Challenges Facing Primary Schools in the Implementation of Inclusive Education: A Case of Tshwane West District

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Abstract: The study investigated the challenges facing primary schools in the implementation of inclusive education. The study was conducted at three primary schools in Tshwane West in Gauteng province. The study followed a qualitative approach and a case study was used as research design. The population of the study comprised of 145 participants that consisted of School Management Teams and teachers in primary schools. Purposive sampling was used to select four participants from each of the three schools making a total of 12 participants. Data was collected through individual interviews, focus group interviews and document analysis. The study found that barriers to learning are not always ascribed to the learner, but to the factors like lack of support to the teachers and the School Management Team, inadequate resources to accommodate all learners, teachers’ competencies and an inflexible curriculum. The study recommends that teachers should be trained properly in inclusive education and how it should be implemented. The study further recommends that the teacher-learner ratio be adjusted in order to enable teachers to pay effective attention to the needs of each learner.

Keywords: Inclusive education, implementation, challenges, barriers to learning

I. Introduction

Inclusive education is a complex concept, which is difficult to define (Zungu, 2014). While there appears to be no single, universally accepted definition (Engelbrecht, Nel & Tlale, 2015) agree with Meltz, Herman and Pillay (2014) who argue that inclusion can only be fully understood within the context of a particular national system and culture. Each country is inclined to have its own distinctive brand of inclusion, based on its envisaged policy and practice; as stated by Florian and Linklater (2010) as the idea of ‘varieties of inclusion’ i.e. inclusion-as-placement, inclusion-as-education-for-all, inclusion-as-participation as well as social inclusion. Slee (2011 argues, that inclusion needs to be viewed as more than the mere addition of learners with disability into mainstream settings.

The Education White paper 6 defines inclusive education and training in South Africa in policy terms (Buka & Molepo, 2016). The document acknowledges that all children and youth are able to learn, provided they are given appropriate support. This support should be accepted and respected in knowing that each individual learner is different in some way and has different learning needs. In addition, the needs of learners should be equally valued. The department of basic education adopted a strategy that will drive the implementation of inclusive education policy. The SIAS strategy provides guidelines on early identification and support, the determination of nature, level of support required by learners, and identification of
the best learning sites for support. The strategy also provides guidelines on the central role of parents and teachers in implementing the strategy.

According to Makoeelle (2014) inclusion acknowledges that all learners, with support, can learn and that all learners should have full access to and are enabled to participate using a common curriculum. Schools should not only be accessible but should also provide education which serves the needs of all learners. It is an education system that treats all learners as equals and is accessible to all learners irrespective of the barriers to learning.

According to Lewis and Bagree (2013) teachers are often simply not trained or supported to teach children with learning disabilities. Mahlo (2011) reiterates that most classroom teachers indicate that they need intensive training in inclusive education so that they are able to support learners with special educational needs in their classes. The classroom teachers were frustrated by situations that they were unable to handle.

II. Implementation of inclusive education and challenges

Inclusion in education is the huge challenge facing school systems throughout the world. It is evident that the national debates have not fully considered the impact of Inclusive education implementation regardless of the differences in national policies within the different countries (Maher, 2009). According to the Department of Education (2001) the acceptance of this ideal practice does not translate into what actually occurs within the classrooms, because according to the White paper 6 policy, not much has been done in capacitating and developing teachers for its implementation. Maher (2009) further stipulates that despite all, Inclusive Education (IE) is being adopted and embraced worldwide as an ideal model for education. The above-mentioned are the reasons why this process is still faced with many challenges that cannot be resolved easily (Mitiku, Alemu & Mengsitu, 2014).

Chakraborti-Ghosh (2017), conducted a study in India that focused on the developmental process for individuals with special needs in an inclusive environment. According to Chakraborti-Ghosh (2017), inclusive education in India faced several challenges that made it difficult for the education system to address the learning needs of children with disabilities, specifically learners who have been enrolled in mainstream schools and are subject to being isolated /excluded. The exclusion was mostly caused by the curriculum that was not adequate to accommodate such learners, lack of awareness and affordability among parents, lack of resources and social and economic barriers.

