodation in these settings to facilitate implementation and to promote inclusion. Teachers are stressed, as they do not understand these learners. Special needs learners who are deaf or blind need to be taught by experienced and specialist educators who can use sign language or braille. Lack of resource posed as another problem. If not, due to shortage of specialist educator's non-specialist educators need to be orientated or trained by specialist educators. Lecturers as artisans opt for employment in industries.

Class teachers, in most cases feel incompetent and ineffective due to lack of support from the district officials or senior management team. Teachers are expected to teach special needs learners together with nondisabled learners. Practicing this multi- level teaching creates tension as they are expected to put focus on the day to day provision of quality teaching for the whole class and teacher burn-out among teachers. Failure to provide improved infrastructure and specialised assistive devices and lack of provision of psychological services resulted in most educators resigning or taking early retirement explains the reason why teaching special needs students poses a challenge. Several curricular have been designed by the department of education. Educators were to implement these policies. The main focus of these policies was on mainstream schools. Educators found the Revised National Curriculum easier to implement though it excluded special needs learners. This policy was systemic, and it contained regulatory features although not inclusive. Another policy was designed CAPS with less focus on inclusion of learners with special education needs. The ever-changing policies remained the subject of debate amongst educators. They became confused and had difficulty understanding a competence-based curriculum as they have taught for many years using a curriculum RNCS policy document. The newly designed curriculum intends to be the vehicle for inclusive education which creates another major challenge to educators. Teaching methods and techniques, they use are not inclusive as previous policies were exclusive in nature (Ntombela, 2012 & Ellis, Tod & Graham-Matheson, 2008 & Ladbrook, 2009).

This has been one of the major issues mentioned on (EWP6, 2001:48) that, however, all higher education institutions will be required to ensure that there is appropriate physical access for physical disabled learners.

5.4. Measures to Enhance Inclusive Education in TVET Colleges

5.4.1. Teacher development

TVET colleges are confronted with major problems though literature stated it clearly that there is funding allocated to these institutions, but they are not ring-fenced. Challenges that are experienced by these institutions are lack of resources, absence of a policy, lack of physical and human resource and buildings that are too old. Staff and students with disabilities are not catered for. The department design new curriculum for school neglecting educators on the ground roots who are the agents of change. Educators are to implement these policies without

receive proper and extensive training. Methods and techniques on how to implement are unknown. Some lecturers/facilitators have never been to training colleges but are expected to implement inclusive education. An unqualified educator indicated in his response that he has not acquired new methods and techniques to teach learners without disabilities, let alone, now that they are expected to teach all learners in one class without being capacitated (DoE, 2013).

The ministry recommended in EWP the revision of norms and standards for teacher education. This revision will recognise and address learner disabilities to accommodate diverse range of learner needs and development of competencies. In-service education and training programmes will be structured by the government in respect of educators. Requirements to complete the course relating to inclusive education policy will be structured. Duration of these trainings as promised by the minister will be 80 hours and they be will offered on an annual basis (DoE, 2001:49). Most educators were confused. They did not know why they were supposed to change their ways of teaching that worked for them and transform onto what they do not understand i.e. implementing the new policy. Others were worried because they have never been exposed to special needs learners (DoE, 2002:13). Educators in higher education institutions (TVET colleges) were and are still confronted with the major challenges of implementing (practice) inclusive education due to lack of understanding (theory).

I was amazed when selecting the sample, almost most of the lecturers were eager to participate and were so taken up by the research I conducted. They indicated that it was the first of its kind to be given an opportunity to voice their views about including learners with special education needs in their institutions. They always listen to other educators from different schools talking about new policy EWP 6 and about inclusive education which is something they never come across.

From her conversation with the focus group at Balhambra College, on teacher development programmes the following responses transpired:

> *We did have a visitor, just one workshop from one trainer, but she did not do much. The college has once offered a one-day workshop on inclusive education. However, we as educators felt that it was not enough, that the facilitator did not do justice to the educators by the way in which the workshop was conducted, and that there was no follow-up workshop to carry things through* (**Management**).

The implications of national policy, EWP 6 for local practice are not spelled out and implementation remains patchy as this policy is no paper with the many promises made when

it was designed. When this policy was designed promises were that it was going to operate at all institutions and also at all the other levels. But responses indicated that higher education as part of the levels mentioned has never received workshops or trainings on policy. Rendering workshop on a one- day basis is not enough. Follow-ups and support need to be carried out timeously.

An SMT member from Balhambra College again raised the following statement during focus group interviews:

> *Just to add on that, even if the need is there and you need to go for this training the chances are they will send you or the institution will send you for a two day or three day crash course, and unfortunately that doesn't work when you have to dedicate yourself to these kids with special needs. You can't train an individual in three days* **(Ms. Membrane)**.

Since the above two respondents shared similar ideas of a one or two days' workshop which indicates limited times for training, the researcher remembered that even educators at schools levels when advocacy was done and trainings conducted by District Officials, the duration of the training was the major complaint. This resulted in ineffective implementation of inclusive education as information was not well acquired by educators. Lot of information was cascaded within a short period of time. Ganapathi (2014) contends that there is still a way for higher education institutions to remove barriers that are within the institutions to reduce the gap and to promote social inclusion of learners with disabilities. Adjustments of academic standards for their diverse needs to promote performance and achievement equal to others considered without disabilities is needed. Reduction of the above would be discussed at the end of this chapter on how to make TVET colleges inclusive.

Due to lack of training of educators on inclusive education, it is expected that teaching personnel should indicate and show knowledge and understanding on how learners with special education needs are included in class during teaching and learning. Up-to-date and technical competence on training and assessment of the programme should be at a level consistent with effective teaching. Trainings for unqualified educators be conducted to increase the number of qualified educators. This should be demonstrated by higher education institutions that they have, after these trainings, enough qualified and experienced teaching, training and support personnel. The increased number of qualified educators will then enable all colleges to match

the demands of the policy on inclusion of special needs learners and the diverse range of learner needs (Nkosi, 2008).

Mrs. White from the focus group at Balhambra College expressed his views as follows:

> *No! Not to my knowledge. I know that if the lecturers are faced with situations where they are expected to actually uhm…, cater for students, because we have had students in the past who were visually impaired, with learning disabilities, partially sighted but unfortunately there was nothing that uhm… provided training for the lecturers. They had to actually learn or develop methods of coping with it, but they were unable to assist the student to the best of their ability. So, the answer to that question is no, there has not been formal training.*

Literature reviewed suggest that negative attitudes of teachers are the results of lack of understanding of inclusive education and lack of skills to teach special needs learners. Teachers in order to gain confidence teaching these learners and to influence positive attitude must be exposed to structured field or practical work combined with training. Meaning that when teachers are trained, they must be taken to inclusive school settings. National Department of Education must provide specialised support teams i.e. senior management, district officials and special schools as resource centres must render this training programme which provide support with hands-on training. This involves direct working during teaching and learning period where disabled and learners without disabilities are combined in a class. Addressing school-level barriers demonstrations on how differentiation is applied must be made clear to trainee educator. How ISP or ULD are used or designed by an educator to cater for special needs learner's pace must also be demonstrated as this process is the most problematic issue (multi-level teaching or straddling) to give them a clear understanding on how to implement inclusive education. This prepares the educator to teach learners with diverse needs in one setting or class (Ellis, Tod & Graham-Matheson, 2008 & Donohue & Bornman (2014).

5.4.2. Support to be rendered by district management

Strengthening education support services that would promote effective implementation of the departmental policies would require the department to include regional and head offices, district –based support teams composed by the staff from special schools, regional offices, head offices and provincial district as its core or main body. Managing and evaluating all programmes on education sectors and rendering support to schools, building capacity of schools, developing early childhood, adult basic education, training centres, colleges and higher education sectors will be their core functions. Furthermore, this team will evaluate

programmes before and after implementation. Diagnose if the programme is effective and successful. Thereafter, suggestions and modifications will be made. Education institutions will then be able to recognise and address disability (DoE, 2001:29).

Participants were then asked whether the district-based support team render assistance to make TVET Colleges inclusive.

> *Definitely none, there is no support at all. You just struggle on your own and you deal with that particular student. It becomes your own issue, reflected.* **Mr.Naidoo (Principal).**

This clearly indicated that the major reason for TVET Colleges' inability to implement inclusive education is that there is completely no support from the district officials' core team. The questions that came to mind were as: Where are the district officials? Is there a functional DBST (mention DBST in full before using an acronym) in this district? A co-ordinated professional support service was promised to be provided by the district-based support teams organised and established by the minister. The ministry began with the thirty districts as part of the core team from the national. This team was to draw on expertise in further and higher education and local communities, targeting special schools and specialized settings, designated full-service and other primary schools and educational institutions (DoE, 2001:8).

