

## Challenges in Implementing Inclusive Education in Some Selected South African Schools

Vusi Mncube<sup>1\*</sup>, Nicholas Lebopa<sup>2</sup> and Adesegun B. Titus<sup>3</sup>

<sup>1,3</sup>*University of Fort Hare, PB X1314, Alice 5700, South Africa*

<sup>1</sup>*Telephone: +27765625104, E-mail: vmncube@ufh.ac.za*

<sup>3</sup>*Telephone: +2348033463621, E-mail: tsegun@ufh.ac.za*

<sup>2</sup>*University of Witwatersrand, Johannesburg, South Africa*  
*E-mail: nicholas.lebopa@wits.ac.za*

**KEYWORDS** Inclusion. Investigation. Physically Challenged. Problems. Prospects

**ABSTRACT** The introduction of inclusive education (IE) into the primary school curriculum is faced with myriad of challenges and prospects. This empirical study therefore employed a case study design using a qualitative approach to investigate the problems and prospects of implementing inclusive education in primary schools in Mafikeng, South Africa. The study investigated practitioners' level of training, availability of infrastructure and resources for IE implementation in selected primary schools. Semi-structured interviews, observations and document reviews were used to elicit information from the participants. Results were analysed using thematic analysis. Findings from the study revealed that although participants were aware of the benefits of IE, majority of primary school teachers received inadequate training on Inclusive Education. Also, support in terms of infrastructure is grossly inadequate. The study therefore recommends that training programmes should be organized for teachers to assist in the classification and identification of disability types in order to assist learner who needs special academic needs.