

Theme 1: Inclusive education
Subtheme A – Learning Barriers

Participants	Quotation	Transcripts line numbers
P 1	"Some have Attention-Deficit Hyperactive Disorder, some have Down syndrome and some have a slow development"	75-76
P2	"Some of our learners already have a disability, either visually impaired or blind. A lot of my children also have Attention-Deficit Hyperactive Disorder or Attention-Deficit Disorder"	115-116
P2	"Obviously, it makes it more difficult because they already have a main disability but they also have learning problems. Some of them have dyslexia, and then a lot of them have more minimal learning school problems like fine motor skills"	117-121
P3	Most of the children do not know how to read. When you read for them they understand, but when they actually need to read for themselves they can't pronounce words. When you ask them to come speak they can listen and speak to you about the story they have been listening to. Some of kids they don't have confidence, they lack that confidence and also there are learners who only recognise only numbers, but not sentences, words and how to use them to form sentences. So I have never given the learning problem a name, I could only explain what I have realised so far with the learners that am teaching, because am not a doctor. I could say maybe a child has Autism spectrum because it includes a lot of things, but it not like that	90-101
P6	"I am in grade one. There are some learners that are not school ready, you know they are not ready for school"	14-15
P8	"I have a lot of kids who like... last year I had a child who came from Malawi and this year I have a child that came from Nigeria. So they struggle with English a lot; they do not understand what I am telling them. A lot of the kids from grade 3, when they come here they cannot read, they cannot spell, they can't sit still only for 10 minutes to do the work. They are very hyperactive, so it is difficult."	58-65

Theme 1: Inclusive education
Subtheme B – Inclusive education training

Participants	Quotation	Transcripts line numbers
P5	"I honestly think it's vital to let all professionals in education sector to be trained for inclusive education, so that all teachers and all professionals are able to assist all learners, irrespective of the barriers that they face."	65-68
P5	"I feel teachers are a little bit sceptical, they are not really clued up on the White Paper 6, and they not clued up on how inclusion works. So I think there has to be a mass training for teachers."	79-84
P6	"I think it must be a requirement, you know for entry into the education system. If you do not know anything about inclusion, actually it is like you don't know what you are going to do in the field. You will just implement everything as it is for every learner in your class."	35-42
P7	"We didn't have the training from the Department of Education to deal with learners who experience those problems. We need to be trained and skilled enough to deal with those learners to be able to support them and to workshop the parents, to remove the concept that their learners have learning difficulties"	76-80
P7	"If the departments can train us on how to support those learners, we will accommodate them, support and view them as unique, and embrace diversity in the school. This way we will be able to create an environment which will accommodate every learner irrespective of their learning abilities or physical impairment. I think we need training on this, on how to implement inclusive education in our schools"	83-89
P7	"I feel I have been equipped enough, but what about other teachers? What about the parents?"	93-95