In chapter 3 where the *Exosystem* is discussed under 3.3.2 the systems theory, it was highlighted that the parent, the School Based Support Team (SBST) and the District Based Support Team should work collaboratively supporting and ensuring that the learner benefits from inclusive education. By so saying, the department needs to ensure that resources, assistive devices, physical conditions, specialist educators and other related factors are available to make the environment within higher education institutions conducive to learning. Advocacy still needs to be done at the proximal level, starting from the provincial level to disseminate and to cascade down information on inclusion of special needs learners to district level, then circuit level moving down to institutions.

Emanating from the focus group discussion at Balhambra College was:

> *Hmm… you know, they tell us to refer to them the issues that we fail to handle on our own as managers. I can say in a way for us that is the support because they do avail themselves as referrals. Sometimes they also provide support to us about the subjects taught in our campuses. In terms of special needs education or inclusive education, I*

can say nothing, no support, no workshops, or trainings were done **Mr. Aslaam (Principal)**.

This finding corroborates what was identified in Ntombela (2006) that it is possible that the identified lack of an integrated strategy involving the various directorates contributed to the inadequate/inappropriate information dissemination to the school level. As in the case of another District where the researcher has worked workshops and trainings on inclusive education were organized by Provincial Inclusive Education Directorate for the district officials. Dissemination of information to schools was and is still delayed by the officials of Special Needs Education Services at the district level. This practice confirms what Ntombela (2006) observed, that the non-participation of other directorates during the early stages of this policy was exclusionary; and contradictory to the principles of inclusive education. This made it clear that the DBST, according to the two participating TVET Colleges does not render any support to the lecturers/facilitators. Instead, they are to design their own strategies including learners with special education needs. Because of this absence of support, these learners are neglected or marginalized during teaching and learning even though EWP6 promotes the inclusion of learners with special education needs in higher education institutions.

5.4.3 Collaboration with other stakeholders

In chapter 3 where the mesosystem in 3.3.2 was indicated, an interaction between the teacher the child and the parent. The teacher teaching the learner at school influences collaboration between the school and the community at large. According to Paquette & Ryan (2001) this theory on ecological system by (Bronfenbrenner, 1979) has a tendency of focusing on the learner's global existence that cannot live in isolation. Working in collaboration with different stakeholders in higher education institutions can achieve meaningful change on implementing inclusive education. The System theory in relation to this study indicates that schools that are still developing or focusing onto the implementation of inclusive education must involve all different stakeholders who are part of the community for example; policymakers that will consider diverse needs of all learners when designing policies, principals of schools who are aware of the learners' needs, parents as primary educators, learners as clients of the education system, teachers who implement policies in schools, administrative staff, district officials for monitoring and support, funders to assist with funding and educational leaders, all of whom are not only affected by change, but can play an active role in the process of working together

bringing change on implementing inclusive education in TVET colleges (Swart & Pettipher, 2007 & Donald et al, 2002).

To this effect, **H.O.D at Northway College provides the following response:**

> *No, to date, I've been here like 22 years. To my knowledge we haven't engaged any outside specialists when it comes to these learners. All we do is refer back to the special schools that they come from just to get some idea as to what happens at the school, what is the level of the mathematics. It is the only assistance we get in terms of helping these learners'; in terms of getting an idea where we take them from where their previous schools left off.*

Engaging department of health is the most effective way of when working with special needs learners. Therapist like occupational therapists and speech therapists, along with counsellors, nurse and psychologists play a major role in educational institutions as they provide support and give advices to educators and parents in terms of the learners needs. The difficult part which I suggest needs further research is that these qualified professionals are not easily attracted by available vacancies from the department of education. Those who happen to be employed work for a short period then resign and go back to department of health or private sectors due to low wages.

Bringing in and working together with the other sister departments, for example department of health by supplying assistive devices (*braille machines and hearing aids*), wheelchairs, rendering of services by occupational therapists, speech therapists, psychologists and other related services, could assist facilitators/lecturers with effective implementation of inclusive education in higher education institutions. Arranging or organising one-on-one consultation with the therapist might assist. Learners with vision impairments, physical disabled and hard of hearing can be given assistive devices obtained from hospitals free of. This saves time, avoids unnecessary costs and makes effective learning available to special needs learner. On-going support from the following departments; Departments of Social Development, Health and Public service Administration needs to be rendered and monitored as promised by the minister (DoE, 2001:20 & Shaddock, Giorcelli & Smith, 2007).

Mrs. White has more to say on the subject. The following is her response:

Mrs. White:

> *Maybe I need to just correct there a bit. There was a gown making project that was held at the college. The lecturer who was actually teaching that program wasn't*

equipped to handle the students that were brought in. She had the expertise or the knowledge about teaching garment making so Mrs. Gwabzo was brought in with her expertise on special needs and she assisted the lecturer by actually guiding them and educating the lecturer about how to actually deal with these students. So, there was a combined effort there whereas the lecturer knew how to teach garment making, the uhm… support was rendered in that sense where a person who was an expert in special needs and assisting students with disabilities was brought in and co-taught this group of students.

Responses given by two TVET colleges reported that other stakeholders were not involved to assist the colleges on how to deal with special needs learners or educate them. Only once when there was a garment making project that an educator was brought in from one of the special schools to assist college facilitator on how to teach special needs learners. Involving other stakeholders for example community members who have expertise in different fields like retired education psychologists, doctors, therapists and other stakeholders, could assist the college on how to make interventions should the educators/lecturers encounter challenges or problems engaging these learners during teaching and learning.

The teacher training qualifications I obtained did not include methods of teaching the learners with special needs. The researcher, therefore, decided to upgrade herself and enrolled with UNISA to do an inclusive education course to get a deeper understanding about inclusive education.

Even the colleges nowadays do not dwell much on inclusion of learners with special education needs. Inclusive education is only offered as a module which is taught during the first year. Universities and colleges need to offer more substantial training based and focusing on inclusion. Critical thinking and the development of reflective practice offers greater potential. It may sometimes mean additional work when doing practical work outside course sessions for the teacher (Ellis, Tod & Graham-Matheson, 2008).

5.5. Conclusion

Inclusion of learners with special education needs in higher education institutions specifically TVET Colleges is still a major challenge. Findings from the participants indicated clearly that most lecturers and SMT members lack understanding of inclusive education as they have never been exposed or trained on inclusion of these learners. This lack of understanding is caused by

unavailability of the policy which could give guidance to HEI's on the implementation of inclusive education. Physical accessibility and lack of resources also forms part of the challenges. Therefore, universities and colleges are hardly prepared to enrol students with disabilities. In support of the above statements, UNESCO (2005) concludes that when inclusive education was introduced, the main challenge was that it was not accompanied by changes in the existing mainstream schools. The curriculum offered in schools was not redesigned to accommodate diverse needs of all learners. Teaching methods and strategies were not accommodating. Curriculum was again not adapted or differentiated to suit the needs of theses learners. This lack of organizational change has proved to be one of the major barriers to the implementation of inclusive education policies.

In African countries policies that are designed are never implemented due to ineffective ways of disseminating information or diffusion of innovations. Literature indicates that these policies only exist on paper and are hardly translated into practice where human rights policies have been enacted. Most of these policies do not give clear direction on how to implement them. Methods and strategies on how to practice them are not clearly defined. There are no clear goals on how to achieve success on inclusive education. Defined principles are not stipulated which makes these policies difficult to implement. Participants highlighted that they have never been exposed to the policy document EWP 6 itself. Results of not having a clear goal are that many learners have either dropped out or been pushed out of the education system. This is because the education system failed to their demands. Due to lack of training and support from the provincial and from district officials and support from different stakeholders, implementation of inclusive education in TVET College would still pose a major challenge. Period as set by the Minister of education states that "The vision and goals outlined in this White Paper reflect a 20- year developmental perspective" and to date that has not been met (Kochung, 2011 & DoE, 2002).

CHAPTER SIX: DISCUSSION

6.1. Introduction

I presented all data gathered through semi-structured interviews in the above chapter five. This data reveals the concerns and voices from all the participants, senior management team, facilitators and lecturers indicated the reasons why TVET Colleges lack understanding on inclusive education. The reasons why inclusive education is not practiced or implemented is also indicated on participants' responses. Suggestions on what needs to be done to make TVET colleges inclusive were highlighted. I, therefore, during data analysis in chapter four and data presentation in chapter five formulated themes using the research questions. I formulated themes using the participants' responses during semi-structured interviews, answering the research questions. From the findings in this study, it transpired that TVET Colleges are confronted with too many challenges caused by lack of understanding of EWP 6 which was not advocated to higher education institutions. A summary of the findings is presented and discussed in this chapter in accordance with the following main themes formulated:

- Staff's limited understanding of inclusive education.
- The practice/implementation of inclusive education.
- Challenges of implementing inclusive education.
- What needs to be done to make TVET colleges more inclusive?

