

University of Zululand



An Evaluation of the implementation of Education White Paper 6 in selected full-service schools in KwaZulu-Natal

By

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Declaration of Originality

I, Merise Kelly Jacobs, hereby declare that this thesis, entitled: “Evaluation of the Implementation of Education White Paper 6 in Selected Full-Service Schools in KwaZulu-Natal” is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete referencing.

Signed: _____

Date: _____

Acknowledgements and Dedication

I would like to extend my deepest gratitude and appreciation to the following people for playing an integral role in completing this dissertation.

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Abstract

Currently, South Africa is in phase two of implementing 50 full-service schools (FSS) and further development is said to be based on results from immediate to short-term results (DoE, 2005a). Concerns over the new development relate to whether resources are sufficient and available to further expand the provision of FSS and, overall, whether the Education White Paper 6 (EWP6) has been implemented successfully in phase one. This research therefore evaluates the implementation of EWP6 within selected phase one FSS in the Kwazulu-Natal (KZN) province.

Purposive sampling was used and the researcher selected institutional-level support team (ILST) members within FSS to participate (n=43 participants). Questionnaires were self-administered and designed to address the following research questions: Have policy objectives been met in the implementation of EWP6 within FSS? What are the barriers to implementing EWP6 within FSS? And, what strategies have ILST members used to overcome these challenges? The questionnaire elicited both quantitative and qualitative data which was analysed using the Statistical Package for the Social Sciences (SPSS) software and thematic analysis. Some schools reported successes which include the enrolment of learners who experience diverse barriers to learning and optimistic attitudes among ILST members regarding possible benefits of inclusive education and their theoretical knowledge of multi-level teaching. Barriers to implementation of the EWP6 within FSS include inadequate resources (human, educational, physical and financial), inadequate support provision to FSS and ILST, inadequate training and subsequent training support and a lack of involvement from parents and communities. Many participants are unsure of how to overcome these challenges but, undoubtedly, are in need of support from communities, parents and the Department of Education (DoE).

Key concepts: Inclusive Education, Full-service Schools, Barriers to Learning, Education White Paper 6, Support services, Institutional Level Support Teams

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LIST OF ABBREVIATIONS

ABBREVIATION	MEANING
EWP6	Education White Paper 6
DBST	District Based Support Team
DoE	Department of Education
FSES	Full-Service Extended School
FSS	Full-service School
IE	Inclusive Education
ILST	Institutional Level Support Team
KZN	KwaZulu Natal
KZNDoe	KwaZulu Natal Department of Education
LSA	Learner Support Assistant
MiET	Media in Education Trust
NGO	Non Governmental Organisations
NRF	National Research Funding
SA	South Africa
SAPSE	South Africa Post Secondary School
SASA	South African Schools Act
SCCS	Schools as Centres of Care and Support
SIAS	Screening, Identification, Assessment and Support
SPSS	Statistical Package for the Social Sciences
TOC	Theory of Change
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organisation

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Chapter One

Introduction

1.1 Introduction and Background to the Problem

In 1996 the South African Schools Act (SASA), Act 108 Section 29(1), promulgated that all learners have equal access to quality education and that this right should not be denied (Engelbrecht, 2006; Makoelle, 2012). This Act serves to promote an ethos of inclusivity within schools as the country strives towards democracy.

The Education White Paper 6 (EWP6) of 2001 further propagated inclusion within schools by providing a model of inclusive education which emphasised that teaching and learning should be adapted to meet the diverse needs of all learners and that all learners should have equal access to quality education (DoE, 2001; DoE, 2005a; Makoelle, 2012). The aims of inclusive education have therefore clearly been defined in the policy and, in order to achieve these, the EWP6 has provided an inclusive model which intends to achieve this by providing support services, educational resources and necessary infrastructural changes (DoE, 2005a).

Support services are the cornerstone of inclusive education. In Full-Service Schools (FSS), support services are categorised as providing moderate levels of support. This support provision would include teaching and assessment adaptations, infrastructural support for accessibility as well as access to specialist professionals (KwaZulu-Natal Department of Education (KZN DoE, 2009). According to the KZN DoE (2009), support services should be facilitated by district-based support teams (DBST) and institutional-level support teams (ILSTs).

ILSTs are primarily responsible for the implementation of inclusive practices within the school by ensuring that the school maintains an inclusive ethos, identifying learner needs and making provision for these (KZN DoE, 2009). When schools require additional support such

as infrastructural support, specialised teaching tools or specialised professional services, the ILST may then consult with the DBST (KZN DoE, 2009).

FSS aim to function as mainstream schools which would provide learners with mild barriers to learning an opportunity to learn within a mainstream schooling environment, rather than a specialised school. These schools would therefore require support services, educational resources and infrastructural changes to meet diverse learning and teaching needs. These are said to be defined by available resources and needs within the context of each FSS (DoE, 2005a).

Currently, South Africa is in phase two of implementing the FSS system and the 50 new FSS and further development of FSS is said to be based on results from immediate to short-term steps (DoE, 2005a). Concerns over the new development relate to whether resources are sufficient and available to further expand the provision of FSS and, overall, whether the Education White Paper 6 (EWP6) has been implemented successfully in phase one. However, there appears to be no research reflecting the success of phase one of the implementation of EWP6 in FSS and the literature suggests that support services and resources are currently lacking (Makoelle, 2012). Hence the need has arisen to explore the lessons learnt from phase one of FSS and evaluate whether the implementation of EWP6 within these schools has been successful. This will be the focus of the dissertation.

1.2 Research Problem

The success of FSS, as specified by the EWP6 requirements, is dependent on the implementation and available resources and support systems. However, to date, research and literature is lacking on whether phase one of FSS met the goals as specified by the DoE (2005b). Makoelle (2012) also notes the need for further research on how inclusive education is applied within South African classrooms beyond the policies and guidelines. This research therefore aims to evaluate the implementation of EWP6 within selected phase one FSS within the KZN province.

1.3 Research Questions

The research will investigate the following questions related to KZN FSS:

- Have policy objectives been met in the implementation of EWP6 within FSS?
- If these objectives have not been met, what were/are the barriers to implementing EWP6 within FSS?
- What strategies have ILST members used to overcome challenges linked to the implementation of EWP6 goals within an FSS?

1.4 Methodology

In order to adequately address the research questions, as well as to provide rich data, a mixed methods approach has been selected. Therefore, both quantitative and qualitative research methods will be utilised.

1.4.1 Aims and rationale of the study

The research aims to provide feedback for future developments of FSS within the KZN province to assist in the conceptualisation and operationalism of inclusive practices.

The research could further affirm how EWP6 goals are interpreted, whether there are commonalities in the goals of each district or whether these goals are purely context specific. It is assumed that the goals of each institution are defined by the needs of the community. This affirmation could assist in determining which support services are most commonly needed and hence encourage development within the specified areas.

The research intends to contribute to the field of inclusive education by assisting in the future development of FSS. This may be done by establishing whether the objectives of the EWP6 with regard to FSS have been met, the reasons for challenges in implementing these and recommendations to improve the implementation of EWP6 in subsequent phases of FSS. The current implementation of phase two of FSS and future developments may utilise this research to determine how to implement the EWP6 beyond policy. In addition, data gathered from the research which indicates which support services are found to be most useful may be

acknowledged and emphasised in phases two and three. This could promote the successful implementation of EWP6 within FSS and limit or eradicate any challenges.

1.4.2 Research design

A research design informs the structure in which the research will be conducted with the aim of addressing the research questions. In order to adequately address the research questions, as well as to provide rich data, a mixed methods approach will be used. Hence, both quantitative and qualitative research methods are to be utilised. Quantitative research allows the researcher to utilise statistical data to analyse predetermined categories whereas qualitative data allows for a more flexible approach that accesses “descriptions of phenomena” (Durrheim, Painter & TerreBlanche, 2006, p.48). This allows the researcher to gain an in-depth understanding of the phenomena, possible barriers to reaching the objectives and the extent to which the objectives have been met.

1.4.2.1 Qualitative research design

Due to the nature of FSS in the context of South Africa (SA), and KZN in particular, FSS have needed to promote a different role for schools, teachers and communities. A qualitative research design will assist the researcher to gain an understanding of the lived experiences of participants involved in implementing EWP6 within FSS. These experiences will provide insight and guidance on practical operationalisation of EWP6 as well as recommendations on improving the implementation of EWP6 within FSS.

1.4.2.2 Quantitative research design

A quantitative design will assist in providing descriptive data that will allow the researcher to address research questions regarding the specifications of implementing EWP6 and the extent to which these have been implemented. Statements relevant to the research questions will be posed to participants who will indicate their responses on a Likert scale. A Likert scale is a five point scale with the options agree, strongly agree, neutral, disagree and strongly disagree. The scale utilises an odd number of categories to allow for an indifferent or neutral response.

1.4.3 Sampling

The study will utilise purposive sampling and, therefore, participants will be selected based on their knowledge and experience in implementing the EWP6 within a FSS. The key role players involved in the implementation of the EWP6 in FSS are ILST members and they will thus be sent the questionnaire. The researcher will distribute the questionnaire to all 50 of the phase one FSS to ensure sufficient data is collected and to ensure a representative sample of the KZN province. From each school two members of the ILST will be asked to participate in the study and the anticipated sample group will therefore be 100 participants, provided all targeted ILST members respond.

1.4.4 Data collection instrument and method

The questionnaire distributed to all participants will include both closed-ended and open-ended questions. Each response format elicits an advantage whereby open-ended questions allow participants to express their experiences without any restrictions and closed ended questions allow the researcher to access standardised data as participants select responses from a fixed set of answers (Durrheim et al., 2006). The open-ended questions will be used to illicit participants' experiences in implementing the EWP6 within FSS as well as to provide recommendations for future development. Ethical considerations will be addressed by providing an information sheet which will be verbally explained to participants.

1.4.5 Data analysis and interpretation

In order to analyse the quantitative data and assist in descriptive analysis, items will be coded using the Statistical Package for the Social Sciences (SPSS). Descriptive data will be organised in frequency tables which will inform the extent to which the EWP6 specifications have been met. Furthermore, this data will enable the researcher to describe sample demographics.

The qualitative data will be used to explore the lived experiences of ILST members in implementing EWP6 and utilise these perspectives as recommendations that will assist future developments of FSS. Commonalities in this data could assist in developing collective knowledge or 'know how' which can be used to overcome barriers associated with the

implementation of EWP6. To achieve this, thematic analysis will be used. The process in generating themes and reporting these, according to Braun and Clarke (2006), involves familiarisation with the data, generating codes, searching for themes and reviewing these. Thereafter, themes will be defined and titled accordingly. Suitable examples will be utilised to indicate the significance of each theme.

1.5 Definition and Concepts

In order for readers to gain an accurate understanding of the terminology used in the context of this study, key terms and concepts are highlighted in the paragraphs below.

Evaluation: An evaluation is referred to as a “systemic means of appraisal to assess the value, worth or effectiveness of the policy” (WHO, 2007, p. 2). The purpose of an evaluation is to determine whether a policy has met its objectives.

Education White Paper 6 (EWP6): This refers to the South African policy on inclusive education which includes the framework in which to implement it. Further discussion on EWP6 will be provided in Chapter 2.

Full-service schools: Full-service schools (FSS) aim to function as a mainstream school which provide learners who have mild barriers to learning with an opportunity to learn within a mainstream schooling environment rather than a specialised school. These schools therefore require support services, educational resources and infrastructural changes to meet diverse learning and teaching needs. Support services are said to be defined by available resources and needs within the context of each FSS (DoE, 2005a).

Implementation: In the context of this study, implementation refers to the process of executing the policy as specified in the EWP6.

Inclusive Education: This refers to the education policy which aims to ensure all learners’ human right to quality education is met by eliminating barriers to learning and meeting specific learning and teaching needs (DoE, 2005a).

Barriers to learning: This refers to difficulties which may negatively impact on the learner’s educational needs as well as the needs of the education system. These difficulties may be

experienced within the education system, the schooling system, community, family system or within the learner him or herself (DoE, 2005a).

Institutional Level Support Teams (ILST): These teams are established within an institution and may consist of educators, external specialised teachers, a management member of the school and interested staff or non-staff parties (DoE, 2005-2009, DoE, 2005a). The ILST's predominant function is to facilitate inclusive practices within the school by providing support and sourcing internal and external support when necessary (DoE, 2005a).

District-Based Support Teams (DBST): This term refers to departmental employees who are allocated to provide support to the ILST to ensure the delivery of inclusive education. This is done by means of training, curriculum delivery, distribution of resources and identifying and addressing barriers to learning (DoE, 2005-2009).

Support structures: Support structures within the study will refer to structured interventions aimed at eradicating barriers to learning and meeting learning and teaching needs. Support structures are dependent on learning and teaching requirements but may include interventions such as curriculum support, support for educators, training, therapeutic intervention, professional services, as well as physical and material resources such as teaching aids, hearing aids, ramps and accessibility features (DoE, 2005-2009).

1.6 Delimitations

To provide a more focused study and illuminate the key issues that this study will address, the researcher has posed certain restrictions known as delimitations. The study has delimited the sample group so that it only represents the ILST groups who have a role in overseeing the implementation of the EWP6 within the FSS. This may impact the generalisability of the study to other members involved in FSS such as the learners and the DBST. Additionally, the study delimited the sample group to include only first phase FSS which includes 50 schools. It is expected that data related to this phase will be richer. However, this delimitation will also impact on the sample size.

1.7 Chapter Outline

Chapter one has provided an introduction to the research and includes the following subheadings: motivation for the study, statement of the problem, aims of the study, definition of terms, organisation of the study and the chapter division.

Chapter two will provide the theoretical framework in which the research was formulated. This will include literature based on the theory of change evaluation, the EWP6 policy and important stakeholders involved in the implementation of inclusive education. Relevant literature will also be discussed on FSS as defined by the EWP6 policy.

Chapter three will include all information regarding the methodology of the research. To provide a detailed description of the methodology, the chapter will discuss data design, data collection methods as well as data analysis.

Chapter four will provide the findings of the research as well as an interpretation of these findings.

Chapter five will include a discussion based on the findings documented in chapter four. This chapter will conclude with recommendations for the implementation of the EWP6 in FSS based on the findings of the study. Suggestions for future research within the particular field in which the research is based will be provided. Lastly, the chapter will provide the limitations of this study.

1.8 Conclusion

This chapter provided a background to the research problem and research questions. It has provided the methodology that will be used to address the research questions and the delimitations imposed by the researcher are described. Relevant concepts and terms have been discussed and a chapter outline is given that will be followed throughout this dissertation. The following chapter contains a literature review on the work by other authors related to this study.

Chapter Two

Literature Review

2.1 Introduction

This chapter is a review of the literature relevant to the study. Literature on evaluation strategies useful in the study is explored. This chapter also provides further information on the EWP6. Past research relevant to inclusive education (IE) is discussed and accounts of challenges and successes experienced in implementing the EWP6 in South Africa and similar policies internationally are reviewed. Firstly, however, literature on the theoretical framework used to guide the study is discussed.

2.2 Theoretical Framework

2.2.1 Ecological systems theory

The theory used to guide this research is Bronfenbrenner's Ecological Systems Theory. This theory assists in understanding the interrelating systems and their influence in implementing EWP6 within FSS. An ecosystemic theory relates to the study in that it seeks to explain the various levels of systems necessary for the successful implementation of the EWP6 in FSS. These systemic levels include the microsystem, mesosystem, exosystem, macrosystem and the chronosystem (Shaffer & Kipp, 2007).

The microsystem involves the direct interaction that a child has with various structures such as his or her parents, school and peers (Shaffer & Kipp, 2007).

The mesosystem represents the interaction between two or more structures with which the child has direct interaction (Geldenhys & Wevers, 2013). Within an FSS, these structures may include various support staff and teachers as well as physical structures put in place to minimise barriers to learning.

The exosystem does not involve direct interaction with the learner, however, interactions between this system and structures within the learner's microsystem impact on the learner (Geldenhys & Wevers, 2013). An example of this may include the EWP6 policy which guides the implementation of inclusion within FSS.

The macrosystem involves structures which do not interact directly with any of the above systems but have an impact on each system including the learner (Mayaba, 2008). With regard to EWP6 and FSS, this may include the political ideology in South Africa which emphasises equality and fairness for all.

The chronosystem refers to a range of changes that may occur over time in any of the abovementioned systems such as physiological and environmental changes (Geldenhys & Wevers, 2013). These changes may impact the development of the learner either directly or indirectly.

The ecological systems model illustrates how each system interrelates and influences each other system (Shaffer & Kipp, 2007). This interrelation between systems emphasises the relevance of each role player in ensuring the success of EWP6. In the provision of teaching and learning opportunities to learners experiencing barriers to learning it's important to acknowledge how each system could interact in maximising learning opportunities. The broader community in which the learner is embedded all may collaboratively influence the learning environment, learning processes and outcomes (Kempen, et al., 2011). Educators, who play a pivotal role in differentiating learning to meet diverse learning barriers, depend on resources and support from DoE, communities, parents and other stakeholders (Geldenhys & Wevers, 2013). Additionally, the parental influence (microsystem) are found to play a significant role in their children's learning process, not only as educators in the home environment but also based on how involved they are with other interrelating systems such as school meetings and other relating activities (Kempen, et al., 2011).

An understanding of the context and interaction between systems will allow the researcher to evaluate the impacts of each system involved in the implementation of the EWP6 in FSS.

Full-service schools involve multiple support systems within the mesosystem as well as an interaction within the community and DBST which comprise of the exosystem. A holistic understanding of each system could also assist in directing further support, resources or intervention to relevant systems in support of the successful implementation of the EWP6 within FSS.

2.3 Evaluation

The researcher conducted an evaluation of the implementation of the EWP6 within FSS. The evaluation engages with the research questions focused on the extent to which the goals specified have in fact been achieved. Evaluation refers to the “systemic means of appraisal to assess the value, worth or effectiveness of the policy” (WHO, 2007, p.2). The purpose of an evaluation is to determine whether the policy has met its objectives (WHO, 2007).

Various forms of evaluation have been identified in the literature which focus on evaluating different aspects of a policy or plan. Two of these forms have been identified as most relevant to this study. The first evaluates the implementation of policy, the successes and failures and possible recommendations for policy revisions (WHO, 2007). Secondly, an evaluation may assess the extent to which policy objectives were met by referring to the initial goals and the time frame for implementing these (WHO, 2007). It is suggested that such an evaluation may be useful in guiding future plans to expand on policy. This could be achieved by addressing the strengths which could be further leveraged and weaknesses which could be overcome (WHO, 2007).

The benefits of an evaluation include an appraisal and exploration of solutions to anticipated challenges (WHO, 2007). The former is achieved by assisting target groups in determining their success in implementing objectives using a relevant data collection tool (WHO, 2007). The latter can be determined by gathering data that will assess the difficulties and solutions faced by participants in achieving the objectives set out by policy (WHO, 2007). An evaluation may assist in mapping the route to future success by understanding and overcoming assessed challenges and barriers.

The sections below will discuss literature pertaining to past evaluative research in inclusive education as well as literature on programme evaluation as this will form the basis for the research.

2.3.1 Theory of change evaluation

Theory of change (TOC) is an evaluation method formulated by Carol Weis (Anderson, 2004). Explains TOC as a useful approach for “describ[ing] the set of assumptions that explain both the ministeps that lead to the long-term goal...and the connections between program activities and outcomes” (Anderson, 2004, p. 2). This methodology has been identified as ideal when planning community initiatives (Anderson, 2004). It allows the evaluator to track and link outcomes to goal-directed actions and interventions (Anderson, 2004). To apply this methodology, the following steps are used:

- Set desired goals and outcomes.
- Develop assumptions on how these outcomes are achieved.
- State the actions needed to realise stated outcomes.
- Develop indicators that will identify how much change is required to declare an achieved outcome (Anderson, 2004).

Dyson and Todd (2010) provide a framework for evaluation which acknowledges the diversity in policy interpretation with regard to FSS as well as the importance of evaluating the goals and actions of these identified schools. The research framework, TOC, was utilised in England where Dyson and Todd (2010) also conducted an evaluation on a full-service extended schools initiative. Dyson and Todd (2010) proposed a theory of change evaluation which serves to predict future outcomes as well as provide existing information on current performance relevant to the identified goals. This approach to evaluation appreciates that the interpretation of policy on a new initiative, such as FSS, would vary from context to context which makes it difficult to provide conclusive outcomes (Dyson & Todd, 2010). Consequently, a TOC evaluation approach takes into account that there are many variables affecting the objectives and outcomes of such a developing schooling initiative (Dyson & Todd, 2010).

Dyson and Todd (2010) therefore propose an approach which is able to predict future outcomes of FSS by identifying underpinning theories, actions taken to meet objectives and current related outcomes. Therefore, the aim of such an evaluation is not to determine all outcomes of FSS which would prove impractical due to time constraints as well as the fact that these schools are still currently developing (Cummings et al., 2007).

