

**Staff and disabled students' experiences of disability support,
inclusion and exclusion at Stellenbosch University**

**Marcia Mirl Lyner-Cleophas
(B.A., HDE, B.Ed., M.Ed.Psych.)**



**Dissertation presented for the degree of
Doctor of Philosophy in the Faculty of Arts and Social Sciences**

at

Stellenbosch University

Supervisor: Prof. L. Swartz

December 2016

Declaration

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and has not previously in its entirety or in part been submitted at any university for a degree.

Signature:

Date: December 2016

**Copyright © 2016 Stellenbosch University
All rights reserved**

Acknowledgements

As the author of this study, I would like to express my deepest gratitude to Professor Leslie Swartz who guided me with his scientific expertise, patience and passion for disability studies. The holistic support he offers his students remain remarkable!

To my mother for the patience and perseverance she sub-consciously taught me and which I only now understand as well as for the memory and presence of my late disabled sister. Also to my remaining sisters who always encouraged me, shared words of wisdom and actively assisted me in times of need, especially Rochelle Lyner.

All the students and staff members who took part in this study did so with fervour and wanted to voice important information that will be taken forward as a result of this study.

My gratitude also extends to my husband André and son William, for their consistent encouragement during this process of completing my doctoral dissertation and for literally keeping the home fires burning and managing my absences.

A special thanks also goes to the Erasmus Mundus Action 2 for South Africa (Ema2sa) exchange programme facilitated by the SU International Office and the Department of International Studies at Masaryk University in Czech Republic. The knowledge and experiences gained by this staff exchange has improved my understanding of how systems can work together to improve the higher education experience for students with disabilities. My exposure to the working of the Support Centre for Students with Special Needs at Teiresiás, Brno in Czech Republic, of which Dr Petr Peňáz is the director at the Centre, was remarkable. Dr Lenka Slepíčková and Prof Karel Pančocha at the Institute of Inclusive Education at Masaryk University, and our debates around inclusion and special needs education enriched my knowledge about these systems. Added to this was my exposure to the technological and social support to blind and visually-impaired students at the ICC (15 July – 21 July 2013 in Telc, Czech Republic) and my deliberations at the 8th International Conference in Higher Education and Disability (22 July – 25 July 2013, in Innsbruck, Austria). This was a once in a lifetime

feast of discussion and experiences around inclusion and exclusion in the disability studies field in Europe, the USA and UK that I hope to rekindle. This has given me a good Global North experience, just as my deliberations with The African Network of Evidence-to-Action (AfriNead) and Higher and Further Education Disability Services Association (HEDSA) in South Africa has given me more exposure to the Global South experience.

A special thanks also goes out to the Centre for Student Counselling and Development at Stellenbosch University for the supportive research environment created and to my colleagues at the disability unit for their encouragement. My special group of supportive friends include the aspirant doctors part of Eagle Vision and the Shining Stars: Dr Trunette Joseph, Vanessa Witbooi-Johnstone, Adv Sandra Williams, Giepie Joseph, Wally Johnstone, Neil Williams, Lynette Collair, Melanie Sadeck, Zena Scholtz and Rolene Liebenberg – you get a distinctive thumbs up for your commitment and support!. You were the perfect sounding boards at the right time. Mumtaj Parker, Hambly Matthews and Claudia Saunderson need special mention too, so does Tarnia van Zitters, Beverly Brown, Mayleen Koopman and Verna Carolissen-Mackay who stayed alongside me all the way. A thanks to Jacqueline Gamble for her editing expertise and Dr Charlotte Capri for assistance with my research. Finally, Leon and Carol, did a superb job of transcribing the many hours of interviews for this dissertation.

And lastly, the postgraduate support group initiated by Dr Susan van Schalkwyk and continued by Dr Nicoline Herman, were my steadfast support through thick and thin on campus. The writing retreats were most useful for focused reading and writing.

Abstract

Inclusive education is a key means to redress inequalities and exclusions in society. Disability inclusion in higher education in South Africa has only recently been given increased attention and content in the form of the White Paper on Post-School Education and Training (2013). In 2015, a disability strategy framework for higher education was commissioned by the minister of Higher Education and Training, as an outflow of the 2013 White Paper. Students with disabilities are increasingly furthering their studies in the post-school sector. This study examines how far Stellenbosch University (SU) has come in its quest to be inclusive and accessible to students with disabilities.

Aims

The primary aim of this study was to understand affected students' experiences of disability inclusion and exclusion at SU and the support that they were receiving. A secondary aim was to understand why some students did not continue to accept available support, despite having indicated a disability on application to SU. The final aim was to understand how staff experienced the inclusion and exclusion of students with disabilities at SU.

Methods

A mixed methods QUAL-quan research study was done using an interpretivist approach in a social constructivist paradigm. Qualitative data were collected by means of interviews with 26 staff members who represented faculty, administration and support services across SU. A total cohort of 549 students received an e-survey, to which 111 responded, as follows: a non-user group of support consisting of 254 students of whom 49 responded to the e-survey; the second group of students were using support and made up 295 students of whom 62 responded to the e-survey. Seven of the user group were interviewed as a group. An individual interview was conducted with one student who could not attend this group, and one student who was not using services was also interviewed.

Findings

The findings of this study highlighted both disability inclusive and exclusive practices from the perspective of students using support at SU. The University generally provides support by way of policy and practice, and it was found that such support tended to level the playing field for students. On the other hand, practices of exclusion in evidence included the tedious application process for support; inconsistent lecturer support; challenges with the physical environment; and the fact that less visible disabilities tended to result in less support.

The non-users of support elucidated both disability inclusive and exclusive practices. For some students, the ability to adapt to conditions given the nature of their disability made it unnecessary to seek support; being able to stay in a university residence permitted better mobility; and self-advocacy for a disability fostered better inclusion. Practices of exclusion that were noted included not knowing where to go for support; physical barriers to mobility; staff constructions of disability and support; and the perception of the exorbitant cost of support that prohibited support-seeking behaviour.

Disability inclusion and exclusion practices were also noted by staff. Disability inclusive practices were the general awareness around disability, the inclusion of diversity on campuses, nationally and internationally; having personal involvement with disability was a driver of support; cross-campus collaboration augured well for disability inclusion; and the exposure to more students with diverse needs provided learning opportunities to staff. Exclusionary disability-related aspects included the fact that some staff would at times forget to provide the requested support; the existence of negative stereotypes about students with disabilities; the continuing issue of physical access; inadequate campus-wide collaboration; the high cost of inclusion; and insufficient training for staff regarding disability inclusion.

Recommendations

Recommendations made included the need for more in-depth training for staff regarding disability inclusion and the conflicted notions around this and the need for better SU management understanding and encouragement of a campus-wide disability inclusive ethos at all levels of the institution, including policy imperatives. The

notion of creating a caring institution and what this means for each person on campus could go a long way to creating a disability inclusive campus climate. This would be evidenced in each department on campus, reflecting on their structures and processes, and enhancing planning for disability inclusion as part of their effort to transform the campus in a way that fosters access and universal design.

Keywords: disability inclusion and -exclusion; mixed methods; higher education; South Africa

Opsomming

Inklusiewe onderwys is 'n belangrike manier om ongelykhede en uitsluiting in die samelewing reg te stel. Gestremdhedsinklusiwiteit in die hoër onderwys in Suid-Afrika het maar onlangs eers meer aandag en inhoud ontvang in die vorm van die Witskrif oor Naskoolse Onderwys en Opleiding (2013). As 'n uitvloeisel van die Witskrif van 2013, het die Minister van Hoër Onderwys en Opleiding in 2015 'n strategiese raamwerk oor gestremdhede in die hoër onderwys laat opstel. Al hoe meer studente met gestremdhede studeer verder ná skool. Hierdie studie ondersoek dus hoe ver die Universiteit Stellenbosch (US) gevorder het in sy strewe om inklusief en toeganklik te wees vir studente met gestremdhede.

Doelwitte

Die hoofdoelwit van hierdie studie is om geaffekteerde studente se ervarings van gestremdhedsinsluiting en -uitsluiting aan die US sowel as van die beskikbare steun te verstaan. 'n Sekondêre doelwit is om te begryp waarom sommige studente kies om nie die beskikbare steun te gebruik nie, al het hulle ten tyde van hulle aansoek by die US 'n gestremdheid aangedui. Die laaste doelwit is om te verstaan hoe personeellede die insluiting en uitsluiting van studente met gestremdhede aan die US ervaar.

Metodes

'n KWAL-kwan-navorsingstudie met gemengde metodes is met behulp van 'n vertolkende benadering in 'n sosiaal-konstruktivistiese paradigma uitgevoer. Kwalitatiewe data is ingesamel deur middel van onderhoude met 26 personeellede, wat alle fakulteite sowel as administratiewe en steundiensteafdelings van die US verteenwoordig het. 'n Algehele kohort van 549 studente het 'n e-opname ontvang, van wie 111 gereageer het. Die studentesamestelling was soos volg: 'n groep van 254 studente wat nie van US-steun gebruik maak nie, van wie 49 die e-opname voltooi het ('die nie-gebruikergroep'), en 'n groep van 295 studente wat wél van US-steun gebruik maak, van wie 62 die e-opname voltooi het ('die gebruikergroep'). Daarbenewens is 'n gesamentlike groeponderhoud met sewe lede van die gebruikergroep gevoer. 'n Individuele onderhoud is gevoer met een student wat nie laasgenoemde groep kon bywoon nie, sowel as met een student in die niegebruikergroep.

Bevindinge

Die bevindinge van hierdie studie dui op sowel insluiting- as uitsluitingspraktyke met betrekking tot gestremdheid uit die oogpunt van studente wat wél van US-steun gebruik maak. Die Universiteit bied oor die algemeen ondersteuning deur middel van beleid en praktyk, en daar is enersyds bevind dat hierdie steun meestal 'n gelyke speelveld vir studente skep. Andersyds word uitsluitingspraktyke opgemerk, waaronder die omslagtige aansoekproses om steun; inkonsekwente steun deur dosente; uitdagings met die fisiese omgewing, en dat minder sigbare gestremdhede geneig is om minder steun te ontvang.

Die nie-gebruikergroep het eweneens na insluiting- én uitsluitingspraktyke met betrekking tot gestremdheid verwys. Vir sommige studente het hulle vermoë om by omstandighede aan te pas weens die aard van hulle gestremdheid, dit onnodig gemaak om steun te bekom; het koshuisinwoning beter mobiliteit meegebring, en het selfvoorspraak vir 'n gestremdheid beter insluiting bewerkstellig. Uitsluitingspraktyke wat opgemerk is, sluit in 'n gebrek aan kennis oor waar steun bekom kan word; fisiese mobiliteitshindernisse; personeelkonstruksies van gestremdheid en steun, en opvattinge oor die buitensporige koste van steun, wat studente daarvan weerhou om steun te soek.

Ook personeel het van insluiting- én uitsluitingspraktyke met betrekking tot gestremdheid melding gemaak. Insluitingspraktyke behels onder meer 'n algemene bewustheid van gestremdheid; die insluiting van diversiteit op kampusse, sowel nasionaal as internasionaal; persoonlike betrokkenheid by gestremdheid as 'n dryfveer vir steun; samewerking oor die kampus heen, wat gestremdhedsinklusiwiteit bevorder, en blootstelling aan al hoe meer studente met diverse behoeftes, wat as leergeleenthede vir personeel dien. Gestremdhedsverwante uitsluitingsaspekte sluit in dat sommige personeel soms vergeet om die vereiste steun te bied; negatiewe stereotipes oor studente met gestremdhede; die voortgesette kwessie van fisiese toegang; onvoldoende kampuswye samewerking; die hoë koste van insluiting, en onvoldoende personeelopleiding met betrekking tot gestremdhedsinklusiwiteit.

Aanbevelings

Studieaanbevelings sluit in die behoefte aan deegliker personeelopleiding met betrekking tot gestremdheidsinklusiwiteit sowel as die teenstrydige opvattinge daaroor, en die behoefte aan beter begrip en aanmoediging deur die US-bestuur van 'n kampuswye gestremdheidsinklusiewe etos op alle vlakke van die instelling, wat noodsaaklike beleidskwessies insluit. Die daarstelling van 'n instelling wat omgee, en 'n begrip van wat dít vir elke persoon op kampus beteken, kan baie bydra tot die skep van 'n gestremdheidsinklusiewe kampusklimaat. Elke departement en afdeling op kampus behoort hieraan deel te neem en na te dink oor hulle strukture en prosesse, om sodoende hulle beplanning vir gestremdheidsinklusiwiteit te versterk as deel van hulle pogings om die kampus te transformeer wat toegang en universele ontwerp betref.