6.1 Staff's limited understanding of inclusive education

Participants indicated several reasons in terms of limited understanding on EWP 6 policy which promotes inclusion of learners with special education needs in education system. The ministry promised on that 'race and exclusion were the decadent and immoral factors that determined the place of our innocent and vulnerable children. Through this White Paper, the Government is determined to create special needs education as a non-racial and integrated component of our education system' (DoE, 2001:4). This limited understanding is caused by the unavailability of HEI's policy leaves the educators with the notion of segregated education system, as there is no policy in place guiding these institutions on inclusion of learners experiencing barriers to learners. It was envisaged that all higher education institutions must be made inclusive and that some of the colleges must be converted to full-service colleges. A Need for reform in schools,

without significant changes in the policies in the universities and middle colleges was recognised, announced and promoted in the world conference on Special Needs Education. A philosophy on inclusion of learners with special education needs that would deconstructs disability was to be implemented in all higher education institutions as objective reality. A calling was announced to place students with disabilities in educational settings designed for students considered nondisabled. But to date, in TVET colleges inclusion of learners experiencing barriers to learning is still a mystery (DoE, 2001; UNESCO, 1994 & Danford & Rhodes, 1997).

Lack of policy on inclusive education still promotes segregation. The old medical model of disability still exists during teaching and learning in the education systems. Learners experiencing barriers to learning are accommodated in special schools. Those most likely to be accommodated are still confronted the challenges in mainstream schools and in higher education institutions. It is stated in EWP 6 (DoE, 2001:27 that in order for the ministry need to review all existing policies and legislation in further and higher education. He must again establish an inclusive education and training system. He announced that consistency with the policy proposals must be put forward. At this stage it seems not working as there is no policy to guide education and training institutions in the post-school domain. Because of the fragmented and separated management of disability in post-school education, compared to that of existing transformation and diversity programs at the institutional level implementation of inclusive education is still a challenge.

6.2. How innovations were diffused

Findings from the study reflected another cause of limited understanding. Indications are that TVET colleges have no clear guidelines or understanding of EWP 6 as the information disseminated on this White Paper was not properly diffused or communicated to all education institutions. Higher education institutions were excluded during trainings as the district officials themselves lack understanding according to the findings. In chapter three of this study it is explained by Roger (2003) that a special type of communication in which messages about new ideas are diffused and disseminated is called diffusion of innovations. These new innovations were actually based on the formulation and designing of EWP 6 which promotes inclusion of learners experiencing barriers to learners in all education institutions. He further

promotes the idea that communication must be done and it needs to follow certain channels when innovations are diffused.

These innovations are diffused over time among the members of social system. These communication channels are regarded as the means by which a message from one individual gets to another in an organised channel. The trained officials from the national department to provincial departments, then district and to schools communicated these innovations diffusing them to provinces, districts and to schools. As stated in (Ntombela 2006) the major cause for staffs' limited understanding is the inefficient and ineffective diffusion of innovations. The district relied on the use of the cascaded model to inform the many teachers at the school level about EWP6. As a result, only one or two teachers from each school attended the workshop and were expected to pass this information and knowledge on to others at their schools. Therefore, for as long as most of the staff are not exposed or trained on inclusion of learners experiencing barriers to learning, understanding will remain fragmented.

Information or policy on inclusive education was cascaded by the national education system to provincial level whereby selected individuals from the province received training on inclusive education. Information received was supposed to be cascaded down to all education institutions as an integrated system. Lack of advocacy of the policy EWP6 still poses the greatest challenge. This is because dissemination of information is not efficiently and effectively diffused to all different stakeholders of the education system. It is of paramount importance that a national advocacy and information programmes on policy be prioritised (DoE, 2001:23) The manner in which the department of education cascaded information on EWP6 posed a problem as educators that are hands on with teaching and learning were left behind during trainings of departmental officials.

Systems theory by Bronfenbrenner (1979) ensures that systems work together and connect to another to ensure that information disseminated is channelled in a coherent and orderly manner. Furthermore, Bronfenbrenner states that the functioning of the whole can never function without its linkage to the other as it is dependent on the interaction between all parts. Therefore, different levels and groupings of the social context as a 'system' are seen. Ntombela (2006) suggested that district teachers themselves (e.g. forums and clusters) must be consulted, as they are best suited to understand the complexities of their own situations. This will help to secure their cooperation and commitment to the innovation. Training provided was rendered for a

short period of time, which left these departmental officials with limited understanding, but when they came back they had no choice but to cascade the scanty information they received to District officials as second hand information. Cascading and disseminating this information down to schools by District officials was another major challenge.

6.3. Inadequate teacher development

In EWP 6 (DoE, 2001:29) that the ministry announced that the district support teams must provide and renders support to all educators to enable and promote inclusive education policy making them aware of the new changes within the education system. He advised that pre-service and in-service education and training support services be arranged and conducted for access to all educators. The norms and standards for the education and training of educators, trainers and other development practitioners would include competencies in addressing barriers to learning. Competencies on life skills, counselling and learning support that provides specialised development for all will be developed. By developing educators on implementation of this newly adopted policy and the practising of the new skills, does not mean that teachers need to change and to quickly abandon their old strategies of teaching. By being pushed and forcefully encouraged to adopt the new ways of teaching, teachers may just be reluctant and continue with their exclusive methods of teaching as they might end up not seeing the reason for changing practices whom they viewed as successful throughout the years (Ntombela, 2011).

In White Paper for Post-school Education and Training (2013) it is promised that staff which is employed on full time basis will be developed continuously on a full-time continuing professional development. This would enable these institutions to increase staff numbers as a necessity. Findings in this study revealed the shortage of trained lecturers on inclusive education and specialist lecturers/facilitators who can teach learners experiencing barriers to learning in TVET Colleges. However, in EWP promised that selected universities will be provided assistance in order to expand their capacity to train lecturers and make them inclusive in mind. Lectures were evaluated as practising professionals and that has already been agreed upon which is in principle within the Education Labour Relations Council (ELRC). Literature and the findings reviewed indicated that some educators in colleges are under-qualified or not qualified educators. Therefore, implementation on the above principle must be practised to ensure that development needs are identified of these educators/lecturers. Relevant

programmes must be developed to improve the qualifications and capabilities of college lecturers.

Findings also indicated that some of the participants during interviews highlighted that they were never exposed to teacher training and workshops on inclusive education. Ntombela (2006:267) supports that not only do teachers lack an adequate understanding of the innovations and its values and principles, they have also not been informed about, nor trained in the appropriate strategies needed for its implementation. Furthermore, findings reflected that some lecturers/facilitators are not qualified and some are under qualified. Therefore, attending workshops and in-service trainings on inclusive education could benefit them. Findings further highlighted that staff needs to be developed by being trained and work shopped on inclusion of learners with special education needs in order to accommodate diverse or different needs of these learners during teaching and learning as they have never undergone any formal training on inclusive education. When a learner is admitted, it is the lecturer's responsibility to make interventions and find ways of accommodating that particular learner. Teacher training colleges did not provide adequate training on teaching learners with special education needs.

Chapter 2 of this study shows that DoE at a national level trained task teams but TVET management teams were excluded yet trainings provided by the department to the trained officials were provided to advocate and cascade down EWP 6 policy on inclusive education to all education institutions. Training sessions and workshops organized by TVET Colleges were not related to inclusion of learners with special education needs. Working in collaboration with the provincial departments of education, the ministry promised to launch an information and advocacy campaign that would communicate the policy proposals contained in the White Paper. These proposals as promised by the ministry would include the rights, responsibilities and obligations in the campaign (DoE, 2001:50). However, findings from the focus group, confirmed that the department of education that is Inclusive Education Directorate at the provincial level, has never conducted or rendered trainings or workshops at TVET Colleges on inclusive education.

Based on the findings, understanding inclusive education at TVET Colleges is hindered and delayed by lack of advocacy and information dissemination. Chapter two also indicated that teachers are prepared to work more inclusively as they see themselves as responsible for enabling all students to learn if they can be more be more capacitated and effectively trained

or work shopped on inclusive education. By rendering further trainings skills on implementation would be further acquired and more developed. This would enable them to meet the needs of a particular group of children. It would also make them gain confidence and to become friendly with diversity (McDiarmid, 2008). Workshops or training sessions organized by the department were not about inclusion of learners with special education needs. Just a one day workshop was organised for this type of learners whereby one lecturer who has a child at home with special education needs was allowed to attend. Most training sessions organized by the provincial department of inclusive education advocating IE policy never considered inviting HEIs.

6.4. How special needs learners are accommodated

Findings presented below answered the research question 2: How is inclusive education practiced in TVET Colleges?

White Paper for Post-school Education and Training (DoE, 2013:44) envisaged that all forms of discrimination in higher education system including students with disabilities, in the South African Constitution must be outlawed. Equal access and rendering the same treatment and opportunities to all students with disabilities are required and need to be ensured by all institutions. However, due to inadequate teacher development accommodating learners experiencing barriers to learners was another factor that indicated the reasons why things are the way they are at TVET Colleges. Findings from the participants reflect that many learners with disabilities do not qualify for university education as curriculum is designed on trimester basis. Most of these learners do not even pass exam entries. Research is required to fully understand this problem as literature indicated that some students with invisible disabilities do not always disclose their disabilities. Findings from the study show some of the reasons why special needs learners do not qualify in HEIs.