South African inclusive education is the way forward, but the implementation of these policies is the real challenge (Oswald & Swart, 2011). There are currently many examples of individual learners with disabilities, such as Down syndrome and physical and sensory disabilities, who have been successfully included in ordinary classrooms and schools (Meltz, Herman & Pillay, 2014). Inclusive education presents many exciting opportunities as well as challenges for education in this country. The experience and knowledge gathered by me as a teacher revealed that at school level, schools establish School Based Support Teams (SBSTs). The primary function of these teams is to put in place properly co-ordinated learner and educator support services (DoE, 2001). Teachers in their respective classes identify learners with learning difficulties and they have to support these learners. When there is no progress, they are referred to the School Based Support Team who also has to give further support and still when there is no
learner progress, they then refer the learners to the District Based Support Team (DBST) who will also administer its support and when there is no progress, those learners are given a number to be placed in a special school.

The challenges that are experienced in the process is that, teachers are not skilled in supporting learners living with disabilities and they can be mistakenly identified as having challenges (Meltz, Herman & Pillay, 2014). DBSTs also take time before these learners can be placed. Due to the many financial, physical and human resource challenges, as well as the inadequate training of mainstream teachers, full inclusion of learners with disabilities or special educational needs into the mainstream remains a challenge (Savolainen, Engelbrecht, Nel & Malinen, 2011).

III. Problem Statement

Teachers are important role players for the successful implementation of inclusive education. The adoption of inclusive education as part of the broader education reform process significantly impacted the role of teachers, particularly with regard to the kind of teaching they should employ in their classrooms (Makoelle, 2014: 132). Although inclusive education is a priority in South African schools, there are factors in the system that affect the implementation and making it difficult for goals to be achieved. Most challenges that are documented revolve around teacher training, resources to accommodate inclusive learning environments, class sizes, academic support as well as an unsafe learner environment (Zungu, 2014; Engelbrecht, 2015; Florian & Linklater, 2010).

Research Question

• What are the challenges faced by primary schools’ teachers in the implementation of Inclusive Education?

Research objective

• To explore the challenges faced by primary schools’ teachers in the implementation of Inclusive Education.

IV. Theoretical Framework

Gibbs theory on Reflective cycle

Gibbs (1988) theory on Reflective cycle has been used. Gibbs' Reflective Cycle was developed by Graham Gibbs in 1988 to give structure to learning from experiences. Gibbs’ theory is relevant in the context of inclusive education. The following aspects were regarded as important stages that assisted the teachers to reflect on their implementation of inclusive education:

Description: Is the stage where teachers explain what they understand about IE. They explain the challenges they are faced with and give the kind of support they offer to learners who are having barriers. They explain their frustrations and satisfaction and what is happening in their classrooms. In the context of the study, Gibb’s model assisted the researcher to know that situations must always be described in detail. Detailed descriptions make the reader or listener to feel or become intimately connected to the experiences recreated.
**Feelings:** Is about feelings that the event triggered as well as what someone’s thoughts were during the situation. At this stage teachers explain their thinking and feelings. They explain whether they are feeling positive or negative towards IE or not. In the context of this study this stage assisted the researcher to realise that negative feelings and negative thinking result in having a negative attitude towards the actions even before they can be attempted.

**Evaluation:** Is the evaluation of the experiences, whether good or bad. This is when the teachers do self-evaluation; they identify their strengths and weaknesses and highlight areas that need to be developed. They come up with the techniques they have used to support learners with barriers either good or bad and explain areas where their techniques did not go well. This assisted the teachers to set their goal for further improvement. In the context of this study, this stage assisted the researcher to realise that evaluation is very important as it makes one aware of what worked well and what did not work well.

**Analysis:** Is about making sense of the situation. Teachers group challenges they are faced with and the kind of support they give to the learners. At this stage the teachers are able to see which methods and strategies can work for the implementation and which ones cannot work. It provides the opportunity to come up with plans that can be of assistance in the near future. This is the phase where teachers take a step back and look at what they have learned from the situation, because of the experience, they will know what to do if they come across a similar situation. This stage of the model assisted the researcher to focus on details around what happened and extract meaning from it and target the different aspects that went well or poor; it also assisted in finding the reasons why.

**Conclusion:** Is a summary of what has been learned. This is the stage where teachers must explain alternative strategies and ways that can be used to overcome their challenges. This is the time where the best strategies and skills are now going to be applied. According to Gibbs (1988) this phase is about what teachers learned and what they could have done differently. This is where teachers reflect on their performance and review the information that has been gathered in supporting learners; this can encourage the teachers to arrive at a good and useful conclusion. Teachers are now able to identify which skills they are lacking or which area of development they are in need of. In the context of the study this stage of the model assisted the researcher to know that conclusions are made about what has been learned and highlight the changes to be made to the actions to improve the outcome in the future.

