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A thematic review of Inclusive Education research in South Africa

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A research report submitted in partial fulfilment of the requirements for the degree of Master of Education in Educational Psychology in the faculty of Humanities, University of the Witwatersrand, Johannesburg, 2018.

DECLARATION

I, Nasreen Seedat hereby declare that this research report is my own, unaided work. It is being submitted for the degree of Masters of Education in Educational Psychology at the University of the Witwatersrand. It has not been submitted for any other degree or examination at this or any other university.

_____

Nasreen Seedat

Date:_____

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- My fellow colleagues support and encouragement throughout this research process.

GLOSSARY OF TERMS AND/OR CONCEPTS

- ***Accommodations*** – Alternative ways of teaching and assessing learners based on their individual needs. This is carried out through modifications to assist learners with barriers to access the curriculum without altering the intended purpose of the assignment and compromising its standard (Walton, 2013).
- ***Barriers to Learning*** – The term 'Barriers to Learning' refers to anything that makes it difficult for learners to succeed or to achieve according to their potential. These challenges and difficulties occur as a result of a range of experiences in a variety of contexts such as the home, community, school, and classroom or as a result of certain health conditions or disabilities (Department of Education, 2008). Barriers to learning are caused by both *intrinsic* as well as *extrinsic* factors.
- ***Code-switching*** – The use of two or more different languages during teaching to assist learners who encounter difficulties with the language of learning and teaching. It is a type of instructional adaptation.
- ***Curricular adaptations*** – This involves modifying the content that is taught (Walton, 2013).
- ***Differentiation*** – broad term used to include the range of instructional and assessment strategies to make the curriculum accessible to each learner and their individual needs (Walton, 2013).
- ***District-based support teams (DBST)*** – comprises of various professionals with the aim of working collaboratively to provide both human and physical resources. The role of the DBST is to give specialist support with regards to curriculum, implementation and assessment to educators and schools to support the development of effective teaching and learning (Department of Education, 2008).
- ***Education support professionals*** – Professionals such as educational psychologists, school counsellors, therapists, special educators and learning support specialists that provide extra support to learners who experience barriers to learning.
- ***Extrinsic factors*** – Those factors not inherent in the learner, which adversely impact on the learner's development (Department of Education, 2008). Some examples of extrinsic factors that cause barriers to learning: the learner's environment and home, the type of upbringing that they have, school factors (crowded classrooms, lack of resources, unprofessional teachers) and differences in culture and language.

- ***Full-service schools*** – refer to those schools that are supported and equipped to accommodate learners that fall within the full range of learning needs and address barriers to learning and development. These schools are given special attention from the district-based support teams and give assistance to teachers too (Department of Education, 2001).
- ***Inclusion*** – is about recognising and respecting the differences among all learners and building on similarities (Department of Education, 2001).
- ***Inclusive Education*** – is defined as a learning environment that promotes the holistic (personal, academic, and professional) development of all learners, irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language.
- ***Instructional adaptations*** – Involves modifying how a subject is taught and learning demonstrated (Walton, 2013).
- ***Institutional-level support teams (ILST)*** – includes the school-based support teams (SBST) and the district-based support team (DBST) (Department of Education, 2008).
- ***Intrinsic factors*** – Factors which occur within the learner and are also commonly known as impairments (Department of Education, 2008). Some examples of intrinsic factors that cause barriers to learning are: disability or neurological damage that is caused by prenatal factors, genetic factors, and personality traits.
- ***Learners with Special Educational Needs (LSEN)*** – Learners with barriers to learning who require additional support in terms of modifications to the curriculum, instruction, and the environment.
- ***School-based support teams (SBST)*** – recognises and addresses barriers to learning in the context of local schools (Department of Education, 2008).
- ***Screening, Identification, Assessment and Support policy (SIAS)*** – provides a framework to improve access to quality education for learners with barriers to learning to increase participation and inclusive education in schools. It aims to accomplish this by introducing strategies of support (Department of Education, 2008).

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CHAPTER ONE
INTRODUCTION TO THE STUDY

This chapter will provide a brief introduction to inclusive education, both internationally, and particularly in South Africa. The rationale and aim of the study is presented, as well as the methodological approach used.

1.1. Overview of Inclusive Education

From as early as the year 1962, a collaborative group comprising of researchers, programme developers and educators began questioning the exclusion of learners who experience barriers to learning from mainstream education (Potgieter-Groot, Visser, & de Beer, 2012). This led to an increase in research in this field where the inhibitory factors surrounding exclusion in South Africa were explored and ways to remove or attenuate these factors were postulated.

Concomitantly, developments on an international level placed emphasis on values such as human rights, independence, equal opportunities, and the integration of individuals with disabilities into society (United Nations Convention on the Rights of Persons with Disabilities, 2007). The philosophy of Inclusive Education generated interest at a conference that was held in Jomtien, Thailand, in 1990 and another in Salamanca, Spain, in 1994. This culminated in the Salamanca Declaration of 1994 which advocated an inclusive education policy so as to remove discriminatory practices against learners who experience barriers to learning and development (UNESCO, 1994).

"Inclusion is a complex, multidimensional and controversial concept" (Swart & Pettipher, 2015, p. 3) with varying interpretations which, of course, leads to inconsistencies in implementation (Potgieter-Groot et al., 2012). The British Psychological Society defines inclusion as "rejecting segregation for any reason, making learning more meaningful and relevant for all learners, and restructuring policies and curricula to meet diverse learning needs" (Thomas & Vaughan, 2004). The South African understanding of inclusion is congruent with the definition provided by the British Psychological Society and maintains that inclusion cannot simply be defined as learners with disabilities being placed into mainstream schools (Yssel, Engelbrecht, Oswald, Eloff, & Swart, 2007). Despite this, a commonality of what inclusive education is, remains to be realised (Swart & Pettipher, 2015). This is because inclusion is context dependent and is susceptible to implementation in diverse

ways (Engelbrecht, 2006). In South Africa, the focus on an inclusive education system lies in the role of the educational system to address social disparities that continues to be a major concern (Lomofsky & Lazarus, 2001; Spreen & Vally, 2006).

Since the establishment of a democratic society in South Africa in the year 1994, a number of significant socio-political changes occurred. This included the installation of a democratically elected government and the adoption of a new Constitution which enshrined the right to education (Potgieter-Groot et al., 2012). Not only did these changes take place on a broader scale, but permeated into schools and classrooms particularly through the implementation of inclusive education. This process of transformation had as its singular objective the creation of an egalitarian society (Lomofsky & Lazarus, 2001) that would jettison all remnants of inequality.

In South Africa, Education White Paper 6 (Department of Education, 2001) formed the groundwork for an inclusive education system that provides all learners with equal access to quality education (Potgieter-Groot et al., 2012). It aims to develop a range of different institutions that will embody an inclusive education and training system (Lomofsky & Lazarus, 2001). This policy aims to address a range of barriers to learning and accommodate the diverse range of learning needs by giving support to schools, staff members, parents and learners (Donald, Lazarus, & Moolla, 2014).

An inclusive education system is one that is established upon a sense of belonging and shared responsibility and wherein diversity is valued and discrimination eliminated (Yssel et al., 2007). In South Africa, inclusion acknowledges that every child can learn and should be mainstreamed in the education sector and in the broader community and society. The aim of inclusive education is to involve and incorporate all learners including those languishing on the periphery of society, into the mainstream schooling system (Yssel et al., 2007). Inclusive education encourages and promotes learning through various modalities as well as the active participation of all learners (Donald et al., 2014). Teaching through various modalities involves the consideration of multiple intelligences and the utilisation of various learning styles thereby attempting to cater to each learner's individual learning needs while at the same time acknowledging and developing learners' abilities (Donald et al., 2014). The successful implementation of inclusive education could result in moulding a more integrated society and inevitably to some extent bridge the gap between individuals who are hamstrung

by different barriers. By creating a more inclusive education system, we can, perhaps, initiate a break-down in not only of learning impediments but also social tiers and economic class.

1.2. Research Rationale

This study explored the research that has been conducted on inclusive education since its implementation in 2001 up to present. This provides a reasonable sample of inclusive education research conducted in South Africa. There is a strong link between policy, theory, practice and research. While policies on inclusive education are comprehensive there remains a gap between policy and implementation (Amod, 2003; Dalton, McKenzie, & Kahonde, 2012; Donohue & Bornman, 2014; Mitchell, De Lange, & Thuy, 2008; Wildeman & Nomdo 2007). A few years into the implementation of inclusive education in South Africa, both policy developers and implementers discerned a number of challenges as well as opportunities that the implementation of inclusive education in South Africa presents (Naicker, 2006). Although support is present and well situated at policy level, the gap between policy and practice is a challenge that endures (Carrington & Elkins, 2002).

The findings of this study have the potential to contribute to the current body of knowledge on inclusive education policy, practice and research in South Africa, as well as educational psychology training programmes. With regards to inclusive education it would highlight the success as well as drawbacks of the implementation of inclusive education. It will also expose the hiatus in existing research and provide directions for future practice and research. There are, currently, limited documented South African studies examining research on inclusive education in South Africa.

Research related to inclusive education is particularly relevant for educational psychologists who have a seminal role in interacting with children, teachers, parents and caregivers in schools and in communities. As such, they need to be aware of educational policy and research and its implications on professional practice. The findings of research conducted on inclusive education could also impact on and inform educational psychology training programmes. These programmes will encourage a more eco-systemic approach in the practices of educational psychologists so that they can work with individuals with diverse backgrounds (Engelbrecht, 2004).

1.3. Study Aim

The primary aim of this research was to examine inclusive education research conducted in South Africa since its implementation in 2001. This will be done through the following research questions:

- What is the primary focus of the research studies reviewed?
- What are the themes in these research studies?
- What are the reported successes in relation to inclusive education implementation in South Africa?
- What are the reported challenges experienced in the implementation of inclusive education in South Africa?
- What are the lessons learned regarding the implementation of inclusive education in South Africa as suggested by the reviewed studies?
- What are the suggested future directions for the implementation of inclusive education in South Africa?

1.4. Methodology

A systematic literature review was adopted in order to obtain a thematic review of inclusive education research in South Africa. This was done through a search of particular databases. Specific inclusion criteria had been outlined and studies had to meet all inclusion criteria to be selected for inclusion into the review. The thematic synthesis approach was utilised in the analysis of the data.

1.5. Outline of Research Report

Chapter Two of this research report provides a review of existing literature on inclusive education. The literature review begins with a discussion on the chosen theoretical framework around which the study is based. This is followed by a broad overview of inclusive education within the international and national contexts.

The methodology of the study in which the aims and research questions, search strategy, selection criteria, study selection, data analysis, researcher reflexivity and ethical considerations is discussed in Chapter Three.

This is followed by Chapter Four which details the results of the current study.

The study concludes in Chapter Five with a summary and discussion of the findings and explores the implications and limitations of the current study as well as possible directions for future research.

CHAPTER TWO

LITERATURE REVIEW

This chapter discusses the theoretical foundation of inclusive education, followed by a broad overview of inclusive education within the international and national context.

2.1. Theoretical Foundation

To understand inclusive education, multiple perspectives must be taken into account to explain the origins, development and implementation of inclusive education (Swart & Pettipher, 2015). Inclusive education is entrenched in a systems approach wherein the various systems within the child's environment constantly interact with one another in order to provide the child with support (Swart & Pettipher, 2015). Therefore the bio-ecological theory would best account for inclusive education.

The bio-ecological theory proclaims that individuals exist within a multitude of different contexts in an environment and this has an influence on their feelings, thoughts, behaviour and development (Paquette & Ryan, 2001). Due to South Africa's historical past and the socio-economic situation, both past and present, a South African individual may exist in a multi-dimensional context (Engelbrecht, Green, Swart, & Muthukrishna, 2001). The bio-ecological theory facilitates the understanding of an individual ensconced in different dimensions and the interactions between these dimensions.

The bio-ecological theory offers an inherent understanding of inclusion as it assists in providing an explanation of the complexity of inclusion as well as the multidimensional nature of change that is required, not only at school level, but in all aspects of society (Swart & Pettipher, 2015). In addition, this theory is also beneficial in making sense of and explaining the range of barriers to learning that are apparent within the South African context (Swart & Pettipher, 2015) and in shifting from a medical model of disability to a systems-based approach (Lomofsky & Lazarus, 2001).

The medical model of disability is the theoretical framework upon which the previous system of education was founded (Engelbrecht, 2006). The medical model looks at an individual from a medical standpoint and asserts difference or disability as located within an individual and does not consider other contributing factors (Swart & Pettipher, 2015). This is the model

that unequivocally influenced the approval of separate institutions for learners who experience barriers to learning, thereby further promoting segregation and exclusion. Education White Paper 6 aimed to promote the social model (an eco-systemic approach) by discarding the medical model of disability or difference (D'amant, 2012).

Bronfenbrenner has proposed that individuals develop within a system of relationships which are inclusive of family, community and society (Krishnan, 2010). The Bio-ecological perspective considers various factors and proposes that both an individual's biology as well as their environment largely influences their development (Bronfenbrenner, 1979). Hence, the bio-ecological approach departs from viewing disability solely in medical terms. It looks at disability in terms of the multifaceted interaction between the various systems or environments within which the learner is to be found and functions (Du Toit & Forlin, 2009). Thus, the various layers of systems within the child's environment constantly interact with one another in order to provide the child with support (Swart & Pettipher, 2015).

Central to the bio-ecological theory are the interactions of structures within and between the various layers of systems (Bronfenbrenner, 1979). The fact that the layers are interdependent means that any change or conflict that is encountered in any one of the layers will have an effect on the other layers (Paquette & Ryan, 2001). There are four interacting components that have an impact on an individual's development, they are; proximal processes, person characteristics, context and time (Swart & Pettipher, 2015). Context and time are the two significant components with regard to inclusive education and will therefore be described in more detail below. Context relates to the four levels of environments/systems within which an individual exists and which influences their development (Swart & Pettipher, 2015). These four systems include; the microsystem, mesosystem, exosystem and macrosystem.

The microsystem is the closest environmental context to the individual – this includes structures such as the individual's family, friends and relatives, the learner's classroom and peers, all of which have direct contact with and influence on the learner. The next layer is the mesosystem which functions as the nexus between the learner's microsystems (Shaffer, 2002) and includes structures such as the school and the parents' workplaces. These microsystems are interconnected and have an effect on each other (Swart & Pettipher, 2015). Mesosystems can be regarded as a means of establishing consistency in an individual's life. Further away from the individual would be the exosystem, and refers to the greater social environment that the individual constitutes but does not directly function (Hook, 2002). This encompasses the

structures that extend further than the individual's immediate environment, yet, still impacts upon the development of the individual through its involvement of the structures within this layer, as well as those structures within the individual's microsystem (Paquette & Ryan, 2001). The macrosystem is the last layer and furthest system that constitutes the individual's environment (Shaffer, 2002). The macrosystem is said to have the least influence on the individual, and comprises of the economic structures and social conditions that exist within this layer (Paquette & Ryan, 2001). Bronfenbrenner, however, incorporates an additional system that he describes as the chronosystem (Bronfenbrenner, 1979).This system includes the element of time and its significant influence upon the individual's development (Hook, 2002). The element of time is centred on the changes as well as occurrences of events that have taken place in the individual's life, including their effects upon the individual's development (Paquette & Ryan, 2001). The consideration of proximal processes are important in comprehending the concept of time as these proximal processes increase in complexity during their consistent occurrences over extended periods of time (Swart & Pettipher, 2015). This concept of time aids in gaining a sounder understanding of the continuous changes and development that occurs and its effect on each different level. In order to study an individual's development, one must therefore look not only at the individual and its immediate environment, but also at the interaction of the larger environment (Paquette & Ryan, 2001).

This theoretical framework provides an understanding of the historical development of inclusive education in South Africa, the nature and management of barriers to learning and the implementation of inclusive education. It is also a more acceptable alternative to the traditional medical model (Dalton et al., 2012).