Reasons stated by participants were:
- the low exit level from pre-vocational special schools, namely, is grade 9;
- failure rate of entry test to HEIs;
- rigid curriculum;
- unavailability of trained and specialist educators;
- physical infrastructure;
- student teacher ratio and language barrier.

In addition to the afore mentioned challenges; poverty stricken communities find it difficult to pay the large school funds demanded by higher education institutions, ideology that higher education institutions are designed for better people, inappropriate language that disadvantage students from deep rural communities, communication channels and lack of or inappropriate transport are the other contributing factors why learners with special education-needs do not qualify to access HEIs (DoE, 2005).

Kochung (2011) supports that apart from the above mentioned challenges, even when students meet all the requirements for admission into higher education they still face certain barriers within higher education institutions. These barriers include among others:

- Unmodified rigid curriculum which does not suite the level of special needs intellectual ability,
- The examination system which does not consider or accommodate diverse needs of special need students e.g. applications for concessions,
- Lack of appropriate teaching methodology as educators when they were at training colleges were not taught on how to accommodate special needs learners during teaching and learning,
- Feeling of inadequacy by teachers resulting from not being exposed, trained or work shopped on how to implement inclusive education.
- Content based teaching which focuses more on theory that needs to be completed in three months,
- Rote and memorization learning as learners with special education-needs experience language barrier,
- Tuition fees paid prior registration
- Coaching or orientation of students who can afford and
- Exams that are weighed high to discriminate students. Concessions during exam periods to give special needs learners' time to complete exams are sometimes not considered.

The major problem indicated on the findings was that lecturers/facilitators are not formally trained to deal with inclusive education therefore, accommodating them poses the biggest challenge. For an example, entry requirements are too high and the curriculum is too rigid for these learners. TVET colleges are categorised into two streams namely; general academic and a vocational education system. Special needs learners are still viewed as unfit to access these institutions even though some are good on skills and other related practical activities that can benefit these learners (DoE, 2002). The philosophy of inclusion promotes that inclusion can only be achieved by accommodating; integrating and educating special needs learners together with mainstream learners and by not educating them in exclusion and isolation.

Chapter three of this study on philosophy of inclusion promotes that learners with disabilities must also be taught together with learners without disabilities.. By so doing support would be rendered to promote inclusion through deconstructing disability as objective reality (Danida & Rhodes, 1997). Another concern from the findings was that limited numbers of those accommodated do not complete their courses and become dropouts' .Paying attention to one special needs learner would be time consuming as lecturers are expected to complete the program within the specified period. It was again promised in White Paper for Post-school Education and Training that all higher education institutions e.g. universities are obliged to increase the number of special needs learners gaining access to these institutions. To date access and support for people with disabilities remains limited despite the strong legislative and policy framework that was declared by the ministry (DoE, 2013:44). This promise was again declared by the education sector, the South African Schools Act (1996), the Higher Education Act (1997), the Further Education and Training Act (1998), and the Adult Basic Education and Training Act (2000). Furthermore, this promise was also part of the plan made by National Plan for Higher Education (2000).

On contrary, findings from this study still confirmed that a limited number of special need learners is accommodated at TVET College and that those accommodated experience difficulties as managers and lecturers/facilitators are not trained in inclusive education. This is still a major problem. Literature reviewed shows no up-to-date statistics indicating the accurate number of special needs learners accommodated in all higher education institution. In order to cater for people with disabilities, it is essential to know and understand the number of people with disabilities within the post-school system. Having the number of these learners available would possibly afford the institutions to make budget for these learners. Ostendorf (2012) & Ntombela (2006) confirm that implementation of inclusive education is still in its infancy in South Africa due to lack of advocacy, resources, training of education personnel and lack of support. Therefore, moving forward, it is necessary to research the manner in which other countries have implemented inclusive education.

Some of the findings again indicated a shortage on staffing and no availability of specialist lecturers/facilitators to teach Braille and Sign language. Curriculum designed is too rigid to accommodate special needs learners. As advocated by the Consultative Paper inclusion based on the principle, that learning disabilities does not arise from the learner, they arise from the

education system which fails to accommodate and to cater for the diverse need of the learners (DoE, 2001:12). Section 2.5.2 of Chapter two referred to by Evans (2007) who asserts that learning environment plays an important role in the education of learners with disabilities. White Paper for Post-School Education and Training (DoE, 2013) announced that an amount of R130 million was allocated and was made available to higher education and training institutions. This funding was allocated to ensure that special needs learners gain access to these institutions and that facilities are made available and improved.

In TVET colleges, there is no proper budget done. Funds are not distributed accordingly as they are still not ring-fenced. Accessibility of the buildings are still not improved, although the norms and standards for funding TVET colleges do provide for additional funding for learners with special needs which is not consumed as these learners are not educated on how to access this funding. Instead of this funding being consumed by these learners it is deviated onto other activities. Findings on why things are the way they are still reveal that physical infrastructure for example buildings that are not conducive for learners on wheelchairs. Blind and visually impaired learners (BVI) who need specialized equipment and specialist educators will be catered for as promised on EWP 6. The ministry made promises that expensive equipment will be provided particularly for blind and deaf students in some of the higher education institutions.

 Findings still indicated that learners with the above-mentioned disabilities are still not accommodated in TVET Colleges, as there are no resource and assistive devices. Floor space for wheelchairs to move freely around in class posed another problem. Minimum levels of provision for learners with special needs, as promised by the minister would first be investigated. Thereafter, recommendations to higher education institutions would be made. Furthermore, the ministry promised that appropriate access for physically disabled learners on wheelchairs in all higher education institutions will be required and improved. In higher education institutions conditions are still the same, old buildings are still not accommodating. The philosophy of inclusion considering the above statements will take time to be effectively achieved and promoted in higher education institutions.

Further findings revealed that lack of educators trained in teaching braille and sign language in TVET Colleges is a challenge resulting to learners with special education needs being marginalized and discriminated. Because of these learners being regarded as special learners teachers that have relevant specialisation on certain skills are required. Special environment

that is suitable as they are different from other students is required to accommodate them (McDiamid, 2008). Regarding the development of an inclusive philosophy in schools, in chapter three, literature highlighted that building an inclusive society and achieving education for all, regular or mainstream schools that practices or implement inclusive education can promote inclusion. Increasing the number of learners with disabilities can be achieved by combating discriminatory attitudes, creating welcoming communities and building an inclusive society (UNESCO, 1994: ix). Moreover, the efficiency and ultimately the cost-effectiveness of the entire education system can be improved by providing an effective education to the majority of students (Engelbrecht, Green, Naicker & Engelbrecht, 1999:9).

6.5. Lack of support from the district officials

Although it was promised by the ministry that district support teams will be established to provide coordinated support services that draws on expertise in further and higher education, findings still indicated that there is lack of support for the implementation of inclusive education from the district officials in higher education institutions. Various levels and kinds of support to learners and educators were again promised to be organised and provided. District officials were to be orientated to and trained within the district support services as they also did not attend trainings on inclusive education. Information was just cascaded down to them without any intensive training and they were expected to provide support to all teachers and other educators. Findings revealed that to date, nothing or little has been done in terms of implementing EWP 6. Information dissemination in support of the inclusion model as it was promised on White Paper was not properly implemented.

Findings from the focus group stated that district officials in TVET Colleges are not well versed with the implementation of inclusive education as they were never capacitated or trained on EWP 6 policy. TVET Colleges are aware of the fact that workshops are organized at the Provincial level inviting other education institutions like special schools and full-service schools excluding higher education institutions when diffusing innovations on departmental policies. Excluding HEI's on these workshops formulated a gap to higher education institutions. It was again promised by the ministry that implication of each of the categories of institutions within the inclusive education and training system, viz. special, full-service and mainstream will be revised to incorporate orientation to and training in the management and governance development programmes. This statement confirms that higher education

institutions though incorporated under mainstream lag behind when information was disseminated or training of official conducted.

EWP 6 contends that 'education and training system must be based on equity, on redressing past imbalances and on a progressive raising of the states that the central principles of the Constitution are guided by the recognition that a new unified education and training system must be based on equity, on redressing past imbalances and on a progressive raising of the quality education and training'. For TVET transformation is still a challenge as district officials find it difficult to move away from the old system of education in terms of rendering support to school. Based on the findings, it was discovered that the management of disability in higher education institutions is still fragmented and separated yet, at the institutional level transformation and diversity programs are existing (Kochung, 2011). Findings indicated that the district once sent a garment making facilitator to come and assist at the college as learners from special schools were accommodated for garment making. Facilitator from the college had no understanding on how to teach these learners. Furthermore, when there is a special need learner's issue that managers fail to handle, that learner has to be referred to the district.

