

## **Chapter-8**

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# **Challenges Experienced by Teachers in the Implementation of Inclusive Education at Mapela Circuit in South Africa**

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### **Abstract**

The goal of this study was to investigate the challenges experienced by primary school teachers in the implementation of inclusive education at Mapela Circuit, Limpopo Province. An interpretive qualitative case study was used to investigate the research problem. Twenty primary school teachers were purposively selected as a sample. Data were gathered using semi-structured interviews. Data The data was thematically analyzed. Findings indicated challenges such as teachers' lack of skill for accommodating learner diversity, the shortage of resources, large classes, and limited time, compromising the management and accommodation of learners experiencing additional support needs in the classroom, implying that inclusive education is not effectively implemented in schools. The screening, identification, assessment, and support provision (SIAS) strategy is not understood, enforced, or implemented in schools.

**Keywords:** Inclusive education, global paradigm, human rights, learners with disabilities, learning barriers

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