Applying the bio-ecological model to educational change and development highlights the complex influences and interactions apparent in education (Swart & Pettipher, 2015). This model emphasises the interaction between the learner's development and the broader systems within the learner's social context. Moreover, it assists in both the exploring as well as an understanding of inclusive education as the development of the learner that occurs within the various systems (Swart & Pettipher, 2015). The analysis of the relationship between various parts of a system is imperative in gaining a greater understanding of the learner as a whole. The bio-ecological approach may also be used as a theoretical framework to understanding families, schools, classrooms, and teachers, not in isolation but as part the broader social context (Swart & Pettipher, 2015).

Aspects of inclusive education practice and research that have been documented nationally and internationally will be considered below. This discussion could contribute to an understanding of the implementation of inclusive education in a few different contexts.

2.2. Inclusive Education within the International and National context

The application of an inclusive education policy presented a challenge to nations across the globe to provide quality education for all learners, including special needs learners (Nel et al., 2011). Research on inclusive education has been conducted and documented in countries all over the world. However, its practical implementation varies across countries and even within countries (Forlin, 2004). Despite inclusive education being a universal philosophy, the interpretation by many governments of international guidance and national policies on inclusive education differ with respect to their own history, values, traditions and structures. Some countries are more perspicacious and much closer than others to achieving the goal of inclusive education. When looking at research conducted on inclusive education in South Africa, compared to research conducted within the international context, with specific reference to Canada and India, many similarities, and in certain instances, differences exist. There are also some lessons to be learnt. To follow is a summary of inclusive education research in Canada and India, as examples.

Canada

Since 1985, Canada has recognised the importance of promulgating legislation in order to support and protect the rights of citizens with disabilities (Sokal & Katz, 2015). The provinces in Canada have enacted legislation for appropriate education for all. However, the development of necessary movements essential to support the legislation has been a gradual process. In addition, the infrastructure needed in schools to ensure equity is yet to be found.

Implementation, however, has not been uniform in the provinces (Sokal & Katz, 2015). The means, through which programmes in various provinces demonstrate inclusive principles, differ in terms of their type, degree and quality, to the extent to which they met or exceeded the expectations. Several studies conducted on educational placements of learners with barriers to learning in Canada indicated that they are still far from the attainment of the goal

of inclusive education with regard to the physical, academic, and social inclusion (Timmons & Wagner, 2008). Despite this, it was found that several smaller provinces in Canada have managed to include approximately half of their learners who experience barriers to learning in highly inclusive settings. It was found that there was a high level of parental involvement and support structures in the classrooms. Despite this success, findings suggest that although many learners have been physically included into mainstream classrooms, there are others who have not been integrated academically and socially. This deprives these learners of the opportunity to be equal to their peers (Timmons & Wagner, 2008). This may be due to the fact that transformation had occurred in a setting wherein physical, academic and social segregation still exists and is recognised (Sokal & Katz, 2015). The three main barriers that have been identified as impeding on the successful implementation of inclusive education in Canada are those of teacher education (lack of skills and confidence), funding processes and mental health issues (referring to more intrinsic socio-emotional and behavioural barriers faced by some learners) (Sokal & Katz, 2015).

One of the successes of inclusive education in Canada lies in the concerted efforts being made by all key stakeholders to advance support on the implementation of inclusive education with educational ministries across the country working on changes in curricula, assessment, reporting, funding and professional development (Sokal & Katz, 2015). Canada has introduced various specific programmes across its provinces to bolster its determination to embrace learners with barriers to learning. These programmes places great value in the development of teachers, and the involvement of parents and the community toward its success. This aspect of inclusive education application could be explained further within South Africa.

India

In 1996, the Parliament of India passed an act called the Persons with Disabilities (PWD) Act. This legislation marked a new era of change for education of children with disabilities in India (Sharma & Das, 2015). A vital aspect of this legislation was the need to integrate learners with disabilities into mainstream schools (Das, 2001). Following the enactment of the PWD Act, a number of other government-initiated policies have been undertaken. This is indicative of the Indian government's commitment regarding the implementation of policy on inclusive education (Sharma & Das, 2015).

Research in India indicates several issues within inclusive education and education in general. India is a vast country with a heterogeneous population defined by ethnicity, religion, culture, language, economic status, access to resources and political resolve (Sharma & Das, 2015). Consequently, a unified approach to the development and implementation of policies and programmes will not be efficacious.

A research study conducted on a sample of private schools in India, has found that some had utilised a communicative and collaborative approach, as well as a well-developed whole-school strategy to implement inclusive education (Sandhill & Singh, 2005). Communication between the principal, management and the teachers occurred regularly. The involvement of learners, parents and teachers worked together to ensure the successful accomplishment of the whole-school strategy. Furthermore, positive attitudes among learners with disabilities encompassed the school community.

Sharma and Das (2015) report that despite the fact that India has made some progress with the development of policies on inclusive education, many children with disability or whom experience barriers to learning, requiring additional support fall outside the schooling system. Decisions of schools to provide placement was largely influenced by the type and extent of a learner's disability (Singal & Rouse, 2003) and their ability to fit into a mainstream classroom setting (Sharma & Das, 2015). The manner within which both disability and inclusive education is defined and understood in India (Singal, 2006) indicated the prevalence of the medical/deficit model as being predominant. This poses an additional challenge in providing quality education to all especially those learners with disabilities. Some other challenges are a lack of resources, supportive leadership and teaching practices (Sharma & Das, 2015).

Consistent with South African research (Du Toit & Forlin, 2009; Eloff & Kgwete, 2007; Engelbrecht, 2006; Engelbrecht, Nel, Smit, & van Deventer, 2016; Mitchell et al., 2008; Ntombela, 2009; Oswald & Swart, 2011; Weeks & Erradu, 2013), a number of studies conducted on inclusive education in India have reported on the lack of physical and human resources essential in the implementation of inclusive education in the majority of schools, particularly those situated in rural areas (Bhatnagar & Das, 2013; Shah, Das, Desai, & Tiwari, 2014; Sharma, Moore, & Sonawane, 2009). In addition, a scarcity of trained professionals have also been reported (Shah et al., 2014). Large classroom sizes further affects the implementation of inclusive education (Sharma & Das, 2015). Several studies

have found that most teachers in mainstream schools do not possess sufficient skills to accommodate learners who experience barriers to learning. The study concludes that India still has a long way to go in terms of achieving its goal of inclusive education (Sharma & Das, 2015).

2.3. Inclusive Education within the South African context: An overview of its implementation

While international policy, practice and research can inform local practice, South Africa has to develop its own approach in formulating policies and practices based on local needs and requirements. Inclusive education in South Africa, like every other country, will have unique characteristics influenced by its own peculiar context (Walton, 2007). In South Africa, the shift to inclusive education was a part of the general transformation agenda from the previously segregated education system of the apartheid era towards a diverse and socioeconomically empowered society (Murungi, 2015) as well as the reconceptualization of special education. Hence, in order to implement an inclusive education system – an integrated education system – a flexible curriculum and support systems needed to be established (Donohue & Bornman, 2014). South Africa's approach to inclusive education is defined in Education White Paper 6 (Department of Education, 2001).

The Ministry of Education has committed itself to the development of an "education and training system which will promote education for all and foster the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society" (Department of Education, 2001, p. 5). This aligns itself with the Constitution of South Africa, in which the principles of Education White Paper 6 are embedded.

The Constitution (Republic of South Africa, 1996) is the document that founds the guiding principles for an evolving democratic society in South Africa. Its emphasis lies particularly in overcoming the inequalities and injustices of the past in order to create an equitable and just society for everyone (Republic of South Africa, 1996). It is this notion that has directly influenced the development of policy and legislation in education with specific regards to the policy of inclusive education in South Africa (Swart & Pettipher, 2015).

An inclusive education system acknowledges that there exists a variety of learners and methods of learning, and that some learners may experience barriers to learning and development (Yssel et al., 2007). The concept of 'Barriers to Learning' was developed during the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) process (Department of Education, 1997). The term 'Barriers to Learning' refers to anything that makes it difficult for learners to succeed or to achieve according to their potential. These challenges and difficulties occur as a result of a range of experiences in a variety of contexts such as the home, community, school, and classroom or as a result of certain health conditions or disabilities (Department of Education, 2008).

Barriers to learning are caused by both intrinsic as well as extrinsic factors (Nel, Nel, & Hugo, 2013). Intrinsic factors are those which occur within the learner and are also commonly known as impairments. Extrinsic factors are those that are not inherent in the learner but adversely impact on the learner's development (Nel et al., 2013). Inclusive education attempts to accommodate the needs of all learners; including those on the periphery of society, so that they may be able to participate fully and engage in the process of learning (Department of Education, 1997).

The National Department of Education has developed a set of Conceptual and Operational Guidelines so as to facilitate inclusive education policy implementation in South Africa. These Conceptual and Operational Guidelines include

- Screening, Identification, Assessment and Support policy (Department of Education, 2008);
- Guidelines for Inclusive Learning Programmes (Department of Education, 2005);
- Conceptual and Operational Guidelines for District-Based Support Teams (Department of Education, 2005a);
- Conceptual and Operational Guidelines for Special Schools as Resource Centres (Department of Education, 2005b);
- Guidelines for Full-Service Schools (Department of Education, 2009c).

These guideline documents will not be elaborated upon in this paper.

The short-term (2001–2003) and medium-term goals (2004–2008) of White Paper 6 look to address the vulnerabilities within the system, progressively increase access to and provide

education for all, develop the capacity and capabilities of the support givers, as well as monitor and evaluate the implementation of the process (Daniels, 2010). The long-term goal (2009–2021) is "the development of an inclusive education and training system that will uncover and address barriers to learning, and recognise and accommodate the diverse range of learning needs" (Department of Education, 2001, p. 45). The initial time-frame (for the implementation of systems to achieve these goals) was later adjusted with the first phase now being viewed as being accomplished between 2005 and 2009 (Maher, 2009). One of the key strategic changes to achieving these goals is the establishment of strategies of support, with emphasis on district-based support teams (including special schools), and institutional-level support teams (Nel, Lazarus, & Daniels, 2010). This means that mainstream schools and the institutional support teams will collaborate and co-ordinate in order to create the appropriate learner-educator support services (Department of Education, 2001). This is intended to create a more inclusive education system in South Africa.

Shared ownership and the collaboration between the various stakeholders (parents, teachers and learners), as well as the establishment of an inclusive school environment and culture wherein diversity is valued, are pivotal features of an inclusive school community to be realised (Engelbrecht, Oswald, Swart, Kitching, & Eloff 2005; Engelbrecht, Oswald, & Forlin, 2006). This is only possible through a process of re-culturing, wherein the various role players and the community as a whole undergo a shift in mind-set with regard to discriminatory and exclusionary entrenched perceptions, attitudes, beliefs, values and practices, to one that accepts, promotes and supports the transformation to inclusive school communities (Engelbrecht et al., 2006). Within the South African context, this entails significant transformation in the administrative structures of schools, as well as the roles and responsibilities of teachers and other staff members within the school. Fullan (2001) describes the process of change as being reliant on collaboration wherein all participants work together as a team toward the attainment of a common goal. Collaborative partnerships respect differences and diversity and develop knowledge through communication of ideas whilst at the same time learning from each other.

Parents are one of the key stakeholders in the successful implementation of inclusive education (Engelbrecht et al., 2005). Prior to 1994, the role and involvement of parents in the South African education system was minimal and considered insignificant. However, the transitional movement to that of inclusion has brought about more parental involvement (Yssel et al., 2007). Education White Paper 6 also highlights the significance of parents'

active involvement in their child's education which is fundamental to effective learning and development to take place. This also included parents' acknowledgement of their role as their child's primary caregivers, as well as serving as an essential resource to the education system.

Teachers are the chief agents through which the goal of inclusive education may be attained (Oswald & Swart, 2011; Engelbrecht, Nel, Nel, & Tlale, 2015). The involvement of all teachers is necessary for the process of educational change to be realised. It is important that each teacher takes ownership of the process and provide valuable contributions (Fullan, 2001). Furthermore, the provision of support to teachers is necessary due to the pressures they encounter in implementing inclusive education. The starting point to the process of the successful implementation of inclusive education lies with the principal of the school who should run the school in a democratic manner involving collaborative partnerships. The process of transformation will be impeded should the principal and management not support it (Makoelle, 2014).

The principal's role in managing the process of inclusive education is pivotal in fostering and maintaining an inclusive school environment (Engelbrecht et al., 2006). The principal should therefore strive to create a positive and pleasant environment wherein staff work together and support each other (Engelbrecht, 2006). Although principals, teachers, parents, students and communities can dictate the manner in which collaboration occurs between them, greater governmental legislation regarding the manner and management of inclusion must be prevalent first. This includes legislation of the different types of schools that exist – mainstream schools, full service schools and special education schools.

Inclusive education will maintain mainstream schools but will however bring about the development of full-service schools and the strengthening of existing special schools (Department of Education, 2001). The decision upon which of the above types of schools a learner should attend would be established on the level of support that the particular learner needs (Yssel et al., 2007).

Mainstream schools cater for the majority of learners with mild or no barriers to learning. These schools are expected to implement inclusive education and should accommodate learners with moderate special needs. Special schools would accommodate learners with severe difficulties and would function as resource centres therefore changing the role that they play in education (Department of Education, 2005). Special schools now form part of the district-based support teams (DBST) which comprises of various professionals with the aim

of working collaboratively to provide both human and physical resources. The role of the DBST is to give specialist support with regards to curriculum, implementation and assessment to educators and schools to support the development of effective teaching and learning (Department of Education, 2005). Special schools will therefore provide support to other neighbouring schools especially full-service schools (Department of Education, 2001). Full-service schools refer to those schools that are supported and equipped to accommodate learners that fall within the full range of learning needs and address barriers to learning and development. These schools are given special attention from the district-based support teams and give assistance to teachers too (Department of Education, 2001).

All three of the schools mentioned intend to identify and support a range of barriers to learning and development as well as accommodate the diverse range of educational needs (Department of Education, 2001). Schools are supported by what White Paper 6 referred to as 'institutional-level support teams' (Department of Education, 2001). These included the school-based support teams (SBST) who recognise and address barriers to learning in the context of local schools (Daniels, 2010), and the district-based support team (DBST).

It is important to reiterate that after the change in government in 1994 with the installation of a new democracy, also came a shift in focus in the education system. More focus was placed on inclusion and counteracting the discriminatory regimes of the past. The focus at present is on the role of the education system in a country whose social inequality remains a huge concern (Spreen & Vally, 2006). The role of inclusive education is seen as a means of addressing social inequality in South Africa (Lomofsky & Lazarus, 2001; Polat, 2011). Transformation in terms of education is headed toward failure if the education sector and other sectors do not communicate and prioritise the elimination of poverty and inequalities (Polat, 2011).

The findings of studies conducted on inclusive education research in South Africa will be presented in the Results Chapter (Chapter Four) as part of the systematic literature review of the research conducted on inclusive education in South Africa.

South Africa has adopted an inclusive education policy to address barriers to learning present in the education system. However, the process of translating this policy into practice is a lengthy and complex one that involves many aspects that have been outlined in the discussion above. The next chapter presents a discussion on the methodology of the study.

CHAPTER THREE

METHODOLOGY

This chapter presents the research method and design of the current study. An overview of the research questions will be provided followed by a description of the search strategy, selection criteria, and the selection process used to collect the data for the inclusion of publications in the review. The method of data analysis used will then be discussed followed by ethics considered in the implementation of this study. The chapter will conclude with a brief discussion of researcher reflexivity.

3.1. Research Aim and Questions

The primary aim of this research was to examine inclusive education research conducted in South Africa since its implementation in 2001. Based on the literature review of inclusive education that was explored, the following research questions were formulated and explored:

- What is the primary focus of the research studies reviewed?
- What are the themes in these research studies?
- What are the reported successes in relation to inclusive education implementation in South Africa?
- What are the reported challenges experienced in the implementation of inclusive education in South Africa?
- What are the lessons learned regarding the implementation of inclusive education in South Africa as suggested by the reviewed studies?
- What are the suggested future directions for the implementation of inclusive education in South Africa?