6.6. Lack of collaboration with other stakeholders

Professional links with different stakeholders is one of the major factors promoted on EWP 6 as it promotes inclusion of learners with special education need who require various or multiple interventions to promote efficient and effective learning. Working in collaboration with other stakeholders is emphasized in chapter two of this study. In order to facilitate inclusive education in higher education institutions and to address disability in an effective way, a link with other sectors is promoted. Sectors such as department of health, department of social development and department of basic education. In addition, creating an improved greater access to educational opportunities for people with disabilities is important. It is again essential that communication in terms of funding between the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) be conducted. It is also suggested that collaboration with teachers, schools, parents, communities, NGOs', government organizations, business people and donors to successfully implement inclusive education be planned and worked with the above stakeholders (DoE, 2002:75).

Investigations need to take place on how learners with special education needs, from the pre-school years as this is the foundation of the education system are identified and supported by the provincial departments of education and the Minister of Health and Welfare. These investigations will include the following mechanisms and measures; all the role of community-based clinics, early admission to special schools/resource centres, full-service and other schools. Furthermore, investigations regarding measures to raise and increase capacity of special needs learners in primary schools for the early identification for those who require learning support (DoE, 2001:49). Screening should be conducted to investigate the nature of disability. Assessment should be done to determine the challenge/s experienced by the learner. Learners experiencing barriers to learning are in most cases identified by default. Instead of being assisted through interventions they are referred to special schools. Those fortunate enough to pass matric are unable to pass tertiary education.

In terms of collaboration with other stakeholders reflections from the findings were that the college has never invited people from other sectors to assist or work hand in hand with the college rendering support. The college also never invited parents of these learners unless there is a problem or misbehaviour by the learner. Findings reflected that lecturers at TVET colleges need to contact and consult a special school where the learner comes from should there be a problem. This collaboration as the government promotes it, could assist lecturer and learners. Department of health can provide assistance by providing assistive devices such as Braille machines, hearing aids, wheelchairs and spectacles to the learners in need. Social Development could assist in terms of issuing the disability grants to those learners who have no access. However, due to lack of communication between TVET colleges and Department of health these facilities are not accessed.

6.7. Conclusion

Findings given by the participants on the above statements indicated clearly that TVET colleges are still confronted with the major challenges that need to be urgently attended to. The major challenges highlighted were staff's limited understanding of inclusive education. The roll-out period stipulated by EWP 6 in 2001 is nearing the end yet the intended institutions have failed to meet the requirements that is full implementation of White Paper 6. Learners with special education needs are still confronted with the challenges when they exit high school education, as there is no policy in place guiding HEI's on how to accommodate them. Limited number of

special needs learners are accommodated. Participants indicated that even those accommodated still face challenges as there is no differentiated curriculum. Lack of resources still poses a challenges.

Apart from unavailability of policy guiding HEIs EWP 6 was never cascaded down to these institutions. Physical infrastructure that is, accessible buildings were never renovated to cater for diverse needs and abilities of learners, trained on IE still unavailable, shortage of specialist educators on braille and sign language interpreters still poses a challenge in HEIs. Finding again revealed that there is lack of support from district officials. Trainings and workshops on IE Training and workshops on IE were never organised by the district officials. SMT as management also indicated on their responses that they were also never trained on IE. In terms of collaborating with other stakeholders, all participants highlighted that there was no professional links with the other sister departments. Even the parents were never invited or involved on college activities. Responding to the above challenges on the findings, recommendations on how TVET colleges can be improved to make them more inclusive will be dealt with in the next chapter.

CHAPTER SEVEN: SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1. Introduction

Recommendations that are suggested are based on the findings in chapter six. These findings derived from the participants responses during semi-structured interviews. Responses from the interviews gave answers to the research questions given in chapter one. The following recommendations are proposed that focused onto how to make TVET colleges more inclusive as stated on the research question three. Several recommendations were discussed in relation to the findings that are mentioned namely: Lack of understanding of EWP 6; diffusion of innovations; inadequate teacher development; how to accommodate special needs learners; lack of support from the district officials and lack of collaboration with other stakeholders

7.2. Lack of understanding of EWP 6

Investigation revealed that TVET Colleges lack understanding on EWP 6. The reasons stated by the Senior Management, lecturers and facilitators were that they were never exposed onto EWP 6. No workshops or trainings were organized or rendered by the Inclusive Education Directorate. Donohue and Bornman (2014:7) indicated that the primary explanation for the ineffective implementation of inclusive education policy is the apparent lack of clarity in the policy. Another issue pertaining to the poor implementation of this policy is lack of understanding on how to practice inclusive education. White Paper 6 only has and gives too many broad strategies on how to effectively implement this policy and make it practiced. Specific structured details and guidance on how to implement it practically are lacking. This is the results of inadequate funding provided by the South African Department of Education to the provincial education departments. Ambiguous incentives that are given to facilitators as well as the vague guidelines provide to educators are the other contributing factors to lack of significant movement.

Based on the findings, suggestions are that management and lecturers/facilitators need to undergo intensive in-service training and workshops on EWP 6 on regular basis. These in-service trainings need to be conducted for a minimum period of two to three weeks to gain a clear understanding on the objectives of the policy. In order to run these trainings and

workshops successfully and to continue with effective teaching and learning in classes, holidays need to be consumed. Trained personnel from the education department on EWP 6 inclusive education need to run these in-service trainings and workshops. Accommodation for management and lecturers to undergo in-service trainings needs to be provided in order to get ample time for trainings. In 1980's educators used to go to colleges for two or three weeks to undergo in-service trainings to renew their teaching methodologies and to recap with the syllabus. Even today Grade 12 students are booked accommodations during holidays to recap the curriculum. The department carters for transport, meals and accommodation for all the students. Workshops conducted for one or two days have less impact on understanding EWP 6. Lot of information is disseminated during a short period of time, which is staffing the memory without understanding.

### 7.3. Absence of clear policy for TVET sector

Based on the research results, unavailability of policy guiding HEIs, particularly TVET colleges, was the major factor irrespective of the existing EWP 6 policy. This lack of policy on HEIs is reflected in Chapter two literature review. A clear designed policy relevant for higher education institutions which poses the main challenge to implementation of inclusive education must be made available. It is further asserted that in higher education there is a lack of interest in developing human rights policy for persons with disabilities. Barriers experienced by special needs learners cannot be eliminated due to this lack of policy on higher education. Barriers will always remain or persist within these learners. It is therefore evident that the poor architectural accessibility to buildings, low number of lecturers with training in special needs education and lack of awareness about education for students with disability be promoted and improved in order to facilitate implementation and promote inclusion (Kochung, 2011 & DoE, 2013:45).

When White Paper for Post-school Education and Training policy was designed, hopes were that guidance on how to implement inclusive education in HEIs was given. Instead, this policy still indicated that a strategic policy framework to guide higher education is necessary. Access of students with disabilities needs to be improvement. Success for people with disabilities in post-school education and training needs to be achieved (DoE, 2013:46). Without designing policy for HEIs on inclusion of learners with special education needs, understanding and practicing inclusive education would still impose challenges. Therefore, the following recommendations are proposed:

7.3.1. Collaboration with other stakeholders and Diffusion of innovations

To close the gap on lack of policy on HEIs the study recommends the adoption of systems theory which promotes collaborative approach in accordance with the designing of IE policy for HEIs. The following proposed diagram represents the different stakeholders that need to be fully engaged when designing and implementing this policy.