Sleutelwoorde: gestremdheidsinklusiwiteit en –uitsluiting; gemengde metodes; hoër onderwys; Suid-Afrika

Table of Contents

Declaration	i
Acknowledgements	ii
Abstract	iv
Opsomming	vii
Table of Contents	x
List of Tables	xvii
List of Figures	xviii
Clarification of key concepts, abbreviations and acronyms used	xix
CHAPTER ONE: ORIENTATION TO THE STUDY	1
1.1 Orientation to the research problem	1
1.2 Higher education and disability research in South Africa	7
1.3 A brief overview of Stellenbosch University	9
1.4 Rationale for the study	12
1.5 Description of the research problem	13
1.6 Conceptual framework	13
1.7 Research methodology	15
1.8 Rationale for the research design	15
1.9 Structure of the dissertation	16
CHAPTER TWO: POSITIONING DISABILITY SYSTEMICALLY	18
2.1 Introduction	18
2.2 The medical model of disability with a brief critique	18
2.3 The social model of disability response to the medical model	20
2.4 Is the social model sufficient?	21
2.5 The ICF and the biopsychosocial model as the preferred way to approach disability	23
2.6 Bronfenbrenner's Ecological Systems Theory and inclusion	26
2.6.1 The microsystem	28
2.6.2 The mesosystem	28
2.6.3 The exosystem	28
2.6.4 The macrosystem	29
2.6.5 The chronosystem	29
2.7 Bronfenbrenner and the higher education environment for students with disabilities	29
2.7.1 The microsystem	30
2.7.2 The mesosystem	31

2.7.3 The exosystem	31
2.7.4 The macrosystem.....	31
2.7.5 The chronosystem.....	32
2.8 Universal Design (UD) and inclusion.....	32
2.9 Universal Design for Learning (UDL).....	35
2.10 UD and UDL in our context.....	39
2.11 Conclusion.....	41
CHAPTER THREE: SITUATING SOUTH AFRICA GLOBALLY WHILE GAZING AT DISABILITY INCLUSION AND THE STELLENBOSCH UNIVERSITY CONTEXT	42
3.1 Introduction.....	42
3.2 The exclusion of people with disabilities in South Africa.....	43
3.3 Transformation of higher education in South Africa.....	45
3.4 Disability as transformation imperative in South African higher education institutions.....	49
3.5 Transformation of higher education globally in the context of disability.....	55
3.5.1 The influence of the Salamanca Statement and Framework for Action on Special Needs Education of 1994 in promoting disability inclusion.....	59
3.6 Disability and higher education in Africa.....	61
3.7 Stellenbosch, transformation and disability inclusion	62
3.8 How UD and UDL and Tronto's notion of caring institutions can help to realise transforming universities	71
3.9 Conclusion	72
CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY	73
4.1 Introduction.....	73
4.2 Study 1: Students with disabilities (users of support)	78
4.2.1 Sampling and participation	78
4.2.2 The pilot survey	78
4.2.3 The online survey.....	79
4.2.4 The focus group.....	80
4.2.5 Data analysis.....	82
4.2.6 Member checks and data validation.....	83
4.3 Study 2: Students with disabilities (non-users of support)	84
4.3.1 Sampling and participation	84
4.3.2 The electronic survey.....	85
4.3.3 The pilot survey	85
4.3.4 The one interview	85

4.3.5 Data Analysis	86
4.3.6 Member checks and data validation.....	86
4.4 Study 3: The staff interviews.....	86
4.4.1 Sampling and participation	86
4.4.2 The pilot interview	89
4.4.3 Staff interview schedule and process.....	90
4.4.4 Data analysis.....	91
4.4.5 Member checking and data validation	91
4.5 Ethical matters	91
4.6 Limitations of the research process.....	92
4.7 A summary of the data collection process for staff and students.....	93
CHAPTER FIVE: RESULTS – EXPERIENCES OF STUDENTS.....	96
5.1 Introduction	96
5.2 Users of support at SU (2012 – 2013): Profile of population sample	96
5.2.1 Introduction.....	96
5.2.2 Disability categories of respondents.....	97
5.2.3 Satisfaction levels regarding support at SU	98
5.3 Experiences of disability inclusion in the process of support.....	99
5.3.1 Theme 1: The University and its facilitation of support.....	99
5.3.1.1 Sub-theme 1a: Contrasting views of support facilitation.....	103
5.3.2 Theme 2: The role of the student in getting support.....	106
5.3.3 Theme 3: Support levels the playing fields	107
5.3.3.1 Sub-theme 3a: Experiences of lecturer support.....	110
5.4 Exclusionary practices in the process of support	110
5.4.1 Theme 4: Less visible disabilities, forgetfulness and inflexibility	110
5.4.2 Theme 5: Out of classroom experiences.....	113
5.4.3 Theme 6: Financial exclusion.....	114
5.4.4 Theme 7: Academic support and exclusion	114
5.4.5 Theme 8: Exclusion based on health, social and psychological/attitudinal factors	114
5.5 Theme 9: Disability and identity	115
5.6 Theme 10: The experience of school support.....	117
5.6.1 Theme 10a: Special schools	117
5.7 Theme 11: The implementation of disability policy at SU	119
5.7.1 Theme 11a: Negative views on the policy of inclusion and its implementation.....	123

5.8 Non-users of support.....	127
5.8.1 Disability categories in the Non-User group.....	127
5.8.2 Reasons for not using support	128
5.9 Further reasons for not using support	129
5.9.1. Theme 1: Unsure of support on campus	129
5.9.2 Theme 2: Physical and mobility to access	130
5.9.3 Theme 2a: Students' adaptation to the environment.....	130
5.9.4 Theme 3: Stigma and less visible disabilities	131
5.9.5 Theme 4: Staff constructions of support and impact on support behaviour.....	132
5.9.6 Theme 5: Students' constructions of disability and support-seeking behaviour.....	133
CHAPTER SIX: RESULTS – STAFF INTERVIEWS	135
6.1 Introduction.....	135
6.2 Theme 1: Knowledge of the disability policy environment	135
6.2.1 Awareness of national and international policies	135
6.2.2 Campus policies	139
6.3 Theme 2: Staff discourses around inclusion, diversity and transformation	142
6.3.1 The diverse interpretations of inclusivity.....	142
6.3.2 Changing campus climate.....	143
6.3.3 Emerging disability inclusive views and practices.....	146
6.4 Theme 3: The value of deeper collaborations campus-wide	154
6.4.1 Early systemic interventions and prospective students.....	154
6.4.2 Faculty-specific interventions	155
6.4.3 Successful inclusion fosters more inclusion on campus	157
6.4.4 Collaboration and support challenges.....	160
6.4.5 The value of having a coordinator within the faculty for disability support	164
6.4.6 The benefits of good communication networks on campus.....	167
6.4.7 Broad consultation needed with disability inclusion	171
6.4.8 Residences as one of the role-players in the support process	172
6.4.9 Collaborative support beyond graduation.....	174
6.5 Theme 4: Complexities around inclusion campus-wide	174
6.5.1 Perceptions and attitudes as exclusionary	175
6.5.2 Physical access and mobility.....	178
6.5.3 The contested area of the costs of inclusion.....	186
6.5.4 Special contentious cases of exclusion	189

6.5.4.1 Acceptance to a course depending on your disability	189
6.6 Theme 5: Advocacy work regarding disability.....	191
6.6.1 Disability as a contested term	191
6.6.2 People with disabilities and low levels of employment.....	193
6.6.3 Disability location, awareness and advocacy work.....	194
6.6.4 Impact of personal experiences with and responses to disability.....	196
6.7 Theme 6: Staff training	200
6.7.1 The need for training.....	200
6.7.2 Complexities of teaching visually-impaired students	201
6.7.3 Suggestions for training.....	204
6.8 Conclusion	206
CHAPTER SEVEN: SUMMARY AND DISCUSSION – STUDENTS AND STAFF	208
7.1 Inclusionary and exclusionary disability practices of students using support	209
7.1.1 Practices of disability inclusion at SU for the user group	210
7.1.1.1 The University and its facilitation of support	210
7.1.1.2 How support levels the playing fields.....	211
7.1.1.3 The experience of lecturer support	211
7.1.1.4 Policy and inclusionary practices.....	211
7.1.2 Practices of disability exclusion at SU for the user group.....	212
7.1.2.1 The process of applying for support.....	212
7.1.2.2 Lecturer support	212
7.1.2.3 The out of classroom experiences	212
7.1.2.4 Less visible disabilities and the use of support	213
7.1.2.5 Financial exclusion	213
7.2 Inclusionary and exclusionary disability practices of students not using support.....	214
7.2.1 Practices of disability inclusion at SU for the non-user group	215
7.2.1.1 Students' adaptations to the environment.....	215
7.2.1.2 Students and mobility on campus	215
7.2.1.3 Students' constructions of disability	216
7.2.1.4 Disability advocacy	216
7.2.2 Practices of disability exclusion at SU for the non-user group.....	216
7.2.2.1 Unsure of support on campus.....	216
7.2.2.2 Physical and mobility barriers to access	217
7.2.2.3 Academic and support staff constructions of support	218

7.2.2.4 The cost of support.....	218
7.3 Inclusionary and exclusionary disability practices from the perspective of staff who support students.....	218
7.3.1 Disability inclusionary practices	219
7.3.1.1 The disability policy environment and disability conceptualisation	219
7.3.1.2 Staff personal involvement with disability.....	220
7.3.1.3 Cross campus collaboration	220
7.3.1.4 Students as teachers of support for staff	221
7.3.1.5 Receiving support such as extra time and other concessions.....	221
7.3.1.6 Having a faculty coordinator who is an academic.....	221
7.3.2 Exclusionary practices.....	221
7.3.2.1 Staff who forget to provide support	221
7.3.2.2 Negative stereotypes that are barriers to inclusion	222
7.3.2.3 Inaccessible physical environments.....	222
7.3.2.4 Insufficient campus-wide collaboration.....	222
7.3.2.5 Insufficient conversation, engagement and training regarding disability.....	222
7.3.2.6 The notion of the high costs of inclusion	223
8. Conclusion	223
CHAPTER EIGHT: RECOMMENDATIONS & CONCLUSION	224
8.1 Access, inclusion and disability	224
8.2 Caring institutions	226
8.3 Transforming institutions in the context of disability.....	229
8.4 Structures and processes.....	230
8.5 Constructions of disability identity and implications for support.....	232
8.6 Policy, management and implementation.....	234
8.7 Conclusion	236
8.8 Limitations of the study	236
8.9 Recommendations for further study.....	237
8.10 Personal practitioner reflections.....	237
REFERENCES	246
APPENDICES.....	261
APPENDIX A: Users of support e-survey – English	261
APPENDIX B: Invitation sent to focus group participants – Afrikaans & English.....	267
APPENDIX C: Ethics approval notice	270

APPENDIX D: Approval to do research with Stellenbosch University participants.....	275
APPENDIX E: Invitation sent to students with special learning needs – Afrikaans	277
APPENDIX F: e-survey sent to non-users of support – English	282
APPENDIX G: Email invitation sent to staff to participate in interview	286
APPENDIX H: Staff interview schedule – English	289
APPENDIX I: Informed consent letter signed by all participants	292
APPENDIX J: Example of coding and categories.....	302

List of Tables

Table 4.1 Summary of focus group participants	81
Table 4.2 Faculty staff interviewed	87
Table 4.3 Support services and Administration staff interviewed	87
Table 4.4 Data collection time frame	93
Table 7.1 Inclusionary and exclusionary disability practices of students using support.....	210
Table 7.2 Reasons students who disclose a disability do not come for support	215
Table 7.3 Staff disability inclusionary and exclusionary experiences of support to students.....	219

List of Figures

Figure 1.1 Students who declared a disability between 2011 – 2013.....	10
Figure 1.2 2013 Test and Exam Concessions.....	12
Figure 2.1 The International Classification of Functioning, Disability and Health (ICF)	24
Figure 2.2 ICF applications for service provision, as suggested by the WHO (2001)	25
Figure 2.3 Bronfenbrenner's five bi-directional systems.....	27
Figure 2.4 Sub-systems involved in the life of the typical student with a disability ...	30
Figure 4.1 Concurrent embedded qualitative (QUAL) and quantitative (QUAN) data collection methods	77
Figure 5.1 Disability categories of user participants	98
Figure 5.2 Satisfaction levels of users of support.....	99
Figure 5.3 Kinds of support used	100
Figure 5.4 Disability categories of non-user participants.....	129
Figure 5.5 Reasons for non-user group not using support on campus.....	130

Clarification of key concepts, abbreviations and acronyms used

Students with disabilities

For the purpose of this study, the terms “disabled students”, “students with disabilities”, “students with impairments” and at times “students with special needs” are used interchangeably. None of the students in this study have intellectual impairments as such students do not come to university. The student and staff data show how contested the terminology is.