2.3.2 Programme evaluation

Similar to TOC, programme evaluation and monitoring is a methodology that enables the evaluator to assess the input, process, outputs and impact of a programme (WHO, 2007). These are each linked to the objectives described at the onset of an initiative, prior to implementing a policy. According to this method, EWP6 policy and FSS could be evaluated in as discussed below.

- Input evaluation determines whether the relevant human and financial resources, as specified by the policy, were provided such as support services including psychologists and teaching and learning aids.
- Process evaluation is essential in determining whether the activities required to meet the objectives, as specified in the policy, were indeed undertaken. An example of such activities could include the building of relevant infrastructure to improve access to FSS or teacher training for teachers to be better equipped to identify and support diverse learning needs.
- Output evaluation allows the evaluator to determine whether the activities were indeed useful in achieving the objectives outlined in the policy. In the example mentioned above, output evaluation will determine whether the improved infrastructure resulted in increased enrolment and access for learners with physical barriers to learning or whether the teacher training provided has encouraged teacher competence in assessing and supporting learners with such barriers.
- Impact evaluation allows the evaluator to determine whether targets, as specified in the policy, have been met. For example, one of the long-term (2009-2021) targets of the EWP6 is to convert 500 primary schools to FSS. Impact evaluation could also be useful in determining whether IE has allowed access to quality education to all

learners with barriers to learning based on enrolment to schools, progress of learners, number of learners completing school etc. (WHO, 2007).

According to the literature (De Vos, 2002; WHO, 2007), programme evaluation and programme monitoring are two complementary processes. They each provide distinctive and crucial information for the evaluative process so that the researcher may report on the extent to which objectives have been met and reasons why they may have not been accomplished. Programme monitoring is an ongoing activity to rectify any challenges throughout the process of implementing a plan or policy (WHO, 2007). This generally occurs prior to the completion of the time frame for the implementation of the policy or plan (WHO, 2007). However, because the EWP6 time frames consist of three phases, an evaluation of the first phase is needed. This may also serve as a programme monitor because the implementation of EWP6 within subsequent phases of FSS may benefit from reported recommendations. Programme evaluation therefore is involved in providing input for the successful implementation of a policy and also is a tool for understanding the possible barriers to this. Programme monitoring, as discussed above, is inseparable from evaluation as it provides essential data for fully understanding the processes of policy implementation.

The overall objective of programme evaluation is to determine the efficiency of the policy or initiative by developing a systemic method of collecting data on actions, characteristics and results (Patan, 1997, cited in Dreyer, 2008). This methodology is useful in that it allows the evaluator to make suggestions for improving the efficiency of the policy and assist in future planning for subsequent FSS developments (Dreyer, 2008).

2.4 Inclusive Education

2.4.1 An international perspective of inclusive education

Inclusive education can broadly be conceptualised as an education system that accommodates all learner needs by acknowledging the barriers faced by the learner (intrinsic or extrinsic) and meeting these needs to ensure effective learning for all (Ministry of Education and Science Spain, 1994; Stofile, 2008; Inclusion International, 2009). As an international movement towards inclusion and ethics of human dignity and equality, the Salamanca Statement made at the World Conference on Special Needs Education has served as a

prominent force behind inclusion in many countries including South Africa (Inclusion International, 2009). The Salamanca Statement proposes a paradigm shift from a medical model of special needs, whereby the problem is within the child, and instead proposes a systems approach which acknowledges the role of the education system, community, parents and other contributing factors which result in barriers to learning (Ministry of Education and Science Spain, 1994). Barriers to learning are the various factors which may hinder effective learning and these factors may be *intrinsic*, such as physical, mental, or learning disabilities, or *extrinsic*, such as poverty, socio-economic, or family adversity (Stofile, 2008; DoE, 2001). Regardless of the barriers, inclusive education involves amending a curriculum, teaching strategies, assessment procedures, environment changes etc. to accommodate and meet learner needs and promote equal access for all (Ministry of Education and Science Spain, 1994; Inclusion International, 2009).

In response to inclusive education, many countries have developed policies and strategies which reach towards context-specific inclusive goals. FSS are one of those initiatives that aim to address a diversity of learning needs and are adopted within South Africa as well as the United Kingdom (Cummings et al.; DoE, 2001).

2.4.1.1 Full services extended schools initiative

The Full Service Extended Schools (FSES) initiative developed in England aimed to render diverse services to the school and community (Cummings et al., 2007). The services offered at each FSES differed, relative to the specific needs of the schooling community (Cummings et al., 2007). A central aim of FSES are similar to that of FSS within the South African context, is to overcome barriers to learning (Cummings et al., 2007; DoE, 2001). This was achieved by developing community partnerships and obtaining additional support resources when necessary (Cummings et al., 2007).

Evaluations on FSES indicate that this initiative has yielded positive outcomes for learner performance and community members (Cummings et al., 2007). Support from head teachers, relevant partnerships, the community and families positively influence the success of FSES (Cummings et al., 2007). Although the costs to maintain these schools are considerably high, the evaluation suggested that the benefits far outweigh the costs (Cummings et al., 2007).

Suggestions arising from this research indicate that FSS could benefit from policy coherency, clarity of the objectives and contextually relevant strategic frameworks (Cummings et al., 2007).

2.4.2 Inclusive education within the African context

Within Africa, Inclusive Education goals are mostly directed at those marginalised on the basis of gender and HIV/AIDS, those who live in marginalised areas, nomadic populations and cultural minorities. The Education for All Global Report (UNESCO, 2010) indicates that in sub-Saharan Africa approximately 12 million girls are unlikely to enrol in school due to gender discrimination and 97% of poor Hausa-speaking girls in Nigeria have less than two years of education. The impact of these gender-based exclusions further fuel poor access to employment and poor education aspirations for the children of these women. Inclusive education in such countries would address these issues by bridging the gap of populations who are marginalised and denied an education.

It has been estimated that approximately 77 million children with disabilities in Africa are not enrolled in school (UNESCO, 2007, cited in Miles & Singal, 2009). In countries like Malawi, inclusive education now addresses the needs of learners with disabilities, a country which once had little support from government for disabled learners (Inclusion International, 2009). In 2005 the Malawian government began developing its National Policy on Equalisation of Opportunities for Persons with Disabilities (Inclusion International, 2009).

Extrinsic barriers to learning were mentioned in the previous section and include all those factors within the learner's environment which may lead to exclusion within the education system. The curriculum has been identified as one of these factors as it often does not take into consideration differential learning needs and context. UNESCO (2003) indicated that curriculums are often inflexible, gender-biased and decontextualised.

Uganda has overcome this barrier to learning by designing a curriculum sensitive to the cultural needs and aspirations of the community (UNESCO, 2003). Previously, the national curriculum was irrelevant to the socio-political context and community needs which resulted in decreased school enrolments (UNESCO, 2003). Currently, the curriculum is considerate of indigenous knowledge and accommodates the needed skills within the context such as “animal husbandry, water and rangeland management, environmental protection, early warning signs and positive cultural practices” (UNESCO, 2003, p.17).

Inclusive education places emphasis on a quality education where learning needs are met through adapted curriculum and differential teaching. In addition to this, inclusive education involves access to quality education which would enable learners to graduate and ultimately contribute to the economy as an equal citizen (DoE, 2005; Ministry of Education and Science Spain, 1994).

2.4.3 A South African perspective on inclusive education

2.4.3.1 South African history and its impact on education

The Apartheid era, which began in 1948 and ruled South Africa for 46 years, was characterised by segregation of the racial groups (Engelbrecht, 2006). During Apartheid, education provision was also determined according to race and individuals were provided with education said to be more suitable for their development such as “Bantu education” for black people. This resulted in different schools and curriculums for each racial group (Stofile, 2008). In addition, Apartheid also meant segregated schooling based on “special needs” learners and “normal learners”, however, due to racial discrimination black people were not even provided access to such schools and instead mainstreamed regardless of their special educational needs (Lomofsky & Lazarus, 2001, cited in Stofile, 2008). This culture of segregation and discrimination encompassed all aspects of life and became the defining factor for many South Africans way of life. After 46 years of segregation, South Africa was and still is burdened by the consequences. Nevertheless the country perseveres and maintains a struggle for true equity and human dignity as a democratic country.

In 1994, South Africa became a democratic country eager to right the wrongs of Apartheid and later, in 1996, the South African Schools Act emphasised equal opportunity and access for all learners to a quality education which should meet their learning needs (Engelbrecht, 2006). The Department of Education further reflected its commitment to this by publishing the Education White Paper 6: Building an Inclusive Education and Training System, Inclusive Education Policy (EWP6) in 2001. The EWP6 elaborates on a variety of barriers to learning that the education system needs to acknowledge and overcome in order to promote effective quality education to all previously disadvantaged individuals and groups (DoE, 2001).

2.4.3.2 Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System

In South Africa inclusive education is enforced by the White Paper 6 policy which focuses on identifying and minimising barriers to learning with the intention of enhancing each learner's access to their human right of quality education. This right is sanctioned by the Bill of Rights 1996 that emphasises the importance of equal access and rights to education for all regardless of any groupings (DoE, 2001; Engelbrecht, 2006).

According to the Department of Education (2001, p. 16), inclusive education within the South African context is defined as follows:

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Accepting and respecting that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners whether due to age, gender, ethnicity, language, class, and disability or HIV status.

- It is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures.
- It is about changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning.
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.

The policy requires a paradigm shift for inclusive education to be successful in South Africa and it emphasises an evident change in morale, pedagogy and terminology. This paradigm shift was clearly conceptualised within the Salamanca Statement as a “new thinking [which] places less emphasis on the learner [but rather the]...learning environment” (Ministry of Education and Science Spain, 1994, p.22). The learning environment should be adapted to the learner’s needs and barriers to learning are no longer perceived as an individual problem but rather a challenge faced by the system (school, community, family) (Ministry of Education and Science Spain, 1994). Hence, relevant adjustments and resources should be in place to meet these diverse learning needs. The EWP6 acknowledges that the extent of support required to meet each learner’s educational needs may differ and schooling systems need to be equipped to meet the different levels of needs (DoE, 2001). Each school, whether mainstream, full-service or a special school, should be suitably equipped to meet these differing levels of support. Special schools will support more intense learning needs and provide professional support to local schools, FSS will cater to the diverse learning needs of a more moderate nature and mainstream schools will be equipped to cater for lower levels of educational needs such as behavioural difficulties (DoE, 2001).

Provision of support to learners, educators and the schooling system is paramount in implementing inclusive education (DoE, 2001). The EWP6 acknowledges the need for support teams in order to successfully implement inclusive education (DoE, 2001). These support teams include, but are not restricted to, institutional-level support teams which

consist of the schooling community who are to identify barriers to learning and liaise with the circuit- and district-based support teams (DoE, 2001). The district-level support team includes specialised support services to assist the institutionalised support team (DoE, 2001). These teams are developed based on the needs identified in each community and dependent on the skills available in the district (DoE, 2005). It is necessary therefore to acknowledge the role that each stakeholder plays in the success of inclusive education as the Department of Education recognises the need and contribution of each stakeholder in the support teams necessary for the success of inclusive education.

The policy on inclusive education aims to implement inclusive education within a 20-year timeframe (DoE, 2001). Immediate, medium- and long-term goals have been developed for the 20-year period. According to these plans, the DoE should be implementing strategies designed to reach the longer term goals of inclusive education which aim to achieve a total of 500 FSS, 380 special schools and resource centres and to drastically reduce the number of learners who are not in school (DoE, 2001).

2.4.3.3 Full-service schools

The EWP6 describes FSS as those primary schools which have been designated and converted according to FSS requirements with the aim of meeting diverse learning needs and overcoming the associated barriers (DoE, 2001). The DoE (2005b) therefore encourages FSS to be flexible and engage in continuous development in addressing a broad range of learning needs. Support services available at such schools should include “physical and material resources, as well as professional development for staff” (DoE, 2001, p. 22). Adequate provision of such support will be a clear indicator of whether the EWP6 in FSS will yield positive outcomes. Despite the provision of professional services, the DoE (2005b) still encourages schools to develop support teams within the school by sharing and utilising the skills and knowledge of educators within the school as well as those in neighbouring schools. This is done with the aim of strengthening an inclusive environment, escalating opportunities to eradicate barriers and allow learners to fulfil their learning potential (DoE, 2005b).

In a pilot study in the Ugu district of KZN, FSS were identified as resource centres for mainstream schools where learner support educators and counsellors were based (MIET Africa, 2009). The role of support educators and counsellors is to identify and refer learners at risk for further intervention (MIET Africa, 2009). Figure 1 below is a representation of the model used for this project.

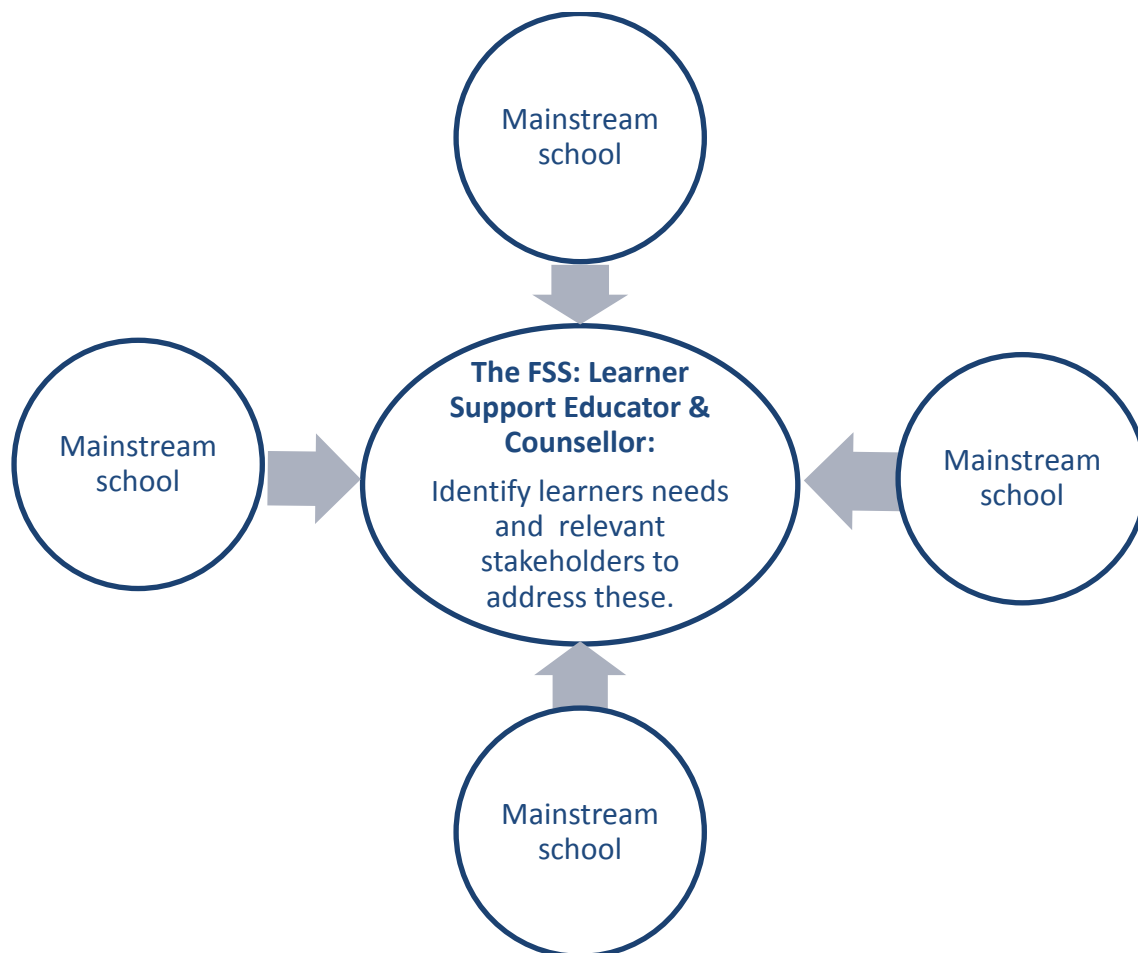


Figure 1. FSS as resource centres for mainstream schools (Adapted from MIET Africa, 2009).

This model was reported to be useful in limiting the barriers experienced in rural communities regarding accessibility of resources and support (MIET Africa, 2009).

Overall an FSS upholds the essence of inclusion not only by acknowledging the barriers to learning within the individual but also by eradicating barriers within the community. This is achieved by encouraging community involvement and upliftment, providing a supportive role

to surrounding schools, creating an ethos of unity, respect for diversity and making these services easily accessible to learners within the locality (DoE, 2005b).

2.4.3.4 Stakeholders involved in implementing EWP6 within FSS

The implementation of the EWP6 is undoubtedly the responsibility of all stakeholders involved in the school as well as the community in which it exists. It is also acknowledged in the literature that teachers play a crucial role in the implementation of EWP6 which is why most research on inclusion addresses the teacher's understanding of and perspectives on the policy (Howell & Lazarus, 2008; Mayekiso, Mdikana & Ntshangase, 2007; Ntombela, 2011).

The literature suggests that as key players, teachers, should therefore be provided with adequate training and support to ensure they are able to carry out their role (Mayekiso et al., 2007; Ntombela, 2011). The role of teachers within inclusive policies require them to identify learner's educational needs and/or barriers and adapt their curriculum and assessment accordingly, a role which teachers reportedly feel incompetent to fill (De Jager, 2011; Ntombela, 2011). In addition to these findings, Ntombela (2011) reports that teachers in KZN still maintained a medical model in addressing learners with special needs. Howell and Lazarus (2008) conducted research in a different province and found that teachers utilised a human rights approach to inclusive education in line with the EWP6. This understanding is said to have been facilitated by the provision of training materials from community stakeholders, universities and non-governmental organisations (NGOs) (Howell & Lazarus, 2008). The difference in findings may suggest, as discussed earlier, that policy is interpreted and implemented differently in the absence of support and training which Ntombela (2011) alludes to. As illustrated by Howell and Lazarus (2008), the involvement of all stakeholders is beneficial in providing support to teachers, assisting in understanding inclusion and paradigm shifts towards inclusion.

Other key role players in implementing EWP6 include the DBST which serves as a support team to the ILST in situations where extra professional support or guidance is required (KZN DoE, 2009). The ILST, who are responsible for ensuring the implementation of the EWP6,

served as the sample group in each participating school. Hence, an elaboration on the structure and roles of these support teams follows.

The ILST's predominant function is to facilitate inclusive practices within the school by providing support and sourcing internal or external support when necessary (DoE, 2005a). ILST are comprised of teachers, external specialised teachers, a management member of the school and interested staff and non-staff members who are able to provide diversity in problem solving and support with the central aim of inclusion (DoE, 2005a). Fourie and Kalenga (2011) suggest that each ILST functions differently in different schools, however, each share the common responsibility of carrying out the expected functions stipulated in the EWP6.

Inclusive education is a new concept for teachers to grasp and is still in the process of development. Therefore, proper implementation requires facilitative support. Without the necessary support teams in place to assist the successful implementation of inclusive education, we are faced with the following question: Are inclusion practices being facilitated in schools, especially within the FSS?

2.5 National and International Experiences of Implementing Inclusive Education

In order to discuss and understand the strengths and challenges in the implementation of inclusive education it is necessary to first understand the history and culture of the country in which it is implemented. In some countries inclusive education has been a success despite a lack of resources as a result of the commitment and involvement of all stakeholders (Mayekiso et al., 2007). It is important to note that inclusion in some countries may focus more on inclusion of learners with disabilities or from all classes or socio-economic groups. In other countries like South Africa, focus is placed on inclusion of all racial, HIV/AIDS status, socio-economic, disability and ethnic groups (DoE, 2001). This has become the focus for South African inclusive education due to its long history of segregation and groups burdened by poverty and the HIV/AIDS pandemic.

2.5.1 International experiences of inclusive education

Diverse barriers to learning and methods of implementing inclusive education have been identified and adapted in various countries. Exploring the experience of inclusive education internationally will illustrate both the challenges and successes that could be used to inform a model for future inclusive practices worldwide.

The Global Report on inclusive education (UNESCO, 2010) has indicated multiple success stories regarding the implementation of inclusive practices within the schooling environment. Many of the successes of inclusion within schools were attributed to support from the micro, meso or macrosystem.

In Cameroon, community involvement has proven useful in promoting inclusive education. Involvement from NGOs and local businesses effectively developed training for special education needs teachers and raised community awareness on disabilities (Inclusion International, 2009). This further created job opportunities and apprenticeships for special needs learners (Inclusion International, 2009). Such involvement also proved beneficial to a community in El Salvador where parents and community members taught sign language as a means of improving inclusion (Inclusion International, 2009).