Figure 5: Collaboration with different stakeholders
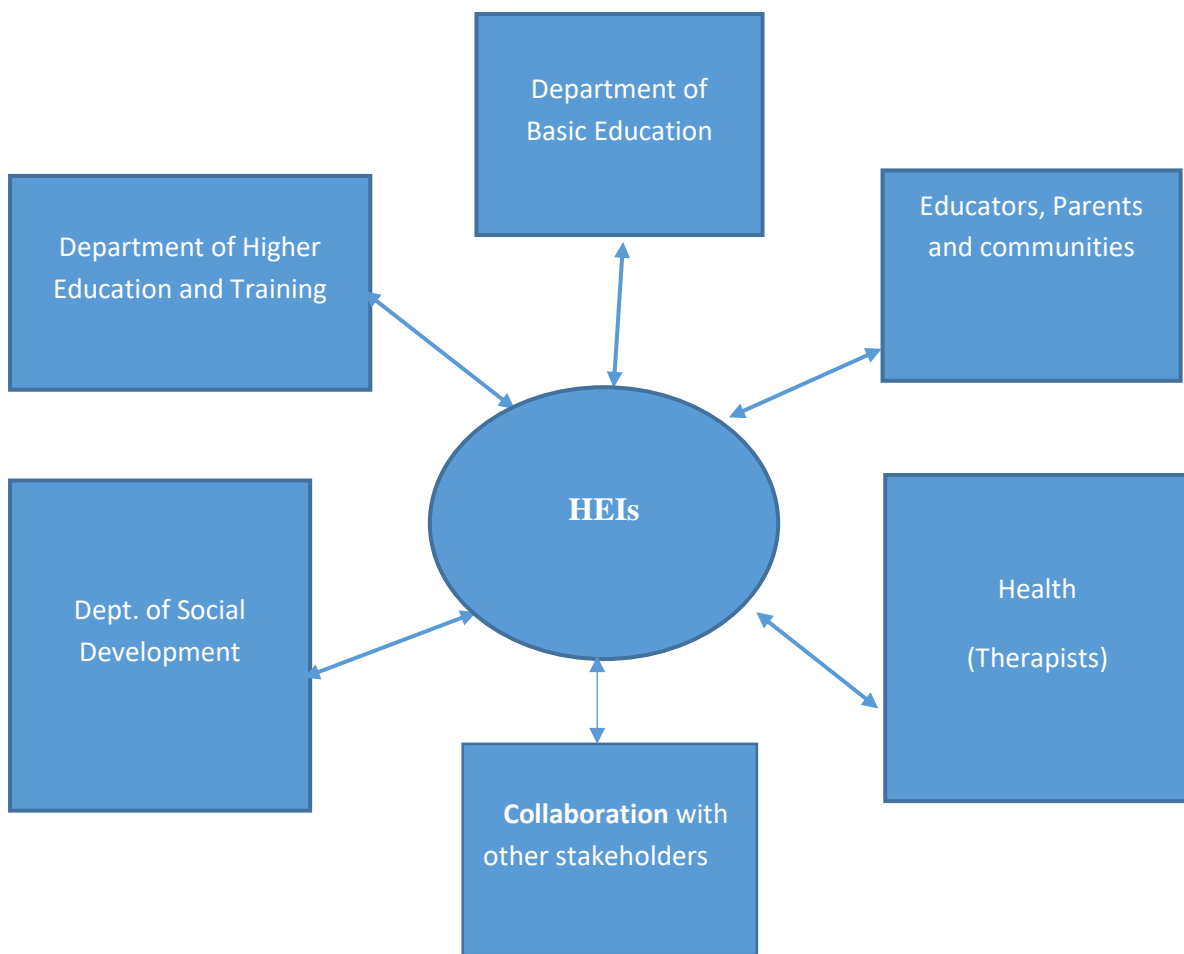
7.3.2. Collaboration to advance successful implementation

- Recommendations are that, this approach needs to start from the Minister of National Department of Higher Education institution who will work collaboratively with Basic Department of Education. Higher Education institutions, since there is no policy guiding them towards inclusion, are to seek guidance and support from the department of basic education namely special schools who have been advocating and implementing inclusive education. Special schools from basic education are resource centres that are supposed to give support and assistance to TVET colleges on inclusion of learners with special education needs. EWP 6 (DoE, 2001:3) emphasised that resources and people with considerable expertise that are invested in special schools as resource centres, must be made available and be shared by the neighbourhood schools such as full-service schools, mainstream schools and neighbouring colleges.

Figure 6: Collaboration of education institutions: DHET; DBE and Special Schools
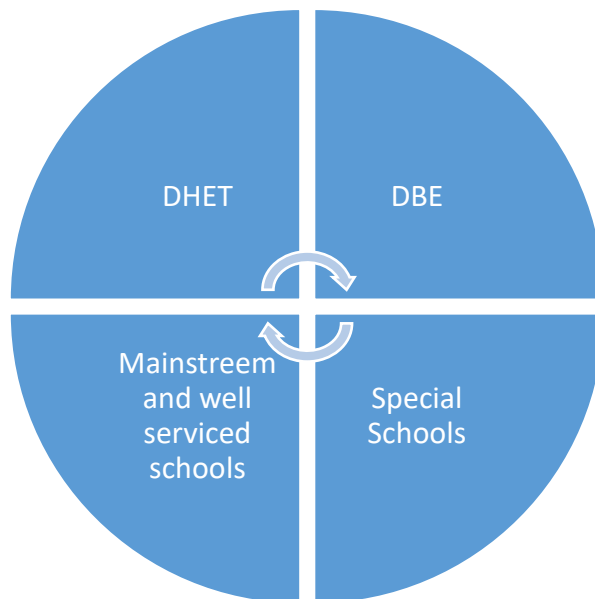
Directorates which need to call upon representatives from Provincial Department of Education under Inclusive Education Directorate. Should there be no existing Inclusive Education Directorate in HEIs that needs to be first formulated. Provincial representatives are to regularly monitor the implementation of the policy by giving support to the district officials when advocacy has been done to TVET colleges. Specialist educators need to be appointed to assist on designing policy relevant to blind and deaf learners. Specialist educators are available in special schools. Implementation of concessions during tests and exams need to be considered.

- Lecturers/facilitators or educators are agents of change as they are responsible for the implementation of the policy; hence they also need to form part of the team to give advices and suggestions when designing the policy. Involving lecturers would also assist in terms of accommodating diverse needs of special needs learner. In addition to the above, parental involvement is of paramount importance as they render primary education to their children at home from birth to entering secondary education. Parents are primary educators. They form part of the professional link by promoting the successful implementation of inclusive education. More attention needs to be paid to their perspectives. A commitment must be made to capitalize on their expertise. Parents finally, need to be included in all aspects of inclusive schooling (Peters, 2003).

  Being given an opportunity to be part of the team would be of good benefit to these parents as they would assist other parents and lecturers during advocacy on IE. These parents could also assist during registration periods as School Governing Bodies are fully involved in the education system. The college/ school, parents and lecturers/educators need to work collaboratively. This interaction parents and lecturers/educators influences good relationships between the college and the community. Parents can be able to render assistance with homework given to their children at school.

  School/TVET College ⟶ Special needs learner ⟶ Parent/Community

- Recommendations further suggested in this study is the involvement of Department of Health (DoH), retired community members who have been working as therapists,

nurses, doctors, psychologists could also be invited to form part of the team by rendering assistance for effective implementation of inclusive. TVET colleges can work collaboratively with speech therapists for special needs learners with Augmentative Alternative Communication (AAC). In terms of the learners who have chronic illnesses e.g. seizures, T.B. and others, a retired nurse can be employed by SGB should there be no posts available for permanent employment. A doctor can be co-opted as a member of the SGB. Psychologists need to be made employed or hired by the college. The psychologist can be made more useful during registration of special needs student. Students would benefit from screening to check any type of disability that exist within the learner. Identification of placement i.e. guidance where the student can learn better i.e. subject choices. Assessment and design the kind of support needed by the learner. Interventions that needs to be done to the special needs learner for effective implementation of inclusive education.

- Further suggestions are that students with Special education needs and those regarded as normal students or non-disabled need to be involved when designing the policy for HEIs as James Charlton (2000:213) in his book "Disability Oppression and Empowerment" summoned that "Nothing about Us without Us." Designing a policy without involving the people concerned runs the risk of neglecting certain elements in such policy. In terms of accommodation, effective teaching and learning and discriminatory practices by lecturers and students without disabilities in class might be reduced and avoided as they would tackle inclusion with one voice.

- Department of Social Development (DSD) and the Special Schools as Resource Centres (SSRC) need to assist TVET colleges on inclusion of learners with special education needs. Social workers employed by DSD need to avail themselves to give support and to learners who are victims of rape in TVET colleges. Management at these colleges must know whom to contact in terms of any form of abuse that might be: physical, emotional or sexual. Social workers know how to deal with these issues. Policy designed needs to put these inputs on paper.

- Special schools were improved in a qualitative manner by being converted to resource centres. This conversion would enable special schools to provide professional support

for the learners that they serve in neighbourhood schools. These schools are integrated into district-based support teams (DoE, 2001: 7). It is therefore, suggested that the special schools that serve as Resource Centres must be included and form part of the team when policy for higher education institutions is designed using their expertise on the inclusion of learners with special education needs. Special Schools are regarded as being more advanced and more knowledgeable dealing with special needs learners. Most educators have qualifications and expertise dealing with these learners as they require or need a specialised education. These educators can render assistance and give guidance on how to deal with the diverse needs of the special needs learners.

Learners with disabilities when exiting matric as stated by Kochung (2011) find it difficult to enrol when they move from high school to higher education institutions. Reason stated is that there are no transitional systems in place that are planned for students with disabilities. The students are treated the same way as others. Special School that are being regarded as resource centres are not effectively functioning is on paper but not. Most of these educators are not even trained on IE and those that have been exposed to these training do not effectively implement IE in special schools.

- When the above suggestions on collaboration of all the above stakeholders mentioned on Figure 4 diffusion of innovations will easily take place, reaching to all education institutions within a short period of time. Talking about building an inclusive education for all, systems theory in chapter three (Bronfenbrenner, 1979) reflects that this system has a tendency of focusing on the learners' global existence that cannot live in isolation. This collaboration as designed by Rogers on diffusion of innovation and systems theory referred to by Bronfenbrenner would mean a success as one system could not function in isolation. Interconnectedness of the systems disseminate information in a linear way that is from one system to another.