How students identify their disabilities is highly contested and varied. Some students come to SU with disabilities while others might develop disabilities while a student. Sometimes, disabilities are temporary and would then need specific support for a specific period of time. At other times, it is functioning that is affected due to mental health issues or a myriad other reasons. Our definition at SU is very broad and essentially covers all conditions that impact on the study process, which includes test and examination concessions.

According to the UNCRPD (UN, 2006), students with disabilities are students who, in interaction with their environment, could experience barriers due to a motor-, psychological-, learning-, medical or neurological disorder. Adaptations needed in their educational environments might be for support such as extra writing time on tests, exams or assignments, adaptation of assessments or assistive technology to do their assessments in order to produce academic work successfully. The definition used by the UNCRPD (UN, 2006) resonates well with the biopsychosocial framework followed in this dissertation.

Inclusion

In the context of this study, inclusion refers to students with disabilities’ experiences of being supported in the teaching and learning context. This includes the classroom and examination contexts, and does not include aspects that affect students, such as gender support, or issues regarding ageism. Inclusion relates specifically to the academic learning and teaching environment and the systems that impact with

reference to disabilities, which could include access to residences, funding and the physical environment.

Exclusion

In the context of this study, exclusion refers to students with disabilities' experiences of not being supported in the teaching and learning context. This includes the classroom and examination contexts, and does not include aspects that affect students ordinarily, such as gender exclusion. Exclusion refers to experiences in which students felt they were not given the expected support in the classroom and learning academic environment that would have a direct, positive impact on their academics.

SU

This denotes Stellenbosch University. The population for this study consists of students and staff from any of the following three campuses of SU: Faculty of Medicine and Health Sciences, University of Stellenbosch Business School and the Stellenbosch campus of the University, as support required is registered on a single SU database. The Faculty of Military Science is on a fourth campus 138 km from Stellenbosch and uses a separate information system, so was excluded from the study for reasons of convenience and access. SU and the University refers to Stellenbosch University and is used interchangeably throughout the dissertation.

Support staff and Administration staff

These are staff members who have been selected by their deans to be referral sources within the faculties should students have specific academic needs based on their disabilities or other special learning needs. Included in this group were the administration staff, for the purposes of this study. They are coded under one group in the methodology section in Chapter Four. In total 19 staff took part in the study.

Academic staff

In this study, seven academic staff took part. They were chosen as they work closely with students with disabilities or disability-related matters.

Support

When the concept “support” is noted in the context of this dissertation, it refers to support on campus in its broadest sense. This could be seeking support from administration, the academic department, the exams department, residences, psychological support, medical support or seeking the use of assistive devices.

OSSLN

This is the abbreviation for the Office for Students with Special Learning Needs (Disabilities) (OSSLN). This name was coined in 2007 when the Office opened. During 2015, the name changed to a shorter version, called the Disability Unit. This is the office that facilitates support to students with disabilities and any special learning needs. The OSSLN is often the first line of contact to a prospective student enquiring about disability support on campus, particularly when they had received support during their school education and want to enquire about support at SU once registered with SU.

DHET

The Department of Higher Education and Training in South Africa is a department of the national government. SA has 26 higher education institutions and about 50 Further Education and Training (FET) institutions that are state funded. About 390 private FETs were registered with DHET in 2014.

UA

Universal Access (UA) means the removal of cultural, physical, social and other barriers that prevent people with disabilities from entering, using or benefitting from the various systems of society that are available to other citizens and residents. The absence of accessibility or the denial of access is the loss of opportunities to take part in the community on an equal basis with others. (White Paper on the Rights of People with Disabilities, 2015).

UD

Universal Design (UD) is the design of products, environments, programmes and services to be usable by all persons to the greatest extent possible without the need for adaptation or specialised design. Assistive devices and technologies for particular groups of persons with disabilities where these are needed, must also respond to the

principles of universal design. Universal design is therefore the most important tool to achieve universal access. (White Paper on the Rights of People with Disabilities, 2015).

UDL

Universal Design for Learning (UDL) recognises the diversity in how people recognise, represent and process information and strives towards allowing for this diversity in the learning context. Neural functions determine how we (1) recognise information to be learned; (2) apply strategies to process information; and (3) engage in learning a task. The three chief principles guiding UDL mean that learning material should ideally allow for (1) multiple means of representing information, (2) multiple means of expressing knowledge, and (3) multiple means of engagement in learning.

SA

SA denotes South Africa.

TVET/FET

Technical and Vocational Educational and Training (TVET) which also forms part of the DHET post-school sector of education. This sector was previously called the Further Education and Training (FET) sector. The term FET is still in wide use, and is used in the literature, so is the term more commonly used in this dissertation.

WHO

World Health Organization – this organisation is global and governs health-related matters in their broadest sense.

UNCRPD

The United Nations Convention on the Rights of Persons with Disabilities is an international instrument developed by policy makers globally and inclusive of people with disabilities, for people with disabilities. The 50 Articles in this document guide disability inclusion in society at the broadest level.

Global North

This represents countries traditionally known as the first-world or developed countries. They are primarily situated in the north of the globe, such as North America, Europe and the UK.

Global South

This represents countries traditionally known as the developing world countries in Asia, Africa, Brazil, Russia, India, etc. They are primarily situated in the south of the globe.

CSCD

This is the Centre for Student Counselling and Development at Stellenbosch University, often referred to as the “SSVO” in the context of this study. The OSSLN, at the time of this study, now called the DU, is one of the five units at the CSCD.

HEDSA

This is the Higher and Further Education Disability Services Association, which is the only organisation in higher education that is organised around disability issues, relevant to higher education only. HEDSA’s influence and impact is starting to be felt in the FET / TVET sector stated above.

SAFOD

This is the Southern Africa Federation on Disability that includes several disability-related organisations in Southern Africa whose work is centered around disability-related activities, including research. SAFOD was established in 1986 for disabled people by disabled people. Some of the countries that are part of SAFOD are South Africa, Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe.

ICC

The ICC is the International Camp on Communication and Computers. This takes place in Europe and started in 1993. The ICC started by supporting blind and partially sighted students at the universities of Linz and Karlsruhe (in Austria), and became an international camp in 1994. The aim was to strategise on how best to

support blind and partially sighted students in their transition from school to university.

NSFAS

The National Student Financial Aid Scheme is the SA student financial aid scheme that is funded mainly by the government from skills funds and taxpayers' money. The aim is primarily to support students from low income families with study costs (tuition, accommodation and books).

Grade 12

This is the final grade of high school (Matric).

HEIs

These are the higher education institutions of which there are 26 in South Africa.

Learners

This is the term used for school-going students in the basic school system in South Africa, from Grade R to Grade 12.

Students

This is the term used for post-school students, whether they have completed their basic education or not.

ICF

The International Classification of Functioning, Disability and Health (ICF) (World Health Organization [WHO], 2001) is a conceptual framework that sheds light on how health is configured with reference to functioning, disability and health and depicts how disability is contextualized in a specific milieu.



The town of Stellenbosch is about 40kms (25 miles) from Cape Town central in South Africa. Stellenbosch University is nestled below mountains in the town of Stellenbosch.

CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 Orientation to the research problem

Prior to 1994, South Africa was marked by legislated apartheid¹ which resulted in segregation along racial lines, roughly translated into discrimination based on skin colour (Black, White, Coloured, Indian)². This led to exclusion in all sectors of society such as education, separated use of amenities, places of worship as well as residential areas. In addition to the racialised policies, society was marked by different treatment stratified along language, gender biases, socio-economic class and disability. A large focus in the new democratic dispensation, however, was on racial redress as this formed the crux of the apartheid system.

Along with the new democracy in 1994 (in South Africa post-1994), there was a dire need to move towards a socially inclusive and just society that would move towards transformation. This transformation would need to address the marginalization that occurred in South African society on a structural, societal as well as psychological level. This had massive implications for transformation in society, on every level, given the pervasiveness of the apartheid system.

The transition to democracy in South Africa has coincided with a period globally concerned with disability rights issues. At a global level, in 1994, the Salamanca Statement and Framework for Action on Special Needs Education (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 1994), hereafter called the Salamanca Statement, adopted inclusive education as a way of including all children at schools, in this way contributing to building a society that does not marginalise people and exclude them from educational opportunities. This was an

¹ Apartheid was an ideology instituted by the National Party in South Africa in 1948. The ideology viewed separate development along racial lines, based on colour, as stated below. Where people lived, did their schooling, attended public amenities and attended medical and social services, were all divided along racial lines. Apartheid ended in 1994 with the first democratic election when all South Africans could vote. People who were non-White voted for the first time.

² Black, White, Coloured and Indian were the major categories along which people were segregated, based essentially on skin colour. Inferior status, few opportunities for advancement and poor facilities were allocated to people not categorised as White. These racial categories remain in use today as the effects of segregation are still felt in South Africa.

outflow of the 1948 Universal Declaration of Human Rights which asserted the right to education for all as well as the 1990 World Conference on Education for All (UNESCO, 1990) that echoed this right to education regardless of individual differences. These were all global attempts at addressing the transgression of human rights in society, of which education forms one aspect.

Addressing exclusion and marginalization through inclusive education became a means towards imagining a fair society, where disability inclusion formed an important part of this re-imagined society. Inclusive education in this way formed part of a transforming society. The Organisation for Economic and Co-operation and Development (OECD) (2008) states that inclusive education is to be seen as part of nation building where diversity, citizenship and socio-economic wellness is to be promoted.

In a landmark global and disability-informed convention, crucial guidance emerged that was to set the scene for a renewed global movement to include people with disabilities in all facets of life. At this convention, the United Nations Convention on the Rights of Persons with Disabilities (UN, 2006) was developed to contain 50 Articles that would guide this sector globally. This Convention was adopted and signed by South Africa in 2007.

The Convention notes a prime principle in its preamble, that it recognizes “...the inherent dignity and worth and the equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world...” (UN, 2006, p. 1). In this way, the Convention speaks to everyone in society, with specific reference to the needs of persons with disabilities when it reaffirms the “...universality, indivisibility, interdependence and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination...” (UN, 2006, p. 1). Disability is framed in this study from a human rights perspective.

Article 24 of the Convention promotes “...an inclusive education system at all levels and life long learning...” (UN, 2006, p. 13). With reference to the post-school sector in which this dissertation is located, the Article states, “States Parties shall ensure that

persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities” (UN, 2006, p. 13). This added to the need for South Africa to domesticate this policy.

A range of local policies were enacted in South Africa to reflect the new South African reality (without apartheid) and the global context. A few policies at the start of the new South Africa after 1994 made brief reference to disabilities in the context of equity and redress, such as the South African Constitution (Republic of South Africa, 1996), which outlawed discrimination based on disability. The White Paper on an Integrated National Disability Strategy (Office of the Deputy President, 1997) focused on government institutions and how they needed to seek redress for disability through policy (this policy has been reworked in 2015 and is now called the *White Paper on the Rights of People with Disabilities*).

Education, as one of the key pillars in any society, needed to reflect the changes taking place. Along with all the inequities of the past, people with disabilities were one of the groups that were marginalized and oppressed in society and where transformation was needed (Kroeger & Muller, 2016). Both in the educational sphere and the broader society such as labour, health and the socio-economic conditions in South Africa, redress for people with disabilities had to be enacted and implemented. This was a challenging process. The Freedom Charter of 1955³ (South African History Online, 2015), which also informed the South African Constitution (Republic of South Africa, 1996), gave a broad framework within which the new South Africa wished to run itself. One of the wishes was that the doors of learning and culture shall be opened to all who live in it. This had implications for the way in which education was envisaged and arranged in a free and democratic South Africa.

³ The Freedom Charter was the statement of core principles of the South African Congress Alliance, which consisted of the African National Congress and its allies the South African Indian Congress, the South African Congress of Democrats and the Coloured People's Congress. It is characterized by its opening demand: The People Shall Govern!
<http://www.anc.org.za/show.php?id=72>

In higher education, the Higher Education Act (Department of Education [DoE], 1997a) and the *Education White Paper 3: A Programme for Higher Education Transformation* (DoE, 1997b) both echo the need for non-discrimination based on gender and race. The National Plan for Higher Education (DoE, 2001) reiterates the importance of the promotion of equity and access as a way to create fair opportunities for previously excluded people to higher education, in this way promoting equity in the society. It states further that higher education should promote access irrespective of race, gender, age, creed, class or disability. The need to prioritise the fostering of a human rights culture, address diversity and include access for people with disabilities is also clear. About infrastructure, it offers the following: "...at a minimum, all institutions should have the basic infrastructure to allow access to the campus for disabled parents and members of the community more generally" (DoE, 2001, p. 35). This points to the idea of universal access – when making campuses accessible for people with disabilities, these campuses are also made accessible to all. The policies above give very broad guidelines to how people with disabilities need to be included in higher education.