**Action Plan:** Is about how teachers deal with similar situations in the future or general changes teachers might find appropriate. In the context of this study, Gibbs’ model assisted the researcher to know that planning is for what would be done differently from what was done before by other researchers in the similar or related situations. In this phase actions are developed for future situations. It assisted the researcher to think about how to plan differently and to make sure that the plan happens. Teachers are coming with plans to act on their failures for them not to repeat the same mistakes again. It outlines the steps that are going to be taken to apply what has been learned from the experience and how the similar situation is going to be approached in the future.
V. Research Methodology

This study followed a qualitative approach. According to Flick (2014), a qualitative approach is interested “in analysing the subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images and rather than numbers and statistics.” A qualitative approach cannot be characterised by the superiority of certain methods over and above others. However, presuppose a different understanding of research in general and this goes beyond the decision to use a narrative interview or questionnaire.

VI. Research Design

The research design to be used in this study was the case study. A research design is “a systematic plan for a research project including who to integrate in the research, who or what to compare for which dimensions” (Flick, 2014), and furthermore according to Silverman (2013), the research design is the overall strategy that defines the methods and the way these methods will be used to study a research topic. The approach for this research was qualitative and using this research design, the researcher was able to achieve the goals of the study. This was achieved through linking it with the theoretical framework, research questions, methods used and resources available.

A descriptive case study
A descriptive case study is all about “description, analysis and interpretation of a fact or situation that was observed to exist or happen, especially one whose cause or explanation was in question” (De Vos et al., 2011). In this instance, an in-depth study of occurrences was conducted to come up with a detailed description (Thomas, 2004, in De Vos 2011).

Population and Sampling

Population
The population in this study comprised of 145 primary school teachers and school management teams (SMT) of three primary schools in the Tshwane West District.

Sampling Procedure
Purposive sampling was used to select three schools within the Tshwane West District. From each of the three schools, one member of the SMT and three teachers were sampled making a total of 12 participants.

Data collection
The data collection instruments used in this study was semi-structured one-on-one interviews and document analysis. The aim of the interviews was to obtain primary information from the participants who were selected to participate in the study. Semi-structured one-on-one interviews are also known as in-depth interviews as they are conducted “without utilising any of the researcher’s prior information, experience or opinions in a particular area” (De Vos et al., 2011). Semi-structured interviews allow for more probing of complex issues in the interests of clarity and fosters a relaxed atmosphere that encourages interviewees to open up to issues that are more sensitive.

Document Analysis
Documents analysis is a systematic procedure for reviewing and analysing documents with the aim of interpreting the data in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin & Strauss, 2008 in Bowen, 2009). Document analysis was used in this study to facilitate access to policies and objectives not easily communicated through interviews (Koshy, 2010) such as focus group discussions. The researcher kept a research journal and gathered relevant texts, assessed authenticity of documents and explored documents agenda, biases and content.

Data Analysis
Qualitative data analysis is a search for general statements about relationships among categories of data. McMillan and Schumacher (2010) explain qualitative analysis as a process of interim discovery analysis aimed at developing coded topics and categories that may initially come from the data or may be predetermined, and also pattern-seeking for plausible explanations. The process is an ongoing process using open-ended data and tailoring the method of analysis as required. The researcher initially reads the transcripts and the notes repeatedly in order to gain familiarity with them. Creswell (2012) adds that reading, reading and reading once more through the data force the researcher to become familiar with the data in intimate ways. The researcher listened to all recordings of the interviews, at the same time confirming the accuracy of the transcriptions.

According to Mertler and Charles (2011), data analysis begins with pieces of information that are developed into categories and sub-categories, or themes and sub-themes. I read through the categories of the described observation to identify and group similar categories. The grouped categories were given descriptive labels to become themes. The sub-categories were reformulated into sub-themes. Regarding the data obtained from the document analysis, I read the descriptions and collected documents and classroom curriculum delivery in the various data collection schedules to establish categories and sub-categories, or themes and sub-themes. I proceeded in the same way with all descriptions of data from the general school documentation in Schools A, B, and C to establish categories or themes.

VII. Results

The results of the study are having the following themes: Implementation process of inclusive education by teachers in primary schools; factors that impact negatively on the effective implementation of inclusive education; teachers’ competencies with regards to inclusive education and strategies to be employed to enhance the implementation of inclusive education by teachers in primary schools. These themes guide the following discussions.