On the mesosystemic level, India has provided an exemplary model of inclusion by means of a children's club. The club consists of both disabled and non-disabled learners, allowing a platform for disabled learners to enhance their social skills and self-esteem while non-disabled learners are able to enhance social responsibility and make a positive impact (Inclusion International, 2009).

The macrosystemic support for inclusive education is identified in policies and law. Finland has proven its support to inclusive education by recognising Finnish sign language as an official language which is utilised in teaching and learning in bilingual schools (Inclusion International, 2009).

A collaborative approach involving all systems was found to be scarce internationally and it is this which is most needed for more effective, successful and sustainable inclusive education (Inclusion International, 2009).

The FSES adopted in the United Kingdom, as discussed earlier, has yielded positive outcomes for learners as well as families and communities (Cummings et al., 2007). Diversity in implementation and understanding of policy and strategies was experienced and interpreted in relation to problems faced by the community in which the FSS existed (Cummings et al., 2007). The central aim of all these schools, however, is to address barriers to learning by any means possible, to develop community partnerships and supply additional support resources when necessary (Cummings et al., 2007). Suggestions arising from this research indicate that FSS could benefit from policy coherency, clarity on objectives and contextually relevant strategic frameworks. This could also provide guidance on which partnerships may be appropriate in supporting the objectives of FSS (Cummings et al., 2007).

2.5.2 Experiences in implementing inclusive education in Africa

The literature indicates that, within Africa, implementing IE has been challenging. This has often been due to cultural perspectives, finances and the medical model surrounding learners with barriers to learning and disabilities. Bornman and Donohue (2014) indicate that more than 90% of learners with disabilities are excluded from schools within Africa. Some of the reasons for this exclusion include traditional and cultural beliefs. In Zimbabwe, it is believed that children with disabilities are a result of sinfulness, witchery or angered ancestors (Bornman & Donohue, 2014). Therefore, schooling is denied to these children whose parents may be seeking a “cure” (Bornman & Donohue, 2014). Parents of children with disabilities may perceive these children as hopeless and unworthy of education (Bornman & Donohue, 2014). Similar perspectives are held by Malawian parents who are afraid of the stigmatisation that is still attached to disabilities and hence they are reluctant to send these children to school (Artiles et al., 2015). Furthermore, in a poorer country such as Malawi, parents often believe it is uneconomical to have children with disabilities schooled as they will not be able to acquire any skills (Artiles et al., 2015).

The poorer economy of Malawi has also impacted on infrastructure and access to schooling. It is reported that schools are usually located far from rural areas making it difficult for learners to access them (Artiles et al., 2015). A second problem is inadequate teaching staff (Artiles et al., 2015). Although Malawi has stopped all schools charging fees in an attempt to improve access to education, many learners still dropout as a result of a poorer financial status and a curriculum that does not cater to traditional and cultural aspirations (Artiles et al., 2015). In the ethos of IE, that is, accommodating the learning needs of all, Malawi could utilise a model which accommodates contextual needs and aspirations within the curriculum as exemplified by Uganda and discussed earlier in section 2.4.2.

Most importantly, IE needs to be acknowledged and advocated by government. It is indicated that there is little mention of IE in education policy documents within Malawi (Artiles et al., 2015). Although Malawi has made improvements in accommodating and supporting learners with disabilities, acceptance and support is still lacking for learners facing diverse barriers to learning such as behavioural, socio-emotional, curriculum diversity or extrinsic barriers including poor infrastructure and limited access to schools.

A broader perspective on barriers to learning, both intrinsic and extrinsic, and support for overcoming them is necessary to fully embrace the ethos of IE. However, modifying and prioritising IE goals to contextual demands and needs has proved just as efficient in many countries such as Zambia and Swaziland. Ainscow (2005) supports a view of IE that identifies barriers to learning and addresses these, ensures equality and that all learners have access and participate within the education system. Additionally, IE is about taking all possible measures to ensure learners at risk of exclusion, vulnerability and marginalisation are provided with support and full access to quality education (Ainscow, 2005). In Zambia and Swaziland, the HIV/AIDS pandemic is the predominant learning barrier that has caused children to be excluded from education (Allemano & Argall, 2009). This has left many learners orphaned, with poor access to health services and other supports. A case study on the Schools as Centres of Care and Support (SCCS) initiative was conducted in Zambia and Swaziland to address these barriers to education (Allemano & Argall, 2009). The initiative was implemented in 40 schools in Zambia and 40 schools in Swaziland. Positive results indicated that learners attended schools more often, teachers were more understanding of

these learners' extrinsic barriers hence were more supportive and there was improved access to education, health and social welfare services to vulnerable members of the school and community (Argall & Allemano, 2009). This initiative was made possible by collaboration between the education departments of each country, other ministries, NGOs and volunteers (Argall & Allemano, 2009).

2.5.3 South African experiences of implementing inclusive education

2.5.3.1 Challenges experienced in implementation

Since the Education White Paper 6, many research reports indicate that inclusive education practices are still a challenge faced by schooling communities and teachers particularly (Kalenga, 2011; Mayekiso, et al., 2007; Ntombela, 2011; Stofile, 2008). With regards to this, it is important that the DoE of South Africa recognise the challenges faced in the implementation and address these accordingly. The different system levels interrelate and have a reciprocal influence on one another and therefore the challenges in implementation are not a challenge for the DoE to address alone. The broader community which this policy of inclusive education serves needs to be involved. Bornman and Donohue (2014) indicate the greatest challenge faced in implementing IE within South Africa is the unspecified IE goals and lack of direction in achieving these goals. Literature on IE education within the South African context has identified numerous challenges in implementing EWP6 and some of these challenges will be discussed next.

i. Disseminating information and teacher training

After releasing the EWP6 on inclusive education, the DoE faced the challenge of disseminating this information to society and providing the necessary training for teachers to implement inclusive practices in the classroom. Teachers are at the forefront in implementing inclusive education but they have often reported a lack of skills and in-depth knowledge of inclusive education. Authors such as Ntombela (2011), Mayekiso et al. (2007) and others have reported that teachers have not been adequately trained on inclusive education and hence they lack confidence in teaching learners with special needs, especially those with

severe learning difficulties. With the poor dissemination of information regarding inclusive education, teachers inaccurately assume that mainstream schools should now accommodate learners with all learning disabilities, including severe learning disabilities, hence reluctance and fear over inclusive education has arisen among educators (MIET Africa, 2009.).

It is important that teachers and schooling communities are provided with an understanding of the DoE goals to develop FSS which will accommodate learners with varying barriers to learning (DoE, 2001). The DoE will firstly need to ensure that these schools are equipped with the support services, infrastructure and resources to accommodate these learners (DoE, 2001). In addition, learners with severe learning disabilities cannot be placed in schools without the available resources and support services and special schools must still be maintained for these learners (DoE, 2001). Barriers to learning addressed by mainstream schools include barriers such as HIV/AIDS, poverty, socio-economic, family dynamics, Attention Deficit Disorders (ADDs) and any other factors that may hinder learning (DoE, 2001; Pettipher & Swart, 2006).

Teachers are also unaware of how to access resources and support when needed for inclusion to take place and therefore need training on how to develop ILST, how to access DBST and how to involve the community in strengthening support structures (Kalenga, 2011). Teachers require training on differentiated teaching and learning, how to adapt lessons, teaching strategies and assessments to meet the learners' needs (De Jager, 2010). Often this information and training has been provided by the DoE by means of a cascade model (Ntombela, 2011).

A study by Ntombela (2011) revealed that many teachers still hold to the medical model ideology with regard to teaching learners who have learning disabilities and hence a definite paradigm shift will be necessary for inclusive education to be implemented. A paradigm shift or change in the beliefs and practices that many teachers are accustomed to requires much more than training via cascading and short workshops (Ntombela, 2011). Educators trained prior to the EWP6 have many years of teaching experience within the medical framework

and are faced with the difficulty of having to reorient their teaching methods (Ainscow, 2009 as cited in Bornman & Donohue, 2014).

The cascading model of dissemination has proven unsuccessful (Ntombela, 2011). This model is implemented by selecting teachers from different schools to attend workshops and thereafter disseminate their acquired knowledge to other teachers within their schools (Ntombela, 2011; UNESCO, n.d.). Teachers who attend these workshops often return to the school with misinterpreted information or simply fail to disseminate the information (Ntombela, 2011). Many may perceive and interpret information differently and therefore it is incorrect to assume the effectiveness of a cascading training model. The DoE faces a major challenge in disseminating information on EWP6 and providing the necessary training for teachers so as to allow the successful implementation of inclusive education. This is a challenge due to a lack of “human resources and... no alternative strategy” (Ntombela, 2011, p.11).

As suggested by UNESCO (n.d.), training and teacher development in inclusive education needs to be approached holistically. The DoE faces human and financial resources challenges to providing training and dissemination of information on IE. It is thus suggested that schools within communities share skills, knowledge and resources (DoE, 2005). The district teams may encourage attitudes of inclusive education by developing community awareness (DoE, 2005).

ii. Perceived roles of ILST and DBST

The DBST are meant to function as a support to the schooling community to ensure successful implementation of inclusive education. The DBST assist learners indirectly by supporting the institutional support teams (ILST) in identifying barriers within the community and directing the ILST to the appropriate support and resources within the community (DoE, 2005). The composition of a DBST is usually determined by the needs of the particular district as well as the available skills and expertise within the district (DoE, 2005). Often the required skills and expertise are not available within the district which poses a major challenge for the DoE as well as the schools that require support for inclusive

practices. In a study conducted in the Gauteng Province, it was indicated that learners with disabilities have poor access to support services (Nel, Müller & Rheeders, 2011).

Support services from the DBST should usually be provided by specialists such as therapists and special needs teachers, curriculum specialists to assist with differentiated teaching and learning, institutional development specialists, administrative experts and specialist support personnel (DoE, 2005). The DBST also require clear direction and understanding of their roles as well as support from the DoE and national government (DoE, 2005).

Sadly, ILST have been short lived (Kalenga, 2011). Reasons provided for this include uncertainty over team member roles and the fact that many teachers feel overburdened by the increased workload (Kalenga, 2011). According to Kalenga (2011), the community members who the ILST is expected to source support from and to provide support to are unaware of the functions and existence of this team. Another identified problem for the ILST is the lack of access to the DBST to facilitate the development of the ILST and provide the necessary support (Daniels, Lazarus & Nel, 2010).

iii. Identifying and assessing barriers to learning

The lack of training and support systems available to FSS may make identifying and assessing barriers to learning a challenging task. Bornman and Donohue (2014) have indicated that many teachers and schools are uncertain of the parameters of learning disabilities which can be accommodated in schools. According to Bornman and Donohue (2014), this uncertainty is due to poor clarification from the National DoE. Additionally, the scope of learning disabilities and barriers is broad and how schools should cater to these is uncertain, especially for those barriers which are extrinsic in nature (Bornman & Donohue, 2014). This may hinder the implementation of inclusive education as teachers and all interacting systems would be unable to identify and develop strategies for meeting the needs of barriers to learning.

A study conducted at a KZN FSS indicated that teachers still utilise a deficit model in identifying barriers to learning (Mkhuma, 2013). Teachers in the study only made reference to difficulties faced by the learner, rather than challenges in the environment and educational system. It is evident that these teachers, like many others, lack the necessary training to assist them in understanding the broad spectrum of barriers to learning and, most importantly, how to address these.

In the study by Mkhuma (2013), it was indicated that no protocol exists in the identification of barriers to learning. Rather, teachers utilise their intuition (Mkhuma, 2013). This challenge was identified despite some limited training provided by the DoE on utilising the national strategy of Screening, Identification, Assessment and Support (SIAS). Teachers indicated a lack of practical experience in applying these documents and methods to everyday teaching and learning which also made their work more demanding (Mkhuma, 2013). Additional challenges to utilising SIAS were misconceptions surrounding the number of learners with barriers identified each month and the misconception that barriers to learning should be identified in the foundation and intermediate phases only and not the senior phase (Mkhuma, 2013). An evident need for support, further training and access to resources exists and this illustrates the shortcomings in SIAS strategy and IE in the identified FSS. This was found to be useful in the Ugu Pilot study whereby FSS were provided with direct training on all elements of inclusive education (MIET Africa, 2009). This training was provided in collaboration with all important stakeholders involved. Feedback from the sample group indicated that the training and support provided assisted in developing skills to identify intrinsic and extrinsic barriers and create multi-level teaching and learning plans as well as providing relevant support (MIET Africa, 2009). According to EWP6, assessments and the identification of barriers to learning need to occur on all levels, at home by parents, teachers, and peers and from the learner's general performance (DoE, 2005). An evident multi-level support system is necessary in the identification and support of learners with barriers to learning.

According to the policy, it is expected that each level play a role in identifying and assessing barriers to learning as well as participate in developing strategies and managing the identified barriers (DoE, 2005). The purpose of assessments is to identify barriers to learning and

develop means to effectively meet the learners' needs (DoE, 2005). In addition, assessments need to be valid, reliable and ethical (DoE, 2005).

2.5.3.2 Successes in the implementation of EWP6

South Africa, as a developing country, will face challenges on the road to advancing the country. The Organisation for Economic Cooperation and Development (OECD) provides a platform for all governments to exchange ideas and seek recommendations on their education system (Khumalo, 2008). The OECD reported that although the South African education system has many challenges ahead what it has been achieved thus far is commendable (Khumalo, 2008). There have been noticeable achievements related to equity and access to schooling. Strengths that will now be discussed include the commitment of the DoE to inclusive education, the action-research method within the education system and the broad acknowledgement of barriers to learning.

i. The EWP6 as a reflection of commitment to inclusive education

The DoE policies serve as an instrumental force in defining the values and culture of all other systems involved (Inclusion International, 2009). Although a major paradigm shift is needed and will take time to achieve, it is imperative that policies and leadership are provided in directing and gearing towards what is believed to be a more effective and equitable education system. This commitment by the DoE is reflected in the EWP6 which also signifies a commitment to democracy, human dignity and equality. Although there is a policy in place, it remains crucial that communities and parents on the meso and micro levels are involved in ensuring that this policy was not drafted in vain but is put into practice. As seen in numerous examples in the Education for All Global Report (Inclusion International, 2009), parents and communities who are directly affected by barriers to learning and development are the driving force behind a government developing and maintaining its commitment to inclusion. The Ugu Pilot Project has served as a good example within South Africa that inclusion is possible and has encouraged the KZN DoE to increase the number of FSS from 30 to 50 and to begin improving its strategy for implementing inclusive education (MIET Africa, 2009). In addition, this reflects an important need related to practice and involvement as it is often found that a paradigm shift may only be possible when people see the possibilities involved

and fully grasp the ideology behind inclusive education (Pettipher & Swart, 2006). This has proved true even for government officials who acknowledge the needs of the country but are more inspired towards change when presented with plausible goals and results (Pettipher & Swart, 2006).

As previously discussed, the OECD provides the opportunity for governments to communicate and exchange ideas and recommendations on education (Khumalo, 2008). This has assisted the South African Education Department to meta-reflect on their strategies, current system and policies and gain positive reinforcement. The National DoE has also been able to discern what is not effective and develop means of improving current strategies. This will be discussed further by the following identified strength.

ii. Action-research by the Department of Education

“Action-reflection-action” is a strategy useful for training teachers in inclusive practices (UNESCO, n.d.). This strategy explains that barriers need to be identified, strategies developed and, after administration, returning to reflect on the effectiveness of the strategies is necessary (UNESCO, n.d.). Although this is a strategy identified for teachers, it may be useful for government officials involved in inclusive education strategy development. This strategy represents in some way the purpose of OECD as governments are able to reflect on their successes and failures, share ideas and receive recommendations (Khumalo, 2008). Sharing of experiences is useful as this allows the Department to clearly see the effectiveness of certain strategies and develop means of bettering the education system. It is imperative, however, that when these recommendations from other countries are taken into consideration, governing bodies acknowledge the different cultures and modify strategies accordingly.

iii. Acknowledgement of a broad concept of barriers to learning

It is commendable that the South African DoE has acknowledged that barriers to learning are not simply the physical and mental disabilities found within the child. Instead, the DoE has looked far beyond the learner and into the community and society at large. This is a reflection of a holistic and systemic approach to learning and marks a clear paradigm shift. The DoE

further encourages this approach by providing training for teachers to address diverse learning needs and move towards a social perspective (Oswald & Swart, 2011). This broad concept of barriers (age, gender, ethnicity, language, class, disability and HIV status) acknowledges all learners and encourages unity, human dignity and equality (DoE, 2001; MIET Africa, 2009).

2.6 Relevance of the Research

The EWP6 indicates that a target of 500 full-service schools has been set for the period 2009-2021 (DoE, 2001). South Africa is now beginning phase two of the FSS initiative but literature and research regarding the implementation of phase one for FSS is inadequate. The need for clarity and research on how FSS should operate and recommendations from phase one outcomes should serve as an imperative source in determining the way forward for future FSS within the context of South Africa and KwaZulu-Natal. Makoelle (2012) acknowledges the lack of research within this field as well as the current ideology of inclusive education which seems to be struggling to move away from the medical model in understanding and addressing barriers to learning.

2.7 Conclusion

The literature illustrated the suitability of an evaluative study for policies as well as guidelines on how to conduct evaluation in the context of FSS. The ecological systems theory was presented in the literature review which provides an understanding of the role of all stakeholders in achieving IE objectives. International, provincial and national experiences, challenges and successes were presented. A paradigm shift is notably the greatest challenge faced by all systems involved. However, with the commitment and collaborative involvement from all levels of the system, the successful implementation of inclusive education is possible. The following chapter will discuss the research methodology utilised in the study.

Chapter Three

Methodology

3.1 Introduction

In order to provide an understanding of how this research was carried out and how the objectives have been met, this chapter will discuss the methodology of the study. Included in the chapter will be a discussion of the research design used in the study, both quantitative and qualitative, the sampling method including demographics of the sampling group, data collection methods utilised and the data analysis methods applied.

3.2 Research Design

The research design formed the structure in which the study was conducted. The research design was selected to adequately address the research questions and aims and assist in the data analysis. This section will discuss the research methods, procedure and data analysis required to answer the research questions (Bak, 2004).

In evaluating policy implementation, De Vos (2002) and the WHO (2007) suggests that a mixed methods approach be used. Using a mixed methods approach will assist in gaining both descriptive and rich data, addressing two important aspects of the policy implementation. According to WHO (2007), evaluation is not only about whether the policy is being successfully implemented but also addressing the causes of success or failure. Therefore an evaluation is not restricted to any particular research design. Rather it enables the researcher to utilise a design that will address the dynamics of an evaluative study.

Utilising both a qualitative and quantitative research design assisted the researcher to provide an in-depth evaluation of the policy implementation and stakeholder experiences in implementing this policy. This has allowed the researcher to provide answers to the specified research questions.

A quantitative research design was used to provide descriptive data. Also, quantitative data was used to evaluate the implementation process and whether the specified goals and outcomes of EWP6 have been achieved and resources deployed appropriately. Therefore, this method dominated in the collection of data as well as the analysis and interpretation of data. However, the quantitative data did not provide sufficient information on possible causes for successes or failures with regard to implementing EWP6 in FSS. Hence, a qualitative design was used to overcome this shortcoming by subsequently utilising open ended questions within the questionnaire.

3.2.1 Qualitative research design

Qualitative data allows the researcher to gain an in-depth understanding of issues which emerge from the collected data (Durrheim, et al., 2006). Qualitative data within this study was collected in the form of written language or descriptions which allowed participants to express their experiences, challenges and successes in implementing EWP6 within FSS.

Due to the nature of FSS in the context of South Africa (SA), and KZN in particular, FSS have provided a changing role for schools, teachers and communities. The qualitative approach utilised in this study aimed to generate an understanding of EWP6 policy interpretation and challenges and successes experienced by the research participants. Interpretation of barriers to learning, relevant support systems and strategies in addressing these should be constructed specifically to the needs of each context.

A qualitative research design assisted the researcher in gaining an understanding of the lived experiences of participants involved in implementing EWP6 within FSS. These experiences provided insight and guidance on practical operationalisation of EWP6 as well as recommendations for improving the implementation of EWP6 within FSS.

3.2.2 Quantitative research design

A quantitative design will assisted in providing descriptive data that allowed the researcher to address research questions regarding the specifications of implementing EWP6 and the extent to which these have been implemented. Statements relevant to the research questions were posed to participants who indicated their responses on a Likert scale. The five point scale was used and comprised of five categories: agree, strongly agree, neutral, disagree and strongly disagree. The scale utilised an odd number of categories to allow for an indifferent or neutral response.

Advantages of a Likert scale include its quick and easy means of answering. According to Delport (2002), statement questions with scaled responses are beneficial as they make questions easier for participants to understand and complete. Additionally, scaled responses or questions are useful in studying participant's opinions and perceptions (Durrheim, et al., 2006). A disadvantage is that it does not accommodate participant subjectivity. The qualitative design of the study will compensate for this limitation.