With reference to special needs education where the focus was on disability specifically, a few policies were set in place in the primary education sector. Policies such as the Department of Higher Education and Training (DHET, 2001) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*, were integral in laying the roots for an inclusive society through education in the primary sector in South Africa. Inclusive education has not come without its challenges in the Department of Basic Education, where mixed responses occur. Some schools give more support than others depending on the school support systems and structures. According to Engelbrecht, Nel, Nel and Tlale (2015), the lack of resources, teachers' understanding of barriers to learning and the subsequent (non)-enactment thereof are challenges in the implementation of inclusive practices. Barriers to learning are evident in, for example, not having accessible material such as enlarged texts, having a learning disability or a psycho-social barrier that is not understood, or not having access to the physical environment because of a lack of lifts in an academic building or residence. That is planning in an ableist way that does not factor in people with other abilities.

After the initial policies were set in place, culminating in the White Paper 3 (DoE, 2001), it was only in 2014 that clearer policy detail was given to the post-school sector in the form of the *White Paper on Post-School Education and Training* (Department Higher Education & Training [DHET], 2013). This sector was to include higher education, the Technical and Vocational Education and Training (TVET) institutions and the adult education and community colleges sector. Chapter Six of this document addresses the disability sector. Currently, in 2016, a Ministerial Committee has been set up by Dr Blade Nzimande, Minister of Higher Education and Training in South Africa, to develop a strategic policy framework for disability in the post-school education and training sector in South Africa, as outlined and committed in the White Paper on Post-School Education and Training (DHET, 2013). This policy framework is designed to give more detail to how the post-school sector needs to arrange and manage disability with inclusive education. All post-school sectors will be included in this new disability framework that will guide disability inclusion in institutions such as TVET colleges, community colleges and higher education.

In broader South African society, attention is gradually being given to the implementation of inclusion from a disability perspective in society; although policies have taken disability into account since 1994, in post-apartheid South Africa. Implementation lags behind policy development. South Africa, as a signatory to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (UN, 2006), is obliged to report back on progress as the government needs to abide by all the sections encompassed in this document that will foster inclusion, such as health, education, transportation, access to information, to name a few critical societal areas. The most recently developed policy, the *White Paper on the Rights of People with Disabilities* (2015), developed by the Department of Social Development, is the latest attempt to give policy direction to people with disabilities in South Africa, with its main implementation in the government sector although this has implication for areas such as transportation and health.

Further cognizance of social justice issues are evident in the recent *South African National Development Plan Vision 2030* (Republic of South Africa, 2013a), which makes either direct or indirect reference to the implications for people with disabilities in various parts of society. With reference to the workplace staffing profiles (which

implies that better educational opportunities for people with disabilities must be in place), the following is stated about the development plan's vision for SA:

Ensure that skilled, technical, professional and managerial posts better reflect the country's racial, gender and disability makeup (Republic of South Africa, 2013a, p. 12).

It further states the following developmental goals which imply, directly or indirectly, the inclusion of people with disabilities, in brief:

- A social security system that will protect all working people and vulnerable groups such as poor people, children and people with disabilities;
- Work towards a state that is developing, uses people's capabilities, is ethical and treats citizens in a dignified manner;
- Work towards safety for its citizens as well as an independent and fair criminal justice system;
- With the strong focus on redressing past inequities, and expand social cohesion;
- Be a leader in Africa on human rights with strong economic integration.

Now that inclusion has taken root in the basic education system in South Africa since 2001 (DoE, 2001), the post-school education system has increasing numbers of students with disabilities continuing their studies beyond school, and as students' progress from the basic and general school system also noted in the DHET (2013) policy on disabilities and higher education. The White Paper (DHET, 2013) in its quest to increase participation of students in this sector, states the following goals regarding enrolments envisaged by 2030: "Participation at universities must increase by 17,3% currently, to 25%...these should increase as follows: 1,6 million (university student goal); 2,5 million (TVET student goal); 1 million (community college goal) and 0.5 million students are envisaged for the private FET sector" (p. 7). It is clear that access will be extended. The question is then to what extent universities can cope with the increasing number of students with diverse needs. The current population of South Africa is 55,6 million with 6,3 million people residing in the Western Cape, which is the fourth largest population group out of the nine provinces in South Africa (Statistics South Africa, 2016).

It became important to research our understanding of our inclusive and exclusive disability practices at Stellenbosch University as a way to ascertain how far the institution where I work had progressed and how we could strategically plan to become a more disability inclusive campus. The SU Institutional Intent and Strategy (2013 – 2018:7) positions the University as one that creates “inclusive and diverse experiences for our students and staff members to unlock their full potential”. This strategy of inclusion and diversity at SU resonates well with the macro level South African shift towards an inclusive society.

1.2 Higher education and disability research in South Africa

Howell (2005) conducted a seminal comprehensive study commissioned by the Council on Higher Education across 24 higher education institutions, titled: *South African Higher Education Responses to Students with Disabilities*. In this study, she examined the structures and policies, as well as the financial and human resources in place in higher education to respond to students with disabilities. A range of challenges were noted. Some that resonate with this study are the legacy of the history of SA that still impact in higher education; the role of institutional differentiation; the flexibility of the teaching and learning approaches and the challenges of mainstreaming support (Howell, 2005).

Swartz (2014), in more recent research, points to disability activity in the region which is positive, and may impact on Higher Education Institutions (HEIs) in South Africa. He notes research projects such as the African Network of Evidence to Action on Disability (AfriNEAD), building research capacity via the Southern Africa Federation on Disability (SAFOD), the Disability Studies programme at the University of Cape Town (UCT), the Centre for Rehabilitation Studies at SU and disability research done at the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana. Research collaborations with global universities also exist, but the research is not focused as much on the higher education context. Research done by Dalton, McKenzie, and Kahonde (2012) in South Africa, is one of the few studies that focussed on UDL, discussed in more detail in Chapter Two. Owusu-Ansah and Mji (2013) allude to the challenge in indigenising research and its methodologies in Africa, noting that research is often embedded in western methodologies, and in so doing they pose a challenge

for how to indigenize disability research in HEIs in South Africa. It might be time to consider the de-colonisation of disability and disability research?

An in-depth study completed in 2011 on how higher education is responding to disability involved 15 disability offices across South African universities. The study was conducted by the Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM). Findings included the lack of specific disability policy frameworks and legislation in SA and the lack of training for staff. Ring-fenced funding to fund disability at university was seen as lacking as well as a lack of standardized disability coding and categorization across SA. These all impact on effective service provision in this sector as universities have to bear much extra costs in supporting students with disabilities. The training of staff in the area of disabilities also remained a gap.

A more recent study commissioned by the Cape Higher Education Consortium (CHEC), and completed by Howell (2015), noted the importance of senior management at universities' understanding of the policy and implementation landscape in higher education. In her research, disability is clearly seen as part of the current transformation efforts chiefly in higher education, and this sector is seen as part of redressing social inequalities of the past. She notes that despite a facilitating policy environment for disability in higher education, there is a lack of sufficient implementation and buy-in from senior management in particular. Too many institutional barriers continue to exist. She noted the importance of systemic and collaborative efforts between support and teaching and learning campus-wide; and flexibility in the teaching approach and contestations around what disability really is.

Howell (2015) also addresses the issue of disability units on campuses by stating their critical role in fostering the integration of disability campus-wide, instead of disability being a "problem" for disability units to sort out on their own. She argues that disability units must play a key role in influencing the teaching and learning processes on campuses and in fostering a holistic approach to disability.

Clearly, both staff and students have a role to play in changes. No systematic study exists at SU as yet that investigates how staff (administrative, technical/support, and academic) who interface with disabled students regularly experience disability inclusion and exclusion. Similarly, there is no study exploring the range of experiences

of SU students who self-identify as having disabilities in their interface with the university. There have been helpful studies at SU, largely exploring specific impairments or specific aspects of disability inclusion and exclusion (Bell, 2013; Koch, 2010; Lourens, 2015), but a larger study in line with Howell's (2015) suggestions is clearly needed. The current study, as will be seen, goes some way to bridging the knowledge gap.

1.3 A brief overview of Stellenbosch University

In 2015, SU had approximately 30 150 students on its four campuses: Stellenbosch, Tygerberg, Bellville Business School and Saldanha Military campus (SU Statistical Profile, 2015).

The SU 2015 student demographic profile was:

Coloured students: 5 238

Black students: 5 355

Indian students: 793

White students: 18 764

TOTAL: 30 150

SU has received international global ratings and is considered one of the top research universities in Africa and South Africa. It features the 302nd place for 2015/2016 in the QS Rankings; 301st place in 2015/2016 in the Times Higher Education World University Rankings and 11 out of 20 institutions in the 48 countries on the Times Higher Education BRICS⁴ ranking where emerging economies are ranked (SU, 2016). SU has a good reputation as an academic institution with student numbers steadily increasing in most years.

In the years 2010 to 2013 below (Figure 1.1), Student Information System Support (SISS, 2013) records show a steady increase in students enrolling at SU with a range of disabilities. More students are declaring the nature of their disabilities to SU as they become confident of the possibility of successful studies beyond school. This is

⁴ BRICS is an acronym for the emerging national economies of Brazil, Russia, India, China and South Africa

supported by anecdotal accounts by parents and students. Although more students are declaring a disability, many students are not disclosing their disability, preferring to apply, get accepted, then possibly disclose at a time later in their studies, should this be necessary.

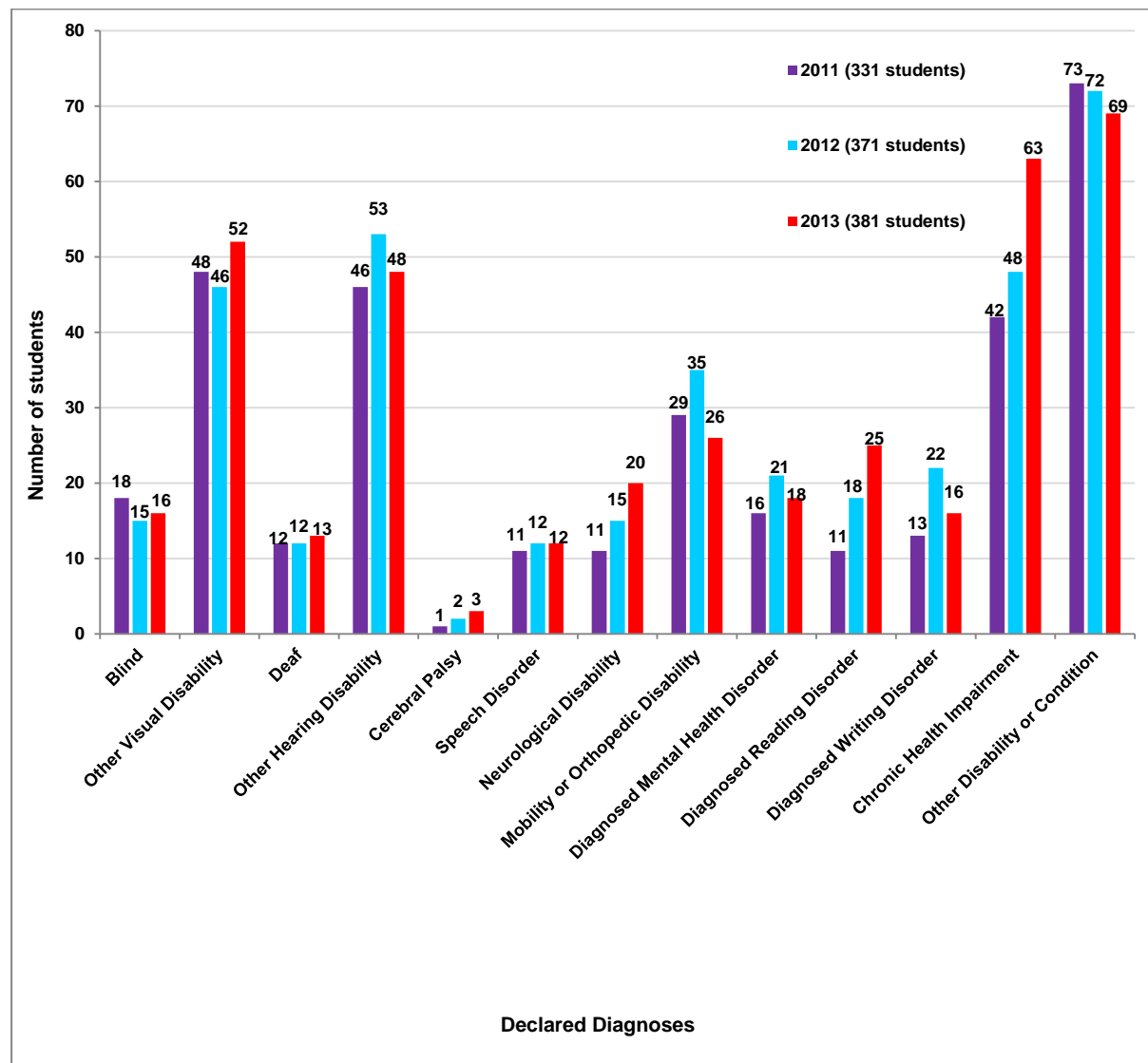


Figure 1.1. Students who declared a disability between 2011 – 2013

The reasons for not declaring or declaring a disability varies. In a study completed by De Cesarei (2015), where quantitative and qualitative studies were reviewed in June 2014, mixed responses about disability disclosure were evident in various studies across the globe. It was found that when students were likely to get support

(accommodations or compensatory measures) during their studies, they seemed more inclined to disclose their disability. Disclosing also became a request for support. Students with less visible disabilities such as Attention Deficit Hyperactivity Disorder (ADHD) or learning disabilities were also inclined to disclose. Those with parental support and a greater self-awareness of their disability were more open about their disability and tended to disclose too.