3.2. Search Strategy

In order to obtain a thematic review of inclusive education research in South Africa for the period under study, the systematic literature review approach was used as a method of data collection, with thematic synthesis as the chosen method of data analysis. This method of data analysis will be explained in point 3.5 – Data Analysis.

"Systematic reviews aim to identify, critically evaluate and integrate the findings of all relevant, high-quality individual studies addressing one or more research questions" (Siddaway, p. 1). A systematic review is used as a means to summarise, integrate and refine unmanageable quantities of information effectively (Hemingway & Brereton, 2009) to produce a comprehensive body of knowledge (Mulrow, 1994). A systematic review can therefore be viewed as a form of secondary study (Ryan, 2010). A systematic literature review tries to identify all relevant published and unpublished information on a particular topic, in order to select those studies that meet the criteria for inclusion. The selected studies are then assessed on their quality (Hemingway & Brereton, 2009), the findings of each individual study objectively synthesised (similarities and differences within and between subcategories – populations, settings, treatments – established), and its findings interpreted to determine its generalisability (Mulrow, 1994). The aim is to produce an unbiased summary of the findings, while at the same time taking into consideration any flaws in the information, leading to better future practice (Hemingway & Brereton, 2009). Systematic literature reviews are essential and assist one in keeping abreast with the continuous growing body of knowledge on various topics; which is a vital contribution that systematic literature reviews can offer (Hemingway & Brereton, 2009).

The advantages to using a systematic review as a method of data collection are that the findings of literature to be reported on have a reduced likelihood of bias because of the particular methodology used (Ryan, 2010). Furthermore, the generalisability of findings can be ascertained, and consistencies and inconsistencies identified, assessed and explained. Systematic reviews also have the ability to enhance the reliability and accuracy of recommendations suggested (Mulrow, 1994).

The online databases ProQuest, EBSCO, ERIC, JSTOR, PsycInfo, SAGE, SpringerLINK and Taylor and Francis Online were searched from 2001–2016. Documented research from the above mentioned databases were retrieved by using the following descriptive terms and keywords: inclusive education, inclusion, education in South Africa and inclusive education in South Africa, to maximize the number of potential studies.

3.3. Selection Criteria

The following inclusion criteria were used:

- Source of publication: the studies had to have been published in peer-reviewed journals. This excluded studies published in book chapters, technical reports and studies presented at conferences.
- Time range: the studies to have been published between the years 2001 and 2016 and to represent the extent of research on inclusive education in South Africa since its implementation.
- Language: studies had to be documented in English.
- Focus: journal publications had to be on inclusive education, with a focus on inclusive education research in South Africa.
- Research methods: the selected studies were data based (either primary or secondary) with qualitative, quantitative and/or mixed designs, or conceptual articles.

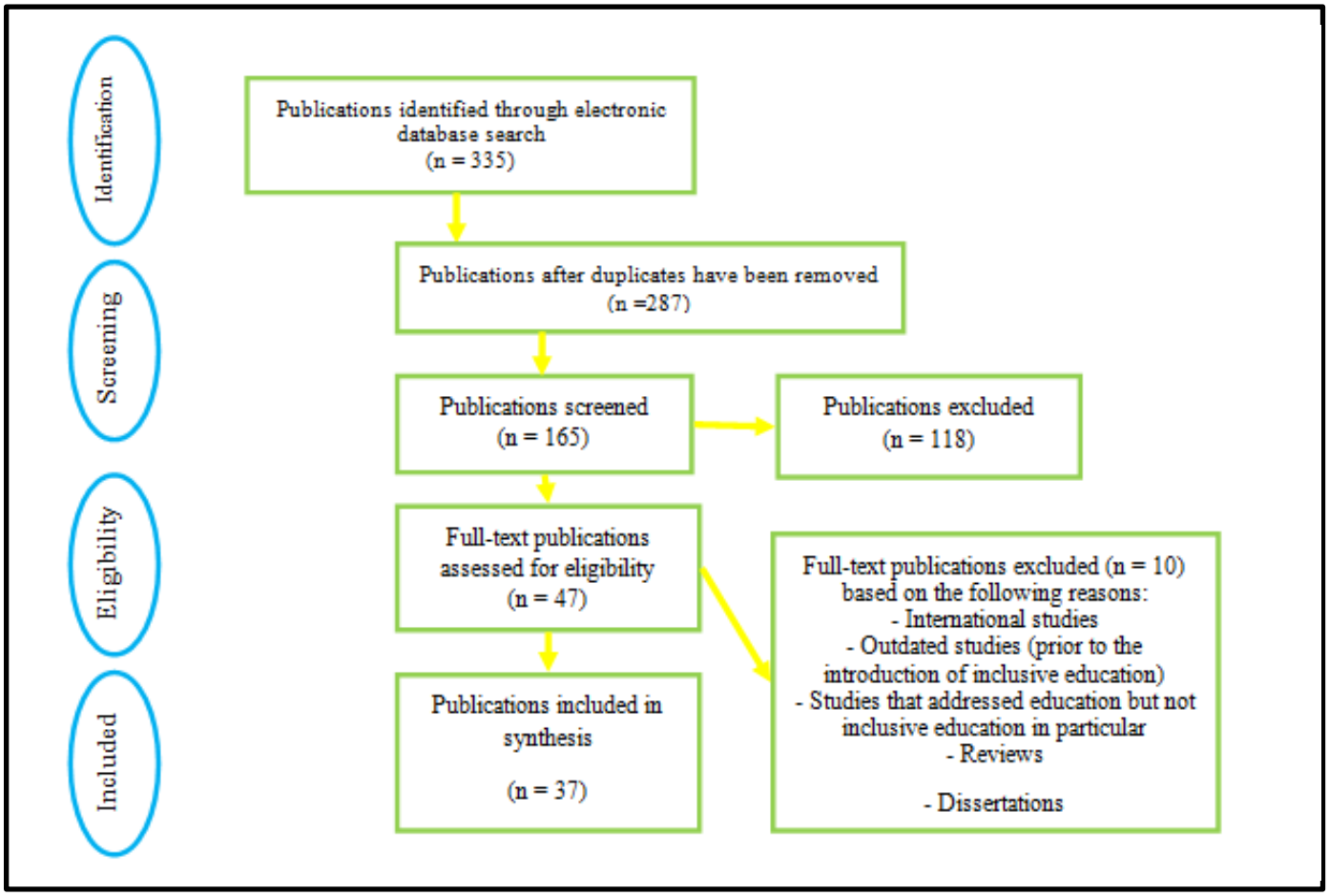


Figure 1. A diagrammatic representation of the review search process.

Adapted from (Moher, Liberati, Tetzlaff, & Altman, 2009).

3.4. Study Selection

The studies had to meet all inclusion criteria in order to be selected for inclusion into the review.

The initial search strategies were broad and identified over 335 publications of possible interest (including duplicates). After having deleted duplicates 287 publications remained. The titles and abstracts of 165 journal articles were used in the data collection process to determine their eligibility according to the inclusion criteria, should these have provided sufficient information the entire article was retrieved and examined. Of those identified, 47 were shortlisted for further review. A study needed to meet all the inclusion criteria in order to be included in the review database. After having deleted duplicates and applied the selection criteria to the 47 shortlisted publications, 37 eligible journal articles were selected for the current review. Figure 1 above, provides an overview of the complete search process. The most common reasons for which studies did not qualify for this systematic literature review were international studies, outdated studies (prior to the introduction of inclusive education), studies that addressed education but not inclusive education in particular, reviews and dissertations.

3.5. Data Analysis

In order to obtain a thematic review of inclusive education research in South Africa for the period under study, the thematic synthesis approach of data analysis was used. Thematic synthesis is viewed as method of analysis that is utilised to integrate the findings of numerous studies in a systemic review to inform policy and practice (Thomas & Harden, 2008). The main feature in the synthesis of research is the interpretation of concepts between studies.

The process of thematic synthesis occurs in three stages: stage one involves the coding of the text in order to create descriptive themes (stage two). This was carried out by the identification and selection of the study findings in its entirety. Each line was coded according to its content and meaning, and a bank of codes generated with each study adding to it and in some cases new ones being generated. These codes were then analysed to identify similarities and differences between them and new codes were generated to describe the meanings of the groups of initial codes (Thomas & Harden, 2008). Lastly, stage three

involves creating analytical themes and is perceived as transcending further than the content of the studies being analysed, in terms of developing new interpretive hypotheses.

3.6. Ethical Considerations

Articles obtained for this study were located in the public domain and therefore there was no concern regarding confidentiality (American Sociological Association, 1999). Thus no ethical clearance was needed for this study.

3.7. Reflexivity

Reflexivity requires researchers to be critically aware by taking into consideration the manner within which they present themselves, their interests and the stance they take, and how it in turn influences all stages of the research process (Pillow, 2003). Thus the researcher had to remain objective, constantly reflecting on personal thoughts so that it does not influence the data. In relation to this study, as a teacher, I acknowledge the sensitivities that I may have developed through my work experiences and the possibility of certain biases and preconceptions that I may have towards inclusive education. I acknowledge the need to be aware of this when writing up this research as it could have an influence on the data collection and analysis process. Some ways of managing my personal biases was the use of supervision and also by keeping a reflexive journal where I recorded any thoughts and feelings that emerged as a result of the research process. It was important for me as a researcher in this study to constantly reflect on my emotions, values, views and idiosyncrasies so as not to have influenced the study.

CHAPTER FOUR

RESULTS

This chapter aims to present the findings of the current study based on a qualitative analysis of the data obtained. It begins by providing a brief background into the findings followed by a description of the research methods used and other descriptive data from the publications included in the review. Finally, an in depth discussion of the emerging themes obtained from the publications included in the review will be provided.

4.1. Data Description

Thirty seven publications met the inclusion criteria for the current review. Table A in Appendices (Appendix A), provides a summary of the publications that met the inclusion criteria to be included into the review. Below are graphic representations of the descriptive data from the included studies. Figure 2 illustrates the research methods used in the selected publications. Table 1 on page 24, provides the number of published studies within a three-year period, and Figure 3 on page 24, illustrates the number of publications that were published across the nine provinces of South Africa. This is then followed by a brief discussion on the descriptive data represented in the above mentioned figures and table.

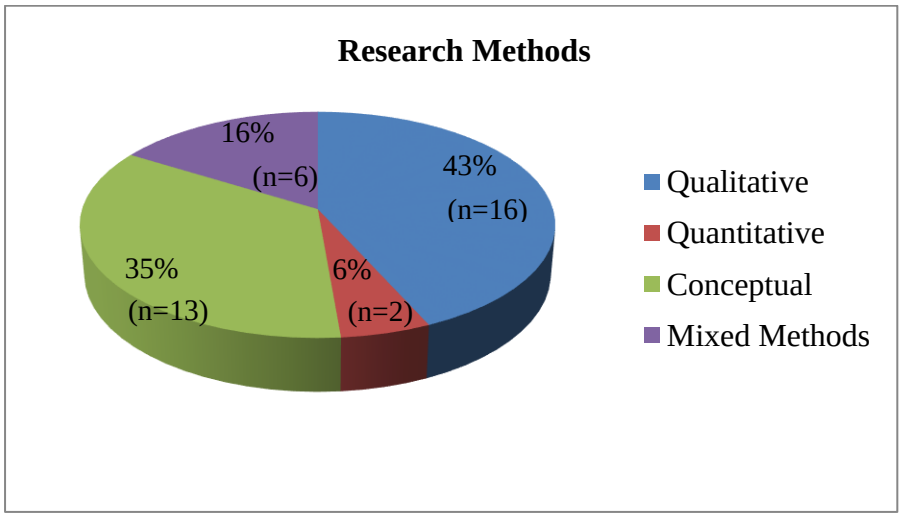


Figure 2. Number of publications within the various research methods

Table 1. Number of publications within a three-year period

Years of publication	Number of published studies
2001 – 2004	3
2005 – 2007	9
2008–2010	7
2011–2013	10
2014–2016	8
Total	**37**

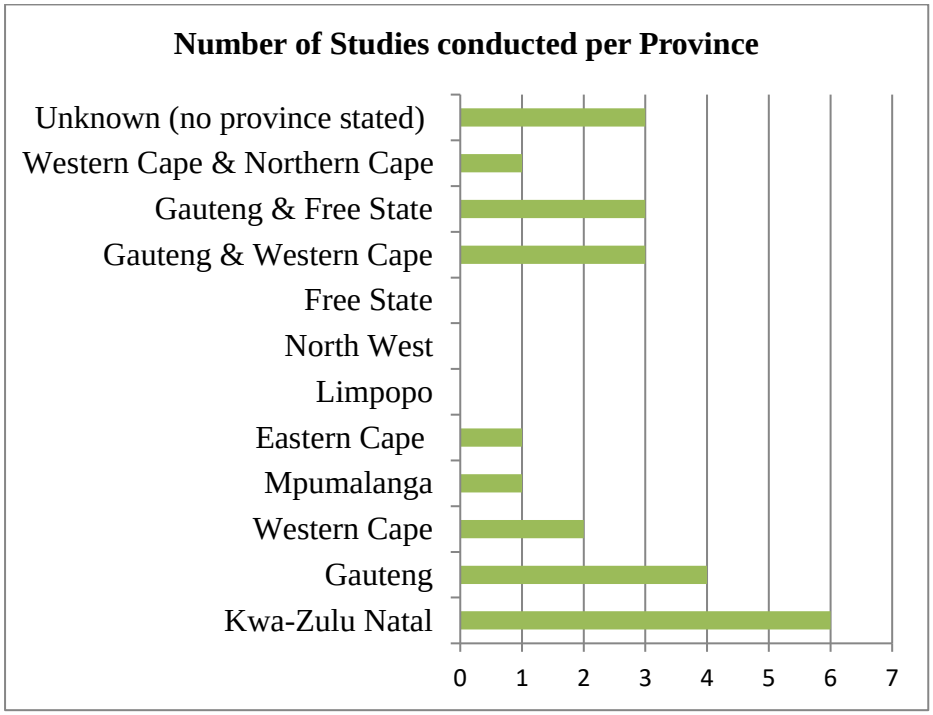


Figure 3. Number of studies conducted per province

Of the thirty seven publications that met the criteria for the current review, Figure 2 on page 21 illustrates that 43% (n=16) used a qualitative methodology, 6% (n=2) used a quantitative methodology and 16% (n=6) utilised a mixed methods design. The remaining 35% (n=13) were conceptual articles. As indicated in Table 1, three studies were published between the years 2001–2004, nine studies were published between the years 2005–2007, seven studies were published between the years 2008–2010, ten studies were published between the years 2011–2013, and eight studies were published between the years 2014–2016. Figure 3 above, illustrates that the majority of studies (n=6) that were included in the review were conducted

within the Kwa-Zulu Natal province, followed by the Gauteng province. It is evident from Figure 3 that no studies included in this review had been conducted in the North West and Limpopo provinces. It should be noted that Figure 3 illustrates data from the twenty four publications (65%) that used either a qualitative, quantitative or mixed methods research methodology, and does not include the thirteen conceptual articles. Table A in Appendices (Appendix A), indicates that the majority of publications included in this review were found in international journals such as International Journal of Disability, Development and Education, School Psychology International, School Psychology International and International Journal of Inclusive Education, to mention a few.

As mentioned above, out of the thirty seven publications that met the criteria for inclusion in the review, only 6% (n=2) were quantitative studies. One of these studies was conducted with learners and the other with pre-service teachers. The aim of the study with learners was to investigate the self-esteem of boys who attend an inclusive school and have been diagnosed with a learning disability and those who have not been diagnosed with a learning disability. The sample size was small. The study with teachers aimed to investigate pre-service teachers' attitudes and concerns regarding inclusive education, as well as their level of comfort in interactions with individuals with disabilities after completing a course on inclusive education.