In contrast to inferential statistics, data was not used to generate any conclusions or generalisations but simply to describe ILST members' experiences in the implementation of EWP6 within FSS.

The conceptual and theoretical framework informed the fundamentals of how this research was carried out. These were characterised by the research designs as discussed above, the theoretical framework which allowed the researcher to address the research questions within the context it applies, the data collection methods as well as data analysis. Each activity interrelated and impacted on the application of the others. This is illustrated in Figure 2.

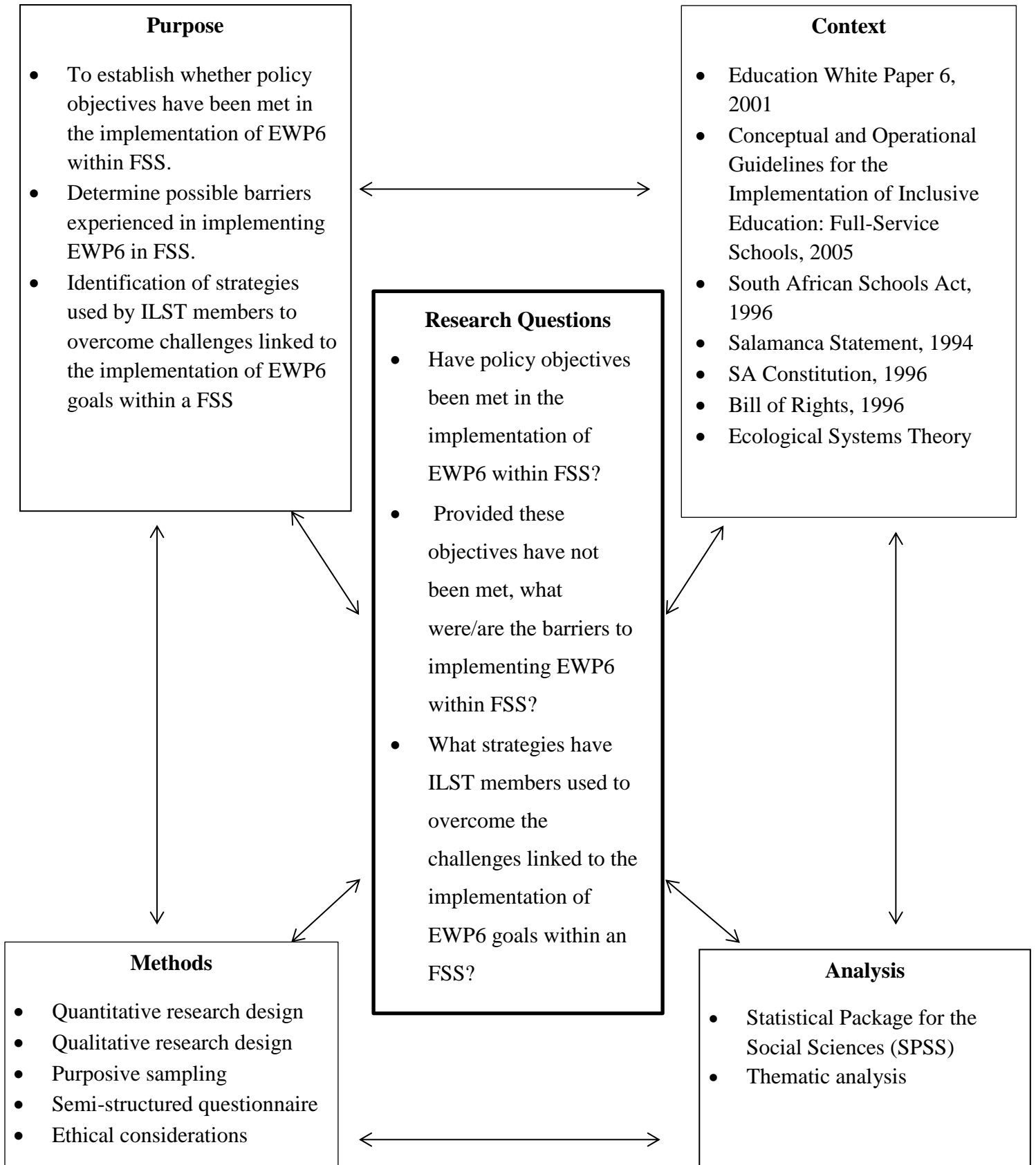


Figure 2. Summary of the Methodology

3.2.3 Design validity and coherence

Design validity and coherence are required to establish whether research findings are both valid and reliable. That is, whether the findings are not attributed to other factors besides those which the researcher set out to investigate (Durrheim et al., 2006). This is known as a rival hypothesis. Design validity is therefore established when possible rival hypothesis are eliminated. To do this, Durrheim et al. (2006) explain that possible plausible rival hypothesis should be identified and removed by either reviewing past literature or developing a measure relevant to study. This was accomplished in the study by adapting a questionnaire to suit the purpose and aims. Additionally, literature relevant to the study has been consulted and reported in chapter two.

A research study may be susceptible to poor design validity as a result of poor design coherence. Design coherence can be described as a research framework whereby the methodology is well suited to address the purpose and paradigm of the research (Durrheim et al., 2006). Design coherence for this study is reflected in Figure 2 in the previous section.

3.2.4 Trustworthiness

Trustworthiness of qualitative data is said to be established by addressing the following concerns: applicability to other settings, consistency of data, researcher biasness, and credibility of data (Guba, 1981 cited in Anney, 2014).

The researcher has addressed the abovementioned concerns of trustworthiness by firstly, ensuring that the data collection instrument was examined by the supervisor and other experts in the field of Education Psychology. This analysis ensured that the questionnaire was free from all biasness, it ensured that the questions were relevant and consistent with the research questions and free from any inconsistencies that may have jeopardised the collected data.

The researcher informed the participants that their participation will remain confidential and the questionnaire will not be linked to any identifying data found in the consent form. Ensuring and maintaining such confidentiality limits the likelihood of participants responding to questions in a favourable way as oppose to providing credible information.

According to Anney (2014), triangulation which may include the use of multiple research methods, may also limit biasness within a data set. The researcher used both qualitative and quantitative data collection methods to improve the trustworthiness of the collected data.

In regard to generalizability of the data, it has been established that due to the limited sample size and use of participants within the KZN province only, the findings cannot be generalised to all FSS nationally or internationally.

3.3 Sampling

Purposive sampling was utilised in this study. According to Strydom and Venter (2002), purposive sampling occurs when participants are selected based on predetermined criteria relevant to the study. In this research, the sample was selected based on participants' knowledge and experience in implementing the EWP6 within an FSS. As the key role players involved in the implementation of EWP6 in FSS, the questionnaire was directed to existing ILST members. Therefore, purposive sampling was used to gain insight into ILST members' experiences in implementing the EWP6 in FSS.

Considering the limited number of phase one FSS, the researcher anticipated possible limitations to the sample size and consequent response rates. To guard against this and ensure sufficient data was collected, the researcher administered the questionnaire to all 50 phase one FSS. More importantly, this ensured that the sample is representative of the KZN province and increased generalisability.

A list of FSS schools was requested and provided by the Director of KZN DoE who is responsible for FSS within the KZN province. From this list, three phases of FSS were provided, however, in keeping with the research objectives, only phase one FSS were selected to participate in the study. From each school, two members of the ILST were asked to participate and the expected sample group was 100 participants. This sample size was considered manageable and practical based on the research time frame.

However, the response rate to the research was lower than expected. Despite utilising a variety of modes of communication (email, facsimile, internet website searches, and telephonic calls) the researcher was unable to contact certain schools. In addition, certain

schools declined participation in the research. Consequently, the sample size was small (n = 43). Nine out of the 12 districts were represented by the sample group.

3.4 Data Collection

3.4.1 Data collection instrument

To address the research questions and gain information, a semi-structured questionnaire was used. The questionnaire included mostly closed-ended questions. However, the questionnaire also provided participants with the opportunity to describe their experiences and recommendations in their own words by means of open-ended questions. Hence, the questionnaire followed both a quantitative and qualitative design.

The questions in the questionnaire were adapted from Mayaba (2008) to suit the relevant research questions of this particular study. Perusal of literature in addition to consultation with experts in the field of Educational Psychology assisted with the adaptation process. These experts examined the questionnaire for ambiguity, double barrelled questions and other inconsistencies. According to Mayaba (2008) the reliability of the original questionnaire had been established because the consistency of the response rate was 95% with a range of 5% (British Columbia Teachers Federation (BCTF), cited in Mayaba, 2008). The research instrument was adapted and utilised previously by Mayaba (2008) in exploring the teachers' experiences of inclusive education.

The data collection instrument was selected due to its suitability to the context of inclusive education as well as its quantitative and qualitative design. This allowed the researcher to easily adapt the questionnaire to meet the specific purposes of the study.

The sections included in the questionnaire are background information, philosophy and practice, availability of support, class composition, positive and problematic issues in inclusive education within FSS and experiences and perceptions of inclusive education within FSS. The last two sections are purely qualitative in their design and the other sections are quantitative as responses are recorded on a five-point Likert scale. Three of the seven sections are both qualitative and quantitative in nature.

The following table, Table 2, illustrates the manner in which the research purposes, aims and questions were addressed within the questionnaire. Some sections in the questionnaire addressed more than one research question, depending on how participants responded to the question.

Table 1

Research Questions Addressed in the Questionnaire

Research Question	Sections in the Questionnaire
1. Have policy objectives been met in the implementation of EWP6 within FSS?	<ul style="list-style-type: none"> • Section A: 8, 10 a-b • Section B: 12e-l • Section C: 13 • Section D:16
2. Provided EWP6 policy objectives have not been met, what were/are the barriers to implementing EWP6 within FSS?	<ul style="list-style-type: none"> • Section B: 12e-o • Section C: 13, 15a-b • Section D:16 • Section E: 17b-c
3. What strategies have ILST members used to overcome challenges linked to the implementation of EWP6 goals within a FSS?	<ul style="list-style-type: none"> • Section E: 17 c • Section F: 21

3.4.2 Data collection method

A list of phase one FSS was provided by KZN DoE. The researcher conducted an internet search on various directory sites to access contact details for the list of FSS provided. Initial contact with the schools involved informing the schools on the research and arrangement of a meeting where possible. Additional information was then presented to the schools either in person, by the researcher or alternatively sent via postal services, email, or facsimile. Participants were provided with an information sheet which also requested their permission to conduct research, consent forms, questionnaires as well as copies of the letter of permission provided by KZN DoE. Once the necessary documents were completed by participants, these were handed or delivered back to researcher.

3.5 Ethical Considerations

Ethics in research require that appropriate guidelines and policies are carefully followed and the rights of the participants are acknowledged and respected throughout the research process. Research ethics are addressed in guidelines for researchers to use in order to ensure that their research does not cause harm to participants and/or jeopardise their human rights (Bak, 2004). Research participants are to be treated fairly and their personal information kept confidential throughout the research including during data collection and in the documentation and presentation of findings (Bak, 2004). Additionally, research ethics encompasses both scientific competence (design validity and coherence) and plagiarism (Bak, 2004; Durrheim et al., 2006).

This dissertation has been revised by the researcher and supervisor to ensure that it meets the relevant ethical policies. Ethical considerations were developed in accordance with the University's Policy and Procedures on Research Ethics, as well as its Procedures on Managing and Preventing Acts of Plagiarism and the KZN DoE policy on conducting research within educational institutions. This researcher adhered to the abovementioned policies and procedures and ensured the following:

- a. All participants were briefed on the research and advised that they are at liberty to participate and withdraw from the research at any given time. Informed consent was requested from those willing to participate (see Appendix B for the Informed Consent Declaration).
- b. Ethical clearance was obtained from the Higher Degrees Committee at the University of Zululand (see Appendix G for the Ethical Clearance Certificate).
- c. Permission from the KZN DoE to conduct research within KNZ schools was granted (see Appendix E this letter of permission).
- d. Permission to adapt the original questionnaire by Mayaba (2008) was requested and this was granted by the author (see Appendix F for the record of permission granted by Ms PL Mayaba).
- e. Dissemination of the research findings excludes any identifying data of the participants to ensure confidentiality. Research participants who request copies of these findings will be provided with them.
- f. The researcher ensured that no harm was brought to participants by participating in this study.

- g. Debriefing sessions for participants were conducted.

3.6 Data Analysis

3.6.1 Quantitative data analysis

Descriptive data informed the extent to which the EWP6 specifications have been met. This information is presented in frequency tables in the next chapter. Furthermore, the data enabled the researcher to describe the participants' demographics.

In order to analyse the quantitative data and assist in descriptive analysis, items have been coded using SPSS. According to Durrheim et al. (2006, p. 190), coding data allows the data to be transformed into a "meaningful numerical format". This numerical data has been entered into SPSS which assisted in data analysis and interpretation.

Descriptive analysis provided a visual representation of utilising frequency tables as well as bar charts. Additionally, descriptive analysis allowed the researcher to determine correlations within the data set and "identify and quantify relationships between variables" (Walliman, 2005, p. 305).

3.6.2 Qualitative data analysis

As opposed to quantitative data, qualitative data allows for more detailed, subjective experiences to be reported. The qualitative data was used to explore the lived experiences of ILST members in implementing EWP6 and utilised these perspectives as recommendations to assist in future developments of FSS. Commonalities in this data assisted in developing a collective knowledge which may be used to overcome barriers associated with the implementation of the EWP6. According to Durheim et al. (2006, p. 362), "thematic development is a kind of pattern-finding process, in which we identify a 'type' of occurrence by virtue of its being perceived as an underlying common form in different contexts."

To achieve the above mentioned outcomes, thematic analysis has been used. Thematic analysis is a qualitative method of data analysis which identifies, analyses and reports on themes (Braun & Clarke, 2006). Thematic analysis is flexible in the sense that it may utilise

various methods of analysis such as essentialist or realist, constructionist or contextualist methods (Braun & Clarke, 2006). The essentialist method was suited to this study as it allowed the researcher to report on the experiences of the participants. The process in generating themes and reporting these, according to Braun and Clarke (2006), involves familiarisation with the data, generating codes, searching for themes and reviewing these. Thereafter, themes are defined and titled accordingly. Suitable examples have been utilised in this research to indicate the significance of each theme.

3.7 Conclusion

The various procedures involved in the methodology of the study were discussed in detail. The research framework is outlined in this chapter and enabled the researcher to address the purposes of the study and answer the research questions. The researcher also addressed ethical considerations with regard to the research. In the following chapter, the results of the study will be presented and discussed.

Chapter Four

Results and Analysis

4.1 Introduction

In chapter one the researcher discussed the rationale for this study and indicated the anticipated contribution it will make to the field of Inclusive Education, in particular the implementation of the EWP6 in FSS. With the novel roles taken on by ILST members in FSS, it is beneficial to learn from the experiences and challenges faced during phase one of FSS implementation. An emphasis on insight, conceptualisation and practical operationalisation of the EWP6 within FSS is the cornerstone of the anticipated research findings. Hence, this chapter will provide the results related to the following research questions: Have the objectives of the EWP6 within FSS been met? What are the reasons for the challenges to implementing these and recommendations from ILST members to improve the implementation of the EWP6 in subsequent phases of FSS?

4.2 Sample Demographics

The demographics of the sample will be presented below.

4.2.1 Participants' gender

The participants were predominantly female and made up 62.8% ($n = 27$) of the sample. The remaining 37.2% ($n = 16$) of the sample group was male. This data is illustrated below in Figure 3.

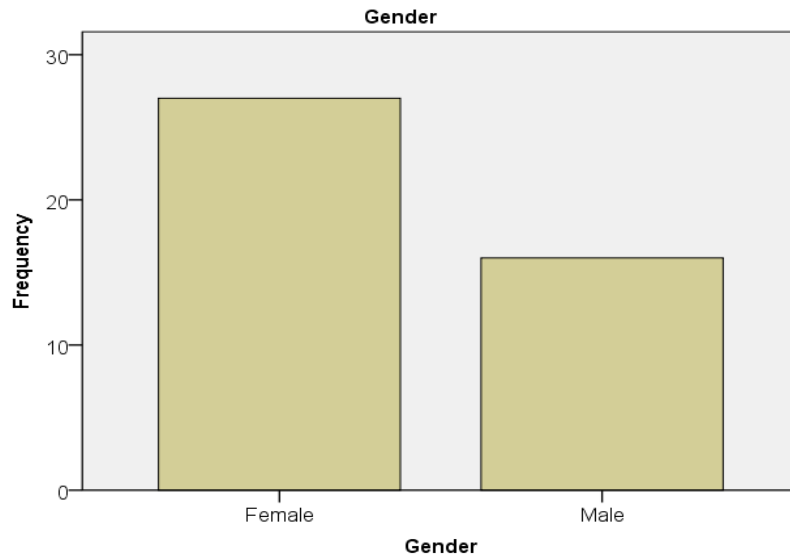


Figure 3. Participants' Gender

4.2.2 Participants' age

The sample was dominated by the age group 45 to 54 years, making up 54.8% of the sample group. Those 55 years and over represented 31% of the sample while those 35 to 44 years old represented only 14.3% of the sample group (Figure 4). The age group below 35 was not represented by the sample.

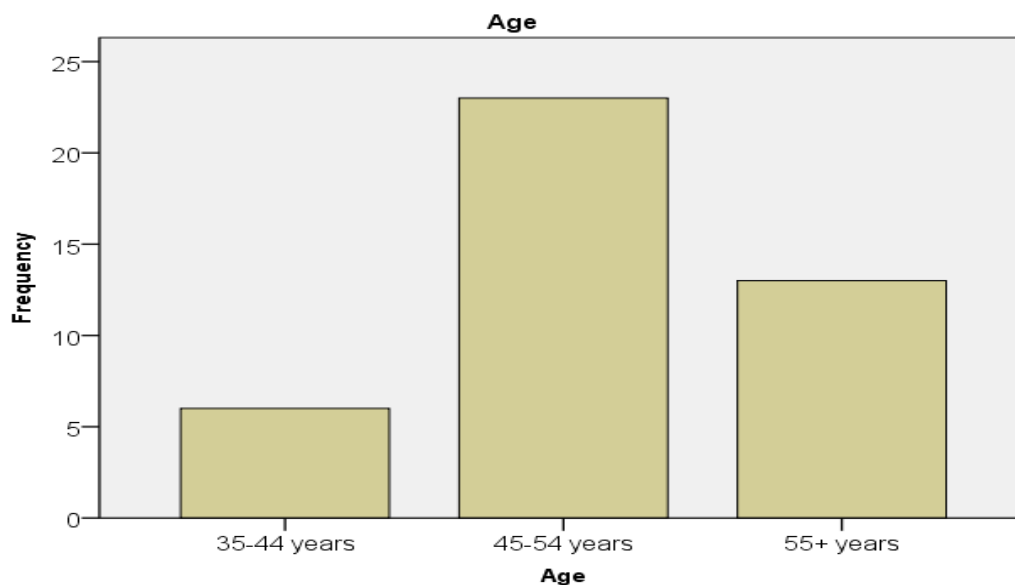


Figure 4. Participants' age

4.2.3 Geographical area

Regrettably, not all 12 districts in KZN (12) were represented in the sample group. The districts and number of FSS in each district, as specified by the KZN DoE are Amajuba (2), Uthukela (2), Zululand (8), Umlazi (3), Pinetown (3), Ilembe (4), Uthungulu (5), Sisonke (5), Ugu (3), Umgungundlovu (2), Umzinyathi (5) and Umkhanyakude (7).

Umlazi, Pinetown and Zululand dominated the sample group while Uthukela, Uthungulu, Sisonke and Umgungundlovu each represented 4.2% of the sample. Ugu and Umzinyathi each represented 8.3% of the sample. The represented districts are presented in Table 1 below.

The schools represented in the sample group were based in rural, semi-rural and urbanised areas. It was indicated that 39.5% of the schools were based in a rural area, 9.3% in a semi-rural area and 51.2% in an urban area. This data is illustrated in Figure 5.