One of the studies reviewed by De Cesarei (2015) also showed that of a cohort of students with disabilities, only half disclosed a disability on application to their institutions of learning or at registration. About one-quarter disclosed during their first year and the rest could possibly have disclosed during their second and third year. Those with stigmatised conditions were less likely to seek support at their places of learning or disabilities services, preferring to seek assistance elsewhere.

The SU Disability Unit started in 2007 with fewer than 100 students who declared disabilities when coming for support, mostly in the form of test and exam concessions. This number has grown to declared disabilities of 348 when students applied to SU (SISS, 2016). In reality, many more students come for support than those that declare a disability and many who declare a disability do not come for support, which is evident in this research. Figure 1.2 below gives an indication of the different kinds of support received by students in relation to tests and examinations. It is clear that most students receive test and exam accommodations in the form of extra writing time.

Figure 1.2 below shows the different test and exam concessions received by students in the 2012 – 2013 cohort of students (EWT in the graph denotes extra writing time specifically, which forms the most common kind of support that students receive for tests and exams).

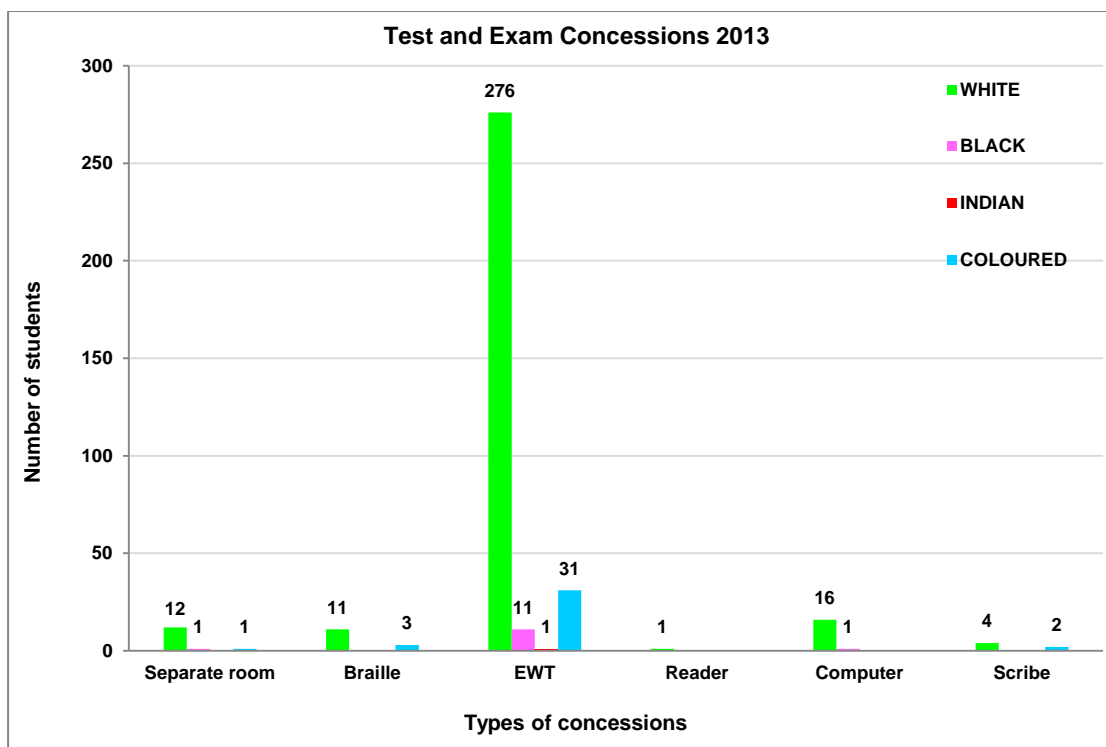


Figure 1.2. 2013 Test and Exam Concessions

The current study examines students who noted a disability to SU in 2012- 2013. These students would have received support (the user-group that will be described in Chapter Four). Those who noted a disability and did not come for support (the non-user group that will be described in Chapter Four) are also part of this study, to ascertain reasons why they did not come for support once registered.

1.4 Rationale for the study

As yet, no formal and comprehensive study has been conducted at SU that looks at how staff and disabled students' experience support, disability inclusion and exclusion at SU. In the light of the changing social justice discourse internationally, influenced in turn by the human rights discourse (UNCPRD) (UN, 2006) of 2006, (expanded on in section 1.6 below), the Salamanca Statement of 1994 (expanded on in Chapter Three), the shift in society from the medical model to the social model of disability and examining society from a human rights perspective (expanded on in Chapter Two), it became necessary to see how far SU has progressed in this endeavour. Selected studies (Bell, 2013; Koch, 2010; Lourens, 2015) have been done on specific areas of disability, but no comprehensive study is evident that examines staff and student experiences at SU. Without data on SU staff and student experiences and attitudes

towards disabled students, it will not be possible to tailor appropriate interventions for staff and students.

1.5 Description of the research problem

This study will investigate the experiences of selected staff and those of students with disabilities from the perspective of disability – inclusive and exclusive practices campuswide. It uses SU as a case study to examine these practices. The research problem is an exploratory one which sets out to investigate the following:

Main research question: How do staff and disabled students experience disability support, and inclusive and exclusive practices at SU?

Sub-research questions:

1. How do disabled students experience disability inclusive and exclusive practices at SU?
2. Why does a large portion of disabled students who note a disability on their application forms to SU, not apply for support once registered at SU?
3. How does staff experience disability inclusive and exclusive practices at SU with regard to students with disabilities?

1.6 Conceptual framework

The overarching human rights global movement frames this dissertation. The UNCRPD (UN, 2006) states in its preamble, with specific reference to people with disabilities and their rights and freedoms, that:

The United Nations, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, has proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein... (UN, 2006, p. 1).

It further reaffirms:

...the universality, indivisibility, interdependence and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination (UN, 2006, p. 1).

This dissertation traces the influence and shortcomings of the medical model of disability and explores the merits of the social model of disability as the right direction in the affirmation of peoples' human rights. It acknowledges the more systemic approach that the social model posits. However, the dissertation goes further by exploring the biopsychosocial model as it searches the individual experiences of students and staff within the systemic environment and the context of human rights.

Further, the dissertation examines disability inclusion and exclusion from a biopsychosocial perspective in a systemic way using the International Classification of Functioning, Disability and Health (ICF) (World Health Organisation [WHO], 2001), as will be discussed in more detail later. It does this by considering the various systems within which the students and staff interact, starting with the students' own constructions of their disability, to how they interact as a prospective student and registered student with the various departments on campus. It looks at students' interactions with the various support systems, administration, technical and the academic departments on campus. The lens of Bronfenbrenner's Ecological Systems Theory (1979) is employed as it is concerned with how various levels of society interact bi-directionally, and with the complex and multi-levelled nature of disability.

Tronto (2010) argues that for an institution to be caring, it needs to take heed of how it approaches its clients – in the case of this study, this refers to students. She acknowledges that certain well thought through practices need occur. She suggests that this must be a planned process that takes place from a top institutional level, where actions are deliberate and made explicit (Tronto, 2010). This would imply that the expressed needs of the people at the institution are heard and that there is a systematic response to it.

Tronto (2010) refers to five factors which resonate well with this study and help frame this dissertation. These are:

1. showing care;
2. taking care of the most vulnerable;
3. the cost of caring should ideally not be a barrier;
4. no one size fits all; and

5. feedback from those receiving (or not receiving) care is welcomed.

This dissertation listens to the voices and feedback of students and postulates that for an institution to be welcome and accessible to all, it would need to take heed of the voices of staff and students at the various levels of the institution.

Universal Access (UA) and Universal design (UD), to be discussed later in this dissertation, is postulated as an approach to broader access and design that welcomes all, fosters inclusion and access and makes us think in innovative ways about our current practices to prevent exclusion from a disability access perspective and to show care, as expressed by Tronto (2010).

1.7 Research methodology

A mixed methods research methodology was used, combining qualitative and quantitative data collection methods in a concurrent embedded QUAL-quan design. This was primarily an interpretivist study using a social constructivist paradigm, as much of the study focuses on the subjective experience of people in a particular context at a particular time. Three sub-research questions formed part of this study, and these are discussed in more detail in Chapter Four.

1.8 Rationale for the research design

The purpose of this exploratory mixed methods QUAL-quan study was to understand how the disabled student population experienced disability inclusion or exclusion, as well as explore why some students who note a disability on application to SU do not utilise support services once registered at the University.

The experiences of support from the perspective of the staff who are involved in the facilitation of support were also explored during individual interviews. The goal of the qualitative phase of this study was to explore how students with disabilities and staff experience inclusion at SU. This information was gleaned from both the qualitative and quantitative data collected by surveys, focus groups and individual staff interviews conducted.

1.9 Structure of the dissertation

Chapter One: Orientation to the study

This is the introduction to this study and describes the reason why this study was conducted. It highlights the macro framework of the SA context particularly since 1994 and locates disability inclusion within this social inclusion framework, highlighting the educational context in particular. This is framed within the chronosystem which looks at the socio-political changes globally, which also has an impact on national policy and implementation. It describes the research problem investigated and key concepts and acronyms used in this dissertation are clarified. The research methodology is also highlighted.

Chapter Two: Positioning disability systemically

The literature is explored over Chapter Two and Chapter Three. Chapter Two locates the exclusion of people with disabilities in the South African context. It traces the social constructions of disability, so doing highlighting how social policy impacts on how disability is constructed in society (and vice versa). Bronfenbrenner's Ecological Systems Theory is explored as key in understanding how systems serve to influence each other in a bi-directional way. The idea of UD is also explored as a way to achieve an inclusive campus for all persons, including people with disabilities.

Chapter Three: Situating South Africa globally while gazing at disability inclusion at Stellenbosch University

The construct of inclusion is explored in the context of the human and disability rights movement. Disability inclusion in the transformation climate of SA and SU is explored, using SU as a backdrop. The influence of the Salamanca Statement (1994) and the work of Tronto (2010) and Nussbaum (2002, 2004) are articulated as issues around inclusion, caring institutions and socially just organisations that develop global critical thinkers are explored.

Chapter Four: Research design and methodology

This chapter presents the methods used in the study. A mixed methods research design was used.

Chapter Five: Results – Experiences of students

In the chapter, the experiences of students who receive support and those who disclosed a disability but did not request support, are explored.

Chapter Six: Results – Experiences of staff

This chapter presents the twenty-six interviews which took place with staff across a wide range of departments on campus. Academic staff, support/technical and administrative staff were interviewed.

Chapter Seven: Summary and discussion: Students and staff

This chapter presents a summary of the findings regarding disability inclusive and exclusive practices from the perspectives of students who receive and do not receive support. The perspectives of staff as gleaned from the data received are also presented in a summarised form.

Chapter Eight: Recommendations and conclusion

This chapter draws on the conceptual framework espoused in this dissertation and draws on pertinent findings. It makes recommendations that inform further good practice and research at SU. It also highlights limitations and shortcomings in the research, which in turn could inform further research.

CHAPTER TWO: POSITIONING DISABILITY SYSTEMICALLY

No genius is so clever that he can scratch his own back.

We are all interdependent.

(from the Traditional Xhosa expression: Akukho qili linokuzikhoth' umhlana)

2.1 Introduction

There are a number of differing approaches to disability, and disability issues are complicated by their intersection with race, class and gender, for example (Gillborn, 2015). I open this chapter by examining two dominant models in disability studies – the medical and social models. I then explain how the social model in particular lends itself to thinking about the role that the various parts of society play in responding to disability, by introducing the International Classification of Functioning, Disability and Health (WHO, 2001) – the ICF, as my preferred approach to disability within the context of disability inclusion in higher education. The ICF (WHO, 2001) presents a biopsychosocial model which blends aspects of the medical and social model, and lends itself to the idea of UD as a systemic way of fostering disability inclusion into all aspects of what we do in society, with special reference to higher education and disability.