Of the thirty seven publications that met the criteria for the current review, the majority, 43% (n= 16) were qualitative. The primary focus of the majority of the qualitative studies was on exploring teachers' experiences, perceptions and attitudes toward inclusive education. Two of the studies focused on parents and two on key stakeholders (a combination of teachers and parents). The majority of studies were conducted in the Kwa-Zulu Natal province of South Africa, followed by the Gauteng province of South Africa. The favoured instrument used to collect data was focus group interviews. No qualitative studies were published during the 2001-2004 period, however, four studies per three-year range were published.

Of the thirty seven publications that met the criteria for the current review, 16% (n= 6) used a mixed methods design. Two studies were conducted in the Western Cape, two in the Gauteng and Free State provinces, one in Gauteng and Western Cape, and one in Kwa-Zulu Natal. One study was published in 2003, two studies published in 2006, one in 2012, one in 2013 and one in 2015. Four studies were conducted on teachers, one study conducted on teachers,

parents, and learners. A number of data instruments were utilised among the six studies, however, all six studies used questionnaires to collect data.

Of the thirty seven publications that met the criteria for the current review, 35% (n= 13) were conceptual articles. These articles examined various aspects of inclusive education, but mainly on policy versus practice of inclusive education in South Africa, highlighting the challenges and successes of inclusive education implementation thus far. The focus was also on teachers and inclusive education, one study focused on the changing roles of educational psychologists in the process of inclusion, and one study on the role of special schools.

The findings of the publications mentioned within the various research methods will be reported on below.

4.1. Thematic Discussion

The primary focus of this review was to examine research conducted on inclusive education in South Africa since its implementation in 2001. The primary focus of the majority of the publications reviewed was teachers' attitudes, perceptions and experiences of inclusive education. The dominant themes that emerged were:

- Attitudes, beliefs, perceptions and practices of key stakeholders
- Dissemination of information
- Teacher training
- Contextual factors
- History, culture and traditions
- Collaboration

Figure 4 below reflects the emergent themes. It also illustrates the sub-themes.

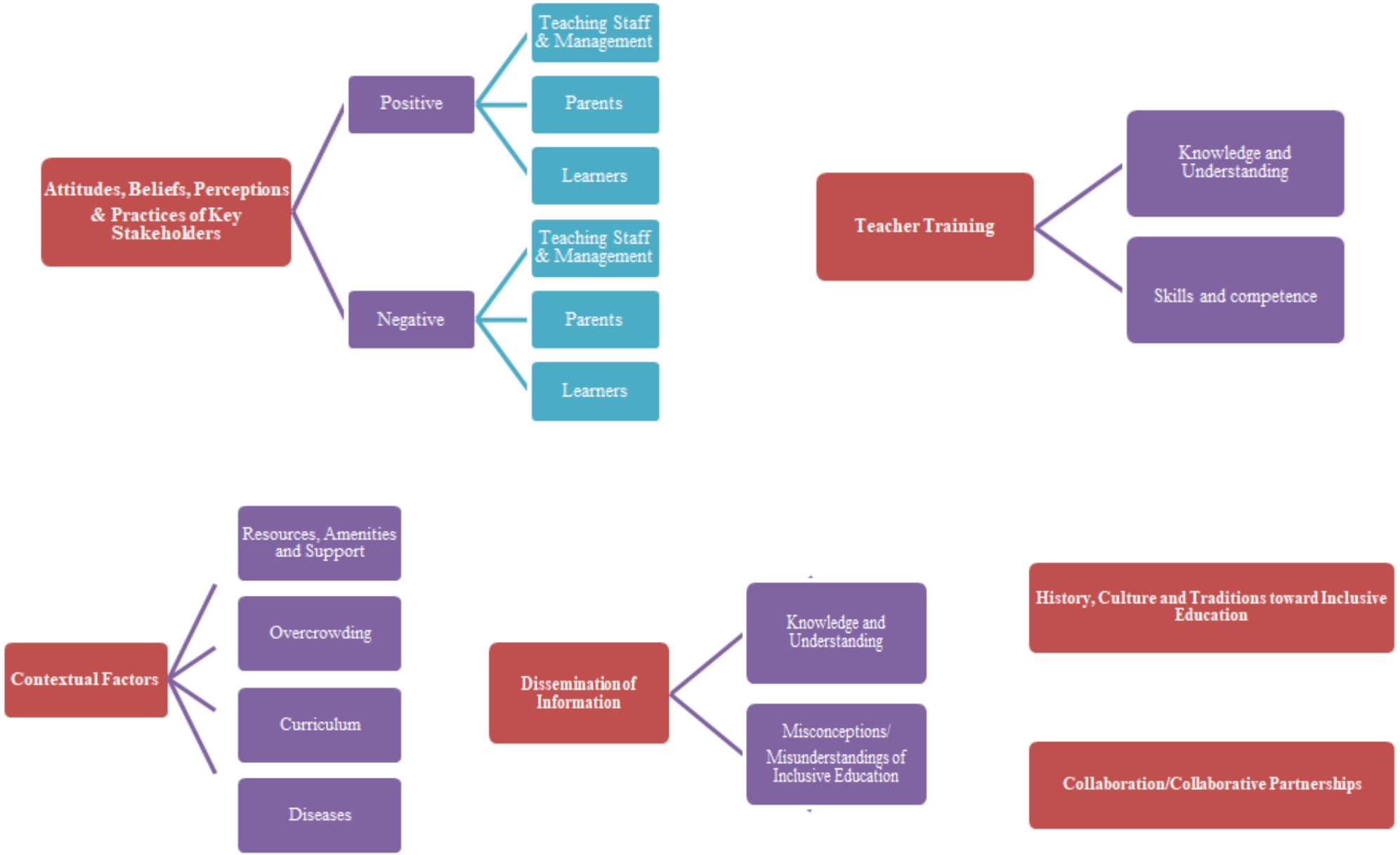


Figure 4: Diagrammatic representation of the emergent themes and sub-themes

What follows is an in-depth discussion of each theme separately. Each theme will be discussed in detail to demonstrate its individual relevance, its relevance to other themes, the research questions and to the study as a whole. It is important to note from the outset that there are large amounts of links and overlapping between each theme.

1. Attitudes, beliefs, perceptions and practices of key stakeholders

Findings of this review have indicated the prevalence of both positive and negative attitudes, beliefs, perceptions and practices among all key stakeholders involved in the process of inclusive education in South Africa. The positive, followed by the negative attitudes, beliefs, perceptions and practices of each key stakeholder – teaching staff and management, parents and learners will be discussed individually.

1.1. Positive views

1.1.1. Teaching staff and management

Teachers have adopted positive attitudes toward and embraced the implementation of inclusive education in South Africa because of various reasons. A number of teachers have recognised the need for inclusive practices and have supported them. Some teachers were emboldened to describe themselves and their teaching methods as "inclusive" (D'amant, 2012). In a study conducted by Meltz et al., (2014), some teachers, because of their personal experiences with disability, had a positive attitude about inclusion. This lent itself to an accelerated process of transformation.

Du Toit and Forlin (2009) found that teachers who demonstrated positive attitudes toward the implementation of inclusive education took initiative and were committed to create a conducive learning environment for learners who experienced barriers to learning. This is supported by Weeks and Erradu's (2013) study which found that these teachers drew upon their imagination, creativity and resourcefulness to adapt the curriculum by giving more accommodations, such as practical activities, using alternative assessment, allowing more time for the completion of tasks and the use of code-switching. Classroom and external environments were modified according to the learners' needs, in order to provide support and enhance their educational experiences (Weeks & Erradu, 2013). The teachers went above their call, despite the impediments of overcrowded classrooms and lack of resources, to assist the learners (Engelbrecht et al., 2016). Some teachers have expressed feelings of fulfilment at

attempting to provide support to the learners, and making a positive impact on their lives. They demonstrated a positive attitude toward the inclusion of learners who experience barriers to learning (Potgieter-Groot et al., 2012).

In schools where the principal was enthusiastic about inclusion, teaching took place in a dynamic and exciting environment with the staff more willing to teach and assist learners with barriers to learning (Engelbrecht et al., 2006). Good collaborative partnerships were formed in schools wherein a positive attitude toward the implementation of inclusive education was adopted (Du Toit & Forlin, 2009). A study on *Changing teacher beliefs and attitudes towards inclusion in South Africa: Lessons from collaborative action research*, by Makoelle (2014) found that collaborative relationships are pivotal in altering teachers' perceptions regarding their teaching methods.

1.1.2. Parents

A study conducted by Engelbrecht et al. (2005), on *Parents' Experiences of Their Rights in the Implementation of Inclusive Education in South Africa,* found that for the parents of a child with a disability, the placement of their child into a mainstream school is a welcoming relief. Parents also value their child being placed in a familiar environment with friends who are seen to the camaraderie and companionship for their child with a disability (Engelbrecht et al., 2005). It signifies acceptance and displays the emotional support within an environment that the child is already acquainted with (Engelbrecht et al., 2005; Meltz et al., 2014; Yssel et al., 2007). Hence, these parents view inclusive schools as the initial phase towards the social inclusion of their child into the broader community, and is perceived as taking precedence over their child's academic achievement.

Studies (Engelbrecht et al., 2005; Yssel et al., 2007) found that most parents recognised the successful integration of children with disabilities into mainstream classrooms to be directly related to the attitude of the school towards inclusive education (Meltz et al., 2014). Parents considered the attitude of the school toward inclusive education as a critical factor when making their final choice about the placement of their child in a school. Parents in the study by Yssel et al. (2007) did not expect teachers to have all the knowledge, instead they hoped for teachers to have a positive attitude and a willingness to learn, and therefore expressed less concern when a positive outlook had been adopted by teachers (Engelbrecht et al., 2005; Yssel et al., 2007). Parents expressed their appreciation for teacher's endeavours and dedication to accommodate their child (Yssel et al., 2007).

1.1.3. Learners

A study that examined the self-esteem of adolescent boys with and without learning difficulties in an inclusive school, found that inclusion had a positive influence on the self-esteem levels of boys who have learning difficulties (Ntshangase, Mdikana, & Cronk, 2008). In fact, there were no significant discrepancies that were found between boys with or without a learning difficulty.

Parents of children with disabilities reported that learners in mainstream schools became accustomed to disability in that they did not see it as an abnormality (Yssel et al., 2007). Learners displayed positive attitudes toward their peers with disability and were prepared to assist them, thereby engaging in collaborative partnerships, which are considered a key factor necessary for the successful implementation of inclusive education (Ntshangase et al., 2008).

1.2. Negative views

1.2.1. Teaching staff and management

The introduction of an inclusive education system has resulted in teachers feeling additional levels of stress because they perceived the inclusion of learners with diverse needs in mainstream classrooms as placing further demands on them (Engelbrecht, Oswald, Swart, & Eloff, 2003). This can be observed in a study conducted by Engelbrecht et al. (2003), where it was found that teachers experienced stress when a learner with an intellectual disability was included in their mainstream class. The study identified the administration and financial issues, support (emotional, material and financial), behaviour of the learners, teacher's level of self-perceived competence or lack thereof, and the insufficient communication and collaboration of parents with intellectually disabled children, as being the five most stressful areas for teachers (Engelbrecht et al., 2003). Furthermore, overcrowded classrooms, insufficient resources, as well as teachers' lack of knowledge and skills regarding effective approaches to managing learner diversity and classroom management due to inadequate and ineffective support and training, caused stress (Engelbrecht et al., 2006), as well as the adoption of negative attitudes in teachers (Geldenhuys & Wevers, 2013; Oswald & Swart, 2011).

Negative attitudes of teachers in most studies ranged from feelings of inadequacy, intimidation, stress, and a sense of being overwhelmed (Potgieter-Groot et al., 2012).

Teachers felt that the demands of teaching learners with varying learning needs without sufficient training, resources and support has a demotivating effect (Engelbrecht et al., 2005; Geldenhuys & Wevers, 2013). Teachers and other educational support professionals were further burdened with what they saw as interference by parents in the education of their children.

These negative attitudes result in the continuation of teachers favouring the medical/deficit approach. Du Toit and Forlin (2009) found that the medical/deficit model still persists because teachers prefer that learners with intellectual difficulties be placed in special schools. The primary reason for this is that teachers did not consider themselves as having the necessary skills to support the diversity of learning needs present in their classrooms (Eloff & Kgwete, 2007; Engelbrecht et al., 2003; Engelbrecht et al., 2016; Mitchell et al., 2008). According to Engelbrecht et al. (2016) other reasons for the referral of learners who experience barriers to learning to LSEN classes were limited time to address each learner's individual learning needs, overcrowded classrooms and a limited amount of resources.

In a study conducted by Meltz et al. (2014), most teachers understood inclusion within the deficit framework or, as previously mentioned, the school's infrastructure and availability of resources to accommodate learners who experience barriers to learning. Although the medical model continues to influence teachers' attitudes toward difference (Oswald & Swart, 2011) due to exclusionary practices enforced by the previous education system (Naicker, 2006), it is however, each teacher's understanding and practice of approaching learners with learning constraints that will influence the teacher's reception of inclusion and its ultimate success (Engelbrecht et al., 2015). The lingering ramifications of apartheid cannot be totally excluded in assessing the approach of teachers to inclusivity. This could be still be a reason for teachers finding it difficult to adopt inclusive practices into their teaching (D'amant, 2012).

A handful of mainstream teachers have demonstrated negative attitudes and behaviours toward diversity (Engelbrecht, 2006; Engelbrecht et al., 2006; Engelbrecht et al., 2016). This was observed in the discrimination and bullying by teachers, of learners who experienced any barrier to learning whether it was language, poverty or disability.

Research suggests that the manner within which a school is governed contributes largely toward teachers' attitudes and beliefs with regard to inclusive education, as well as the manner in which they practice inclusive education in the classrooms, and their approach toward learners who experience barriers to learning. This is indicated in a study conducted by

Engelbrecht et al. (2006) wherein it was found that two schools in the study were less optimistic towards an inclusive education system due to the dictatorial manner within which the schools were run and managed. This included unfair appointments and promotions and under-utilisation of staff expertise. These issues served as barriers to the implementation of an inclusive education system (Engelbrecht et al., 2006). However, it was not only the teachers who were affected by this change. The change that accompanied the implementation of inclusive education affected parents as well as learners.

1.2.2. Parents

Placements at mainstream schools are limited, as only some schools are willing to accept children with disabilities (Engelbrecht et al., 2005; Yssel et al., 2007), resulting in the majority of learners with disabilities continuing to receive education in separate, special schools (Donohue & Bornman, 2014). Parents attribute these negative attitudes of teaching staff and management to a fear of the unknown and a lack of knowledge and experience (Engelbrecht et al., 2015; Meltz et al., 2014). Parents often encounter some difficulty in collaborating with teachers who have adopted these attitudes. However, some parents still attempt to find ways to handle this negativity, for the sake of their children's best interests (Meltz et al., 2014).

1.2.3. Learners

There have been reported incidents as well as observations by parents, of learners who experience barriers to learning being mocked and subjected to discrimination and bullying by their peers (Engelbrecht, 2006; Engelbrecht et al., 2006; Engelbrecht et al., 2016; Yssel et al., 2007). Due to these learners' negative attitudes toward differences, they failed or refused to form collaborative partnerships in their classrooms as well as in the school, to assist and support each other (Engelbrecht et al., 2006).

2. Dissemination of information

2.1. Knowledge and understanding

Findings from a study conducted by Engelbrecht et al. (2006) suggested that there was a lack of awareness among teachers, parents, learners and communities with regard to the philosophy of inclusive education. This was further supported by a study conducted a few

years later wherein it was found that teachers had no clear understanding of what inclusive education is nor of their role to support and accommodate the diverse needs of learners (Du Toit & Forlin, 2009). Findings by Ntombela (2009) suggest that strategies used to induct education administrators, principals and teachers into inclusive education as proposed in Education White Paper 6, were ineffective.