Table 1

Represented Districts

District	Percentage in sample
Uthukela	4.2
Zululand	20.8
Umlazi	25.0
Pinetown	20.8
Uthungulu	4.2
Sisonke	4.2
Ugu	8.3
Umgungundlovu	4.2
Umzinyathi	8.3

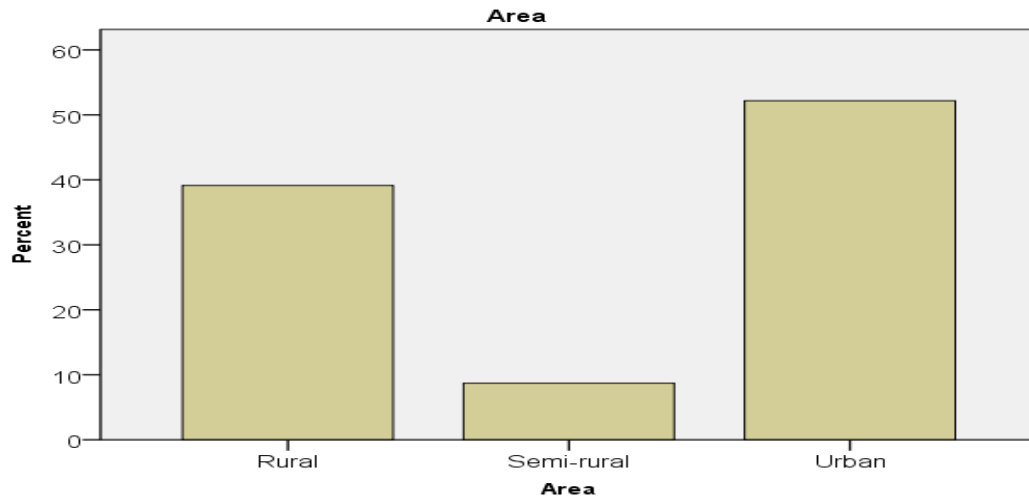


Figure 5. Urban and rural areas

4.2.4 Participants' occupation and role

The questionnaire allowed participants to indicate their roles within their FSS. Six options were available to select with another option “other” where participants were able to indicate their role if it was not listed in the questionnaire. The six options included teacher, learner support, community member, head teacher, teaching assistant and specialised teacher. Two of these options were not selected by any of the participants: community member and teaching assistant.

The sample group included mostly teachers (41.9%) and head teachers (44.2%). Only 7% of the sample was represented by learner support staff. The remaining 7% of the participants indicated their role in the schools as principals ($n = 2$) or in educator support ($n = 1$) (Figure 6).

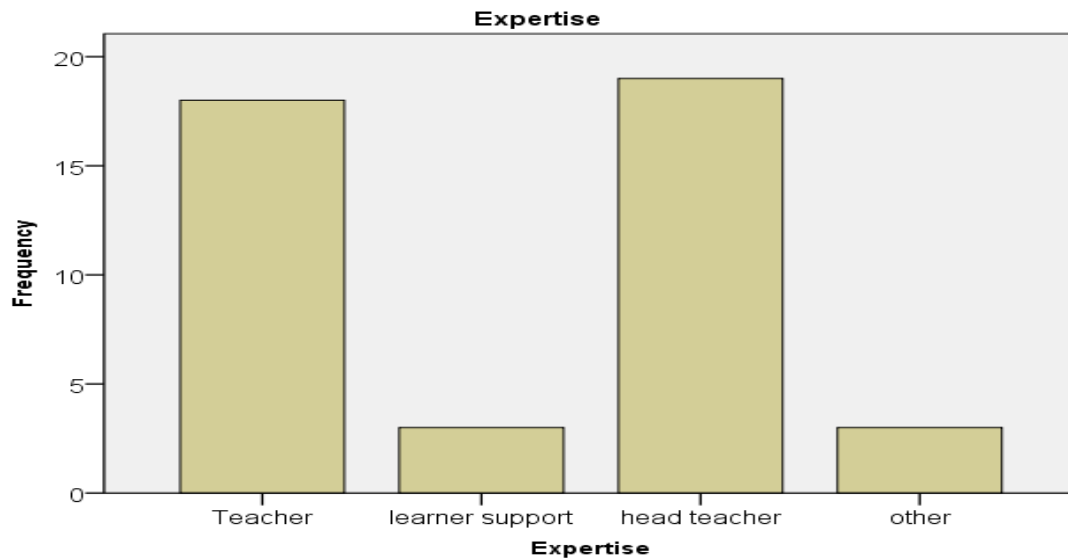


Figure 6. Participants' occupation or role

4.2.5 Number of years within occupation or role

Participants were asked to indicate the number of years they have been practicing their roles as indicated above. They were able to select one of the following six categories: less than year, one-nine years, 10-14 years, 15-19 years, 20-25 years and 25 or more years.

Most of the participants have considerable experience in their occupations or roles with over 25 years (44.2%) or 20-25 years (25.6%). Only 4.7% of the sample indicated that they have 15 to 19 years of experience. Participants with one to nine years of experience comprised 11.6% of the sample and those with 10 to 14 years of experience in their field comprised 14% of the sample (see Figure 7 below).

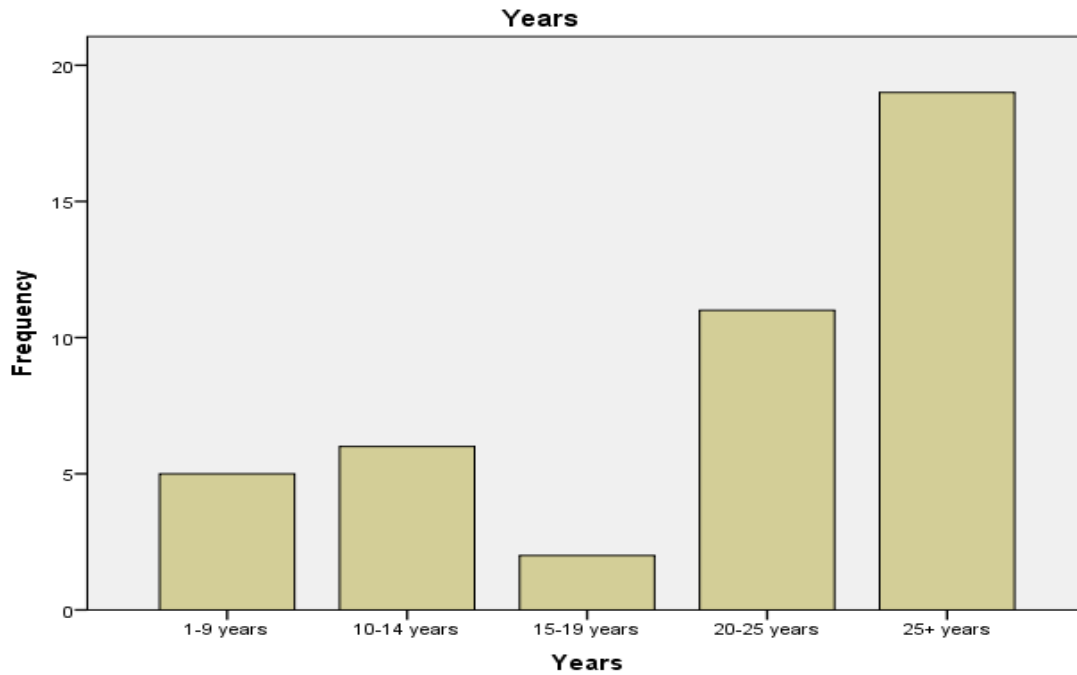


Figure 7. Years of experience

4.3 Implementation of the EWP6 Policy Objectives within FSS

4.3.1 Roles and responsibilities

The questionnaire was addressed to ILST members as their predominant function within the school is to facilitate inclusive practices. This is achieved by providing different forms of support to the school, neighbouring schools and the community in which the school is based (DoE, 2005b). The participants were asked to indicate their roles and responsibilities as an ILST member and their responses are indicated in Table 3 below.

Table 3

Roles and Responsibilities of Participants

		Responses	
		N	Percent
Roles and Responsibilities	Assisting teachers in accommodating learner needs	32	20.3%
	Assessment of learner learning needs	26	16.5%
	Teaching	27	17.1%
	Developing strategies to address barriers to learning	20	12.7%
	Implementing strategies to address barriers to learning	20	12.7%
	Liaising with the DBST	18	11.4%
	Liaising with community organisations regarding provision of services	13	8.2%
	Special education	2	1.3%
Total		158	100.0%

The results indicate that ILST members, as represented by the sample, spend the majority of their time (20.3%) on activities which assist teachers to accommodate learning needs. This is followed by the assessment of learning needs (16.5%) and teaching (17%). A fair amount of time is spent on tasks such as liaising with the DBST and developing and implementing strategies to address barriers to learning. Fewer individuals selected the categories of special education (1.3%) and liaising with community organisations regarding the provision of services (8.2%). One participant indicated that the FSS is “a resource to neighbouring schools” in the community. However, the results show that 46.6% of the participants disagree or strongly disagree that FSS are able to provide special education support to their communities and neighbouring schools (see Figure 8). Qualitative data reveals that FSS have

difficulty delivering special education support due to a lack the resources. The two respondents who partake in special education services specified that this was solely for referral reasons.

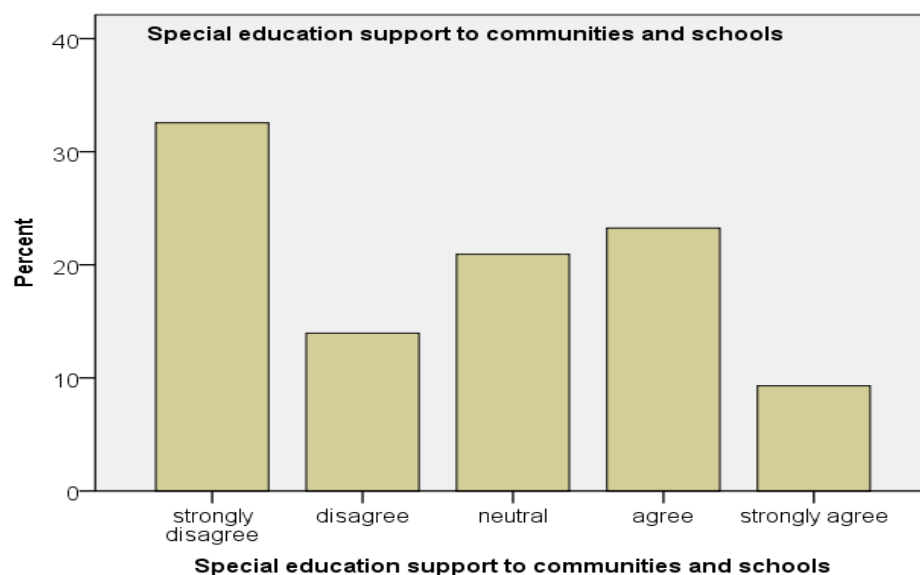


Figure 8. Special education services rendered to communities and neighbouring schools

The EWP6 indicates that FSS may allocate a learner support educator to collaborate and liaise with other stakeholders, communities, parents and support teams to assist in maximising inclusive practices and promoting learner success (DoE, 2005b). Only 7% of the sample was represented by learner support educators which may contribute to the absence of community involvement in the provision of services.

The collaborative role of ILST members was further evaluated by asking participants to indicate whether their experience in working collaboratively with parents, teachers and community organisations in order to support learners with barriers has been positive. The results are presented in Tables 4, 5 and 6 below.

The majority of the sample group indicated that working collaboratively with parents, teachers and community organisations in supporting learners with barriers has proved to be a positive experience. However, collaborating with parents appears to be the least favourable experience, as indicated by 24.4% of the sample (4.9% strongly disagree and 19.5% disagree).

Table 4

Positive Experiences in Working Collaboratively with Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.3	4.7	4.7
	Disagree	2	4.3	4.7	9.3
	Neutral	4	8.7	9.3	18.6
	Agree	26	56.5	60.5	79.1
	Strongly Agree	9	19.6	20.9	100.0
	Total	43	93.5	100.0	
Missing	System	0			
Total		43			

Table 5

Positive Experiences in Working Collaboratively with Parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.3	4.9	4.9
	Disagree	8	17.4	19.5	24.4
	Neutral	10	21.7	24.4	48.8
	Agree	20	43.5	48.8	97.6
	Strongly Agree	1	2.2	2.4	100.0
	Total	41	89.1	100.0	
Missing	System	2			
Total		43			

Table 6

Positive Experiences in Working Collaboratively with Community Organisations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	13.0	15.4	15.4
	Neutral	8	17.4	20.5	35.9
	Agree	22	47.8	56.4	92.3
	Strongly Agree	3	6.5	7.7	100.0
	Total	39	84.8	100.0	
Missing	System	4			
Total		43			

4.3.2 Accommodating learners with barriers

Full-service schools have been transformed from mainstream schools to cater for a diverse range of learning needs (DoE, 2005b). In addressing such diverse learning needs, FSS are required to aspire to an accessible, quality and equitable curriculum and schooling environment (DoE, 2005b). The questionnaire evaluated the extent to which FSS have made provision for a variety of learning needs.

The majority of participants indicated that their FSS mostly accommodates and includes those with barriers to learning as represented in Figure 9.

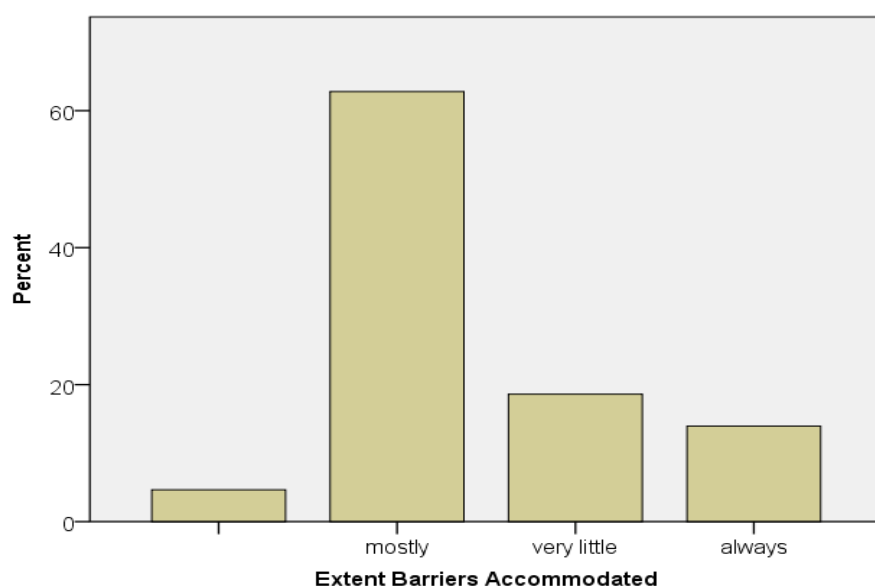


Figure 9. Extent of which barriers are accommodated in the FSS

Participants were asked to indicate the barriers to learning experienced by their learners and which of those barriers are recognised and funded by the DoE. The results are presented in Table 7 and Appendix H.

Table 7

Barriers to learning Found at Full-service Schools: designated or non-designated

		Responses	
		N	Percent
Barriers to learning	None	353	43.4%
	Designated	162	19.9%
	non-designated	299	36.7%
Total		814	100.0%

All the barriers to learning listed are experienced by learners within FSS, however, some barriers are present to a greater or lesser extent than others. Autism and an inflexible curriculum were the only barriers that were not selected as a designated learning barrier. The category 'none' represents those barriers to learning not experienced by learners within the FSS and Autism was among the barriers most often included in this category. The barriers to learning 'inappropriate language/teaching language' and 'hearing impairments' were also not found in the evaluated FSS.

Although FSS aim to cater to diverse learning needs, 36.7% of barriers to learning experienced by learners within the FSS reportedly were not recognised by the DoE. Hence, they were not allocated extra funding. Data within the non-designated category showed no significance in relation to which barriers to learning were unrecognised by the DoE. Rather, all listed barriers were selected with a response rate ranging between 2.7 and 5.7%.

The 19.9% of barriers to learning experienced by learners within the FSS which participants indicated are recognised by the DoE and allocated extra funding predominantly included: physical disabilities, visual impairments, socio-economic deprivation, moderate to profound intellectual disabilities and specific learning disabilities. The results for the three categories are illustrated in Appendix H.

The data indicates the diversity of barriers to learning currently accommodated within FSS. However, the extent to which they are recognised and funded by the DoE seems inconsistent among the FSS. One participant from an FSS indicated that they currently accommodate learners with diverse barriers to learning and have access to support staff such as a sign language educator. Their response is recorded below.

Participant 1: This school offers a moderate level of support to learners... [with] physical disabilities, eye problems, hearing impairments, dyslexia, down syndrome...deaf and mute learners... speech problems [and]... autism.

Participants were asked to comment on the barriers to learning experienced in their schools and the extent to which they are accommodated. Comments revealed a concern regarding referral of learners experiencing barriers to learning. Some participants were pleased with the assistance offered by the DBST in referring learners for assessment while other participants indicated they are dissatisfied with the referral system and are unable to accommodate all barriers to learning as “[their] school is not a special school”. In the above-mentioned cases it appears that referrals are perceived as either a means of assessment and intervention or a means of transferring learners with barriers to other schools considered more equipped to accommodate such learning needs i.e., special schools.

Some participants indicated strategies for addressing barriers to learning and suggested that early intervention is beneficial to support these learners. One participant indicated that this is done by collaboration between the educator and learner support educator in developing relevant support programmes. Other FSS participants reported that the lack of early intervention has caused barriers for learners within their schools. Strategies to accommodate barriers to learning include curriculum enrichment computerised programmes, collaboration with educator supports, parents and the development of support schedules and programmes. The dominant form of intervention was multilevel teaching which many teachers indicated they have received training on from the DoE. Multilevel teaching is useful in adapting teaching material to accommodate different learning needs within the classroom. Oversized classrooms pose a barrier to this form of intervention in some schools which are under resourced.

The majority of the comments stressed the need for support from the DoE in order to provide for the variety of barriers to learning experienced by FSS. Currently, teachers within FSS feel they are solely responsible for catering to the diverse barriers to learning presented within their schools as the DoE has shown little support in this regard. Support services needed by participants include funding, support staff, training, transport for learners and other resources, i.e., visual and hearing aids.

A school's capacity to cater for the diverse learning needs and barriers, as expected of an FSS, is largely dependent on the available support services and this is evident in the research participants' expressions.

4.3.3 Support services

To address diverse learning needs, a variety of support services are needed in an FSS such as learning aids, technical support, professional staff support, support staff such as teacher assistants, financial support, training and support from the DBST in assessment and interventions. These support systems assist FSS educators in eradicating or minimising barriers to learning experienced by their learners and also serve as a resource and support system for neighbouring schools and communities. Participants were asked to indicate on a Likert scale the extent to which support services are made available to their FSS. A summary of the results is found in Table 8 below.

Table 8

Availability of Support Services

		Percent
Support Provided	Strongly disagree	25.4%
	Disagree	15.1%
	Neutral	16.7%
	Agree	31.8%
	Strongly agree	11.0%
Total		100.0%

The results show that 40.5% of participants disagreed or strongly disagreed that support services are made available to their schools while 42.8% agree or strongly agree with the statement. The difference of only 2.8% in support provision could possibly be linked to the diversity of support provided to particular FSS based on their needs and existing barriers present in the school. This was evident from earlier data analysis where the existence of barriers to learning was inconsistent among the participating FSS.

The support services found to be lacking in FSS are presented in Table 9 arranged from the highest number of responses for an option to the lowest.

Table 9

Support Services Not Provided

Disagree-Strongly Disagree Combined frequencies		Percent
Supports not provided	Resources to support learners i.e., hearing aids	46.7%
	Technical support	46.4%
	Professionals involved in support staff	32.7%
	Support: Teacher Assistants	30.0%
	Support teachers qualified	21.2%
	Accessible DBST for assessment and intervention	14.2%
	Training	8.9%

The findings are consistent with those factors identified as obstacles to adequately accommodating learners with barriers to learning. Participants indicated that there is a lack of resources such as visual and hearing aids to accommodate those with barriers to learning. Technical support was the second most often cited factor considered to be lacking from their FSS and the third factor was professional support from psychologists, occupational therapists, speech therapists, etc. However, the percentage of responses which indicated that professional support is made available was comparable with those responses in supports not provided. This was also the case with the support factor ‘teacher assistants’ which yielded a similar number of responses in the categories ‘support services not provided’ and ‘support services provided’.

The support services made available to FSS are presented in Table 10 and ranked from the highest number of responses to the lowest.

Table 10

Support Services Provided

Agree-Strongly Agree Combined frequencies		Percent
Supports provided	Training	50.5%
	Accessible DBST for assessment and intervention	48.2%
	Support teachers qualified	30.8%
	Professionals involved in support staff	29.8%
	Support: Teacher Assistants	28.2%
	Technical support resources available	9.5%
	Resources to support learners	3.2%

Training and access to the DBST for assessment and intervention purposes received the highest number of agree or strongly agree responses. Those participants who did not receive training indicated that they are willing to receive training relevant to FSS. In the previous section, educators specified that multi-level teaching was their most effective strategy to overcoming barriers to learning in the classroom and this skill was developed through training supplied by the DoE. One participant specified that training relevant to FSS was provided through a workshop in the Ugu District and quarterly workshops on inclusive education are also provided. Participants indicated that the following training has been provided to FSS:

- Multi-level teaching
- SIAS workshop
- Induction orientation workshop
- Addressing bullying in schools
- Unpacking EWP6 (by MiET)
- ILST training workshop
- Child protection and child abuse
- Inclusive education workshop
- Equipping support centres
- Finance management

- Lay counselling
- Referrals or concessions workshop

Although many participants found this training beneficial in their schools and respective roles, some participants found that the training sessions were too short and they did not appreciate that the DBST failed to follow-up with educators on applying the skills or knowledge gained at the training.