2.2 The medical model of disability with a brief critique

Until very recently, the medical model had become the dominant way in which people construct disability, following centuries of construing disability as evil, a curse, punishment, a tragic and an unfortunate abnormality. Notions about normality and abnormality are rooted in historical and biblical contexts (Chataika, 2013; Claassens, 2013; Davis, 2006; Möller, 2013). In this model, people are defined in medical terms, and the impairment or medical condition is seen as the cause of the barriers they face in society. This model provides a diagnosis and a treatment plan that is vested mainly in changing or adapting the person's body (Swart & Pettipher, 2011). Swart & Pettipher, 2016:5) however, aptly state that:

Such a medical deficit model is fine in its place, if one thinks about the role of a medical doctor, which is to find out “what is wrong” with people and to “fix them”.

However, it is less helpful when one is working in the social sciences where the location of the risk factors and barriers is frequently not only within the person, but can also be situated in the environment.

Research conducted by McKenzie, Mji, and Gcaza (2014) highlighted the prominence of the medical model in Africa in particular in defining disability. The medical model considers disability as individual and a condition in need of curing and essentially residing in the person, making this a limited view of disability (Goodley, 2011; Kroeger & Muller, 2016). The person, in this model, is labelled and categorized, with the focus on the abnormality, making the assumption that the abnormality must be changed, not seeing the impairment and critically viewing the broader social aspects linked to this.

Society has by and large accepted these constructions about disabilities, which have contributed to stigmatization and negative stereotyping. Disablism, like racism, ageism, and classism, is an example of social constructs that epitomize negative stereotyping and perpetuate discrimination (Tyler, 2015). The medical profession has with the best of intentions contributed to these perceptions, by reducing disability to a defect of the person. This has reduced the person's social identity to a marginalized level. Consequently, this is a very narrow view of disability.

Society continues to seek and uphold able-bodiedness as an ideal, in the process othering people with disabilities. The medical model sees altering and improving human bodies where possible as one of its core responsibilities. While there is nothing wrong with diagnosing and treating the impairment within a person, the medical model tends to defocus from barriers and constraints in the social and physical environment which may also be disabling. Trying to exist in a community and society that has constraints, such as the lack of a lift or the lack of an accessible toilet where this is needed, creates a disabling environment. It is often the way that society is organised, in its broadest sense, rather than the individual's impairment, that needs to be examined (Barnes, 1991; Finkelstein, 1980; Lorenzo, 2009; Linton, 2006; Oliver, 1990; Swart & Pettipher, 2011, 2016).

The manifestation of this societal discrimination is evident in the separate treatment we witness regarding people with disabilities. They are regarded as having special

needs, and are consequently commonly treated differently. This has contributed to their marginalisation in society, as people view people with disabilities as different and not worthy of being treated in the same way as able-bodied people.

The medical model does not examine social aspects of disability sufficiently and also assumes that all people desire a normative body and normative social roles. This is socially oppressive to people with disabilities who may not want to change their bodies but who experience social exclusion due to societal treatment based on their impairment (Fernie & Henning, 2006).

2.3 The social model of disability response to the medical model

In the pursuit to consider disability in a broader context of a transforming twentieth century society, disability activists in particular started to reconsider their experiences and argued for more control over how they would live their lives. They mobilised around ways of being in society other than being a marginalized group of people in need of medical care and institutionalization, and being excluded from full participation in society. They drew links between their experience and experiences of racism and sexism. The Union of the Physically Impaired Against Segregation (UPIAS) group of the 1970s in the UK, started to imagine life differently, in a way that would promote their freedom to move about and to have better access to the world, in this way promoting social justice and challenging the hegemonic views around disability.

The social model denotes a paradigm shift from the medical model in that it invites us to think about the impact that society has on the person with the disability and takes the focus away from the impairment or medical condition of persons with disability. Society becomes the focus of attention in this model and the role that this shift has played in society is groundbreaking (Finkelstein, 1980; Goodley, 2011). The disabling factor according to this model is not the person with the impairment – the person has an impairment but is “disabled” by society through its inaccessible structures, systems and environment.

According to the social model it is society and its non-inclusive systems and structures that excludes people from inclusive school and work opportunities as well as other social opportunities. This exclusion often leads to marginalization and impoverishment

as people are excluded from full participation in society. The disability therefore does not reside in the person – the impairment resides within the person and society disables the person through lack of adequate infrastructure and opportunities to take part in society constituting the essential core of disablement. With these ideas as background, Oliver (2009, p. 43) coined the term “the social model of disability” (Oliver, 1990). It is a rights-based approach that focuses on the basic human rights of people. It thus follows that in this model, disability can be decreased if the environment, including the social and attitudinal environment, is appropriately changed (Swartz & Schneider, 2006). In the social model, societal issues such as welfare, care, identity, difference, social division, politics and power (Barnes, Mercer, & Shakespeare, 1999) became important considerations when thinking about disability. This marked a shift in thinking more broadly than just the medical and individual context.

The social model has gone a long way since earlier constructions of disabilities in that it has, through the advocacy and activism of people with disabilities, made stakeholders think more broadly about the political and economic conditions of people and the impact of society on these conditions. The impact of society was brought to the fore and the way it served to marginalize and exclude people with disabilities became evident. The social model presents a discourse about society and how it needs to consider its relations with people who have impairments. According to the social model, society needs to examine how it functions from various perspectives such as education, transportation, access to information, economics and health, as ways of alternatively conceptualizing disability.

2.4 Is the social model sufficient?

There is no question that the social model has had enormous impact on how disability is viewed, particularly by those integrally involved in disability studies and experiences of disability. The shift from seeing disability as an individual, personal issue, with the person being the problem and not able to fit into society, to viewing disability largely as an issue of political-social exclusion, was substantial and important (Harpur, 2012; Shakespeare, 2006; Watermeyer, 2013a). The social model has, however, come in for criticism in recent years (Anastasiou & Kauffman, 2011; Watermeyer, 2013a) due to its over-emphasis on the social environment and its structures. I shall now outline three critiques of the model which are of key relevance to this dissertation.

Firstly, the social model takes the focus away from the emotional and psychological experience of disability. Watermeyer (2013a) and French (1993) note the relative inattention of the social model to the personal and psychological experience of disability. These writers claim that with the emphasis on the barriers in the external environment, brought on by the social model, the individual psychological experience of disability has been underexplored. They suggest that because the social model focuses on political activism, it implicitly disallows consideration of personal experiences.

Secondly, the social model seems to account for people of a more privileged group without sufficiently accounting for the differential marginalization of social groups such as those people living in the Global South. The social model was developed by Global North theorists within a context that had basic needs largely met, needs such as water, food and shelter. Writers such as Ghai (2002), Grech (2012), Moodley and Ross (2015), and Pather and Nxumalo (2012), highlight the need to look at the economic and social realities of particularly the poor and those in the Global South. The emotional and psychological realities for people who are poor and who have very little means to make an income or who survive on social grants, reduce them to basic survival mode, such as ensuring that their needs for shelter, food, water, clothing and sleep are met. The social model tends to focus on social exclusion, when the issues for many disabled people are more fundamental questions of survival, particularly in the Global South. Theorists such as Grech (2012) would argue that the model does not consider sufficiently the vastly different and unequal social and material conditions under which different people with disabilities live.

A third criticism of the social model, as Shakespeare (2006) notes, is that in practice if not in theory, the model is largely focused on physical exclusions for people with disabilities that emanate from structural barriers. Partly because of who the activists of the social model were initially, there was a substantial focus on barriers in the physical and built environment for people with physical impairments, with less consideration of the experiences of people with other impairments or health conditions. He alludes to the model as being idealistic and barriers will always exist in society that would exclude people. This model was partly a question of strategy – lack of physical

access is easier to notice as an objective reality than is social exclusion of a person with albinism in a Global North context, for example. However, the emphasis on physical impairments does not do justice to the range of disabling lived experiences faced by people. Shakespeare and Watson (2002) note that the cultural, social, bodily, psychological and political are all dimensions that should be considered when thinking about disability. Disability also has intersections with race, gender and sexuality, for instance (Gillborn, 2015). Many meta-narratives occur to disability and it should not be viewed as a binary between models.

It is proposed here that neither the social nor the medical models on their own give a broad enough perspective of the factors to be considered in disability to fully account for the experience of people globally (given the Global North and Global South realities in particular). Disability is complex and has many facets. While the social context is important, it is important also to recognise the impairment and its personal impact on the person as well as the complexity of humanity and the human condition. The ICF (WHO, 2001) offers a framework that presents a more holistic view on disability. It emanates from the health sector but attempts to take the broader contextual factors into account as well.

2.5 The ICF and the biopsychosocial model as the preferred way to approach disability

The International Classification of Functioning, Disability and Health (ICF) (WHO, 2001) (see Figure 2.1) is a conceptual framework of how health is configured regarding functioning, disability and health and depicts how disability is contextualized in a specific milieu. The first version of the ICF (WHO, 2001) emerged in 1980. Body, capacity (in the environment) and functioning (how the person performs in the environment), are dynamic processes that intersect personal, environmental and contextual factors. This points to the bi-directional and multi-dimensional characteristics of the ICF (WHO, 2001) approach. It offers a broader perspective on disability as it uses a biopsychosocial model to explain disability. In this way, it encompasses some major models of disability today.

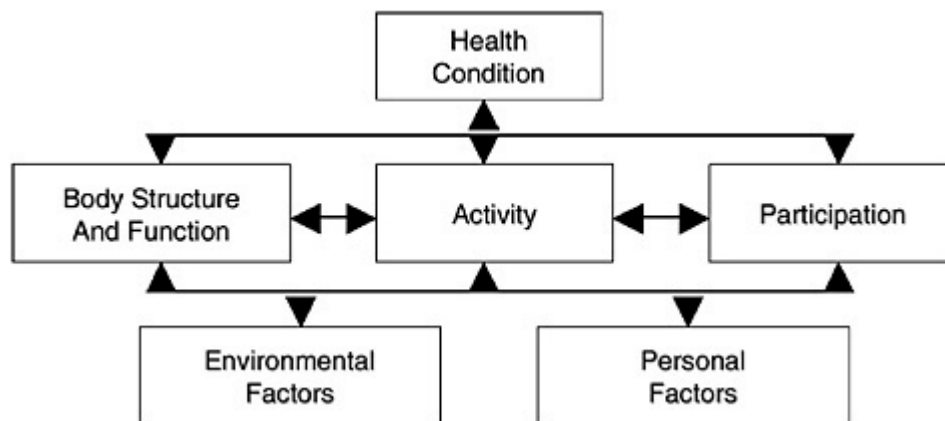


Figure 2.1. The International Classification of Functioning, Disability and Health (ICF) (WHO, 2001)

The underlying principles in the ICF (WHO, 2001) are universality, parity and aetiological neutrality, neutrality and environmental influence. The principle of universality makes the ICF (WHO, 2001) applicable to all people globally. It is about the functioning of all people. The focus is shifted from the condition of the person only, to functionality. Parity and aetiological neutrality imply that there is no implicit or explicit distinction between health conditions, eg. mental or physical conditions. The focus is on functioning. By neutrality is meant that the ICF (WHO, 2001) uses neutral language in describing people's functioning, with labelling understood by all users. The environmental principle includes the acknowledgement of the role that the environment plays in the functioning of a person. This could be the physical environment as well as social factors. The ICF (WHO, 2001) contends that environmental factors also include social policy, products and technology, UD and the natural and built environment, support and relationships, attitudes, services and systems that impact on people. Environmental factors in their definition are very broad. Policies and the political environment impact on the economic conditions in which people live and their wellness. The ICF (WHO, 2001) model also has implications for the functioning of institutions, including how people are cared for and managed and how resources are planned (see Figure 2.2).

ICF Applications Service Provision	
At the individual level	
○	For the assessment of individuals: What is the person's level of functioning?
○	For individual treatment planning: What treatments or interventions can maximize functioning?
○	For the evaluation of treatment and other interventions: What are the outcomes of the treatment? How useful were the interventions?
○	For communication among physicians, nurses, physiotherapists, occupational therapists and other health works, social service works and community agencies.
○	For self-evaluation by consumers: How would I rate my capacity in mobility or communication?
At the institutional level	
○	For educational and training purposes.
○	For resource planning and development: What health care and other services will be needed?
○	For quality improvement: How well do we serve our clients? What basic indicators for quality assurance are valid and reliable?
○	For management and outcome evaluation: How useful are the services we are providing?
○	For managed care models of health care delivery: How cost-effective are the services we provide? How can the service be improved for better outcomes at a lower cost?
At the social level	
○	For eligibility criteria for state entitlements such as social security benefits, disability pensions, workers' compensation and insurance: Are the criteria for eligibility for disability benefits evidence based, appropriate to social goals and justifiable?
○	For social policy development, including legislative reviews, model legislation, regulations and guidelines, and definitions for anti-discrimination legislation: Will guaranteeing rights improve functioning at the societal level? Can we measure this improvement and adjust our policy and law accordingly?
○	For needs assessments: What are the needs of persons with various levels of disability – impairments, activity limitations and participation restrictions?