Collaboration of these stakeholders would yield the following benefits:
- Accessibility of learners with special education needs to higher education institutions
- Increase on the number of special needs learners enrolled.
- Rigid curriculum being watered down to meet level of their intellect,
- Individual Support Programmes would be effectively designed and

- Concessions given to learners in need be will rendered to those students in need.

Collaborate effort would be arranged during advocacy and information will be disseminated to all members of the other departments.

- In-service trainings organized by HEIs can be funded through funding allocated for students with disabilities since there is low uptake of bursaries by many students.

- Proposed requirement for additional funding according to norms and standards must be used to improve physical infrastructure to make buildings accessible as there is still no ring-fenced funding for TVET colleges. Attention to this proposed improvement plan will be given to ensure that colleges improve their capacity and human resource to accommodate, improve conditions for access, improve quality of teaching and learning, implement inclusive education and serve students with disabilities (DoE, 2013:46). Additional funding to be provided needs to be consumed on the in-service trainings proposed. Again, this funding instead of being misused on other issues, not benefiting special needs students, can be used to assist non-specialist and unqualified lecturers as reflected on the findings in Chapter 5:4.17.1 to further and upgrade themselves so that they can meet the demands of special needs learners. .

7.3.3. Teacher development

Collaborative approach as stated above could bring about change as information will be disseminated to all stakeholders through relevant communication channels. The issue of the lecturers who have never attended teacher education courses compromises the quality of teaching and learning at TVET Colleges. This problem can be addressed within a short space in time. Management and lecturers who were engaged during the designing of the policy relevant to HEIs are to train other staff in their own natural settings to avoid costs and travelling expenses. Should there be any information lacking other trained representatives from other stakeholders could be invited to assist. Regular trainings and workshops organized by HEIs institutions to advocate inclusive education on policy designed by all stakeholders would be of greater success. When these trainings have been conducted in all HEIs, implementation and monitoring need to begin, as managers would have undergone intensive training.

Information received during discussion formulating policy, would be first -hand information. In order to make these recommendations a success, those who received training at the National

level in special schools as resource centres needs to be involved in outreach-programmes to capacitate lecturers/facilitators on inclusion of special needs learners. DHEIs need to allocate funding for these outreach-programs to purchase resource materials to run workshops and trainings. Identification of learners with special education needs is to be well addressed through screening. Educators' attitudes towards inclusion of special needs learners could change. Their teaching methods and techniques would change as they would be equipped and have acquired more knowledge and skills during workshops and training.

7.4. Accommodating learners with special education needs

Findings in chapter six of the research highlighted another factor which was lack of improved physical infrastructure, shortage of trained lecturers/facilitators and unavailability of assistive and learner teacher support material for these learners. TVET colleges need to be physically re-modelled to enable wheelchairs to move freely around the premises and in lecture rooms. Toilets do not have mounting rails for wheelchair students. Sports fields are not conducive to special needs learners. Appointment of educators without relevant qualification (inclusive education) be reduced or avoided. Number of specialist lecturers or educators for sign language and braille ought to be increased. Teacher-pupil ratio be considered as special needs learners require individual attention during teaching and learning. To accommodate these learners, curriculum designers in HEI institutions need to differentiate the curriculum by designing it down as some of these learners are intellectually impaired and are unable to cope in class. Educators need to get intensive training from curriculum designers on how to design and effectively make use of individual support programs (ISP) to cater for the learners diverse needs. Entry tests for special needs learners needs to be re-visited and re-designed. Application of concessions needs to be promoted, applied for and be effective from the day a special need learner is accommodate at an institution.

7.5. Districts to render continuous support

In terms of support I recommend that the department of education first need to consider the issue of post provisioning by recruiting more qualified lecturers/facilitators, suitable or competent senior management that would promote inclusion as there is a shortage of staff at provincial and at district levels. Appointments on these posts need to be based on the relevant qualifications, experience and specialization on Inclusive Education. Highest qualification

which is + PhD or at least Master's Degree for Provincial and District level. Shortage of staff at these two levels provincial and the district level needs to be considered to enable these officials to render effective support to HEI's. Officials with no clear understanding on inclusive education need to be first thoroughly trained on EWP 6 as stated under collaboration with different stakeholders so that they can be well equipped and be able to advocate IE policy effectively well. From my past and present experience district officials get irritated when questions are imposed during trainings and workshops because of limited understanding on EWP 6. It has been indicated above in this chapter that all departmental officials including district managers need to undergo further in-service trainings as some of those that were trained have resigned, retired or passed away. Newly employed district officials have no clue on EWP 6, let alone TVET Colleges.

Therefore, my suggestion is that when policy guiding HEIs has been designed by all stakeholders advocacy, dissemination of HEIs policy framework will be available to all the staff employed. The same recommendations as indicated above needs to be followed but first National Department of education needs to start by collaboratively designing relevant policies in Higher Education Institutions on inclusion of learners with special education needs as the policy guiding the district officials is currently unavailable. For the department to promote inclusion of learners with special education needs (Ntombela, 2006) suggests that clustering neighbouring schools could go a long way when workshops and trainings on inclusive education are organised and rendered to addressing the problem.

Ntombela also states that the biggest advantage of clustering schools is the support that they give each other within a short time. Rural schools areas, most especially, where some of the staff may be under-qualified or unqualified, and a special school resource centres or the district-based support team may be many kilometres away. Therefore, this clustering with special schools and conducting outreach programmes to assist TVET colleges might be of good capacitation to lecturers/facilitators. On completion of designing the policy provincial task team needs to monitor and supervise district officials when advocacy is conducted. District officials will then train all the personnel in Universities, TVET Colleges, Technical Colleges and Schools cascading down information.

7.6. Limitations of the study

When I first presented to the district official objectives for my study, responses I received indicated that there was totally no clear understanding of the concept Inclusive Education. Those responses gave me doubts as to whether my research questions on chapter 1 of this study would provide me with the information I required for my study to be considered. Finding the participants was a bit difficult as I had to visit the institutions twice as there was no one willing to participate due to lack of understanding on EWP 6. Reasons stated were that there was no time for the lecturers to be interviewed as they are working on the trimester system. I had to wait for almost three months before getting access to them (lecturers and senior management). Presenting my research objective to them was another challenge as some of them indicated clearly that they were unable to participate as the college has never rendered training on inclusive education and the college has discontinued admitting learners with special education needs. I left consent forms not knowing whether to proceed with the research or not. I went back after two weeks to collect consent forms.

In terms of selecting the sample limitations were that I only focused in one Province, KZN, one district uMgungundlovu and only two TVET colleges from the population of five Colleges in the district. Other tertiary institutions were neglected e.g. Universities and Technical Colleges. Information gathered was from the two TVET colleges. Intensive investigations were limited and hindered by unavailability of a policy guiding HEI's on inclusive education. Lack of policy transpired from the interviews conducted that the first major limitation is policy issue that guides HEI's on inclusion of learners with special education needs. This challenge on policy issue has been addressed or indicated on literature reviewed by too many researchers in chapter two that universities and colleges of higher learning are hardly prepared to enrol students with disabilities due lack policy on inclusive education. Until this issue of policy is addressed exclusion and limited number of students enrolled who even fails to complete tertiary qualifications will still exist (Kochung, 2011; DoE, 2013).

When conducting interviews, it was therefore, evident that lecturers/facilitators and senior management lack proper guidance when it comes to inclusion of learners with special education needs in TVET colleges. Reducing the gap by promoting social inclusion of students with disabilities in the broader arena and also adjustments to academic standards for the needs of learners with disabilities, is still a long way to go. (Ganapathi, 2014).

During focus group interviews I noticed that the participants were not at ease to disclose and share their ideas on how the special needs learners enrolled were treated in classes as the Management was also a participant. Responses received from the group were different from the individual interviews as they were free to ventilate without feeling threatened.

7.7. Recommendations for further research

Findings from this study indicated several factors that gave implications for further investigations. The researcher facilitated garment making pilot project in one of the TVET colleges, assisting garment-making facilitator employed at the institution. This was the first project conducted at this college. Since the existing facilitator employed by the college has never taught learners with special education needs, the researcher was appointed to assist. Management, staff and students at the college found it difficult to accommodate these learners and they therefore, suffered exclusionary measures to all activities taking place at the college. This exclusion made special needs students feel marginalized and discriminated against as some of them failed to continue with the project and dropped-out. These exclusionary practices need to be further researched as special needs learners still face challenges of being excluded in HEIs due to lack of policy. In EWP 6 (2001:33) the ministry stated that it would be essential to establish an inclusive and training system. This can only be achieved by uncovering negative stereotypes, advocating unconditional acceptance, and winning support for policies put forward in the White Paper. The researcher was more concerned about the unfair discriminatory practices that are still taking place in higher education institutions.