Participant 2: But time was not enough and no following up... [from] DBST to assist educators in filling in gaps.

Other support made available to FSS is qualified support staff and teacher assistants. However, it is evident that in many FSS this support is not as accessible. The technical support and resources to accommodate learners received the lowest number of responses in the category ‘supports provided to FSS’ and the highest number of responses in the category ‘supports not provided to FSS’. This is a clear indicator that these two factors are most neglected within FSS.

From the support services made available to FSS, participants indicated that the most helpful of these are the training and accessibility to the DBST for assessment and intervention purposes. And those schools with access to teacher’s assistants and professional staff found that this support was beneficial. Supports found to be the least effective included resources to support learners and technical support.

4.4 Barriers Experienced in Implementing the EWP6 within FSS

A summary of barriers from the previous section emphasised a lack of support and resources to accommodate learning needs. Support and resources which found to be lacking included, technical support, overcrowded classrooms and poor collaboration with parents and communities. Participants were able to provide qualitative data regarding their experiences of implementing the EWP6 in FSS, both positive and negative experiences and how they have overcome the challenges they faced. The above-mentioned barriers are the common themes respondents elaborated on further.

Qualitative data indicates that, due to a lack of support from the DoE in funding, training and resources (human and material), FSS staff and educators find it difficult to fulfil their roles in accommodating learners with barriers. Three participant statements are given below which relate to this.

Participant 3: Facilities are not adequate to the needs.

Participant 4: The present ratio of 1:35 in primary schools has a great effect in implementation of inclusive education. Most learners with barriers demand individual attention compared to normal learners.

Participant 5: We have high numbers of learners in the classroom that's makes it difficult to deal with those learners.

Many participants indicated that overcrowded classrooms made it difficult to provide individualised teaching to meet learners' specific needs. Teachers indicate the need for support and additional resources such as teacher assistants and extended infrastructure to accommodate more classrooms to address these challenges. Teachers find an FSS classroom in which diverse barriers to learning are experienced results in some learners feeling neglected. The teacher often finds that most of their attention is given to those learners requiring more support and attention than others. This problem is further aggravated by overcrowded classrooms in which teachers are unable to create a conducive learning environment for all learners. This is indicated in participant's responses as provided below.

Participant 6: More attention is given to learners with barriers and less is given to learner with non-barriers.

Participant 7: ...The learners with barriers seem to get special attention from teacher assistants and teachers in such a way those who do not have specific barriers to learning seem to feel as if they are neglected and some change behaviours.

Accommodating such diverse barriers to learning has proven to be a challenging experience for FSS that are still adapting to the associated roles and responsibilities. Alongside the lack of resources to fulfil their roles and responsibilities, FSS feel that they lack support from the DoE or DBST. This forms the next theme for analysis.

Participant 8: As a full-service school we admit learners with different challenges, as a school we try to assist at our own level but when it calls for the Department to intervene it becomes a challenge.

Participant 9: District support is difficult to access.

Intervention often requested from the DoE or the DBST involves assessment and referrals. According to participants this involves a great deal of paperwork which can become difficult to manage with an already hefty workload. Assessments are necessary to determine the means of intervention required to eradicate or minimise barriers to learning. Assessment results could indicate to teachers the teaching and learning methods required to assist learners. However, participants suggest that the process is too lengthy. Some respondents indicate that a lack of early intervention also causes difficulty in assisting learners with barriers who have been neglected.

Another theme evident in the qualitative data was the lack of training provided to allow teachers to feel confident in fulfilling their roles as teachers addressing barriers to learning. Although it was indicated earlier that 50.2% of respondents report receiving training, educators do not feel confident enough to address barriers to learning. Training provided to assist within the classroom and address the diversity of barriers was limited to courses such as multi-level teaching and bullying and other training involved understanding the fundamentals of IE and FSS. Additionally, respondents felt that the training lacked subsequent support in applying the gained knowledge and insufficient time was allocated for the workshops. Responses which relate are provided below.

Participant 10: It is not easily implemented because of lack of knowledge to human resources.

Participant 11: Educators need to be equipped with specialisation in inclusive education and regular workshop.

Although some FSS schools have indicated that they are well-equipped to support a diversity of barriers to learning and provide support to neighbouring schools and the community, this is not the case with those schools that are still in need of resources and support themselves.

Participants have also indicated that communities and parents' lack of involvement and support has posed a barrier to implementing EWP6 within their FSS. Communities and parents are not equipped with knowledge regarding FSS and what their roles are which has resulted in parents withdrawing their children from the schools, reluctance in accepting barriers to learning and a lack of post-graduation support from community stakeholders.

Participant 12: It was not easy for [our] school in particular because the community thought the school has been transformed into a special school and the parents removed their children from the school.

Participant 13: Learners who are put on programmes do not get the assistance when they exit our school. What is the use of helping these learners if the assistance is not constant and sustainable?

Collaboration and support from all relevant stakeholders is not forthcoming due to a lack of knowledge among the community and a lack of practical training for teachers. This evidently has caused a barrier to implementing EWP6 policy in FSS.

4.5 Strategies Used to Overcome Identified Challenges

Schools have developed strategies to address the first phase FSS challenges in implementation which are discussed above. Participants were asked to comment on how they have overcome the challenges faced by their school in implementing EWP6. Some strategies have proved fruitful while others are yet to uncover appropriate measures in addressing barriers within their FSS.

The first theme surrounding barriers to implementation involved a lack of resources and overcrowded classrooms. Participants provided numerous approaches they have used to address this challenge. However, others indicated that they have not yet overcome these

barriers. Participants suggested that they are unable to generate solutions regarding overcrowded classrooms and feel this is a departmental issue. Some of the solutions which were provided included:

- Extra classes are provided rather than individualised attention in overcrowded classrooms.
- Involve other stakeholders, the school council, learner support and parents to assist in developing means of accommodating learning needs and meeting teaching and learning resource needs.
- Submit a list of teaching and learning needs to the DoE to be addressed including the lack of resources (human and material).
- Utilise SIAS to assist with the referral of learners for assessment and intervention.
- Develop a support programme for each learner's unique learning needs.

Participant 14: Unfortunately we are unable to implement individual attention but we do extra classes to support learners. From time to time we also invite LSAs [learner support educators] from our Circuit Offices to assist us with challenges. We also try our best to involve all stakeholders e.g. parents, community and relevant qualified professionals.

The second theme involved inadequate support from the DBST or DoE and insufficient training. This negatively impacts on the referral and intervention processes and teachers' confidence in addressing barriers to learning. Respondents' lack of confidence and feelings of helplessness was evident in their responses and indicates that more training is certainly needed. Some participants said that presently they operate on a "trial and error" basis when addressing barriers to learning.

Participant 15: It's just a matter of trial and error situation as really what can one do with a grade 9 learner who cannot identify sounds nor write.

Ongoing support is a means of overcoming this barrier as other respondents indicated that they work closely with the DBST and school staff in developing workshops or programmes to assist in overcoming this barrier.

The third theme is parent and community involvement which is lacking due to poor dissemination of information to the community regarding the nature of the schools. School principals and support staff indicate that this has resulted in the schools having to contact and meet with parents on numerous occasions to address the matter and clarify the nature of the school. Some parents are informed on barriers to learning and the importance of referrals but others are reluctant to allow referral, assessment and intervention processes. Some participants indicated that the DBST and other NGOs are involved in supporting parents or disseminating information. To improve parental involvement, the schools involve them in NGO-initiated projects held at the school.

Participant 16: School has various activities that involves parent to come to school e.g., projects by NGOs.

Participant 17: Continuous parent/school sessions where we give talks relating to the above problems [referral process for learners with barriers]. Also individual sessions are given to explain why a parent needs to sign and allow for a referral to be processed.

4.6 Positive Experiences and Perceptions on Implementing the EWP6 in FSS

The majority of participants responded to questions regarding their experiences in implementing the EWP6 in FSS from a social liberalist perspective. This was defined by their perceptions that EWP6 in FSS or on its own is favoured as it promotes equal, quality education for all learners, promotes a learning environment free from discrimination and most of all it adheres to democratic human rights. An example of this response is provided by Participant 18.

Participant 18: All learners can be accommodated at the same school. Democratic Constitution guarantees (section 12) that everyone has the right not to be treated in a cruel, inhuman and degrading way.

In fulfilling an IE ethos participants indicated that their experience has given them an appreciation of the diversity of barriers to learning and helped them in accepting and accommodating for them. Additionally, participants indicated that their experience has allowed them to acknowledge that all learners are able to learn despite the barriers they may have. The provision of quality equal education opportunities was said to involve eradicating the division between special and mainstream education and align these to provide an education that meets all learning needs.

Respondents said that IE has developed an ethos of communal benefits in the sense that it encourages learners to later partake in employment activities that will in turn contribute to the country's economy. Moreover, IE has nurtured an ethos of cohesion and acceptance of all. It is funnelled into the community when FSS provide support to neighbouring schools. Education within an FSS is said to be more than simply delivering the curriculum but rather offering care and support to its learners and community.

Participant 19: Our learners now understand and work to each other very well. They accept learners with barriers. Those who have barriers to learning they feel comfortable to be at school. No discrimination to each other. They enjoy [being] at school.

Participants recommend that the ethos of FSS be applied in every school as this will encourage broader IE benefits. Although participants welcome IE within their schools and recommend it for other schools, they emphasise that support is essential for the successful implementation of the EWP6.

Many participants found the multi-level teaching workshop a positive experience as they now understand the different methods that may be utilised in addressing diverse learning needs.

Despite the difficult transition from the mainstream to the FSS model, participants acknowledge that with support and time they may be able to fully engage the ethos and principles of IE and the EWP6 goals.

Participant 20: Though it was difficult at first, but what made me happy is that I have seen a great improvement in both the academic and social life of the learners. So that what keeps us going and motivated.

4.7 Conclusion

In summary, FSS are faced with challenges in fully implementing the EWP6. Although some schools have reported positively on this experience, many indicate that this transition is an ongoing process which requires an abundance of support from all relevant stakeholders. Inadequate support and training were presented as barriers to implementing EWP6 goals. Additionally, overcrowded classrooms and insufficient physical and human resources were also presented as a challenge to FSS. A call to the DBST and DoE to assist in this regard is made by most respondents.

Chapter Five

Discussion and Conclusion

5.1 Introduction

An evaluation of FSS and how the DoE has implemented the EWP6 formed the central objective of the current study. The evaluative process, as discussed in section 2.3.2, is ongoing and involves programme monitoring, determining whether implementation goals have been met and what barriers were encountered. For successful implementation of the EWP6 in FSS and subsequent phases of FSS implementation, the study not only discussed the barriers to implementation but also strategies developed by those involved in phase one FSS to overcome such barriers. According to Anderson (2004), this approach to evaluation allows for ongoing progress as policy objectives and practices to implementation are made apparent to consider whether actions are promoting or demoting in nature and suggest possible modifications. The study by Cummings et al. (2007) on FSS and IE indicate that further development of FSS could benefit from policy coherency, clarity of the objectives and contextually relevant strategic frameworks. This could also provide guidance on which partnerships may be appropriate in supporting the objectives of FSS (Cummings et al., 2007).

Participants in the study have indicated multiple barriers experienced in implementing EWP6 policy within the FSS context and some, although not all, have found means of overcoming these challenges. It was evident from the data collected that many FSS are yet to find suitable strategies to meet policy objectives and many felt overwhelmed and unsure of how to completely fulfil the objectives for IE within an FSS. The reasons for this varied but most commonly resulted from a lack of training. The needs of ILST members in fulfilling their roles include predominantly support services which appear to be inadequate.

This chapter will provide a detailed discussion of the findings, as presented in chapter four, recommendations to improve implementation of the EWP6 in FSS, limitations to the study and a conclusion to the study.

5.2 Discussion of the Findings

The following section will discuss the data presented in chapter four and elaborate on findings from the literature and relevant theoretical frameworks to address profound connotations of the data.

5.2.1 Implementation of EWP6 policy to meet objectives in FSS

Implementation of policy objectives relies on the interpretation of the policy by those responsible for the implementation. This may be dependent on the needs within the particular community in which the FSS is based. This section aims to address the conceptualisation and operationalisation of the EWP6 policy requirements. According to the TOC evaluation methods, the success of a policy can be determined by the actions taken to meet the objectives (Anderson, 2004; Dyson & Todd, 2010). In the current study the actions taken by the ILST members in implementing the EWP6 were evaluated. Such actions included fulfilling the roles and responsibilities of an ILST member, support provision to schools, learners and communities and, more importantly, the extent to which barriers to learning were accommodated. These factors were used as a measure to determine the extent to which the policy objectives and inclusivity have been achieved within FSS.

5.2.1.1 Roles and responsibilities

In chapter four the data presented showed that ILST members who are involved in implementing the EWP6 within FSS took part in multiple supportive roles to assist educators, parents and communities. The majority of the sample group indicated that working collaboratively with parents, teachers and community organisations in supporting learners with barriers has proved to be a positive experience. However, the responses also indicate that collaborating with parents is the least favourable experience. This was the experience of 24.4% of the sample (4.9% strongly disagree and 19.5% disagreed with the statement). Minimal support was provided to or from communities as only 8.2% agreed that they partake in activities involving the community.

These findings correlate with previous research findings which indicated that communities FSS are meant to support and receive support from are unaware of the ILST and support

provision is hindered (Kalenga, 2011). In section 2.5.1, it was shown that the benefits of parental and community involvement are invaluable to the success of inclusion in schools (Inclusion International, 2009). Filler and Xu (2008) further emphasise the critical role of parental involvement in the success of inclusive education, as they discuss how family involvement and beliefs could impact the learner and other related systems like the schooling environment.

The EWP6 indicates that FSS may allocate a learner support educator to pursue the task of collaborating and liaising with other stakeholders, communities, parents and support teams to assist in maximising inclusive practices and promoting learner success (DoE, 2005b). It should be noted that only 7% of the sample was represented by learner support educators which may contribute to the lower number of responses indicating community involvement regarding provision of services.

Additionally, the inadequate support and resources provided to the schools negatively impacts their ability to provide support to communities and neighbouring schools which was one of the findings of the study.

5.2.1.2 Support services

Support services provided to FSS were also evaluated in section 4.2.3. Participants indicated a significant finding of poor technical and material resources and support made available to their FSS. According to the DoE (2005b) support services are dependent on learning and teaching needs but may include interventions such as curriculum support, support for educators, training, therapeutic intervention, professional services, as well as physical and material resources such as teaching aids, hearing aids, ramps and other accessibility features.

The results presented in chapter four specified that barriers to learning experienced in each school varied as well as the level of support provided to each school as analysis of supports provided and not provided were comparable. However, the overall result showed that many FSS, even those who do have some types of support, lack the technical and material supports. Although technical support may be considered unnecessary to teaching needs, material support, such as hearing aids, glasses and other educational resources, should be readily

available. This argument is supported by the finding that physical disabilities, visual impairments, socio-economic deprivation, moderate-profound intellectual disabilities, behavioural disorders and specific learning disabilities are the most common barriers to learning experienced in FSS. Many of these common barriers to learning could be overcome by material and educational resources which assist in teaching and learning.

Although many FSS indicated having no support from the DoE to accommodate such barriers to learning, some participants indicated that they have received funding to assist with these barriers to learning. With subsequent phases of FSS and a current lack of services being provided to phase one FSS, it is important to identify means of facilitating these support services and resources to every FSS and/or making the process in requesting these services more convenient and efficient. A study by Mbelu (2011) indicated that this challenge is further fuelled by the fact that special schools who were meant to aid FSS in the provision of support services and special education resources are inaccessible. Hence they are unable to fulfil their roles as resource centres to FSS. Studies done within the United Kingdom show that FSS support services may differ, depending on community needs and this is similar to the EWP6 policy and findings from the current study (Cummings et al., 2007). However, the study indicates that these needs are met in collaboration with community partnerships which KZN FSS may benefit from, provided community involvement is maximised and initiated by ILST members (Cummings et al., 2007).

Additionally, collaboration with other government departments would prove beneficial in addressing other extrinsic barriers which FSS are unable to address. In section 2.5.2, the literature review presented a case study from Zambia and Swaziland where SCCS was implemented in schools and access to supportive services such as health and social welfare were made available to vulnerable members of the school and community (Argall & Allemano, 2009). Positive results indicated that learners attended schools more often and teachers were more understanding of their extrinsic barriers (Argall & Allemano, 2009). A call for community and NGO involvement is again found to be essential in maximising inclusive education goals. Such involvement could be beneficial in a number of areas, i.e., post-school employment or training opportunities, funding, fund raising activities, community awareness regarding IE and FSS. Smith and Leonard (2005) suggest that

collaboration and negotiation skill training will be beneficial for teacher training in inclusive education to facilitate the provision for learning supports.

The participants acknowledged that training has been available as well as access to the DBST for assessment and intervention purposes. But this training was too short, lacked follow-up from the DBST and did not address the complexity of full-service schooling.

Although many teachers indicated that skills development has occurred in multi-level training, many lack confidence in applying these skills. Lessing and de Wit (2007, cited in Ntombela, 2011) concur that once-off training sessions are inefficient. In the study conducted by Ntombela (2011), teachers also reported receiving once-off training sessions with no follow-up. The study found that teachers had misconceptions of inclusive education as a result and due to a lack of follow-up, as found in the current study, teachers' misconceptions were not addressed and corrected (Ntombela, 2011).

Many participants did, however, indicate that 'multi-level teaching' training they received did contribute positively to their abilities to develop lesson plans to accommodate diverse learning needs. An international literature review on inclusive education training suggests that teachers should be trained to address diversity within the classrooms (European Agency for Development in Special Needs Education, 2010). The training provided to FSS teachers appears to be in line with international standards but teachers require further skills development to increase confidence in applying theoretical knowledge. Larrivee (2000) suggests that teachers are responsible for their career development. It is suggested reflection on educational experiences, assimilation and adaptation of strategies leading to the development of innovative teaching and learning methods can accomplish this (Larrivee, 2000).

5.2.1.3 Accommodating learners with barriers

Results from chapter four shows that FSS endeavour to currently accommodate learners with diverse barriers to learning. The diversity of barriers to learning in each school varies and some barriers to learning presented to a lesser or greater extent than others. Autism was one of the two barriers to learning not found in FSS according to the respondents. Literature regarding whether learners with autism should be included in mainstream or inclusive classrooms reveals opposing opinions. An example of such literature is found in a study by

Sansosti and Sanstosti (2012) which presented controversial expressions by educators. Educators unanimously agreed that inclusion of learners with high functioning autism spectrum disorder may benefit from placement in a general education setting. However, they felt that this placement should not be permanent as teachers lack confidence in managing such learners (Sansosti & Sanstosti, 2012).

Results from chapter four indicate that 36.7% of barriers experienced by learners within the FSS were not recognised by the DoE and hence were not allocated extra funding. Additionally, 19.9% of barriers to learning experienced by learners in the FSS were recognised and funded by DoE. These barriers to learning provided funding for supportive resources include: physical disabilities, visual impairments, socio-economic deprivation, moderate-profound intellectual disabilities and specific learning disabilities. The DoE (2005b) explains that funding for the provision of resources will vary for each FSS as learning needs may vary in each schooling community. This was evident in the current study as each participating FSS accommodated varying barriers to learning. However, those FSS which are currently without support or resources to accommodate barriers to learning represented the majority of the sample. This finding may be linked to the discovery that participants felt that accessing the DBST for assessment and referrals has proven difficult. In order to access the required resources to support learners experiencing barriers to learning, FSS require the DBST to provide the necessary assessment, referral and intervention plans.

Referrals appeared to be perceived as either a means of assessment and intervention or a means of transferring learners with barriers to other schools considered more equipped to accommodate such learning needs, i.e., special schools. The reason for ILST members' reluctance to accommodate certain barriers to learning may be due to some or all of the following reasons: lack of confidence in executing skills taught in workshops, inadequate training, lack of resources to accommodate learners with specific barriers to learning and/or difficulties in adopting the paradigm shift of IE (Ainscow, 2009; Bornman & Donohue, 2014; Kalenga, 2011; Makoelle, 2012; Mayekiso et al., 2007; Ntombela, 2011). In this study many participants indicated that although they received training in multi-level teaching, follow-up sessions were lacking and the training was too brief (as discussed in section 5.2.1.2). Additionally, the study found that resources were limited.

From some of the participants' negative responses to accommodating learners with barriers it could be deduced that a real paradigm shift to a more systemic understanding of barriers to learning and inclusivity within schools is not occurring as rapidly as desired. A study conducted by Ntombela (2011), found that teachers still held a medical perspective in their understandings of barriers to learning. Pettipher and Swart (2006) explain that adapting to a new perspective may require exposure to the possibilities and understandings of inclusion within schools.