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ | <p>For environmental assessment for universal design, implementation of mandated accessibility, identification of environmental facilitators and barriers, and changes to social policy: How can we make the social and built environment more accessible for all?</p> |
|---|--|

Figure 2.2. ICF applications for service provision, as suggested by the WHO (2001)

The ICF (WHO, 2001) refers to the biopsychosocial model as a workable model between the medical and social models. Engel (1977), a psychiatrist, developed the biopsychosocial model when he realized the need to avoid thinking reductionistically about medical conditions. He emphasized the need to think about the psychological causes and impact of medical conditions as well as the socio-economic factors, poverty levels and religious aspects when consulting with his patients. He also drew on systems theory and social cognitive theory to get a wider contextual view of his patients, their individual contexts and their functioning. The biological, psychological and social influences are important to the functioning of the person. The World Health Organization ICF (WHO, 2001) and the World Report on Disability (WHO, 2011) focus heavily on the ICF (WHO, 2001) conceptual framework that was developed by academics, researchers and people with disabilities and presents a comprehensive model as it incorporates a range of elements as the lens through which to understand this area of work, including the social and medical models.

The biopsychosocial model resonates well with this systemic approach to disabilities and fits into Bronfenbrenner's Ecological Systems Theory (1979) which I shall use to broaden the lens of the biopsychosocial model.

2.6 Bronfenbrenner's Ecological Systems Theory and inclusion

Human dynamics are profoundly affected by participation and interaction. Bronfenbrenner (1979) has developed a simple theory for understanding how the individual interacts with social forces at a range of levels. He termed this the Ecological Systems Theory (see Figure 2.3).

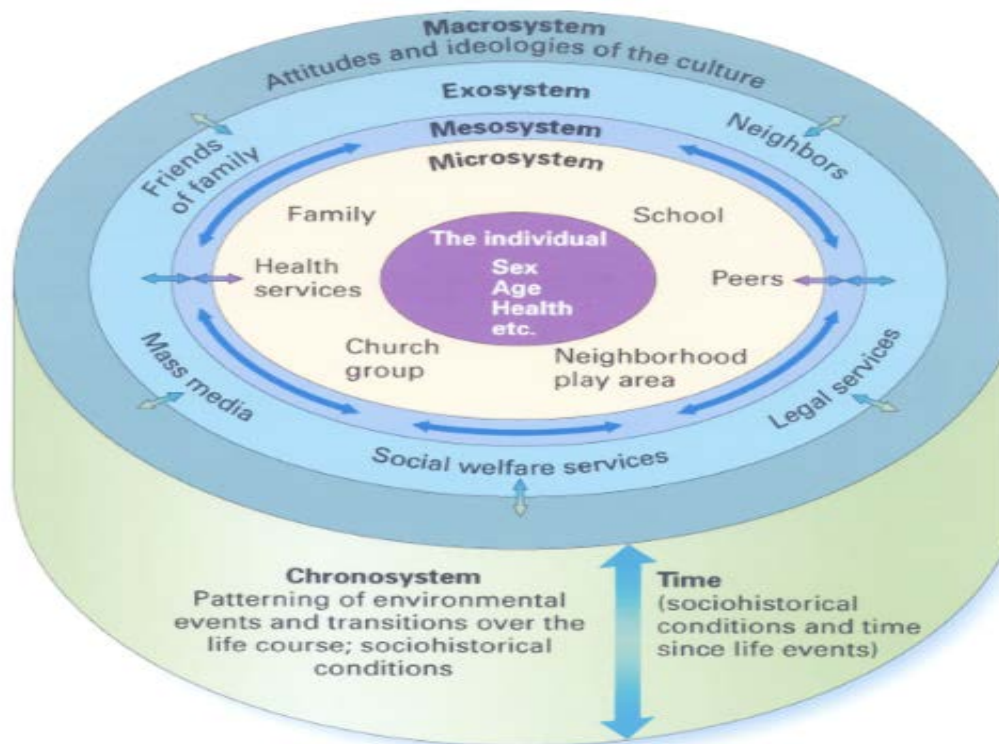


Figure 2.3. Bronfenbrenner's five bi-directional systems (from <http://goo.gl/gNSfkM>)

According to Bronfenbrenner (1979), who was a developmental psychologist, the development of people is affected by a range of systems interacting with each other. Systems impact on people. Bronfenbrenner's (1970, 1979; Bronfenbrenner & Mahoney, 1975) framework of thinking in the 1970s about how people are affected and influenced by society is legendary as it studied people in ecological contexts in order to understand how they are influenced and impacted. There is a bi-directional relationship which is ongoing throughout life. Bornman and Rose (2010) refer to the image of the zoom lens that views the person in their entirety, then does a close-up of the person's immediate context, such as the home and then focuses out onto the community. Swart and Pettipher (2011, 2016) regard this framework to be a good way to understand inclusion in South Africa and emphasize the interactional nature of the various dimensions, as also reflected in society.

Although Bronfenbrenner's seminal work focused primarily on the development of the child within the family context, he is cognisant of systems that influence and have an impact on the functioning of the child's development. This theory is explained below,

and thereafter will be applied to the context of the student in disability inclusive wider systemic sub-systems, with a specific focus on the higher education disability experience.

Bronfenbrenner (1979) identifies five systems that impact on people and that people impact on in this bi-directional relationship. These are the Micro-, Meso-, Exo-, Macro- and the Chronosystem, discussed below.

2.6.1 The microsystem

Bronfenbrenner (1979) views the microsystem as the first layer of the systems with which the person interacts. In his view it entails the home environment with the person's interactions and the quality of the relationships. If the person is at school, then peers and teachers form the main sub-systems. For a student in higher education, the university as context with its range of systems would be significant. Access to health, quality of peer relationships and religious beliefs would form part of this system. The person's condition or disability and their understanding of the condition resonates here, as well as the lived experience with the condition.

2.6.2 The mesosystem

The nature of the relationships will be determined by the dynamics and interactions occurring at this level in a bidirectional way, with the person as part of this process. This system is characterized by the interactions of the microsystem. These serve to influence and affect the person in a multitude of ways, depending on the context. The influence of family, peers, and the university in the context of this dissertation will be relevant. Also the background of schooling and the nature of the support received both at school and in the university context will have an impact at this level.

2.6.3 The exosystem

The factors in the exosystem are somewhat outside of a person's control, but still within the main environment of functioning. At the university level, the exosystem would include aspects such as the university policy environment and how this impacts on the person. Attitudes, campus-wide collaboration between systems on campus and social services would be some of the factors that would have an impact on the person too, as well as classroom and teaching practices.

2.6.4 The macrosystem

Policies made at a national and local level, the economy, political, socio-economic and cultural factors impact on the person and filter into the other sub-systems. These will affect aspects such as the quality of education, family income, family customs and culture which will in turn impact on students in higher education settings. Ideology around disability will also have an impact on the other subsystems.

2.6.5 The chronosystem

These are the factors that impact from a global and historical perspective. National and global movements, policies, treaties and conventions will have a ripple effect on the sub-systems and the person in the microsystem. These play a significant role in setting the pace in a global and national environment, on how people will be impacted individually, socially, economically and politically.

2.7 Bronfenbrenner and the higher education environment for students with disabilities

In the higher education context, students have to interact with a range of systems that emerge from policies created at national level. Policies impact admissions processes of the University, the residence process, financial aid and the disability office on campus. These interactions involve a variety of role-players. Students are primarily dependent on parents to facilitate access to University.

Inclusive education and the policies promulgated by SA have enabled students with disabilities to access universities in the same way as other students. To this end, higher education also fulfills the goals and contributes to the establishment of a just social system. It is in the implementation of inclusive practices that the challenges lie, as the student interacts with the range of sub-systems. Green and Engelbrecht (2009) note that the form and practicality of inclusion and its implementation is subject to continuing research and debate.

Inclusion depends on an integrated system of working. Howell (2005) noted the lack of integration of systems in higher education that could foster the development and inclusion of students. In my adaptation of Bronfenbrenner's framework, the important

systems that play a role in the life of a person are highlighted. These indicate how related the various systems are and how these impact each other. Below, Figure 2.4 typifies the sub-systems involved in the life of the typical student with a disability.

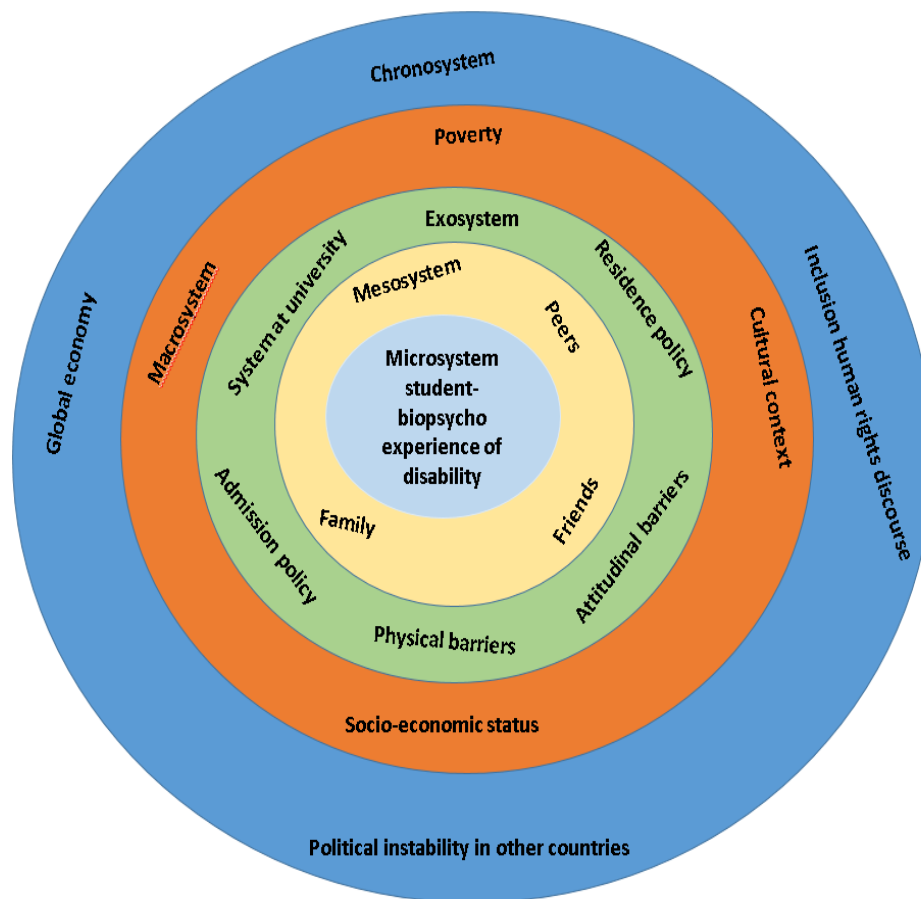


Figure 2.4. Sub-systems involved in the life of the typical student with a disability (adapted from Bronfenbrenner, 1979)

2.7.1 The microsystem

At this level, factors such as the condition of the person and the biological factors are important. The person's personal self, self concept and self image would be significant and contribute to the bidirectional flow of relationships within the system. This will in effect impact on how the person will communicate his needs to the other systems with which there will be contact. The academic ability of the person and how well the person is able to self-advocate and have a sense of agency will contribute to successfully interacting with the systems. How they will react to difficulties and conflict will stem

from a combination of factors, such as their own resilience and the support received in the microsystem to deal with emerging disability-related issues.

2.7.2 The mesosystem

This system is characterized by the interactions of the microsystem. These serve to influence and affect the person in a multitude of ways, depending on the context. The influence of family, peers, and the university in the context of this dissertation will be relevant. Also the background of schooling and the nature of the support received will have an impact at this level. The student will likely present to the university with continued support needs. The use and comfort with assistive technologies will also play a role here.

2.7.3 The exosystem

These are factors somewhat outside of the person that impact directly or indirectly, such as attitudinal barriers and the physical environment. These are cross-cutting and can impact positively and negatively and so affect the person's effective functioning in the higher education context. The offices with which a student in higher education interacts will form part of this system: admissions office, bursaries department, the facilities department, faculties, the disability office and the Braille office, to name some of the relevant systems in higher education.