Ntombela's (2009) study investigated the manner and extent in which teachers in one district in Kwa-Zulu Natal were prepared for the implementation of inclusive education. The study highlighted that inadequate training of teachers and knowledge of inclusive education were some of the reasons for the failure of the project. One of the strategies utilised to inform and train teachers and other professionals on inclusive education was viewed as inappropriate and inadequate. Two out of the three principals of the schools in the study had not been informed about inclusive education through the correct channels. One of the principals said he became aware of inclusive education when reading for his post-graduate degree. The other principal only came to know of inclusivity when approached as a respondent for this study (Ntombela, 2009). Furthermore, the schools in this district reported that there had been no formal mention of inclusive education. There was an invitation to the schools to send a representative to a workshop for teacher development for the implementation of Education White Paper 6. The schools only received copies of Education White Paper 6 when their representative had returned from the workshop. Other schools received White Paper 6 in the latter part of 2004 – two years after its publication (Ntombela, 2009).

In another study Ntombela (2011) found that teachers had minimal exposure to and experiences in, inclusive education with regard to dissemination of information on the implementation of Education White Paper 6, as well as training and support in this regard. This was supported by a study conducted later by Potgieter-Groot et al. (2012) on *Emotional and behavioural barriers to learning*, which concluded that a number of teachers did not even possess knowledge and understanding of emotional and behavioural barriers to learning. This resulted in the majority of teachers reacting negatively to the implementation of inclusive education. Besides the lack of adequate training in inclusion, the paucity of knowledge and understanding of the policies may also be a reason for negative attitudes and a want of success in its implementation. It was not only teachers, however, that were uninformed, but parents as well.

In a study conducted by Engelbrecht et al. (2016), parents reported that they were not informed about the policies regarding full-service schools. In the same study, teachers did not understand the significant role that full-service schools play in the success of inclusive education and the responsibility associated with this type of school (Engelbrecht et al., 2016).

2.2. Misconceptions of inclusive education

Eloff and Kgwete's (2007) study found that teachers understood inclusive education as the inclusion of learners with disabilities, thereby perceiving diversity as disability. This was supported by a study by Ntombela (2009) who found the same misconception among teachers. In another study by Ntombela (2011), it was found that the teachers did not display an understanding of inclusive education thereby resulting in these misconceptions being accepted by the rest of the school staff. The teaching and management staff in a study by Meltz et al. (2014), understood inclusive education as the physical admittance of learners who experience barriers to learning into an already established educational environment, however, excluding them both academically and socially. This results in the inability of these learners to fully participate in the learning process. These teachers were of the opinion that should the needs of these learners remain unfulfilled in this environment a remedial school be recommended (Meltz et al., 2014).

3. Teacher training

3.1. Knowledge, skills and competence

Research has emphasised the importance of the training of teachers so as to equip them with knowledge and strategies of inclusive education and to follow this up with technical and moral support by other teachers, management staff, the principal, educational support professionals, parents, and government. This will ameliorate the negative perceptions and make it easier for them to accept learners with barriers to learning (Ntombela, 2009).

The study by Eloff and Kgwete (2007) found teacher training to be one of the chief challenges for teachers. An important corollary to training is continuous support. Results from Ntombela's study on *Are we there yet? Towards the development of inclusive education*

in one district in KwaZulu-Natal, South Africa (2009) indicated that some teachers were vaguely aware of inclusive education (Ntombela, 2009).

A number of studies found that most teachers believe that they have insufficient skills to teach a diverse range of learners, more especially those with learning barriers, in the same classroom. This may give rise to feelings of incompetence (Eloff & Kgwete, 2007; Engelbrecht et al., 2003; Engelbrecht et al., 2016; Mitchell et al., 2008). What is needed is a comprehensive training programme to introduce teachers to inclusivity and then equip them with the knowledge and skills to teach a diversified group of learners. In this group would be learners with barriers to education (Eloff & Kgwete, 2007; Engelbrecht et al., 2003; Engelbrecht et al., 2006; Mitchell et al., 2008)

This is supported by a more recent study conducted by Engelbrecht et al. (2016), in which teachers from mainstream classrooms described themselves as unqualified to accommodate learners with barriers to learning, in their classrooms. They failed to support these learners. This was because their training and teaching was based only on "regular" learners (Engelbrecht et al., 2016). This is reflected in their negative attitude and behaviour toward these learners (Walton, 2007). As a result, the referral of learners to LSEN classes or for external support was the preferred choice for these teachers. In class, these learners do not always participate in activities fully. Often, teachers attempt to support these learners through the formation of group teaching, based on the learner's ability. This however reinforces the deficit approach in that these learners are unable to fully participate in classroom activities, resulting in their further marginalisation (Engelbrecht et al., 2016; Walton, 2007).

More positive findings were reported in Oswald and Swart (2011) who conducted studies on the changes in pre-service teachers' perceptions of inclusive education, with particular reference to including learners with disabilities into mainstream schools. They found that teachers who had completed a course in inclusive education were positive in their approach. The study by Potgieter-Groot et al. (2012) found that a short-term intervention that provided participants with basic knowledge and methods on inclusion of learners was beneficial.

4. Contextual Factors

4.1. Resources, amenities and support

In the implementation of the inclusive education policy, teachers raised their concerns about the deficiency in the training of staff, both teaching and support, and the scarce supportive resources and equipment (Engelbrecht et al., 2006; Geldenhuys & Wevers, 2013; Ntombela, 2009; Weeks & Erradu, 2013). This, of course, detracted from the ability of teachers to pay attention to learners who experience barriers to learning (Eloff & Kgwete, 2007) and to ensure effective learning (Du Toit & Forlin, 2009).

Furthermore, teachers mentioned the lack of amenities and infrastructure which they believed hindered the process of successfully implementing inclusive education (Eloff & Kgwete, 2007). This continues to be a matter of concern, as a recent study by Engelbrecht et al. (2016), found that the infrastructure as well as amenities of one of the school's that constituted part of the study had not been appropriately adapted for learners with disability. This was found, despite the identification of the school by the Department of Education as a full-service school since 2008.

Aside from the Screening, Identification, Assessment and Support (SIAS) policy, there is little, if any, guidance and recommendations for teachers to assist learners hampered by barriers to learning (Weeks & Erradu, 2013). The SIAS policy, however, does not accommodate learners with cognitive barriers to learning. This results in teachers at special schools having to adapt or modify the curriculum or supplant it with their own individualised programmes. This, of course, also means that the assessment criteria changes (Weeks & Erradu, 2013).

A study by Mitchell et al. (2008) on exploring inclusive education in rural South Africa, raised concerns about the Department of Basic Education's lack of support for both learners and teachers. This study speaks to the instance where teachers were not willing to assist learners with their social problems because they were overwhelmed with issues of learning in the classroom (Mitchell et al., 2008). Findings in Du Toit and Forlin's (2009) study, as well as Weeks and Erradu's study (2013), reaffirmed this idea of teachers not receiving support.

These concerns result in negative attitudes toward the implementation of inclusive education in South Africa (Oswald & Swart, 2011). However, teachers in schools who had adopted a positive outlook toward inclusive education still managed to create valuable learning

experiences for their learners even though they may not have the resources (Du Toit & Forlin, 2009). A teacher from a full-service school in Engelbrecht et al. (2016) study which did not have all the amenities for learners with disability, sourced her own finances to have the necessary structural support in her classroom.

Aside from the ineffective implementation of inclusive education, a study by Kemp, Skrebneva and Krüger (2011) on the needs of learners with hearing impairments found that the special unit for learners with hearing impairments facilitated their transition to a mainstream school. The special unit uses special assistive listening devices to assist the learners in their learning process. This study confirms that effective support provided to learners, who experience barriers to learning can lead to successful integration into mainstream classrooms (Kemp et al., 2011).

4.2. Overcrowding

Teachers in Eloff and Kgwete's (2007) study indicated that the large number of learners in their classrooms was a challenge in the implementation of inclusive education principally because the teacher was unable to give individual attention and assistance to learners. This is exacerbated by the time constraints imposed by the curriculum. Potgieter-Groot et al. (2012) later revealed that almost all teachers had a large number of learners who experience emotional and behavioural barriers to learning in their classrooms. These teachers expressed concern about the challenges they encounter in attempting to manage their classes. This was raised too, in a recent study by Engelbrecht et al. (2016).

4.3. Curriculum

The curriculum is the vehicle that drives teaching and learning at schools. It is also one of the primary barriers to learning because it, either expressly or implicitly, excludes learners with learning impediments (Weeks & Erradu, 2013). It was found that the Curriculum and Assessment Policy Statements (CAPS) does not support inclusive education. The curriculum espoused by CAPS is not differentiated to accommodate the diversity of needs in a classroom. This issue is compounded by the fact that teachers have to complete the curriculum within specified times (Weeks & Erradu, 2013).

4.4. Disease and illness

The HIV/AIDS pandemic has claimed the lives of many teachers, leaving schools understaffed. This leads to overcrowding in classrooms which Mitchell et al. (2008) in their study identified as a major problem in the rural areas. Furthermore, the stigma attached to HIV/AIDS and the consequent social marginalisation intensifies the immense difficulties in implementing inclusive education in schools (Daniels, 2010; Mitchell et al., 2008).

5. History, culture and traditions towards inclusive education

From a broad overview of the literature studies, it is generally found that most teachers are set in their style of teaching. A person's style of teaching is shaped by his/her cultural norms, traditional practices, idiosyncrasies and, of course, his/her training. Makoelle's (2014) study on *Changing teacher beliefs and attitudes towards inclusion in South Africa: Lessons from collaborative action research,* found that the training of a teacher will, generally, determine how susceptible the teacher will be to new ideas and approaches. This is supported by Nel, Engelbrecht, Nel, and Tlale (2014) who found that teachers were accustomed to a process of consultation rather than collaboration.

The effects of apartheid continue to largely influence the education system in South Africa, often acting as a barrier toward the implementation of inclusive education. A study by Engelbrecht et al. (2006) on *Promoting the implementation of inclusive education in primary schools in South Africa,* found that the three participating schools were from previously disadvantaged regions and are still suffering the consequences of the apartheid regime. The parents of the learners in these areas are manual workers and, generally, uneducated. This is an inhibitor to the parents being involved in the education of their children. The teachers now have to assume the role of the parent as well as educator (Engelbrecht et al., 2006). Because of the egregiously unequal distribution of resources in the apartheid era, these schools also do not have basic resources, such as a board, desks, chairs or lighting that are essential for learning.

Furthermore, a study by D'amant (2012) has found that many teachers, with particular reference to African teachers from rural areas, are the product of their community. The values, attitudes, beliefs and practices of these communities are all entrenched in their

culture. As a result, many of these teachers encounter difficulties in adopting inclusive practices into their teaching. This is because an inclusive approach brings about incongruity between the traditions of the teachers and the demands of the state. Therefore, a large number of teachers have made the decision to disengage in the transition process towards inclusive education (D'amant, 2012).

In a study exploring what is needed for cultural transformation to take place, Du Toit and Forlin (2009), found that parents enrol their children into schools mainly to learn English. They do not play a role in their child's academic development, as they believe that it is the school's responsibility to ensure that the child is educated. This was found to have negatively affected the learners' acquisition of education. Furthermore, parents are often, themselves, not educated and therefore cannot assist their children even if they wanted to. Major language barriers were also present amongst parents, learners, teachers and the department (Du Toit & Forlin, 2009). The study also found that only minimal communication was occurring between parents and their children, because the parents work a long distance from home. Furthermore, the range of social, financial and emotional difficulties experienced by these families left little time, energy and finances to assist their children. This is turn negatively impacted on the children, resulting in many of them developing emotional and behavioural problems.

6. Collaboration

Collaboration as an approach is highlighted to ensure that the implementation of inclusive education is efficiently carried out (Nel et al., 2014). The benefits of collaborative partnerships between the school and home environment have been reported in many studies (Yssel et al., 2007). Research has found that the implementation of a multidisciplinary collaborative approach is not an easy task (Nel et al., 2014).

Early studies (Engelbrecht, 2006; Engelbrecht et al., 2006; Yssel et al., 2007) found that there was an absence of collaborative partnerships among key stakeholders (learners, teachers and other staff, parents and the community). This is in spite of the great demand for collaboration between various stakeholders within the South African education system (Nel et al., 2014). According to Engelbrecht (2006) and Engelbrecht et al. (2006), the lack of collaborative partnerships occurred due to exclusionary practices and the absence of a democratic leadership at schools, resulting in a lack of optimism, consensus and self-confidence among

staff at schools. Effective leadership is imperative for the successful implementation of inclusive education.

Findings from a study conducted by Engelbrecht et al. (2006) indicate that out of the three participating schools, only one had an efficiently operating support team for both teachers, as well as learners. This was possible because of the effective team approach that staff had adopted under the leadership of the principal. In addition, the involvement of parents and the community is also prevalent. The remaining two schools were perceived as encountering difficulties in establishing a support team due to a lack of meaningful leadership and difference of opinion among teachers. A lack of parental and community involvement was also common. This still continues to be a problem in particular schools and is supported by a recent study conducted by Engelbrecht et al. (2016), wherein it was found that collaboration to improve support within schools, as well as between special schools and other mainstream schools is still not apparent (Engelbrecht et al., 2016).

In a study on South African teachers' views of collaboration within an inclusive education system, it was found that the majority of teachers did not even possess a basic knowledge or understanding of collaboration as an essential concept of inclusive education (Nel et al., 2014), once again highlighting the inadequate and ineffective dissemination of information and training by the Department of Basic Education.

Teachers continue to give little importance to the collaborative process and prefer to refer learners to the various professionals; such as teachers trained in special needs, learner support specialists and psychologists (Nel et al., 2014). Despite this, the important role of the educational psychologist within inclusive education continues to be ignored and undermined. Nel at al. (2010) found that psychologists are not being allowed to carry out their duties to support teachers and schools effectively. This occurred due to teachers' failure to recognise the importance of a more holistic, collaborative approach. Instead, teachers perceive it as the psychologists shifting their responsibilities over to teachers (Nel et al., 2010). Alternatively, teachers place these learners in an environment (LSEN classes still exist) which they believe is better suited to address their individual needs (Engelbrecht et al., 2015). These processes reinforce exclusive practices as well as the stereotyping of learners. This indicates that the medical/deficit model is still prevalent among many professionals in South Africa.

On the opposite end of the spectrum, however, a study conducted by Nel et al. (2010) found that there has been a change from a medical/deficit approach to a more community

psychology approach wherein the involvement of the community is regarded, and knowledge and skills-sharing occurs. This reinforces Du Toit and Forlin's (2009) findings wherein they suggested that good collaborative approaches were fostered in schools wherein a positive attitude toward the implementation of inclusive education has been adopted. A study conducted by Mitchell et al. (2008), indicates a good example of collaboration wherein teachers come together and take collective action to try and assist learners in their school who have been orphaned due to HIV and AIDS (Mitchell et al., 2008). Furthermore, the formation of collaborative partnerships assisted in improving teachers' perceptions toward the implementation of inclusion (Makoelle, 2014). This was done through the engagement of teachers in knowledge sharing with one another with regard to methods of thinking, planning and applying their practices.

With regard to learners and collaboration, a study by Engelbrecht et al. (2006) found that learners are also not working together and assisting one another, thereby resulting in a lack of support and collaborative partnerships between learners. Furthermore, Engelbrecht at al. (2006) found that although learners within particular schools had representative leadership bodies, they were not regarded as being collaborative partners within the school (Engelbrecht et al., 2006).

Engelbrecht et al. (2006) also found a lack of parental support and involvement in their child's education as occurring due to poverty, illiteracy, as well as a difference in the values of the community and the staff. One of the main cultural beliefs of parents was that the sole responsibility to educate children lies with schools (Engelbrecht, 2006). Parents were therefore not willing to engage in a process of collaboration. Engelbrecht et al's. (2005) earlier study, however, highlighted the difference between parents who are aware of their rights and take necessary action as opposed to those parents who are hesitant to do so. The former regard themselves as being equal partners and active participants in the implementation of inclusive education in schools, by establishing comprehensive expectations and collaborating with teachers and other professionals (Engelbrecht et al., 2005). This is supported in a study conducted by Yssel et al. (2007) who found that South African parents were prepared to commit to support, assist and be actively involved in their children's learning by being part of collaborative partnerships. This also came through in a later study by Engelbrecht et al. (2016) where it was found that collaboration between schools and parents has increased in such a manner that parents who demonstrated a

willingness to be involved in matters and activities regarding the school were allowed to do so (Engelbrecht et al., 2016).