Results presented in chapter four revealed that ILST members felt multi-level teaching is the most useful tool in addressing barriers to learning within their schools. However, overcrowded classrooms pose a threat to this strategy as educators lack the opportunity to provide differentiated learning and/or adequate attention to learners requiring additional support. This is an example of inadequate physical resources which may negatively impact the successful execution of inclusive practices. The same was found in a study in Ghana where educators complained that their efforts in implementing inclusive practices are hindered by the lack of physical resources (Agbenyega, 2007). One of the challenges in Ghana is overcrowded classrooms of 50 to 60 learners in one classroom (Agbenyega, 2007). In a literature review by Rombo (2006), smaller classrooms were found to influence more positive attitudes of teachers towards inclusive education.

5.2.2 Barriers experienced in implementing the EWP6 within FSS

The study found that the barriers to implementing the EWP6 with FSS were those factors linked to support services, accommodating barriers to learning and difficulties fulfilling some of the roles and responsibilities as specified in the EWP6. These factors result in the barriers experienced by ILST members in the implementation of the EWP6 in FSS.

A summary of the barriers to implementing the EWP6 within FSS include the following:

- Inadequate resources (human, educational, physical, financial).
- Inadequate support provision to FSS and ILST.
- Inadequate training and subsequent training support.
- Lack of involvement from parents and communities.

From the qualitative data provided in section 4.3, the impact of the above-mentioned barriers was made clear. Participants explained that inadequate physical and human resources leave some learners feeling neglected. Participants said that the slow DBST referral and assessment process hampers early intervention. Another point they emphasised was how the lack of parent and community involvement impacts parental perceptions of the school and the reluctance to support FSS.

Due to a lack of physical and human resources within FSS, teachers find themselves providing insufficient attention and support to all learners and focus more on those learners experiencing barriers to learning. The consequences of this are dire to meeting learning needs and also result in parents' concerns about an inclusive classroom. Parents of learners who do not experience any intrinsic or extrinsic barriers to learning feel that their children may be negatively impacted by being involved in an inclusive classroom in an FSS. In the current study it was found that parents wanted to withdraw their children from the FSS as they felt it was a special school. Two other factors may have contributed to the parents' reaction. Firstly, they lacked the knowledge of how the FSS functions and secondly, parents may not understand how learners without barriers will be taught amongst learners with barriers.

Similar studies found concerns that both parents with children experiencing barriers to learning and parents with children without barriers to learning, share concerns around inclusive education. Those parents who have children with barriers to learning feel that their child may be isolated and not receive the support they would in a special school (Asterios, Dimitrios, Eleni & Georgia, 2008). This concern was predominantly linked to parents' uncertainty regarding the school's resources and the benefits of an inclusive classroom (Asterios et al., 2008). Another study reported on the battle faced by those parents who have children with barriers to learning and their experiences of being excluded and discriminated against by other parents with children without barriers to learning (Gordon-Burns, Purdue, Rarere-Briggs, Stark & Turnock, 2011). Gordon-Burns et al. (2011) found that those parents who were reluctant to have their children without barriers to learning learn in the same environment as those children with barriers were often driven by stereotypical assumptions about the meaning and nature of barriers to learning. These assumptions were classified and discussed using Fine and Asch's (1988, as cited in Gordon-Burns et al., 2011) five

stereotypical assumptions which summarise perspectives of the medical model to disability. As found in the current study, parents in the study by Gordon-Burns et al. (2011) reported that they felt learners with barriers to learning will consume most of the teacher's time and attention and therefore neglect other learners. In the current study ILST members shared this view. Due to the evident lack in resources, especially human and physical resources such as teacher assistants and overcrowded classrooms, their concerns are not unfounded.

A paradigm shift, not only within the schools but within the communities, is undoubtedly needed. However, an urgent need to provide schools with the necessary resources appears to be a primary concern as it leads to more positive perceptions amongst stakeholders and increased possibilities in implementing IE within FSS.

5.2.3 Strategies used to overcome identified challenges

Participants in the study shared their strategies for overcoming barriers to implementation of IE. A summary is presented in Table 11 below.

Considering that FSS is a novel concept in South African schools, participants expressed that they are yet to find success in strategies they are using. Strategies vary amongst participants and some shared a sense of helplessness. Participants were unable to generate solutions regarding overcrowded classrooms and this is regarded as a departmental issue.

Bornman and Donohue (2014) indicate the greatest challenge faced in implementing IE within South Africa is the unspecified IE goals and lack of direction in achieving these goals. Consequently, many stakeholders within FSS find themselves unsure of their roles or how to achieve inclusion within their schools. However, inclusion has been said to vary within each schooling community, making specification difficult. Dyson and Todd (2013), in evaluating FSS in the United Kingdom, found that unspecified FSS activities resulted in each school adapting activities to the schooling communities' unique needs.

Table 11

Summary of Strategies to Overcome Barriers to Implementation

Barriers to Implementation	Strategy
Inadequate resources (human, educational, physical, financial)	<ul style="list-style-type: none"> • Extra classes as oppose to individualised attention in overcrowded classrooms. • Involve other stakeholders in developing strategies of accommodating learning needs. • Submit list of teaching and learning needs to the DoE. • Utilise SIAS to assist with the referral of learners for assessment and intervention. • Develop a support programme for each learner's unique learning needs.
Inadequate support provision to FSS and ILST	<ul style="list-style-type: none"> • Submit list of teaching and learning needs to the DoE.
Inadequate training and subsequent training support	<ul style="list-style-type: none"> • Trial and error. • Work closely with the DBST and school staff in developing workshops or programmes.
Lack of involvement from parents and communities	<ul style="list-style-type: none"> • Principals and support staff arrange meetings with parents clarify the nature of the school. • DBST and other NGOs are involved in supporting parents or disseminating information. • Involve parents in NGO initiated projects.

5.2.4 Factors related to the Ecological Systems Theory

The Ecological Systems Theory assisted in understanding the interrelating systems and their influence in implementing the EWP6 within FSS. This theory will also be useful in determining at which level interventions may be necessary to improve implementation of the EWP6 within FSS. These systemic levels include the microsystem, mesosystem, exosystem, macrosystem and the chronosystem. Each system is discussed below in relation to the findings.

The microsystem involves direct interaction a child has with various structures such as his or her parents, school and peers (Shaffer & Kipp, 2007). Issues found on this level include the interaction between the teacher and learners with and without barriers to learning. This was a result of overcrowded classrooms which restricted the teacher from providing individualised attention and support to each learner. Another issue found on this level is the lack of parental involvement. Involvement of the parent in the learner's schooling not only impacts on the learner's progress but also on the teacher's ability to make the best use of IE practices (mesosystem). A distinct interaction between the two systems illustrates the critical nature of developing interventions in each system. Filler and Xu (2008) indicate that interventions that could promote parental involvement are for teachers to understand the microsystem of the learner. This includes addressing family values, education priorities, socio-economic concerns and other factors within the mesosystem which may impact on parents' involvement (Filler & Xu, 2008).

Positive results were also found to be evident in the microsystem. In FSS where inclusion was found to be successful, teachers reported that an attitude of cohesion and acceptance developed. This encourages learners to engage more productively within their schooling environments and develop more positive relationships with peers.

The mesosystem represents the interaction between two or more structures with which the child has direct interaction (Geldenhys & Wevers, 2013). Parental involvement was discussed as an issue within the microsystem but also impacted on the mesosystem. Another issue that impacted on the mesosystem involved the reaction of parents of learners without barriers to learning who want to remove their children from FSS. This reaction not only impacts on the schools but also the learners who may be exposed to an ethos of segregation and discrimination. Interventions on this level involve the dissemination of information between ILST members of the school and the parents of children enrolled in the school. Filler and Xu (2008, p. 64) found that many parents do not fully understand inclusive education as they tend to refer to "special education as a place and not a set of services intended to support the successful education of children in the regular educational setting". Additionally, interventions on this level involve regular interaction between teachers and parents to aid

functional and practical learning opportunities and the means of maximising inclusion (Filler & Xu, 2008).

The exosystem does not involve direct interaction from the learner. However, interactions between this system and structures within the learner's microsystem may impact on the learner (Geldenhys & Wevers, 2013). On this level, issues of unspecified FSS activities may be contributing to ILST members' uncertainty in fulfilling their roles. This in turn impacts on the school's ability to provide the needed support to learners and community schools. Interventions on the exosystem involve not only policy specification in each FSS, but also development and/or maintenance of other initiatives with a positive ecological impact, i.e., SCCS.

The macrosystem involves structures which do not interact directly with any of the above systems, however, it has an impact on each system including the learner (Mayaba, 2008). In a country that has been defined by segregation in many ways, the EWP6 and FSS have been a difficult adjustment. The traditional belief that many communities and teachers have is that views learners with barriers from a medical perspective. Hence, on the macrosystem, we find that this belief prevents the successful implementation of the EWP6 within FSS. Many participants do acknowledge the benefits of IE and FSS in encouraging learners to partake in employment activities that will in turn contribute to the country's economy. Despite this teachers feel that learners with barriers should be taught at a special school and parents of learners without barriers feel their children should not or cannot be educated in the same schooling environment as learners with barriers to learning.

5.3. Recommendations

- Specialised training for ILST members is required to assist in developing skills to source community support, liaise with community members and NGOs and also to better understand their role of support to the community.
- Resources (material and human), as well as support to the FSS, are necessary in order for them to fulfil their roles of support to neighbouring schools.

- To promote parental involvement teachers and ILST members need to address the value and belief system that exists in each family and navigate families and communities towards a system of inclusion.
- The provision of educational resources needs urgent attention by both the DBST and ILST. The DoE and DBST need to make the process in requesting these services more convenient and efficient for ILST members.
- ILST members need to facilitate communication with community NGOs and other stakeholders able to provide support to their FSS.
- The DBST needs to facilitate collaboration and negotiation training for ILST members so they may effectively source and develop community involvement.
- Extended training time, practical training and follow-up sessions to assist in the assimilation of skills taught are needed.
- Teachers could facilitate their own career development through reflection and collaboration with other educators. This could be initiated by ILST members.
- Ongoing training and engagement in IE activities is needed.
- Conferences where schools may share in their experiences, growth and development as an inclusive school are recommended. This could facilitate and inspire a positive paradigm shift in the implementation of IE.
- Smaller classrooms are needed to improve teacher attitudes to inclusive practices and allow for successful implementation of IE and multi-level teaching.
- The DoE needs to make provision for adequate human and physical resources in order to ensure all learning needs are met, including those learners with and without barriers to learning.
- ILST members need to be role models for inclusive education within their schools and address all concerns of parents and communities.
- ILST members, in collaboration with parents, need to promote awareness within their communities around IE, barriers to learning and the benefits of IE within a FSS.
- Needs analysis within each FSS community to determine and specify FSS activities to achieve EWP6 goals.
- Community outreach to develop the needed support in overcoming barriers to implementation. This could include varying supports, i.e., teacher support groups, business affiliations to provided resources supports, fundraisers for financial supports, parents support in maximising inclusion practices etc.

5.4 Limitations of the Study

The study has restricted the sample group so that it only represents the ILST groups who have a key role in overseeing the implementation of the EWP6 within the FSS. This may impact on the generalisability of the study to other members involved in FSS such as the learners and DBST.

The study also limited the sample group to include only first phase FSS which included 50 schools. It was expected that this phase will provide more rich data but impacted on the sample size.

The sample represented FSS within the KZN province as opposed to FSS nation-wide and the findings may not be generalised within South Africa.

Inclusive education in mainstream and special schools was not evaluated. Therefore, the findings regarding the implementation of IE and the EWP6 cannot be generalised to these schooling environments. In addition, the questionnaire was designed to address FSS specifically.

If this research were to be reworked, I would conduct interviews as oppose to questionnaires. This data collection method could have gained more in-depth information and accessed a larger sample group.

5.5 Implications for Future Research

The current research findings and limitations indicate topics of interest which may be useful for further research. The findings indicate that parents of learners without barriers to learning showed apprehension towards FSS. Further research exploring parents' perceptions and experiences of FSS within KZN may be beneficial in developing advocacy programmes and understanding what and how to address these concerns.

The researcher found that community involvement was limited in most FSS yet the literature emphasises the fundamental value of such involvement. Further studies could look into the ecological roles of the communities in which these FSS are based. Research objectives could

deliberate around how these different yet interrelated systems are impacting on the learner's ability to gain access to an inclusive educational environment.

Provided that the EWP6 is yet to develop subsequent phases of FSS, ongoing programme monitoring and evaluation may prove beneficial to the process. Programme monitoring is an ongoing process to rectify any challenges throughout the process of implementing a plan or policy (WHO, 2007). Hence, further research could provide insight into the implementation of the EWP6 within subsequent phases of FSS and monitor the progress and development of IE.

The research findings clearly indicate poor support for FSS. Research into support programmes initiated by NGOs and how they may benefit FSS may be useful in accessing support opportunities for other FSS.

Further research opportunities may also exist in evaluating the outcomes of FSS on learner's academic progress and later employment opportunities.

5.6 Conclusion

The current research found that FSS in KZN have experienced multiple successes but are currently struggling to fully reach the goals of the EWP6 within FSS. The success experienced at present includes the enrolment of learners experiencing diverse barriers to learning and optimistic attitudes to the benefits of inclusive education and theoretical knowledge of multi-level teaching. Participants acknowledged multiple struggles in engaging with the demands of an FSS. These struggles include inadequate resources (human, educational, physical, financial), inadequate support for FSS and ILST, inadequate training and subsequent training support and a lack of involvement from parents and communities.

In summary, the evaluation revealed that there is hope for success in FSS if adequate support is provided from multiple sources and in varying forms. Overcrowded classrooms formed a major barrier to teachers attempting to utilise their skills in multi-level teaching and

providing adequate support to all learners' needs. With inadequate support and resources, it is difficult for FSS and teachers in IE schooling environments to successfully fulfil the EWP6 objectives. Support from outside sources is needed to address many issues but has left ILST members feeling helpless. With inadequate supports from the DBST it has been recommended that ILST members are provided with training to improve their collaboration and negotiation skills which should then be utilised to access resources and support from community businesses, NGOs, etc. Additionally, the KZN DoE should supply the support and resources to allow for optimal inclusion within FSS.

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APPENDIX A: LETTER OF PERMISSION TO CONDUCT RESEARCH

31 Mahogany Rd
Woodlands
Pietermaritzburg
3201
05 February 2015

To: Whom it May Concern

PERMISSION TO CONDUCT RESEARCH

In partial fulfilment towards the degree of Masters of Education (Education Psychology) at the University of Zululand. I, Merise Jacobs, am conducting research under the supervision of Dr. S Govender (Educational Psychologist).

The objectives of this research are to explore and gain an understanding of Full-service schools, and how Education White Paper 6: Inclusive Education (EWP6) has been implemented within these schools. This research aims to assist in future developments of Full-service schools by providing practical solutions in successful implementation of EWP6 in these schools.

Participation will involve completion of a questionnaire which should take approximately 20 minutes to complete. The questionnaires are customised to relevant stakeholders in the implementation of Inclusive Education such as Institutional Level Support Team members, principal, and teachers. For any further enquiries with regards to the research or your participation, please do not hesitate to contact me.

Results of the research will be provided to participants and confidentiality will be maintained throughout the research process. Your participation and time will be greatly appreciated.

Yours Sincerely,

Ms. M.K Jacobs
Intern Educational Psychologist

Dr. S. Govender
Supervisor/Educational Psychologist

APPENDIX B: INFORMED CONSENT

INFORMED CONSENT DECLARATION

(Participant)

Project Title: Evaluation of the Implementation of Education White Paper 6 in Selected Full-service Schools in KwaZulu-Natal

Merise Jacobs from the Department of Educational Psychology & Special Education, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to provide feedback on the implementation of Education White Paper 6 (EWP6) in Full-service schools (FSS) in order to assist future developments of FSS within the KZN province. Data gathered may also generate an understanding of support services most commonly needed within FSS and hence encourage development within the specified areas.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards to the field of inclusive education by assisting future development of FSS. This will be done by establishing whether the objectives of EWP6 within FSS have been met, reasons for possible challenges in implementing these and recommendations to improve implementation of EWP6 in subsequent phases of FSS. This will promote the successful implementation of EWP6 within FSS and limit/ eradicate any challenges
4. I will participate in the project by completion of a questionnaire.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that
 - a. the following risks may be associated with my participation:

Psychological: Participants will be required to provide information about themselves (demographics) as well as personal experiences and challenges faced in implementing EWP6 within their schools (FSS). This may provoke minimal psychological disturbance for participants who become distressed due to these challenges.

Social: Participants may perceive a risk involved in their employment status as well as their access to resources and support by participating in this research. Additionally it may be perceived that FSS and inclusive education may be jeopardised based on your participation and feedback. However, participants' have been reassured that this risk has been minimised/ non-existent.
 - b. the following steps have been taken to prevent the risks:

Debriefing: This service will be utilised to aid recovery of participants' who experience any psychological distress during the participation in the study.

Confidentiality: Confidentiality will be maximised and respected throughout the study. Participants can be reassured that their identities, schools identity, will be kept strictly confidential and excluded from the report.
 - c. there is a 5 % chance of the risk materialising. However, benefits of the study for participants and the community will be maximised.
8. The researcher intends publishing the research results within South Africa Post Secondary Education (SAPSE) accredited journals. However, **confidentiality** and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will not receive feedback/will receive feedback in the form of a letter regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by Ms Merise Jacobs (078 801 4334).
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I,(**participants name and surname**) have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participant's signature

.....

Date

APPENDIX C: QUESTIONNAIRE TO ILST MEMBERS

This questionnaire aims to establish your views on your school in relation to Inclusive Education implementation and practices within Full-service schools.

Please read the following statements and **'tick'** the response/s most applicable.

Where necessary, provide responses in spaces provided.

SECTION A: BACKGROUND INFORMATION

Demographics:

1. Gender: ☐ Female ☐ Male
2. Which age group do you fall into?
☐ > 25 years ☐ 25-34 years ☐ 35-44 years ☐ 45-54 years ☐ 55+ years
3. How long have you been in your field of expertise?
☐ <1 year ☐ 1-9 years ☐ 10-14 years ☐ 15-19 years ☐ 20-25 years ☐ 25+ years
4. What is your role within the school?
☐ teacher ☐ learner support ☐ community member ☐ head teacher
☐ Teaching assistant ☐ specialised teacher ☐ other: _____
6. Which district is your school located in:
- | | | | | | |
|----------|--|-----------|--|---------------|--|
| Amajuba | | Umlazi | | Sisonke | |
| Othukela | | Pinetown | | Ugu | |
| Zululand | | Ilembe | | Umgungundlovu | |
| Obonjeni | | Empangeni | | Umzinyathi | |
7. Is your school based in an:
☐ urban area ☐ rural area ☐ semi-rural area

Roles and Responsibilities(s)

8. Please indicate areas in which you currently work most of the time relevant to your position as an ILST member. Circle the numbers between "01" to "10" to indicate this.

01 = Assisting teachers in accommodating learners needs

02 = Assessment of learner's learning needs/ barriers

03 = Teaching

04 = Developing strategies to address barriers to learning

05 = Implementing strategies to address barriers to learning

06 = Liasing with DBST

07 = Liasing with community organisations regarding the provision of services

08 = Special Education (please specify)

--

09 = Other (please specify)

--

Caseload

9. Which grades do you generally have the most learners requiring a needs assessment and intervention planning?

Please fill in the appropriate boxes.

☐ R ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

10. a. Does your school have learners with barriers to learning?

☐ Yes ☐ No

b. If yes, please rate the extent to which these barriers are accommodated in the school and curriculum:

☐ Not at all accommodated ☐ very little accommodation

☐ Mostly accommodated ☐ always accommodated

11. Comments:

SECTION B: PHILOSOPHY AND PRACTICE

12. Please read each statement carefully and **tick** the column which best illustrates your answer.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I understand and support the policy of Inclusive Education					
b. Implementing of inclusive education within a Full-service school is difficult					
c. Implementing of inclusive education within a Full-service school is similar to the implementation within a special school					
d. All barriers to learning are included in inclusive education policy					
e. The school has access to relevant financial and support services to address a variety of barriers to learning.					
f. Teachers curriculums are adapted to meet individual learning needs					
g. Relevant support from the DBST is adequately provided for our schools needs					

h. Assessment of learner's barriers/learning needs is provided efficiently from the DBST					
i. Assessment of barriers to learning and needs is supported by appropriate assessments tools					
j. Learners experiencing barriers to learning benefit academically from inclusive education within our Full-service schools					
k. Learners experiencing barriers to learning are able to benefit socially from inclusive education and Full-service schools					
l. I am competent in supporting learners facing diverse barriers to learning/difficulties					
m. My experience in working collaboratively with other teachers in supporting learners with barriers has mostly been positive					
n. My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive					
o. My experience in working collaboratively with community organisations in supporting learners with barriers has mostly been positive					

SECTION C: AVAILABILITY OF SUPPORT

13. Please tick the column which best illustrates the extent to which the following supports are available to you:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Classroom sizes in FSS are manageable and relatively smaller than ordinary schools					
b. Training is provided to teachers and support staff					
c. Support teachers are qualified in their fields of expertise					
d. Teachers have the support from teacher assistants					
e. The schools support staff provides special education support to surrounding communities and schools					
f. Our schools support staff consists of professionals such as a psychologist, occupational therapist and speech therapist					
g. The DBST are easily accessible when we require supports regarding barriers to learning-assessment and intervention					
h. Resources such as technical support are available					
i. Resources to support learners such as hearing aids, etc are available					
j. Curriculums are adapted to meet learners specific learning needs					
k. Other support (please specify): _____					

14. Which of the above supports have you found to be most useful and relevant to you.
Please select only 3 of the above.

- ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g
☐ h ☐ i ☐ j ☐ k

15. a. Has the Department of Education offered funding for the provision of training in Special Education courses or those relevant to Full-service schools?

b. If yes, have you benefited from this training?