Implementation process of inclusive education by teachers in primary schools

The quality of education should be improved by equipping schools and educational centres with the required skills through investing in teacher training and professional development and providing improved teacher supervision and support. When SMT and teachers where asked about the implementation process of inclusive education, they came up with the following different views: Teacher4 responded as follows “Factors affecting the implementation is lack or non-availability of teaching and learning materials for learners with special needs, an environment which is not friendly to learners with special needs for example in our schools there
are no ramps, lack of training for teachers and the curriculum which is not clear to accommodate learners with barriers”

Reflecting on the response, it shows that inadequate learning resources and lack of training of teachers in schools are negatively impacting on the effectiveness implementation of inclusive education. For this reason, implementation of inclusive education could be more effective when learners’ needs are accommodated through the availability of learning resources and material that would support their disabilities and the teachers are fully trained.

Factors that impact negatively on the effective implementation of inclusive education
Learners with disabilities need specialised instructions, tools, techniques and equipment to support them throughout their teaching and learning. Moreover, it should be ensured that the infrastructure is conducive for effective teaching and learning and can cater for all learners despite their challenges and barriers. In support of this statement teacher 9 mentioned that: “I have the following factors that I have identified, namely School and Teacher related factors. The school-related ones are things like resources that are not there to accommodate learners with barriers and the teacher-related ones are lack of training for teachers and teachers who think Inclusive Education bring extra work to them”

Reflecting on the response above, it shows that inadequate learning resources in schools are negatively impacting on the effective implementation of inclusive education. For this reason, the implementation of inclusive education could be more effective when learners’ needs are accommodated through the availability of learning resources and material that would support their disabilities.

Teachers ’competencies with regards to inclusive education
Learners with diverse learning needs could experience barriers to learning if teachers are not responsive to their special needs and the necessary support is not provided. Therefore, it is vital for the education authorities to ensure that teachers are resourceful as curriculum deliverers and they are highly knowledgeable about what is expected from them in class.

In the context of this study, most participants indicated that teachers do not have adequate skills for an inclusive education setting. For this reason, it becomes challenging for inclusive education to be incorporated into teaching and learning. To support this statement, FG2 said that: “Most of the teachers are less skilled pertaining to the implementation of Inclusive Education. They should be trained to equip them with skills of screening, identification, assessment and support. I can say teachers are skilled but not for Inclusive Education. They can only teach learners in the mainstream but not those who have special educational needs. So if they want teachers to excel in Inclusive Education, they must offer us training and support us”

This suggest that investing in proper training and ongoing teacher development could contribute to the success of inclusive education, moreover comprehensive training would fully prepare teachers and enable them to teach learners with diverse learning styles and needs.

Strategies employed to enhance the implementation of inclusive education by teachers in primary schools.
Based on the responses from participants, it was noted that the Gauteng Department of Education did not achieve their objectives of ensuring that inclusive education is effectively implemented in primary schools. While factors that impacted negatively on implementation were
revealed by most participants, the importance of coming up with strategies to ensure success of this project were imperative.

In addition, it was found that collaborating with special school teachers who have in-depth knowledge in inclusive education and therapists such as psychologists, social workers, and occupational therapists could be beneficial to inclusive education. Moreover, platforms could be made available where ideas, views and opinions are shared. In doing this, teachers could share good practices and learn from each other.

VIII. Discussion

The results were summarized under the following sub-themes: Capacitating teachers through training and workshops; teachers’ guidance through the use of policies; lack of knowledge in inclusive education; inadequate understanding of inclusive education by teachers; resources to support inclusive education; learner overcrowding; unnecessary paperwork; lack of proper teacher training in the implementation of Inclusive Education; complex inclusive education curriculum; lack of adequate skills for an inclusive education environment; unprepared teachers for inclusive education; ongoing training and development for teachers; availability of resources for inclusive education; the impact of infrastructure on inclusive education; the role of the SBST in schools.

**Capacitating teachers through training and workshops**

This study found that teachers were capacitated through training and the attendance of workshops to ensure that teachers are updated of new developments and sensitise them of various approaches that can be followed in working with learners with disabilities. This was confirmed by Forlin and Chambers (2011) who highlighted the importance of exposing teachers to other special areas of training in an attempt to provide the best responses to the specific needs of the students.