From the above discussion of the emergent themes and sub-themes obtained from the publications included in the review, each theme's relevance and the links and overlapping present between them was indicated. Chapter five will entail a summary of the results of the systematic literature review, followed by a discussion on results of the study. An exploration of the limitations of the current study will then be attempted and, finally, suggestions for future research will be made.

CHAPTER FIVE

DISCUSSION

The results of the systematic literature review will be summarised, followed by a discussion on results of the study in relation to the aims and research questions. The limitations of this study will be adumbrated and, finally, suggestions for future research will be made.

The purpose of this systematic literature review was to canvas research conducted on inclusive education since its implementation in 2001 up to present. The search for the literature review exposed the number of gaps in empirical research, particularly quantitative research on inclusive education in South Africa. Thirty-seven publications were relevant to this study. The majority of the studies (n=10) were published during the 2011–2013 period, utilised a qualitative methodology and were conducted in the Kwa-Zulu Natal province. Nevertheless, the findings from the selected thirty-seven publications are an important contribution to the state of inclusive education in this country.

5.1. What is the primary focus of research studies reviewed, as well as the themes in these research studies?

The findings of the review suggest that attitudes play a significant role in the successful implementation of inclusive education. Most studies found that there was a perception amongst teachers that they did not have the skills and competency to accommodate a diverse range of educational needs in one classroom (Eloff & Kgwete, 2007; Engelbrecht et al., 2003; Engelbrecht et al., 2016; Mitchell et al., 2008). Teachers preferred that learners with barriers to learning be accommodated or placed in an environment that would be better suited to the needs of these learners and will facilitate their learning (Engelbrecht et al., 2016). This shows that the medical/deficit model persists even though the philosophy of inclusive education was already touted as far back as 2001.

This situation persists because of the state's insouciant dissemination of information on inclusive education and its tepid attempt at training teachers in this regard (Du Toit & Forlin, 2009; Eloff & Kgwete, 2007; Engelbrecht et al., 2006; Engelbrecht et al., 2016; Meltz et al., 2014; Mitchell et al., 2008; Ntombela, 2009; Ntombela, 2011). Overcrowding and a lack of resources and support are also factors that contribute to the negative outlook of teachers to

the practice of inclusive education in their classrooms (Du Toit & Forlin, 2009; Eloff & Kgwete, 2007; Engelbrecht et al., 2006; Engelbrecht et al., 2016; Mitchell et al., 2008; Ntombela, 2009; Oswald & Swart, 2011; Potgieter-Groot et al., 2012; Weeks & Erradu, 2013). The disposition of principals is a strong determinant that forges the approach of teachers to inclusive education (Engelbrecht et al., 2006). Principals remain aloof from the implementation of inclusive education. Furthermore, the apartheid past as well as the teacher's culture and traditions (D'amant, 2012; Du Toit & Forlin,, 2009; Engelbrecht et al., 2006; Nel et al., 2014) impact on the successful practice of inclusive education in schools. These points will be expanded on and discussed in detail below.

While there may be sporadic incidents of teachers embracing inclusion, generally, teachers were found to be indifferent to its adoption. This is because teachers are resistant to change and find it difficult to adapt to different environments in the same classroom setting (Engelbrecht et al., 2015). There is too, the element of fatigue which makes the teachers emotionally detached from the learners. Resistance to change is corroborated by Walton and Lloyd (2012) who suggested that it was fear and uncertainty around the process of change in itself that became a factor in teaching a Postgraduate degree course in inclusive education, rather than inclusive education (Walton & Lloyd, 2012).

The implementation of Education White Paper 6 is hampered by the teachers' lack of knowledge and skills in adapting the curriculum to address and accommodate a broad range of learning needs in the same classroom (Dalton et al., 2012). This is, not unexpectedly, related to the inadequate and insufficient dissemination of information and the training of teachers. There was a lack of awareness and understanding among teachers, parents, learners and communities with regard to the philosophy of inclusive education (Engelbrecht et al., 2006; Du Toit & Forlin, 2009; Ntombela, 2009; Ntombela, 2011; Engelbrecht et al., 2016). This is indicative of the fact that the philosophy of inclusive education was not propagated by the state with any zeal or passion. Workshops may have been held but they were clearly not efficacious because misconceptions of inclusive education among communities and schools persist. Donohue and Bornman (2014) confirm that the uncertainty and misunderstandings that teachers face may be attributed to the presence of ambiguity embedded in the Education White Paper 6. White Paper 6 is less than clear on the goals of inclusive education and the strategy to achieve those goals (Donohue & Bornman, 2014). This may be viewed as posing a significant barrier toward the successful implementation of inclusive education in South Africa. This issue is not only confined to South Africa, but is found in both Canada (Sokal &

Katz, 2015) and India (Sharma & Das, 2015). Furthermore, the studies reflect that the training of teachers is one of the chief challenges and barriers toward the successful implementation of inclusive education in South Africa (Eloff & Kgwete, 2007). This correlates with studies in India (Sharma & Das, 2015) and Canada (Sokal & Katz, 2015).

A number of studies found that the manner in which teachers teach and support learners is largely influenced by their pre-service teacher training which in the past was entrenched in a medical/deficit approach to "special needs" (Engelbrecht et al., 2015). This contributes to teachers' beliefs about their perceived lack of knowledge and skills to implement inclusive education in their classrooms. Experienced teachers appear to display more negative attitudes than pre-service teachers toward the inclusion of learners with different educational needs (de Boer et al., 2011; Varcoe & Boyle, 2014). This negative proclivity of the more experienced teachers is probably the result of their training and that their teaching practices remain entrenched in the deficit model.

The majority of teachers claim that they do not have the acumen to identify, accommodate and support learners who experience barriers to learning in the classroom (Eloff & Kgwete, 2007; Engelbrecht et al., 2006; Engelbrecht et al., 2016; Mitchell et al., 2008). These results are consistent with a study by Sharma and Das (2015), which found that a number of teachers in India felt that they lacked adequate training to teach learners with diverse learning needs.

There are reports on the concern of teachers apropos the inadequate supply of resources to enhance effective learning as well as the lack of infrastructure and amenities (Du Toit & Forlin, 2009; Eloff & Kgwete, 2007; Engelbrecht, 2006; Engelbrecht et al., 2016; Mitchell et al., 2008; Ntombela, 2009; Oswald & Swart, 2011; Weeks & Erradu, 2013). Support with regard to teacher training, resources (both human and material), and equipment, is important to the success of inclusive education because it is only through the encouragement of teachers that learners who experience barriers to learning may be supported (Mitchell et al., 2008; Weeks & Erradu, 2013). Similarly, Sharma, Forlin, and Loreman (2008) impressed upon the need to support teachers so that they can facilitate the successful implementation of inclusive education.

The large number of learners in one classroom presents a further challenge to teachers. They find it difficult to manage the class (Eloff & Kgwete, 2007; Engelbrecht et al., 2016; Potgieter-Groot et al., 2012), and provide assistance to each learner within the context of the

curriculum. The curriculum does not support the accommodation of diverse learning needs because of its rigidity and time constraints (Weeks & Erradu, 2013).

In South Africa, learners come from different social, cultural, and economic backgrounds, resulting in a range of learning needs that must be accommodated (D'amant, 2012; Engelbrecht, 2006). Donohue and Bornman (2014) corroborate this point and argue that South Africa's past together with its diverse population groups may also be obstructive to the successful implementation of inclusive education. This could be seen as factors that adversely impact on the translation of policy into practice (Donohue & Bornman, 2014). Similarly, one of the issues with the implementation of inclusive education in India is the diverse population that inhabits the country (Sharma & Das, 2015). This diversity is one of India's biggest obstacles toward the successful implementation of inclusive education. Another barrier in the implementation of an inclusive education system in South Africa is the difficulty encountered in shifting firmly entrenched cultural and traditional practices (Du Toit & Forlin, 2009). In the final analysis, it is the state, communities and schools that need to take responsibility in the effective implementation of inclusive education. One of the ways within which this can be achieved is through the provision of support.

One of the key strategies to achieving the goals set out in Education White Paper 6 is through the establishment of strategies of support. These are sorely lacking (Du Toit & Forlin, 2009; Engelbrecht et al., 2005; Engelbrecht, 2006; Engelbrecht et al., 2006; Engelbrecht et al., 2016; Mitchell et al., 2008; Nel et al., 2010; Nel et al., 2014). The establishment of strategies of support is through collaborative partnerships.

Collaboration is a vital component in the successful implementation of inclusive education. This calls on communities and schools to make a paradigm shift so as to assume responsibility for the learner (Naicker, 2006). This would create equal ownership of the learner's education (Engelbrecht et al., 2016). The benefits of collaborative partnerships between school and home have been reported in many studies (Yssel et al., 2007). Šestić et al. (2012) found that one of the biggest changes that teachers had to make during this process of inclusion and the establishment of collaborative relationships is having to share the expert role with other stakeholders, such as parents.

The participation of parents in the process of education affords parents and teachers the opportunity to collaborate in developing learners' social behaviour as well as addressing behavioural problems (El Nokali, Bachman, & Votruba-Drzal, 2010). Parents remain an

important component in the successful implementation of inclusive education (Engelbrecht et al., 2005). Prior to 1994, the role and involvement of parents in the South African education system was minimal and considered insignificant. However, the constitutional mandate to instil family values brought about the involvement of parents. They advocated for the placement of their children with barriers to learning, into mainstream schools. This set the foundation for parental involvement in the decision-making processes regarding school placements as well as support programmes of their children (Engelbrecht et al., 2005). This highlights the fact that parents may be willing to be active participants in their child's education.

Research has found that despite the demand for collaboration between teachers, parents, education support professionals, schools and communities, teachers have a number of challenges which have already been stated above. This does not make the implementation of a multidisciplinary collaborative approach an easy task (Nel et al., 2014; Yssel et al., 2007). Despite the presence of constitutional values, the influence of culture, traditions and beliefs, have resulted in parents remaining distant from their child's education (Du Toit & Forlin, 2009). This may be perceived negatively by teachers, school management and leadership, and other professionals who lack an understanding regarding cultural beliefs.

5.2. What are the reported successes in relation to inclusive education implementation in South Africa?

Studies have found that teachers had adopted a more positive outlook as well as gained an increase in knowledge and skills as a result of enrolment into courses in inclusive education, as well as through the participation in short-term interventions (Oswald & Swart, 2011; Potgieter-Groot et al., 2012). This reinforces the fact that continuous training, no matter how brief, is fundamental to equip teachers with knowledge and understanding of inclusive education, develop their skills, and embrace the idea of an inclusive education system, thereby welcoming learners who experience barriers to learning and facilitating the implementation of inclusive education in schools.

Teachers who had adopted positive attitudes are supportive of the philosophy of inclusive education and are motivated and committed to implementing inclusive education in their classrooms, thereby allowing for the active participation of every learner (Du Toit & Forlin,

2009; Engelbrecht et al., 2016; Weeks & Erradu, 2013). This finding is supported in a study by Varcoe & Boyle (2014) where it was found that teachers who had positive attitudes toward inclusive education tend to adapt their teaching methods in order to accommodate and support the variety of learning needs present in their classrooms. Furthermore, good collaborative partnerships had been established in schools wherein positive attitudes toward inclusive education had been adopted (Du Toit & Forlin, 2009), indicating a shift toward a more community psychology approach (Nel et al., 2010).

Meltz et al. (2014) study found that some pre-service teachers had positive attitudes about inclusion due to their personal experiences with disability. These results are consistent with several studies which found that interactions of teachers with individuals who require extra support encourages more positive attitudes toward inclusive education (Avramidis & Kalyva, 2007; de Boer et al., 2011; Hodge & Jansma, 2000; Loreman, Forlin, & Sharma, 2007), implying that they may be more accommodating toward learners who require additional support (Bradshaw & Mundia, 2005). It also contradicts findings by Forlin and Chambers (2011) which suggest that interactions of teachers with individuals with disabilities did not result in the adoption of positive attitudes.

Parents are generally in favour of and accept inclusion (Engelbrecht et al., 2005), as they understood that this process advocates for the acceptance of children with disabilities, which is vital to their child's social and emotional development (Yssel et al., 2007). Parents' perceptions that their child has been accepted as a member of the school community is what determined their active involvement in inclusive education (Soodak & Erwin, 2000). Parents regarded themselves as being equal partners and active participants in the implementation of inclusive education in schools and were therefore willing to form collaborative relationships with teachers, other professionals and schools. This is supported by Kim et al. (2012), who argued that if a positive mutual relationship exists between parents and teachers, the active participation of parents in their child's education is more probable.

The success of the implementation of inclusive education is minimal.

5.3. What are the reported challenges experienced in relation to inclusive education implementation in South Africa?

The placement of learners who experience barriers to learning in mainstream schools continues to be a problem. This is largely because of the reluctance of these schools to admit such learners for fear of disruption to teaching or the lack of resources. The same situation prevails in India where it was reported that decisions regarding the placement of learners in ordinary schools was largely influenced by the type and extent of a learner's disability (Singal & Rouse, 2003) and their adeptness to fit into a mainstream classroom setting (Sharma & Das, 2015). This results in a number of learners in both India and South Africa who either continue to receive segregated education in special schools, or remain out of school (Meltz et al., 2014; Sharma & Das, 2015; Yssel et al., 2007).

In South Africa this issue is attributed as occurring mainly as a result of the lack of consensus about the classification of disability (Heap, Lorenzo, & Thomas, 2009). This is corroborated by a study by Florian and Linklater (2010) which found that some schools refuse to admit particular learners due to teachers' inadequate knowledge and skills to teach such learners. This results in the marginalisation of these learners and underscores the gap between the policy of inclusive education and its actual practice in South Africa (Engelbrecht et al., 2005).

Negative attitudes of teachers occurred mainly as a result of the influence of apartheid (D'amant, 2012) on teachers whose pre-service training then were entrenched in the medical/deficit approach (Du Toit & Forlin, 2009; Meltz et al., 2014; Engelbrecht et al., 2016). This finding is supported by Baglieri (2012) who highlighted that training entrenched in the medical/deficit model raises many challenges toward the development of positive attitudes among teachers. In addition, teachers lack of knowledge, skills and competence to accommodate learners who experience barriers to learning, as well as large classes, inadequate resources and support further exacerbate the situation (Engelbrecht et al., 2003; Engelbrecht et al., 2006; Oswald & Swart, 2011) These findings corroborate the studies of Forlin and Chambers (2011) and de Boer et al. (2011).

The inadequacy of resources, lack of infrastructure, equipment, amenities and support, an inflexible curriculum as well as the size of the classroom contribute to the indifference of teachers. This, of course, is a major obstacle for the successful implementation of inclusive education in South Africa (Du Toit & Forlin, 2009; Eloff & Kgwete, 2007; Engelbrecht,

2006; Engelbrect et al., 2016; Mitchell et al., 2008; Ntombela, 2009; Oswald & Swart, 2011; Weeks & Erradu, 2013).

There is too, a lack of collaborative partnerships within and between schools and communities (Nel et al., 2014). This is problematic as the establishment and maintenance of collaborative partnerships between teachers is essential in providing learning support to learners experiencing barriers to learning. These partnerships between teachers will form the groundwork of other collaborative partnerships with key stakeholders such as parents and other educational support professionals (Nel et al., 2014). It is suggested in the *Index for Inclusion* that learners be included as part of the collaborative partnerships in their educational endeavour (Mentz & Barrett, 2011). However, learners are being excluded from forming a part of collaborative partnerships with teachers (Engelbrecht et al., 2006).

Although educational psychologists should constitute the collaborative relationship with communities, schools and learners (Daniels, 2010), research suggests teachers do not allow psychologists to perform out their collaborative, consultative and mental health specialist (Engelbrecht, 2004) roles effectively (Engelbrecht et al., 2015). A number of schools encounter difficulties in establishing collaborative partnerships to improve support within schools (Engelbrecht et al., 2016). Hence, collaboration between special schools and other mainstream schools is still not apparent in most cases in South Africa.