☐ Yes ☐ No

c. If Yes, please indicate below which courses you have attended:

d. If no, are you considering utilising these opportunities to access further training relevant to FSS? ☐ Yes ☐ No

SECTION D: CLASS COMPOSITION

Definitions for Section D:

"Designated" - a learner who is officially recognized by the Department of education (fitting in one of the 11 categories below) as experiencing barriers to learning with extra funding provided.

"Non-designated" - a learner whom you believe is experiencing barriers to learning but that need is not officially recognized by the Department of Education and no extra funding is provided

16. Below please identify **which** and **how many** of the learners in your caseload are experiencing the following barriers to learning?

	None	# designated	# non-designated
a. Physical, mental, sensory, neurological and developmental impairments:			
i. Learners with mild intellectual disabilities			
ii. Learners with moderate to severe/profound			

intellectual disabilities			
iii. Learners with specific learning disabilities i.e dyslexia, dyscalculia or written expression			
iv. Gifted learners			
v. Learners with moderate behaviour			
vi. Learners with severe behaviour disorders			
vii. Learners with multiple disabilities			
viii. Learners with physical disabilities or chronic health impairments			
ix. Learners with visual (sight) impairment			
x. Learners who are deaf/hard of hearing			
xi. Learners with autism			
xii. Other (please specify): _____			
b. Psycho-social disturbances			
c. Differences in intellectual ability			
d. Particular life experiences			
e. Socio-economic deprivation			
f. Negative attitudes to and stereotyping of differences			
g. An inflexible curriculum			
h. Inappropriate languages or language and teaching			
i. Inappropriate communication			
j. Inaccessible and unsafe built environments			
k. Inappropriate and inadequate support services			
l. Inadequate policies and legislation			
m. The non-recognition and non-involvement of parents			
n. Inadequately and inappropriately trained education managers and educators			

o. Comments:

SECTION E: POSITIVE FACTORS & PROBLEMATIC ISSUES IN

INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS

17. a. Positive factors

Below, please comment on your experience in integrating inclusive education and learners experiencing diverse barriers to learning into the full-service school

b. Problematic issues

Below, please comment on challenges experienced in integrating inclusive education and learners experiencing diverse barriers to learning into the full-service school

c. In relation to the above, problematic issues, please comment below on how yourself and the school overcame these challenges (if applicable)

SECTION F: EXPERIENCES & PERCEPTIONS OF INCLUSIVE

EDUCATION IN FULL-SERVICE SCHOOLS

21. a. Please comment below on your general experiences in inclusive education specific to Full-service schools.

b. Below please comment of you perceptions of inclusive education and Full-service schools.

**APPENDIX D: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN
KWAZULU-NATAL DEPARTMENT OF EDUCATION INSTITUTIONS**



kzn education

Department:
Education
KWAZULU-NATAL

**Application for Permission to Conduct Research in KwaZulu
Natal Department of Education Institutions**

1. Applicants Details

Name Of Applicant(s): Merise Jacobs

Tel No: 0788014334

Fax: N/A

Email: merise.jacobs@gmail.com

Address: 31 Mahogany Rd, Woodlands, Pietermaritzburg, 3201

Proposed Research Title:

Evaluation of the Implementation of Education White Paper 6 in Selected Full-service Schools in KwaZulu-Natal

2. Have you applied for permission to conduct this research or any other research within the KZN DoE institutions?

Yes

✓ No

If "yes", please state reference Number: _____

3. Is the proposed research part of a tertiary qualification?

✓ Yes

No

If "yes"

Name of tertiary institution: University of Zululand

Faculty and or School: Faculty of Education Psychology and Special Education

Qualification: Masters of Education (Education Psychology)

Name of Supervisor: Dr. S Govender

Supervisors Signature _____

If “no”, state purpose of research: _____

Research Background: In 1996 the South African Schools Act (SASA), Act 108 Section 29(1) promulgated that all learners have equal access to quality education and this right should not be denied on any basis (Engelbrecht, 2006; Makoelle, 2012). This Act serves to promote an ethos of inclusivity within schools as the country strives towards democracy.

The Education White Paper 6 (EWP6) further propagated inclusion within schools by providing a model of inclusive education which emphasised that teaching and learning should be adapted to meet all learners diverse needs and all learners should have equal access to quality education (DoE, 2001; DoE, 2005a; Makoelle, 2012). The aims of inclusive education have therefore clearly been defined in the policy and in order to achieve these, the EWP6 has provided an inclusive model which intends to achieve this by providing support services, educational resources and necessary infrastructural changes (DoE, 2005a).

Support services are the cornerstone of inclusive education. In full-service schools support services are categorised as moderate level of support. This support provision would include teaching and assessment adaptations, infrastructural support for accessibility as well as access to specialist professionals (KwaZulu-Natal Department of Education (KZN DoE), 2009). According to the KZN DoE (2009) support services should be facilitated by district-based support teams (DBST), and institutional level support teams (ILST).

ILST are primarily responsible for the implementation of inclusive practices within the school by ensuring that the school maintains an inclusive ethos, identifying learner’s needs and making provision for these (KZN DoE, 2009). When schools require additional support such as infrastructural support, specialised teaching tools or specialised professional services, the ILST may then consult with DBST (KZN DoE, 2009).

Full-service schools (FSS) aim to function as a mainstream school which would provide learners with mild barriers to learning an opportunity to learn within a mainstream schooling environment rather than a specialised school. These schools would therefore require support services, educational resources and

infrastructural changes to meet diverse learning and teaching needs. These are said to be defined by available resources and needs within the context of each FSS (DoE, 2005a).

Currently South Africa is in phase two of implementing EWP6 in FSS, 50 new FSS, and the further development of FSS is said to be based on results from immediate to short-term steps (DoE, 2005a). Concerns on the new developments of FSS are whether resources are sufficient and available to further expand the provision of FSS, and overall has the EWP6 been implemented successfully in phase one. However there appears to be no research reflecting the success of phase one of the implementation of EWP6 in FSS and literature suggests that support services and resources are currently lacking (Makoelle, 2012). Hence the need to explore the lessons learnt from phase one FSS and evaluate whether the implementation of this model has been successfully implemented, which will be the focus of this dissertation.

4. What is the main research question(s) :

- a. To establish whether policy objectives have been met in the implementation on EWP6 within FSS
- b. Provided this objectives have not been met, determine possible reasons for this
- c. To identify participants methods in overcoming challenges linked to the implementation of EWP6 goals within a FSS
- d. Develop recommendations to assist in the successful implementation of EWP6 in subsequent phases of FSS

5. Methodology including sampling procedures and the people to be included in the sample:

a. Research Design

In order to adequately address the research questions as well as to provide rich data, a mixed methods approach has been selected. Hence, both quantitative and qualitative research methods will be utilised. This could allow the researcher to gain a complex understanding of the phenomena, the extent to which the objectives have been met and understand possible barriers to reaching these objectives.

Due to the nature of FSS in the context of South Africa (SA), and KZN in particular, FSS have provided a changing role for schools, teachers, and communities. A qualitative research design will assist the researcher in gaining an understanding of the lived experiences of participants involved in implementing EWP6 within FSS. These experiences will provide insight and guidance on practical operationalization of EWP6 as well as recommendations on improving the implementation of EWP6 within FSS.

A quantitative design will assist in providing descriptive data that will allow the researcher to address research questions regarding the specifications of implementing EWP6 and the extent to which these have been implemented.

In contrast to inferential statistics, data will not be used to generate any conclusions or generalisations but simply used to describe ILST member's experiences in the implementation of EWP6 within FSS.

b. Data Collection Methods

To address the research questions and gain information, a semi-structured questionnaire will be used. The questionnaire will include mostly closed-ended questions. However, will also use open-ended questions, it will also allow participants to describe their experiences in their own words as well as provide recommendations for future development. Hence the questionnaire will follow both a quantitative and qualitative design.

The questions in the questionnaire will be adapted from Mayaba (2008) to suite the relevant research questions of this particular study. The reliability of the questionnaire has been established as consistency of the response rate was at 95 % with a range of 5% (BCTF in Mayaba, 2008). The research instrument was adapted and utilised previously by Mayaba (2008) in exploring the teacher's experiences of inclusive education.

c. Sampling design

Purposive sampling will be utilised in this study. In the proposed research, the sample will be selected based on participant's knowledge and experience implementing EWP6 within a FSS. Considering the key role players involved in the implementation of EWP6 in FSS, the questionnaire will be ideally completed by existing ILST members. Therefore purposive sampling will be used to gain insight to ILST member's experiences in implementing EWP6 in FSS.

The sample would include phase one FSS from within the KZN province. In consideration of the limited

number of phase one FSS the researcher anticipates possible limitations to the sample size and consequent response rates. To guard against this, the researcher will administer the questionnaire to all phase one FSS to ensure sufficient data. This will increase generalizability however due to the small sample size it may not be inferred onto the larger community of ILST members within FSS.

d. Data Analysis

Quantitative Data Analysis

In the proposed study, descriptive data will inform the extent to which the EWP6 specifications have been met based on frequency tables. Also the data will enable the researcher to describe sample demographics.

In order to analyse the quantitative data, items will be coded using the Statistical Package for the Social Sciences (SPSS) to assist statistical analysis. Numerical data will then be entered into SPSS which will assist in data analysis and interpretation.

Descriptive analysis provides a visual representation of data which can be easily interpreted and reported. Additionally, descriptive analysis will allow the researcher to determine correlations within the data set, “identify and quantify relationships between variables”(Walliman, 2005, p.305).

Qualitative Data Analysis

As opposed to quantitative data, qualitative data allows for a more detailed, subjective experience to be reported. The qualitative data will be used to explore the lived experience of ILST members in implementing EWP6 and utilise these perspectives as recommendations that will assist future developments of FSS. Commonalities in this data could assist in developing a common knowledge of the ‘know how’ to overcome barriers associated with the implementation of EWP6.

To achieve the above mentioned, thematic analysis will be used. Thematic analysis is a qualitative method of data analysis which identifies, analyses and reports on themes (Braun & Clarke, 2006). The process in generating themes and reporting these, according to Braun and Clarke (2006), involves familiarisation with the data, generating codes, searching for themes and reviewing these. Thereafter themes will be defined and titled accordingly. Suitable examples will be utilised to indicate the significance of each theme.

What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?

The proposed research would contribute to the field of inclusive education by assisting future development of FSS. This is done by establishing whether objectives of EWP6 with FSS have been met, reasons for possible challenges in implementing these and recommendations to improve implementation of EWP6 in subsequent phases of FSS. The current implementation of phase two of FSS and future developments may utilise this research in determining how to implement the EWP6 beyond policy. In addition, data gathered from the research indicating support services found to be most useful may be acknowledged and emphasised in phases two and three. This could promote the successful implementation of EWP6 within FSS and limit/ eradicate any challenges.

6. KZN Department of Education Districts from which sample will be drawn (please tick) – Please attach the list of all schools

Amajuba	✓	Umlazi	✓	Sisonke	✓
Othukela	✓	Pinetown	✓	Ugu	✓
Zululand	✓	Ilembe	✓	Umgungundlovu	✓
Obonjeni	✓	Empangeni	✓	Umzinyathi	✓

7. Research data collection instruments: (Note: a list and only a brief description is required here - the actual instruments must be attached):

A questionnaire was adapted and developed for relevant stakeholders involved in implementing Inclusive Education in Full-service schools. Included in this sample group are Institutional Level Support Team members.

8. Procedure for obtaining consent of participants and where appropriate parents or guardians:

Participants will be provided a detailed description of the research- its aims and intended contribution. A letter to request permission to participate will be provided along with a consent form which would also include a description of the research and expectations of participants.

Learners' will not be participating in this research.

9. Procedure to maintain confidentiality (if applicable):

Questionnaires will not require participants to include their names or any identifying data. In reporting data, pseudo-names will be used where necessary in place of school names.

Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):

The items in the questionnaire and research topic will not explore any information of a sensitive nature and will therefore not illicit any disturbances or cause any harm to participants.

10. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):

The items in the questionnaire and research topic will not explore any information of a sensitive nature and will therefore not illicit any disturbances or cause any harm to participants.

11. Research Timelines :

The data gathering and interpretation is expected to take between 1-2months. The researcher would be continuously working on the compilation of the thesis and receiving supervision on these. The preliminary expected completion date is April 2015.

12. Declaration

I Merise Kelly Jacobs declare that the above information is true and correct

Signature of Applicant

30/09/2014

Date

13. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

30/09/2014

Signature of Applicant

Date

Return a completed form to:

Sibusiso Alwar
Research Unit
Resource Planning
KwaZulu Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street
Pietermaritzburg 3201

Or

Ordinary Mail

Private Bag X9137
Pietermaritzburg
3200

Or

Email sibusiso.alwar@kzndoe.gov.za or smiso.sikhakhane@kzndoe.gov.za

**APPENDIX E: LETTER OF PERMISSION TO CONDUCT RESEARCH IN KZN
SCHOOLS**



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/349

Ms M Jacobs
31 Mahogany Road
Woodlands
PIETERMARITZBURG
3201

Dear Ms Jacobs

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EVALUATION OF THE IMPLEMENTATION OF EDUCATION WHITE PAPER 6 IN SELECTED FULL-SERVICE SCHOOLS IN KWAZULU-NATAL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 February 2015 to 30 June 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (see list attached).

Nkdsinathi S.P. Sishi, PhD
Head of Department: Education
Date: 03 February 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty

APPENDIX F: LETTER OF PERMISSION TO ADAPT QUESTIONNAIRE

Merise Jacobs

From: Phindile Mayaba
Sent: Thursday, October 02, 2014 10:09 AM
To: Merise Jacobs
Subject: RE: Permission to adapt Questionnaire
Attachments: Mayaba, 201500322, Questionnaire, Masters.doc

Dear Ms Jacobs

Thank you for your email.

I hereby grant you permission to adapt my questionnaire for the purposes of your study. I have attached the soft copy that you can work from.

All the best and I look forward to reading the findings of your study in one of the journals!

Regards,

Ms Phindile L. Mayaba

Lecturer: Discipline of Psychology
School of Applied Human Sciences
College of Humanities
Private Bag X01
SCOTTSVILLE 3209
Pietermaritzburg
South Africa

Tel: 033 260 5364

Fax: 033 260 5809

Website: <http://psychology.ukzn.ac.za/Homepage.aspx>



APPENDIX G: ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/156						
Project Title	Evaluation of the Implementation of Education White Paper 6 in selected full-service schools in Kwazulu-Natal						
Principal Researcher/ Investigator	MK Jacobs						
Supervisor and Co-supervisor	Dr S Govender						
Department	Education Psychology and Special Education						
Nature of Project	Honours/4 th Year		Master's	x	Doctoral		Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance	X		
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.


 Professor Nokuthula Kunene
 Chairperson: University Research Ethics Committee
 03 June 2015



APPENDIX H: DATA ANALYSIS: BARRIERS TO LEARNING

None Frequencies		Responses	
		N	Percent
Learners Barriers not Included ^a	Physical, mental, sensory, neurological, developmetal	18	5.1%
	mild intellectual disabilities	11	3.1%
	moderate to profound intellectual disabilities	10	2.8%
	specific learning disabilities	9	2.5%
	gifted learners	4	1.1%
	moderate behaviour	6	1.7%
	severe behaviour disorders	15	4.2%
	multiple disabilities	13	3.7%
	physical disabilities or chronic health impairments	13	3.7%
	visual impairments	4	1.1%
	hearing impairments	23	6.5%
	Autism	20	5.7%
	psycho-social	9	2.5%
	differences in intellectual ability	14	4.0%
	particular life experiences	12	3.4%
	socio-economic deprivation	8	2.3%
	negative attitudes to and stereotyping of differences	16	4.5%
	inflexible curriculum	15	4.2%
	inappropriate languages or language teaching	26	7.4%
	inappropriate communication	18	5.1%
	inaccessible and unsafe built environments	19	5.4%
	inappropriate and inadequate support services	18	5.1%
	inadequate policies and	18	5.1%

	legislation		
	the non-recognition and non-involvement of parents	18	5.1%
	inadequately and inappropriately trained education managers and educators	16	4.5%
Total		353	100.0%

Designated Frequencies		Responses	
		N	Percent
Those Barriers Included	Physical, mental, sensory, neurological, developmetal	2	1.2%
	mild intellectual disabilities	5	3.1%
	moderate to profound intellectual disabilities	12	7.4%
	specific learning disabilities	12	7.4%
	gifted learners	6	3.7%
	moderate behaviour	9	5.6%
	severe behaviour disorders	3	1.9%
	multiple disabilities	10	6.2%
	physical disabilities or chronic health impairments	20	12.3%
	visual impairments	19	11.7%
	hearing impairments	4	2.5%
	psycho-social	6	3.7%
	differences in intellectual ability	2	1.2%
	particular life experiences	1	0.6%
	socio-economic deprivation	14	8.6%
	negative attitudes to and stereotyping of differences	2	1.2%
	inappropriate languages or language teaching	1	0.6%
	inappropriate	5	3.1%

	communication		
	inaccessible and unsafe built environments	12	7.4%
	inappropriate and inadequate support services	1	0.6%
	inadequate policies and legislation	7	4.3%
	the non-recognition and non-involvement of parents	1	0.6%
	inadequately and inappropriately trained education managers and educators	8	4.9%
Total		162	100.0%

Non_designated Frequencies		Responses	
		N	Percent
Those included but not designated ^a	Physical, mental, sensory, neurological, developmetal	13	4.3%
	mild intellectual disabilities	15	5.0%
	moderate to profound intellectual disabilities	8	2.7%
	specific learning disabilities	14	4.7%
	gifted learners	11	3.7%
	moderate behaviour	12	4.0%
	severe behaviour disorders	17	5.7%
	multiple disabilities	12	4.0%
	physical disabilities or chronic health impairments	8	2.7%
	visual impairments	16	5.4%
	hearing impairments	4	1.3%
	Autism	11	3.7%
	psycho-social	14	4.7%
	differences in intellectual ability	13	4.3%

	particular life experiences	14	4.7%
	socio-economic deprivation	15	5.0%
	negative attitudes to and stereotyping of differences	11	3.7%
	inflexible curriculum	14	4.7%
	inappropriate languages or language teaching	10	3.3%
	inappropriate communication	12	4.0%
	inaccessible and unsafe built environments	8	2.7%
	inappropriate and inadequate support services	12	4.0%
	inadequate policies and legislation	12	4.0%
	the non-recognition and non-involvement of parents	14	4.7%
	inadequately and inappropriately trained education managers and educators	9	3.0%
Total		299	100.0%

APPENDIX I: LETTER FROM THE EDITOR



Gazelle Editing

PO Box 33711 Jeppestown
2043

Cell: 072 894 7191 Email:
gazelle.english@gmail.com

Website: gazelleediting.com

Co Reg No.: K2013225727

10 December 2015

Re: Editor's Declaration

To whom it may concern,

This letter serves to confirm that I, Bronwyn King, chief editor of Gazelle Editing, have proofread the dissertation 'Evaluation of the implementation of Education White Paper 6 in selected full-service schools in KwaZulu-Natal' by Merise Jacobs from the University of Zululand. It should be noted that due to limited time I was not able to provide full-service editing including cross-checking of references and citations and formatting of tables and figures.

Please contact me using the details above should you require any further information.

Sincerely,

A handwritten signature in dark blue ink, appearing to read 'BJK' followed by a long, sweeping horizontal stroke.

Bronwyn King

APPENDIX J: PLAGIARISM REPORT



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Merise Jacobs
Assignment title: Quick Submit
Submission title: final
File name: MERISE_FINAL DISSERTATION_N...
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Evaluation of the implementation of education white paper 6 in
selected full-service schools in KwaZulu-Natal

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