On the other hand, the study discovered that even though training was conducted for teachers, the training duration was too short and did not yield the desired results. It was imperative that training must be comprehensive and ample time must be dedicated to it to ensure that teachers grasp important concepts and fully understand what is expected of them. This was confirmed by Mahlo (2011) who indicated that intensive training in Inclusive Education is needed by most teachers so that they are able to support learners with special educational needs in their classes.

**Teachers’ guidance through the use of policies**

The study further found that while policies have been put in place to guide teachers on inclusive education, most teachers was not aware of the existence of such policies, and the rest had only heard from their colleagues about the White Paper 6. The GDE and school management teams were supposed to have emphasised the importance of this document to all teachers to assist them in embracing and responding to the many questions that exist. Maher (2009) reiterates that the Education White Paper 6 emphasises that there should be provision for educational inclusion of learners with disabilities and special needs.

**Lack of knowledge in inclusive education**

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The study revealed that most teachers lacked the knowledge of inclusive education. For this reason, implementation would not be possible with teachers who do not possess the required knowledge of inclusive education. Mahlo (2011) revealed that the school-based support teams lacked the knowledge and skills to assist learners and teachers and yet empowering the school based support teams could be one strategy to enhance the implementation of inclusive education. The study also found that the inadequate understanding of inclusive education by teachers disadvantaged the implementation process and learners themselves. Intense teacher training could therefore prepare teachers for implementation and enhance their understanding for inclusive education. Training in the field of special needs education appears to enhance understanding and improve attitudes regarding inclusion (Lewis & Bagree, 2013).

**Inadequate understanding of Inclusive Education by teachers**

With regard to knowledge about inclusive education, it came out that that inadequate understanding of inclusive education by teachers disadvantaged the implementation process and learners themselves. According to Oswald and Swart (2011) several complaints were raised by teachers who felt that they were being forced to engage in education areas that they did not specialise in. Moreover, teachers believed that they chose to be in the mainstream teachers, however, it was unfair of them to be expected to accommodate learners with special needs. Similarly, Franke et al. (2010) argue that teachers often find themselves in a predicament of being unable to meet the daily demands of learners with disabilities.

**Resources to support Inclusive Education**

The study revealed that the availability of learning resources in schools could ensure that learners with learning barriers are well taken care of and could be beneficial to the effective implementation of inclusive education. According to Tchintcharauli and Javakhishvili (2017), there should be flexibility within an IE system that would make use of several teaching resources and instructional materials that would accommodate the needs of all learners regardless of their challenges. Furthermore, teachers may be encouraged to make use of non-traditional learning resources such as videos, audio, kinaesthetic, and even multimedia to make learning more accessible and exciting. As a result, this can also benefit learners without disabilities (Mara, 2014).

**Learner overcrowding**

This study was conducted in Tshwane West District where most primary schools are experiencing overcrowding of learners. Therefore, it came out that overcrowding of learners impacted negatively on the implementation of inclusive education. This was confirmed by Daudji et al. (2011) who indicate that some challenges that schools experience in the implementation of inclusive education are as a result of overcrowding and the facilities could be swamped which could compromise quality education. In addition, the study found that the high number of learners in each classroom made it impossible for teachers to give individual attention to learners. According to Das et al. (2013) learners with special needs should not be more than regular learners in one class. Individualisation and special attention cannot prevail in such circumstances.

**Unnecessary paperwork**
The study further revealed that teachers were overwhelmed by the additional work brought by IE and the increased paper work they were faced with of reports they needed to compile in ensuring that learners with disabilities receive help. The study of Malatji, Mavuso and Malatji (2018) revealed that good working relations between the parents and teachers reduce the burden on the side of teachers. Therefore, it is important for parents to volunteer in schools to assist with some of the work.

**Lack of proper teacher training in the implementation of Inclusive Education**
The study revealed that therapists were invited to schools to reinforce the training that was already conducted by the GDE officials. According to Beacham and Rouse (2012) the involvement of specialists and therapists; and teacher training could enable teachers and other learners to accept and learn to accommodate learners with barriers. On the other hand, the study discovered that even though training was conducted for teachers, the training duration was too short and did not yield the desired results. It was imperative that training must be comprehensive and ample time must be dedicated to it to ensure that teachers grasp important concepts and fully understand what is expected of them. This was confirmed by Mahlo (2011) who asserts that intensive training in inclusive education is needed by most teachers so that they are able to support learners with special educational needs in their classes.