5.4. What are the lessons learned regarding the implementation of inclusive education in South Africa as suggested by reviewed studies?

From the reviewed studies, there are several lessons that can be learnt. Some of these are detailed below.

Teachers are instrumental in the successful implementation of inclusive education. Studies have found that most of the training that teachers had undergone on inclusive education was brief and insufficient. What is needed is effective training that would change the attitude of teachers so as to embrace their roles as inclusive practitioners. Teachers need to be exposed to in-depth training on epistemology and the relationship between theory and practice (Naicker, 2006). This is important in order to gain insight and understanding into the sort of changes that are necessary to take place in teaching and learning within an inclusive education system.

Training is crucial to the successful implementation of inclusive education in South Africa. Findings of the review suggest that the overall training is very poor across all staff levels (Du Toit & Forlin, 2009; Eloff & Kgwete, 2007; Engelbrecht et al., 2006; Engelbrecht et al., 2016; Meltz et al., 2014; Mitchell et al., 2008; Ntombela, 2009; Ntombela, 2011). A small amount of efficient training can lead to noticeable change (Oswald & Swart, 2011; Potgieter-Groot et al., 2012). Therefore workshops and training programmes need to be ongoing and focused. Training should shift from the medical model of exclusion to one that adopts a more systemic approach. Training programmes should address all concerns and challenges related to the implementation of inclusive education. The programmes must create an understanding among teachers to translate policy into practice. They must be able to effectively manage the diverse needs of learners in one classroom. This development and training should empower teachers (systemic approach) to ensure enhanced self-confidence to accept and claim ownership of educating learners experiencing barriers to learning.

Schools managed autonomously provide teachers with some free will to take ownership of the process. This results in an environment that is more conducive for the successful implementation of inclusive education. Principals and other management cannot rely solely on the education department to initiate changes while they remain passive in implementing inclusive education in their schools. They need to be proactive by addressing the needs of the school community. The effective usage of resources is one of the central features of inclusive education (Engelbrecht et al., 2006). This refers to making use of accessible resources while simultaneously accumulating additional ones internally and from the community in which the school is located. Some ways of initiating change is to involve post-matric learners to form part of volunteer programs, in the community (Walton, 2011).

Parents can assist teachers and other education support professionals in gaining some knowledge and understanding into certain matters regarding disability and other diverse range of barriers to learning that teachers may encounter within their classrooms. Communities, parents, teachers and learners need to work together in order to aid in successful implementation of inclusive education (Daniels, 2010).

5.5. Implications of findings

In order for South Africa to address the issue of exclusion and the numerous challenges encountered in the implementation of inclusive education, there are a number of transitions that needs to be undertaken.

5.5.1. Implications for Teachers

- Continuous in-depth and effective teacher training and empathy for learners with barriers.
- Teachers need to think about their classrooms, the curriculum, their pedagogy and the climate to ensure that all learners are welcomed and accommodated.
- Teachers need to be cognisant of their attitudes towards learners with barriers as well as be aware of their interactions with the students. Teachers therefore need to begin to question exclusionary beliefs, values and practices that ensures in South Africa (Walton, 2011).
- Teachers need to increase participation and reduce exclusion (particularly for those learners who experience barriers to learning) from curricula, classrooms, culture and school communities.
- Shared responsibility and better understandings of inclusive education among professionals, parents and learners is crucial to its success (Engelbrecht et al., 2005).
- Teachers and other educational support professionals to obtain means within which to work collaboratively to benefit their learners (Dalton et al., 2012).

5.5.2. Implications for schools

- The democratic governance of schools by the principal and management (Engelbrecht et al., 2006).
- Reducing the number of learners in one classroom or alternatively preparing teachers to teach in large classes and using existing resources to address issue of large or overcrowded classrooms.

5.5.3. Implications for Policy Makers

- It is essential that government provide amenities, equipment, learning resources and support to schools, to ensure effective formal education to take place.
- Department should increase funding provided to schools to allow for the development and modifications in infrastructure (Donohue & Bornman, 2014; Monyooe, 2005).
- Teachers as well as all other stakeholders in education should be provided with continuous encouragement and support in order to undergo a paradigm shift in their beliefs and practices, with regard to the curriculum, teaching, learning, and the learners (Dalton et al., 2012; Donohue & Bornman, 2014; Ntombela, 2009; Walton, 2007).
- Training programmes aimed at addressing pedagogies influenced by traditional philosophies and practices that continue to promote exclusion should be offered (Naicker, 2006).
- A collaborative approach to provide support and assistance to learners, teachers, parents, other practitioners, schools, and the community. The effective establishment of SBST's and DBST's are important for support, as well as knowledge and skill sharing.
- Promoting collaboration between countries with the aim of learning from one another (Walton, 2016).
- Alternative means to promote inclusive education depending on each school's unique and individual context should be sought.
- The need to adapt the curriculum to promote differentiation (Jafthas, 2008; Walton, 2007) and address diverse ways of learning, as well as to increase subject choices for learners with impediments in mainstream educational settings.

5.5.4. Implications for training institutions

- Several studies have indicated the pivotal role training institutions play in shaping teachers attitudes toward inclusive education. Hence, these institutions should aim at promoting positive attitudes among teachers during their pre-service training.
- A module on inclusive education should be made compulsory in order to create some awareness, provide teachers with some knowledge and understanding on inclusive education and barriers to learning. Furthermore, this module should equip teachers

with strategies that may be used to accommodate learners who experience barriers to learning.

5.5.5. Implications for Research

- More quantitative studies need to be conducted on inclusive education in South Africa.
- Addressing the general lack of research on learners in inclusive education in South Africa.
- Research on the admission, adaptation and acceptance of learners in mainstream schools.

5.6. Limitations of the Study

A limitation of this study is the fact that the systematic literature review did not go beyond searching databases for published work. No searches into other literature, such as research theses and dissertations, and book chapters had been made. This added information could have further enriched the presentation of the literature review.

5.7. Suggested Future Directions and Research

With regards to future research and due to the limited amount of research on inclusive education in South Africa, there remains a lot to be done in various areas. A comparative study on the approach to inclusive education between state schools and private schools will assist in formulating a common policy.

Another valuable study would be an evaluation of the inclusive education courses or modules taught at tertiary institutions.

There is a need to conduct research exploring various aspects of inclusive education in isolation. Some areas that could be researched are teachers understanding and experiences of collaboration in full-service and special schools and a holistic study exploring all key stakeholders perceptions and experiences of inclusive education in South Africa.

As there is not much research on the experiences of learners with barriers to education, this area can be further investigated in future research studies. Some areas that could be researched are learners' struggles to gain entry into mainstream schools, experiences in the classroom, relationships with teachers and fellow learners, and community responses and parental support.

5.8. Conclusion

This systematic literature review explored research on inclusive education since its implementation in 2001 up to present. It found a glaring shortfall in the amount of empirical research on inclusive education in South Africa with a large number of publications addressing inclusive education from a conceptual point of view.

Findings from the review identified major challenges that are obstacles to the implementation of inclusive education in South Africa. There were isolated cases of some success stories but none that augured certainty for the future of inclusive education.

Government policy on inclusive education articulated in Education White Paper 6 aimed to transform the education system to facilitate the access of all learners to equal education. Education White Paper 6, while ambitious, falls short of elaborating on the mechanics of implementation and governance. Communities still remain uncertain as to the objectives of inclusive education. Schools are at times hesitant partners in this venture as they do not have the resources and do not want to be burdened with additional responsibilities. Teachers are reluctant to participate because of the workload this would entail and simply because they do not have, and probably do not desire, the skills to teach a class populated by a diverse group of learners. There is always the possibility that learners with barriers to learning placed in a diverse classroom may experience prejudice and ostracism which may further negatively impact on their socio-emotional wellbeing.

The concerns and challenges that South Africa is facing in the implementation of an inclusive education system are being experienced on a global scale (Donohue & Bornman, 2014). This suggests the challenges experienced by countries to move from policies to implementation. Despite this, South Africa can learn lessons from other counties as seen in Canada and India, and may even share successful aspects with other countries. Research is therefore vital to

inform the practice of inclusive education in South Africa and attempt to bridge the gap between policy and practice.

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Appendix A. Summarising overview of the selected studies (n = 37)

Journal Title	Author and year of publication	Province in which study was conducted	National/International Journal	Research Method	Themes emerging from study/Findings
South Africa: first steps in the development of inclusive education system.	Lomofsky, L., & Lazarus, S. (2001)		Cambridge Journal of Education	Conceptual	➢ Policy implementation
Including learners with Intellectual Disabilities stressful for teachers	Engelbrecht, P, Oswald, M, Swart, E, & Eloff, I (2003)	Gauteng and Western Cape	International Journal of Disability, Development and Education	Mixed Method (Questionnaires; in-depth structured interviews)	➢ Stress ➢ Inadequate & insufficient teacher training ➢ Lack of resources & support ➢ Overcrowding ➢ Disability
Changing roles for educational psychologists within inclusive education in South Africa.	Engelbrecht, P. (2004)		School Psychology International	Conceptual	➢ History, Culture, Traditions ➢ Attitudes & perceptions ➢ Collaboration
Parents' experiences of their rights in the implementation of inclusive education in South Africa.	Engelbrecht, P., Oswald, M., Swart, E., Kitching, A., & Eloff, I. (2005)	Gauteng and Western Cape	School Psychology International	Qualitative (semi-structured interviews)	➢ Stress ➢ Attitudes, perceptions & behaviours ➢ Discrimination ➢ Lack of teacher training & support ➢ Lack of collaboration ➢ Lack of knowledge & understanding
Inclusive education and training systems: Illusion or Reality? The story of Ntombela.	Monyooe, L.A. (2005)		Education Policy Analysis Archives	Conceptual	➢ History, Culture, Traditions ➢ Attitudes & perceptions ➢ Lack of resources, support & funding ➢ Disability
The implementation of inclusive education in South Africa after ten years of democracy.	Englebrecht, P. (2006)	Western Cape	European Journal of Psychology of Education	Mixed Methods (Generic set of questions to teachers, parents & learners – grade 5 & 6; 2 open-ended questions)	➢ Attitudes, perceptions & behaviours (learners & teachers) ➢ Bullying ➢ Lack of teacher training, support & democratic leadership ➢ Lack of collaborative partnerships (teachers, parents & learners)
Promoting the implementation of inclusive education in primary schools in South Africa.	Engelbrecht, P., Oswald, M., & Forlin, C. (2006)	Western Cape	British Journal of Special Education	Mixed Method (Consultative process; Questionnaires)	➢ Collaboration ➢ Lack of support & resources ➢ Overcrowding ➢ Ineffective & inadequate training

Appendix A. Summarising overview of the selected studies (n = 37) (Cont.)

					➢ Attitudes, perceptions, beliefs
Journal Title	**Author and year of publication**	**Province in which study was conducted**	**National/International Journal**	**Research Method**	**Themes emerging from study/Findings**
From policy to practice: A South African perspective on implementing inclusive education policy.	Naicker, S. (2006)		International Journal of Whole Schooling	Conceptual	➢ Policy and practice ➢ Medical model ➢ History, Culture, Traditions ➢ Attitudes, perceptions & beliefs ➢ Curriculum
Ecological aspects influencing the implementation of inclusive education in mainstream primary schools in the Eastern Cape, South Africa	Geldenhuys, J.L. & Wevers, N. E. J. (2013)	Eastern Cape	South African Journal of Education	Qualitative	➢ Lack of support ➢ Insufficient teacher training ➢ Collaboration ➢ Medical model ➢ Attitudes, perceptions & behavs
South African Teachers' Voices on Support in Inclusive Education.	Eloff, I., & Kgwete, L.K. (2007)	Mpumalanga	Childhood Education	Qualitative	➢ Attitudes, perceptions & behavs ➢ Lack of teacher training ➢ Lack of knowledge & understanding ➢ Overcrowding ➢ Inadequate resources (human & material)
But would it work here? Inclusive practices in the South African context.	Walton, E. (2007)		The International Journal of Learning	Conceptual	➢ Attitudes, perceptions & behavs ➢ Lack of resources & support ➢ Lack of knowledge & skills
Views of inclusion: A comparative study of parents perceptions in South Africa and the US	Yssel, Engelbrecht, Oswald, Eloff, & Swart (2007)	Gauteng and Western Cape	Remedial and Special Education	Qualitative (focus groups)	➢ Parental involvement ➢ Attitudes, perceptions & behaviours ➢ Collaborative Partnerships
New role of special schools: Empowering mainstream teachers to enhance inclusive education in Western Cape, South Africa.	Jafthas, J.A.A. (2008)		The Journal of the International Association of Special Education	Conceptual	➢ Collaboration ➢ Support
"Let's not leave this problem": exploring inclusive education in rural South Africa	Mitchell, C., DeLange, N., & Thuy, N. (2008)	Kwa-Zulu Natal (rural)	Prospects	Qualitative (Participant video-making)	➢ Lack of support & resources ➢ Overcrowding ➢ HIV/AIDS ➢ Poverty ➢ Stress ➢ Lack of collab partnerships ➢ Policy

A comparative study of the self-esteem of adolescent boys with and without Learning Disabilities in inclusive schools	Ntshangase, S., Mdikana, A., & Cronk, C. (2008)	Gauteng	International Journal of Special Education	Quantitative	➢ Attitudes, perceptions & behavs
Cultural transformation for inclusion: what is needed?	Du Toit, P., & Forlin, C. (2009).	No province stated	School Psychology International	Qualitative (focus groups & interviews)	➢ History, Culture and Traditions towards inclusive education ➢ Dissemination of information ➢ Attitudes, perceptions & behavs ➢ Lack of ttraining & support ➢ Lack of collaboration ➢ Lack of knowledge & understanding
Are we there yet? Towards the development of inclusive education in one district in Kwa-Zulu Natal, South Africa.	Ntombela, S. (2009)	Kwa-Zulu Natal	The International Journal of Learning	Qualitative (Case Study)	➢ Dissemination of information ➢ Inadequate and insufficient training ➢ Attitudes, perceptions & behaviours (teachers) ➢ Lack of resources
Developing inclusive policy and practice in diverse contexts: A South African experience.	Daniels, B. (2010)		School Psychology International	Conceptual	➢ Collaboration ➢ Attitudes, perceptions & behavs ➢ Overcrowding, lack of resources ➢ Inadequate teacher training ➢ Diseases & illnesses (HIV/AIDS)
Education support services policy and practice in South Africa: An example of community psychology in action?	Nel, W., Lazarus, S., & Daniels, B. (2010)	Northern Cape & Western Cape	Education As Change	Qualitative (Case narratives)	➢ Collaboration ➢ Attitudes, perceptions & behavs ➢ Deficit model ➢ Lack of resources
Supporting deaf learners in inclusive education settings in South Africa.	Kemp, A., Skrebneva, I., & Kruger, D. (2011)	Kwa-Zulu Natal	The International Journal of Diversity in Organisations, Communities and Nations	Qualitative (interviews)	➢ Stress ➢ Collaboration ➢ Support & resources ➢ Attitudes, perceptions, practices
Leadership and inclusive education in South Africa and Jamaica: A comparative analysis.	Mentz, K & Barrett, S. (2011)		International Studies in Educational Administration	Conceptual	➢ Attitudes, perceptions & behavs ➢ History, Culture, Traditions ➢ Teacher training ➢ Lack of infrastructure & resources
Addressing South African pre-service teachers' sentiments, attitudes and concerns regarding inclusive education	Oswald, M. & Swart, E. (2011)	No province stated	International Journal of Disability, Development and Education	Quantitative (Likert scale)	➢ Attitudes, perceptions & behaviours (learners & teachers) ➢ Lack of knowledge &

Appendix A. Summarising overview of the selected studies (n = 37) (Cont.)