Irrespective of the unavailability of the policy guiding HEI's on inclusive education, findings clearly indicated that the National Department of Education did not properly plan how diffusion of innovations as stated by Rogers (2013) on EWP 6 would be disseminated to all education institutions and different stakeholders. Further research on policy issues for HEI's needs to be conducted as there is an increasing number of learners with disabilities exiting special schools. These learners need and are awaiting to be enrolled in higher education institutions. Trainings conducted on EWP 6 excluded senior management teams and lecturers in HEIs and different stakeholders. This created a major gap in terms of understanding and implanting IE in HEIs.

I, therefore, recommend that further investigations must be conducted that would give reasons on why higher education institutions were excluded when the trainings were conducted to

some education institutions by the department of inclusive education in the province. Therefore, philosophy of inclusion by Danford and Rhodes, (1997) cited in chapter 3 is not efficiently and effectively practiced in HEIs, as there is limited understanding on inclusive education. This is a gap identified that needs further investigation. Research based on how to formulate outreach programmes and to conduct proper trainings and workshops on EWP6 to HEI's is of paramount importance and urgently needed to increase the number of learners with special education needs to be enrolled in these institutions.

Findings from participants also indicated that few learners with special education needs are admitted in higher education institution limited number of these learners is accommodated irrespective of the funding that is allocated to cater for these learners. Funding that is allocated is still underutilised because these students are not aware and do not know how to access it DoE, 2013:45). Further promises were made by the ministry that a strategic policy framework will be developed that will provide guidance on how to make the improvements of access to and success in post-school education and training for people with disabilities. He, the ministry roughly estimated that the private TVET and HEI's will approximately have an enrolment of half a million by 2030. We are now in the year 2018 meaning that we are just left with 12 years and have not even enrolled fifty thousand of special needs students. Reasons highlighted on the findings in terms of limited number accommodated in HEIs were a lack of relevant resources, namely, no specialist educators to teach these learners, lack of trainings and workshops for staff developments, no trained specialists to teach these students and physical accessibility issue.

The reason why the funding is not utilized to improve such conditions is unknown. These were other challenges identified in this study. There is still low uptake of the learners with special education needs in higher education institutions because they do not qualify for university education. The way in which funds for disabled learners are being consumed by HEIs, instead of improving accessibility of buildings that are falling apart. Curriculum needs to be attended to as it was indicated during interviews that the curriculum used in HEIs' is too rigid for these learners which makes it difficult for them to cope. Improving access to and success in post-school education and training needs further investigations to fully understand where this funding is channelled to and how to regain it.

7.8. Conclusion

This chapter serves as the final chapter of the study. Recommendations were provide in relation to the research questions. Findings were highlighted and several themes were formulated from the data interpreted in chapter five during data analysis. Literature reviewed in Chapter two gave an insight into how inclusive education is understood and practiced in HEI's. Chapter three gave theoretical frameworks used in this study. These frameworks were based on the diffusion of innovations and ecological system. The Philosophy of inclusion as a conceptual framework used in this study promotes inclusion of learners with special education needs to learning in HEI was acknowledged and promoted. Conducting this research and reviewing findings emanating from participants' responses during interviews gave the researcher further insight and revelation on academics, language, and skills development. Three researched questions posed in this study were:

1. What do TVET colleges understand about inclusive education?
2. How is inclusive education practiced in TVET Colleges?
3. What can be done to make TVET colleges inclusive?

From the findings, it is spelled out that the Minister of higher education can transform the HEIs by moving them away from the exclusionary practices of education to an inclusive education system. Working in collaboration with other sister departments to create professional links and empowerment of one another might increase the number of learners with special education needs enrolled in these institutions. The number of learners dropping out of school might be eliminated through capacitating senior management teams and lecturers/facilitators. Workshops and intensive trainings must be conducted that will benefit all the learners irrespective of their disabilities to enable them to become responsible citizens. Considering findings, recommendations and areas for further research on this study could add value in terms of what can be done to make TVET colleges more inclusive. Recommendations suggested derived from the participants responses and the findings from these responses stated in chapter six. Limitation of the study and recommendations for future research are discussed and need to be focused on to render support to higher education institutions.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

8 February 2016

Mrs Gladys Nokwazi Nyameka Ntombela 211550309
School of Education
Edgewood Campus

Dear Mrs Ntombela

Protocol reference number: HSS/0795/015D
Project Title: The dynamics of inclusive education in higher education institutions: A case study of two Technical and Vocational Education and Training (TVET) colleges (FET) in Pietermaritzburg, Umgungundlovu District

Full Approval – Expedited Application

In response to your application received 28 June 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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

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

Yours faithfully

....

Dr Shenuka Singh (Chair)
Humahitities & Social Scinces Research Ethics Committee

/pm

Cc Supervisor: Dr Sthabile Ntombela
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms T Khumalo

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

APPENDIX B: PERMISSION TO CONDUCT RESEARCH

umgungundlovu
FET
COLLEGE

44 Burger Street, Private Bag X9060, Pietermaritzburg 3200
Tel.: 033 341 2100 • Fax.: 033 345 9827

22 April 2015

Dear Ms Ntombela

Re: PERMISSION TO CONDUCT RESEARCH

Your letter dated 30ᵗʰ March 2015 has reference.

The College hereby gives you permission to conduct research on your topic.

May we take this opportunity to wish you well in your research.

Yours sincerely

D.D. Msomi

APPENDIX C: CONSENT FORM

I ………………………….(FULL NAMES) hereby confirm that I understand the contents of this document and the nature of the research project, I voluntarily consent to participate in the research project.

I also hereby provide consent to Audio-record my responses of the interview conducted on individual/ focus group discussion.

I understand that I am at liberty to withdraw my participation from the interviews at any time should I wish to do so.

_____   _____

Signature   Date

APPENDIX D: INTERVIEW SCHEDULE FOR SENIOR MANAGEMENT

There are ten questions in this section related to interview schedule for Senior Management Team (SMT) which aims to investigate how inclusive education is understood at FET Colleges.

1. Does the college have policy talking of inclusion of learners with special needs education?

2. Did your teacher training include a module specifically on inclusive education?

3. How can you define inclusive education?

4. What should an inclusive college look like?

5. What does the college understand by the term special education needs?

6. As an SMT of the college, have you ever attended training or a workshop on inclusive education in the?

   If Yes! How often have you attended? Was the training adequate enough to disseminate information and re-train the college staff?

   If No! Is there any support rendered by the district officials?

7. During staff development programmes, has the college undergone any training to staff that relates to inclusive education?

In terms of admissions:

8. How many special needs learners have you enrolled since 2012/2014?

9. What sort of impairments/barriers/disabilities or challenges did they experience?

10.

   (i)   How did the college introduce them in class to ensure non-discriminatory factors?

   (ii)   Are there support programmes available for special needs learners?
          Can you mention them?

APPENDIX E: INTERVIEW SCHEDULE FOR LECTURERS AND FACILITATORS

There are ten questions in this section related to interview schedule for Lecturers/Facilitators which aims to investigate how inclusive education is understood and practiced at FET Colleges.

1. Did your teacher training include a module specifically on inclusive education?
2. Based on your assessment of FET colleges you know, are they yet ready to implement inclusive education?
3. How can you define inclusive education?
4. What do you understand by the term special education needs?
5. During staff development programmes, were you ever exposed into training on inclusive education?
6. How do you feel about inclusion of learners experiencing barriers to learning in classes?
7. What are your challenges on implementing inclusive education?
8. What do you understand by Individual Support Programme/Plan (ISP) or Individual Education Plan (IEP)?
9. To enhance 'Education for All', How can you support a learner whose academic performance is below average because of experiencing barriers to learning?
10. In terms of inclusive education, is there support rendered by school management team?

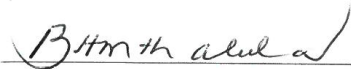# APPENDIX F: CERTIFICATE OF LINGUISTIC COMPETENCE

BYHIS
GRACE

Registration Number: 2017/126633/07

TO WHOM IT MAY CONCERN

RE: CERTIFICATE OF LINGUISTIC COMPETENCE AND CRITICAL WRITING SKILLS

This serves to testify that I, DR BH MTHABELA, proof read the Thesis: THE DYNAMICS OF INCLUSIVE EDUCATION IN FURTHER EDUCATION AND TRAINING: A CASE STUDY OF TWO TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES IN PIETERMARITZBURG, UMGUNGUNDLOVU DISTRICT- in fulfillment of the requirements for the degree of DOCTOR OF PHILOSO the UNIVERSITY OF KWA-ZULU NATAL (UKZN)

1. My brief was also to read critically to ensure a skillful, deeper and more complex engagement with the te

2. Other processes aligned to these were analyzing, interpreting, and evaluating the text to determine how effectively and efficiently the student communicates her information and ideas so that what she thinks an believes about the subject under investigation stand out extraordinarily and convincingly.

3. It is my considered view that the student is a critical and analytical thinker whose writing skills are far abc average.

4. Her work is a pleasure to read and is a weighty contribution to the existing body of knowledge in the cho subject.

[signature]

DR BH MTHABELA