**Complex Inclusive Education curriculum**
It was revealed in this study that there were many challenges experienced by teachers with regard to the curriculum which was too complex, more especially when they have to differentiate it to accommodate learners who are having learning barriers. For this reason, teachers believed that this challenge could be alleviated if they (teachers) could be made part of the decision-making process when developing the curriculum. As a result, Oswald and Swart (2011) emphasise that a curriculum that could highlight life skills and that could be designed to maximise independent functioning could best be used for learners with disabilities.

**Lack of adequate skills for an Inclusive Education environment**
This study found that teachers lacked the practical skills in teaching within an inclusive education setting. This was confirmed by Oswald and Swart (2011) who reiterate that not many teachers pursued the special education training; hence there were not many teachers with the necessary skills to deal with the learners with disabilities. For this reason, teachers were challenged by the education system to willingly be supportive to the inclusion policies. Net et al. (2011) add by stating that the lack of interest to support inclusive education is a barrier to schools within the inclusive education setting.

**Unprepared teachers for Inclusive Education**
The study revealed that teachers were unprepared to integrate inclusive education into teaching and education due to the inadequate training and teacher development. As a result, they (teachers) displayed frustration, anger and negative attitude towards IE because they believed that it could lead to lower academic standards. According to Makoelle (2014), teachers who have not undertaken training regarding the inclusion of learners with disabilities and special learning
needs may exhibit negative attitudes toward such inclusion whilst increased training was associated with more positive attitudes toward the inclusion of learners with disabilities.

**Ongoing training and development for teachers**
The study discovered that continuous training and development for teachers could be one of the strategies that could be employed to enhance effective implementation of inclusive education in primary schools. Ongoing teacher training and development could empower teachers with the necessary skills that would make it possible for learners with learning barriers and challenges to be catered for. In addition, the study revealed that ongoing training could also assist teachers in identifying learning barriers from an early stage and assist in doing referrals and remedial actions when these are needed. This was confirmed by Florian and Linklater (2010) who argue that a crucial element in the development of successful inclusion in mainstream schools is training and support for teachers. Teachers need professional development and support in order to implement successful inclusive education within the mainstream classroom.

**Availability of resources for Inclusive Education**
The study revealed that most schools did not have adequate learning resources to accommodate the needs of learners more specifically those with learning barriers. In addition, the study found that support to these learners was also lacking due to the unavailability of tools, techniques and equipment to back their teaching and learning. Polat (2011) confirms that inclusive education cannot be possible on its own. There are crucial elements and resources that need to be utilised for a complete inclusive education setting. In addition, Nel, Müller and Rheeders (2011) cited that to be able to accommodate all learners in an inclusive education setting, it is important that a variety of learning material must be employed to equally meet the diverse needs of learners.

**The impact of infrastructure on Inclusive Education**
The study revealed that infrastructure plays a major role in the implementation of inclusive education. This was confirmed by Beacham and Rouse (2012) who indicate that the success in inclusive education depends on the learning resources and infrastructure that could be conducive to accommodate learners with special needs. In addition, while not all the regular schools have been built to accommodate learners with special needs, policy dictates that all learners must be accommodated in schools regardless of their challenges. As a result, it is often an inconvenience for regular schools to adjust the infrastructure to suit the needs of specialised learners (Bhatnagar & Das, 2014).

**The role of School Based Support Teams in schools**
The study revealed the importance of SBST in schools. Therefore, collaborating with special school teachers, therapists, and teachers who have in-depth knowledge and experience in inclusive education could assist teachers in the mainstream with ideas of accommodating learners with barriers and ensuring that they are accepted back into the communities. This was confirmed by Mahlo (2011) who opines that a supportive environment where there is collaboration among teachers, district officials, principals, parents and learner support for teachers, is crucial for successful implementation of inclusive education.

**IX. Conclusion**
Teachers are primary implementers of inclusive education; they require training and solid structured support at all levels and from the wider community in order to meet the needs of all learners. Educator training programmes are a priority for consideration. Schools should insist on training programmes for the educators. SMTs at institution level should also receive a comprehensive training programme as they are the primary movers for change within the schools.

X. Recommendations
The study recommends that the teacher-learner ratio should be adjusted in order to enable teachers to pay effective attention to the needs of each learner. The study further recommends that the educators need to develop skills that would enable them to respond to the special needs of learners and improve their skills and knowledge as well as develop new skills and knowledge. The study also recommends that since support from the District officials is minimal the department of education should supply schools with ready to use tailor-made resources that teachers could use to address a specific barrier experienced by a particular learner.

References