					understanding ➢ Lack of teacher training, support ➢ Lack of resources ➢ Overcrowding
The progress of inclusive education in South Africa: Teachers' experiences in a selected district, KwaZulu-Natal.	Ntombela, S. (2011)	Kwa-Zulu Natal	Improving Schools	Qualitative (multiple case studies)	➢ Attitudes, perceptions & beliefs ➢ Medical model ➢ Lack of teacher training ➢ Lack of knowledge & understanding ➢ Communication
Getting Inclusion Right in South Africa.	Walton, E. (2011)		Intervention in School and Clinic	Conceptual	➢ Attitudes, beliefs, practices ➢ History, Culture & Traditions ➢ Lack of teacher training ➢ Lack of knowledge & skills ➢ Collaboration ➢ Overcrowding & resources ➢ Democratic leadership
Within and Between the Old and the New: Teachers Becoming Inclusive Practitioners.	D'amant, A. (2012)	Kwa-Zulu Natal	Perspectives in Education	Qualitative (Personal narratives)	➢ History, Culture & Traditions ➢ Teacher training ➢ Discrimination
Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education	Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O.P. (2012)	Gauteng & Free State	European Journal of Special Needs Education	Mixed Method (Questionnaires – Likert type, interviews)	➢ Attitudes, perceptions of teachers ➢ Teacher training
Emotional and behavioural barriers to learning and development in the inclusive education classrooms in South Africa: Developing a training programme for teachers	Potgieter-Groot, L., Visser, M., & de Beer, C.L. (2012)	Gauteng	Journal of Child and Adolescent Mental Health	Qualitative	➢ Stress ➢ Inadequate and insufficient training
From clinic to classroom: A model of teacher education for inclusion.	Walton, E., & Lloyd, G. (2012).		Perspectives in Education	Conceptual	➢ Attitudes, perceptions & behavs ➢ Teacher training ➢ Support ➢ Collaboration
The intellectually impaired foundation phase learner – how can the teacher support these learners?	Weeks, F.H. & Erradu, J. (2013)	Kwa-Zulu Natal	SA-eDUC Journal	Mixed Method (Questionnaires, interviews, observations)	➢ Lack of resources, support & training ➢ Curriculum ➢ Inadequate policy & practice ➢ Disability

Changing teacher beliefs and attitudes towards inclusion in South Africa: Lessons from collaborative action research.	Makoelle, T.M. (2014)	Gauteng	Journal of Social Science	Qualitative (Collaborative action research – meetings, research diaries, observations & interviews)	➢ Teaching Staff and Management ➢ Collaboration ➢ History, Culture and Traditions towards inclusive education ➢ Teacher training
The challenges of realising inclusive education in South Africa	Donohue, D. & Bornman, J. (2014)		South African Journal of Education	Conceptual	➢ Ambiguous policy ➢ Attitudes, perceptions, beliefs ➢ History, culture, traditions ➢ Lack of resources, support, fund ➢ Teacher training
Inclusive education: a case of beliefs competing for implementation	Meltz, A., Herman, C., & Pillay, V. (2014)	Gauteng	South African Journal of Education	Qualitative (semi-structured interviews)	➢ Attitudes, perceptions & behavs ➢ Lack of resources & finances ➢ Poor management ➢ Lack of collaborative partnerships & support ➢ Lack of knowledge & understanding ➢ Overcrowding
South African teachers' views of collaboration within an inclusive education system.	Nel, M., Engelbrecht, P., Nel, N., & Tlale, D. (2014).	Gauteng and Free State	International Journal of Inclusive Education	Qualitative (Focus groups)	➢ Attitudes, perceptions ➢ History, Culture & Traditions ➢ Medical model ➢ Lack of teacher training, ➢ Collaborative partnerships ➢ Lack of knowledge, skills & understanding ➢ Lack of resources ➢ Overcrowding
The idealism of education policies and the realities in schools: the implementation of inclusive education in South Africa.	Engelbrecht, P., Nel, M., Smit, S., & van Deventer, M. (2015)	No province stated	International Journal of Inclusive Education	Qualitative (focus group interviews)	➢ Attitudes, perceptions & behavs ➢ Discrimination ➢ Medical model ➢ Lack of teacher training, ➢ knowledge & understanding ➢ Overcrowding

					➢ Lack of resources & funding
Enacting understanding of inclusion in complex contexts: classroom practices of South African teachers	Engelbrecht, P., Nel, Nel & Tlale (2015)	Gauteng & Free State	South African Journal of Education	Mixed Method (Questionnaires; semi-structured interviews; focus groups)	➢ Lack of knowledge & understanding ➢ Lack of teacher training & support ➢ Attitudes, perceptions & behavs ➢ Deficit model
Inclusive basic education in South Africa: issues in its conceptualisation and implementation.	Murungi, L.N. (2015)		PER/PELJ	Conceptual	➢ Attitudes, perceptions & pracs ➢ Teacher training ➢ Dissemination of information
Choices in the Design of Inclusive Education Courses for Pre-service Teachers: The Case of a South African University.	Walton, E. & R, L. (2016)		International Journal of Disability, Development and education	Conceptual	➢ Teacher training ➢ Curriculum ➢ Attitudes, perceptions & pracs

Appendix B: List of full-text publications assessed for eligibility

Journal name	Journal title	Descriptive Information	Included OR Excluded
School Psychology International	1) Cultural transformation for inclusion: what is needed?	Authors: Du Toit, P., & Forlin, C. Year of Publication: 2009 Research Method: Qualitative (interviews & focus groups) Other: 1 District; 10 schools	Included
	2) Parents' experiences of their rights in the implementation of inclusive education in South Africa	Authors: Engelbrecht, P., Oswald, M., Swart, E., Kitching, A., & Eloff, I. Year of Publication: 2005 Research Method: Qualitative (semi-structured interviews) Other: Gauteng & Western Cape	Included
	3) Changing roles for educational psychologists within inclusive education in South Africa.	Author: Engelbrecht, P. Year of Publication: 2004 Research Method: Conceptual	Included
	4) Developing inclusive policy and practice in diverse contexts: A South African experience.	Author: Daniels, B. Year of Publication: 2010 Research Method: Conceptual	Included
The International Journal of Learning	1) Are we there yet? Towards the development of inclusive education in one district in Kwa-Zulu Natal, South Africa.	Author: Ntombela, S Year of Publication: 2009 Research Method: Qualitative (case study) Other: 3 primary schools in 2 school districts in Kwa-Zulu Natal	Included
	2) But would it work here? Inclusive practices in the South African context.	Author: Walton, E. Year of Publication: 2007 Research Method: Conceptual	Included
International Journal of Disability, Development and Education	1) Addressing South African pre-service teachers' sentiments, attitudes and concerns regarding inclusive education	Authors: Oswald, M. & Swart, E. Year of Publication: 2011 Research Method: Quantitative	Included
	2) Including learners with Intellectual Disabilities stressful for teachers	Authors: Engelbrecht, P, Oswald, M, Swart, E, & Eloff, I. Year of Publication: 2003 Research Method: Mixed method Other: Gauteng and Western Cape; teachers from different districts	Included

	3) Choices in the Design of Inclusive Education Courses for Pre-service Teachers: The Case of a South African University.	Authors: Walton, E. & Rusznyak, L. Year of Publication: 2016 Research Method: Conceptual	Included
Journal of Child and Adolescent Mental Health	1) The changing paradigm, from inclusion to belonging	Authors: Hougaard, M. Year of Publication: 2007	Excluded (editorial)
	2) Emotional and behavioural barriers to learning and development in the inclusive education classrooms in South Africa: Developing a training programme for teachers.	Authors: Potgieter-Groot, L., Visser, M., & de Beer, C.L. Year of Publication: 2012 Research Method: Qualitative Other: Research conducted during 2008 & 2009 in mainstream primary schools in Johannesburg, Gauteng.	Included
Review of Research in Education	1) Learning in inclusive education research - remediating theory and methods	Authors: Artiles, A.J., Kozleski, E.B., Dorn, S., & Christensen, C. Year of Publication: 2006 Research Method: Conceptual	Excluded (because it is an international study; of inclusive education in the USA; and a review/report)
Global Perspectives	1) Getting inclusion right in South Africa	Author: Walton, E. Year of Publication: 2011 Research Method: Conceptual	Included
Prospects	1) "Let's not leave this problem": exploring inclusive education in rural South Africa	Authors: Mitchell, C., DeLange, N., & Thuy, N. Year of Publication: 2008 Research Method: Qualitative Other: Kwa-Zulu Natal – 2 rural schools	Included
	2) Developing inclusive teachers from an inclusive curricular perspective	Author: Opertti, R & Brady, J. Year of Publication: 2011 Research Method: Qualitative	Excluded (UNESCO document with no reported research on South Africa)
Compare: A Journal of Comparative and International Education	1) Decentralisation and the construction of inclusion education policy in South Africa	Authors: Sayed, Y. & Soudien, C. Research Method: Qualitative Year of Publication: 2005	Excluded (not really focused on IE as such but more how the education system was in excluding learners even after

			democracy)
International Journal of Inclusive Education	1) The idealism of education policies and the realities in schools: the implementation of inclusive education in South Africa.	Authors: Engelbrecht, P., Nel, M., Smit, S., & van Deventer, M. Year of Publication: 2016 Research Method: Qualitative	Included
	2) South African teachers views of collaboration within an inclusive education system	Authors: Nel, M., Engelbrecht, P., Nel, N., & Tlale, D. Year of Publication: 2014 Research Method: Qualitative Other: Gauteng & Free State; teachers at university	Included
	3) Regular primary school teachers' attitudes towards inclusive education: a review of the literature.	Authors: de Boer,A., Pijil, S.P. & Minnaert, A. Year of Publication: 2011	Excluded (International study on inclusive education in the UK)
European Journal of Psychology of Education	1) The implementation of inclusive education in South Africa after ten years of democracy	Author: Englebrecht, P Year of Publication: 2006 Research Method: Mixed method Other: Western Cape	Included
European Journal of Special Needs Education	1) Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education.	Authors: Savolainen, H., Engelbrecht, P., Nel, M. & Malinen, O.P. Year of Publication: 2012 Research Method: Mixed	Included
Childhood Education	1) South African Teachers' Voices on Support in Inclusive Education.	Authors: Eloff, I., & Kgwete, L.K. Year of Publication: 2007 Research Method: Qualitative Other: Research conducted on teachers in a primary school in Mpumalanga	Included
Africa Education Review	1) Information and advocacy-forgotten components in the strategies for achieving inclusive education in South Africa?	Author: Maher, M. Year of Publication: 2007 Research Method: Qualitative Other: Kwa-Zulu Natal	Included
Asia-Pacific Journal of Teacher Education	1) Teacher preparation for inclusive education: increasing knowledge but raising concerns.	Authors: Forlin, C. & Chambers, D. Year of Publication: 2011	Excluded (International study on inclusive education in Australia)
Journal of Social Science	1) Changing teacher beliefs and attitudes towards inclusion in South Africa: Lessons from collaborative action research.	Author: Makoelle, T.M. Year of Publication: 2014 Research Method: Qualitative Other: Gauteng; teachers at one high school	Included

International Journal of Whole Schooling	1) From Policy to Practice a South African perspective on implementing inclusive education	Author: Naicker, S. Year of Publication: 2006 Research Method: Conceptual	Included
Review of Educational Research	1) A decade of professional development research for inclusive education: A critical review and notes for a research program	Authors: Waitoller, F.R. & Artiles, A.J. Research Method: Qualitative Year of Publication: 2013	Excluded (not about IE in SA)
International Review of Education	1) Education for all - exploring the principle & process of IE	Author: Roche, S. Research Method: Qualitative Year of Publication: 2016	Excluded (not focused on IE in SA)
Perspectives in Education	1) From clinic to classroom: A model of teacher education for inclusion. 2) Within and between the old and the new: Teachers becoming inclusive practitioners	Authors: Walton, E., & Lloyd, G. Year of Publication: 2012 Research Method: Conceptual Authors: D'amant, A. Year of Publication: 2012 Research Method: Qualitative Other: Rural Kwa-Zulu Natal	Included Included
International Educator	1) Bridging the divide	Author: Wilkie, Dana Year of Publication: 2008 Research Method: Qualitative	Excluded (more a review and not focused on inclusive education research)
Journal of Educational Change	1) Discourses of exclusion and inclusion	Authors: Sayed, Y., Soudien, C., & Carrim, N. Year of Publication: 2003 Research Method: Qualitative	Excluded (not focused on IE)
Improving Schools	1) The progress of inclusive education in South Africa: Teachers' experiences in a selected district, KwaZulu-Natal	Author: Ntombela, S. Year of Publication: 2011 Research Method: Qualitative (multiple case studies) Other: 3 primary schools in 2 districts in Kwa-Zulu Natal	Included
Education Policy Analysis Archives	1) Inclusive education and training systems: Illusion or Reality? The story of Ntombela.	Author: Monyooe, L.A. Year of Publication: 2005 Research Method: Conceptual Other: Eastern Cape	Included
The Journal of the International Association of Special Education	1) New role of special schools: Empowering mainstream teachers to enhance inclusive education in Western Cape, South Africa.	Author: Jafthas, J.A.A. Year of Publication: 2008 Research Method: Conceptual Other: Western Cape	Included
South African Journal of Education	1) The challenges of realising inclusive education in South Africa.	Authors: Donohue, D. & Bornman, J. Year of Publication: (2014) Research Method: Conceptual	Included
Cambridge Journal of	1) South Africa: first steps in the development of inclusive education system.	Authors: Lomofsky, L., & Lazarus, S.	Included

Education	2) Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all.	Year of Publication: 2001 Research Method: Conceptual Other: Western Province Authors: Florian, L. & Linklater, H. Year of Publication: 2010	Excluded (International study on inclusive education in the UK)
PER / PELJ	1) Inclusive basic education in South Africa: issues in its conceptualisation and implementation.	Author: Murungi, L.N Year of Publication: 2015 Research Method: Conceptual Other: Western Cape	Included
THE INTERNATIONAL JOURNAL OF DIVERSITY IN ORGANISATIONS, COMMUNITIES AND NATIONS	1) Supporting deaf learners in inclusive education settings in South Africa.	Authors: Kemp, A., Skrebneva, I., & Kruger, D. Year of Publication: 2011 Research Method: Qualitative Other: Primary school in Kwa-Zulu Natal	
Research and Practice for Persons with Severe Disabilities	1) Supporting students with severe disabilities	Research Method: Qualitative Year of Publication: 2015	Excluded (Study conducted in the USA)
Remedial and Special Education	1) Views of inclusion: A comparative study of parents perceptions in SA and the US	Authors: Yssel, Engelbrecht, Oswald, Eloff, & Swart Year of Publication: 2007 Research Method: Qualitative Other: Parents from urban school districts Western Cape & Gauteng	Included
Education As Change	1) Education support services policy and practice in South Africa: An example of community psychology in action?	Authors: Nel, W., Lazarus, S., & Daniels, B. Year of Publication: 2010 Research Method: Qualitative Other: Northern Cape & Western Cape 2 education districts	Included
International Studies in Educational Administration	1) Leadership and inclusive education in South Africa and Jamaica: A comparative analysis.	Authors: Mentz, K & Barrett, S. Year of Publication: 2011 Research Method: Conceptual	Included
British Journal of Special Education	1) Promoting the implementation of inclusive education in primary schools in South Africa	Author: Engelbrecht, P., Oswald, M., & Forlin, C. Year of Publication: 2006 Research Method: Mixed method Other: Primary schools in the Western Cape	Included
Teacher Education and Special Education	1) Preservice special and general educators' knowledge of inclusion	Authors: Gehrke, R.S. & Cocchlarella, M. Year of Publication: 2013	Excluded (US study)
INTERNATIONAL JOURNAL OF SPECIAL EDUCATION	1) A comparative study of the self-esteem of adolescent boys with and without Learning Disabilities in inclusive schools.	Authors: Ntshangase, S., Mdikana, A., & Cronk, C. Year of Publication: 2008 Research Method: Quantitative	Included

		Other: 1 school in Gauteng	