2.7.4 The macrosystem

Policies made at a national and local level, the state of the economy, socio-economic and cultural factors impact on the person and filter into the microsystems level and other sub-systems. If free education is national policy, then this will impact on various systems all the way down to the person at the microsystems level. So too with the impact of inclusive education in the basic education system which impacts on the meso-, exo- and microsystem and the expectations that students will have on entering the higher education system. The cultural values of the student as well as the institution attended will have an impact on the student. With the decolonization of the university as part of the national student discourse in higher education, students are impacted intellectually to challenge the status quo.

2.7.5 The chronosystem

These factors impact from a global and historical perspective, possibly demonstrating the impact of the UNCRPD (UN, 2006) and its articles which emphasize the human rights-based approach. The move towards a social model of disability, to supporting people in inclusive environments at the local level, also emerge from this system. National policies like the DoE (2001) and the DHET (2013) policy will be impacted by global policies and treaties, which in turn impact on the student. The socio-historical conditions are subject to change depending on existing ideologies at a given period in time.

McDonough and Gildersleeve (2006) reiterate the idea of our being social beings who exist in educational settings, families, neighbourhoods and cultural and social classes and that we are in relationship with each other. The Ecological Systems Theory of Bronfenbrenner (1979) emphasizes the importance and the influence that systems have on the functioning of the individual. It is for this reason that in this dissertation, I do not examine only the experiences of the students with disabilities and special learning needs, but also the other systems within which students need to function, such as support services, faculty and administration. This resonates with inclusion in that it looks at the multiple layers of society and how they create inclusive spaces.

The Ecological Systems Theory of Bronfenbrenner (1979) provides the background to the use of the biopsychosocial model with regard to the approach to people with disabilities as opposed to the medical model approach. This theory is well-suited to creating a context in which to view disability inclusion within larger systems. It is within this theoretical framework that I will investigate disabled students' experiences as well as staff who support them. This theoretical framework is preferred as it fits into the ICF (WHO, 2001) model espoused above and in the context of this dissertation. This model allows for the intersections between contexts, so it is well-placed to explore people's experiences in given social contexts with the environments within which they function.

2.8 Universal Design (UD) and inclusion

Universal design (UD) is an idea that was pioneered by Marc Harrison (Burgstahler & Cory, 2010). His insights emerged through personal experiences with traumatic brain injury as a child as well as further study in his professional life in the philosophy of how

spaces are designed for people. He challenged ideas around design for the average user. The term UD was coined by Ronald Mace, who was an architect and used a wheelchair, and delved further into this field of design as an architect educator and a designer of products. Universal design can be aptly described as the design of the environment and products in such a way that it is usable for the largest diversity of people with minimal modifications (Bruner, 2016; Burgstahler & Cory, 2010; Kroeger & Muller, 2016). The design does not require extra adaptations and retrofitting to accommodate for the diversity of people, including those with disabilities (Ronald Mace, 1998)⁵. Universal design is really for everyone and gives the message that all are welcome, irrespective of ability, size or shape (Burgstahler, 2015). It is design that caters for all life stages, from pregnancy (a pregnant woman being able to use products with ease), through various life phases up to old age (for example deafness that arises as part of the aging process).

An approach to improving access in society that acknowledges the diversity of people would apply the principles of universality where design is based on the requirements of a large range of people (or most people) and not on the average person. Mace (1998) distinguishes between barrier-free design and assistive technology, and makes a good case for design being accessible to all, not fitting into a system of compliance to policy only, but rather a natural way of design that is not ableist. Ableist design would make design and the use products only usable for those who can use them, not taking into account whether they can use it, for example, having only stairs to access a building when there is a person using a wheelchair who needs to access the building. Assistive technologies also have value for specific needs such as a Braille machine, as opposed to a universally designed product, accessible to all, such as a ramp with hand railings.

This type of design could promote diversity in higher education in a way that would address issues of fairness, equality, community and social integration. This could

⁵ Speech by Ronald Mace about UD can be viewed at https://www.ncsu.edu/ncsu/design/cud/about_us/usronmacespeech.htm

foster inclusion and minimise exclusionary practises. Attending events, meetings on campus, classroom and practical room attendance and access to residence buildings would be greatly enhanced taking these principles into account.

Burgstahler & Cory (2010) state:

Traditional design often focuses on the average user, and accessible or barrier-free design focuses on people with disabilities. In contrast, UD promotes an expanded goal to make products and environments welcoming and useful to groups that are diverse in many dimensions, including gender, race and ethnicity, age, socio-economic status, ability, disability, and learning style. (p. 3)

Seven principles exist for UD, which are outlined below and adapted from the Center for Universal Design (1997):

1. Equitable use: The design is useful and marketable to people with diverse abilities. This could mean everyone is able to use the same facility safely, or privately, without stigmatization or segregation. Using the same doors that are fully accessible, without having special permissions for certain people based on whether they use a wheelchair, would be such an example;
2. Flexibility in use: The design accommodates a wide range of individual preferences and abilities. This would mean that there is flexibility of choice in the use of the products or service, such as using signage that clearly indicates universal meaning or adaptability depending on the person's work speed. Allowing students to use computers if they struggle to write exams because of discomfort using their hands, would be an example;
3. Simple and intuitive use: Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Guidelines for this principle could be quick and easy feedback when mistakes are made so that its use can be easier. Also, assessments that are easy to understand;
4. Perceptible information: The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. This would imply that information would be communicated visually and in an auditory way, such as campus shuttles that have visual notification of the next

stop as well as auditory information, to accommodate, for example, language challenges, visual ability and deafness;

5. Tolerance for error: The design minimizes hazards and the adverse consequences of accidental or unintended actions. This would mean that warnings and fail-safe features are clear to see and read to avoid accidental use, or computers easily indicate if incorrect selections are made;
6. Low physical effort: The design can be used efficiently, comfortably, and with a minimum of fatigue. This means that there is ease of use whether sitting at a desk working, opening a door, reaching for a doorknob or buzzer or using card-reader to open a door;
7. Size and space for approach and use: Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. This would facilitate ease of use and access no matter the user's body size, shape or condition, so providing ramps with wide enough door space and a toilet size large enough to turn a wheelchair is good use of space and size.

Universal design requires a different way of thinking about the environment and about the people who use the environment, in its broadest sense, from the use of everyday products to signage and how information is conveyed. What happens in the classroom is an interaction between how information is shared and how the user of the information receives it. The idea of UD lends itself to the diversity in people and therefore lends itself to the diverse ways in which people process information and are made to feel welcome and included.

2.9 Universal Design for Learning (UDL)

In higher education, students present with a range of characteristics that need to be considered, should we aspire to be truly inclusive and diverse. Students come from different backgrounds socio-economically, culturally, regarding sexual orientation, ethnicity, religious beliefs, age, values, intelligence, physical and sensory abilities, have different preferences regarding learning, to name a few of these diversities. If UD aspires to cater for most users and not the average, how does it do justice to being truly diverse in universalizing the learning context? What needs to happen in the classroom and campus-wide to be truly inclusive of all needs?

Burgstahler (2015) outlines the stakeholders in the success of students in higher education as the person with the disability, parents as well as family members, peers of the person, staff at schools and on campus (in support services, teachers, counsellors, administration, faculty), policy makers, government providing services and community members and leaders. This points to the systemic nature and structures involved with people with disabilities. Students are reliant on positive relationships and interactions with these stakeholders to enable their success and take cognisance of their diversity.

Rose and Meyer (2002) use neuroscience as well as inventive technologies as a basis to understand UDL. They propose types of instruction by teachers and information channels that need to be considered in an educational context that would cater for the diversity of students. Dalton and Roush (2010) have researched the value of assistive and educational technology to foster learning in a wide range of students and notes the growth in the use of assistive technologies since the era of the personal computers started, with special reference to the post-1980s.

Dalton, Proctor, Uccelli, Mo and Snow (2011) describe UDL as a framework for instructional design which is based on neuroscience that forms the backdrop to how people learn, receive, process and plan information. They indicate that instructional material should be flexible so that it caters for diversity of people, including the language diversity in people. This type of instruction also accounts for the diversity in learning styles and preferences in ways of processing information.

UDL may offer a way for students to access teaching and learning contexts in an accessible way that is flexible, caring and welcoming and that is inclusive without being accommodating or having to make special changes to the environment or learning material, because planning would have been more inclusive from the start. Institutions of higher learning will need to re-organise how they view this sector of their student population – as an add-on and students to be accommodated, or students to be planned for as part of the diversity of students. This way of organizing and planning should be informed by how we view our students. Some writers refer to the manner in which we care for our students and how we respond to that.

According to cognitive neuroscience, as espoused by Rose et al. (2006), neuroscience can facilitate an understanding of how we learn theory, how memory functions and how language is processed, and it can give us information about perceptions and problem-solving (thinking skills). Three neural functions are present in the brain, according to Rose et al. (2006), pattern recognition, pattern planning and generation as well as pattern determination of importance. These form the neurological basis for learning styles. Learning components that affect how we perform these neural functions are: how we (1) recognise information to be learned; (2) apply strategies to process information; and (3) engage in learning a task.

If UDL can be explained from a neuroscience perspective, then this has implications for how we can attend to the diversity and disabilities presented to us by our students. Three chief principles guiding UDL have implications for working with information in the higher education environment. These are that material allows for (1) multiple means of representing information, (2) multiple means of expressing knowledge, and (3) multiple means of engagement in learning. This has implications for how coursework could be designed with the diversity of students in a class, how media and materials are designed, teaching methods, assessment practices as well as discussion groups, website and course material (Bruner, 2016; Dalton, Mackenzie & Kahonde, 2012; Rose et al., 2006).

This implies that when information is taught or shared in an educational context, this should be available in a *range of representations* to reach the wider diversity of students. This would mean that students have access to information verbally, in audio, in text, as a podcast, as a video and in a tutorial or other out of class taught experience, depending on the way in which they prefer to acquire information based on their neurological brain strengths. The increasing availability of electronic learning material has made access to such information easier for a large variety of people. People with reading problems can have access to the same learning material in an audio format, as can blind students. Students with partial sight are able to enlarge texts for ease of

reading using software such as ZoomText⁶. Blind students can read the same text using JAWS⁷ software. Information, given UDL, must be represented or available in a number of ways to cater for the range of ways that people prefer to access information.

With reference to the *multiple means of expression*, this would imply that students can show their understanding of the information in various ways, depending on their strengths. Examples of these could be flow charts, a written format, or role play (Dalton et al., 2012).

UDL espouses *multiple means of engagement*, taking into account the strengths and diversity of students regarding how they are motivated to learn and engage with information. While group work could work well for some students, a deaf student might find a group quite challenging especially if more than one person speaks at a time, if there are different languages spoken in the group or if hearing is not effective because voices can get lost in a group. This could mean doing a task as a pair, having a study buddy or doing a group chat about a topic as a preferred way to engage.

In a research project reported by Gronneberg and Johnston (2015) in which UDL was piloted in a history module, interesting results emerged. The reason for piloting with this particular subject was that many students sought special accommodations with this subject and many students dropped out of the module. Given the principles of UDL as outlined above, it was decided to use this approach as it is known to accommodate for various learning differences, to enhance engagement as well as improve performance (Gronneberg & Johnston, 2015).

The course was re-designed in a way that afforded students various ways to access the learning materials, which included videos with captions and a text-to-speech textbook. The students could also engage with the text and show their learning in a variety of ways, such as doing online work or work in class, as well as being able to work alone or in a group.

⁶ Job Access with Speech (JAWS) is a screenreader that was developed for people with visual impairments that does not require a screen or using a mouse. www.freedomscientific.com

⁷ ZoomText is software developed to magnify and do screenreading. It enlarges text and reads information from the computer screen. www.aisquared.com

Assessments could be done online in their own time, on a blog, by doing a presentation and by facilitating a class discussion. The students' feedback regarding the various ways that they could learn was that they liked the flexibility offered, and they did not feel different as they were included in the classroom and not separated into an exam venue. They could also work at their preferred pace and demonstrate their learning in a way that they preferred. The mean grade for the module was reportedly 12% higher than previously recorded, no students dropped out of the course and no applications for special accommodations occurred. Although this represented a small group of students in one module, UDL in coursework was successfully implemented.

UDL poses an opportunity to engage the diversity and disability created by barriers in an otherwise average educational context which is made to be a one size fits all students. The use of the digital systems in education as ways to communicate and transfer information has expanded the global village as well as opened a variety of ways for students to access information and express knowledge in a UDL context. Hall et al. (2015) expand on a technology-based system blending UDL, called Strategic Reader. This is an online reading system that had improved reading comprehension significantly for students with learning disabilities.

The role of technology in UDL cannot be underestimated (Dalton & Rousch, 2010), given the expansion in assistive technology that has come with the digitalizing of information. Technology in particular has expanded the options available to the higher education student and is an important means of engaging with the diversity of students. It does require an understanding of the principles that lie behind it as well as what it would mean for planning beyond the UD concept.

2.10 UD and UDL in our context

The World Disability Report (WHO, 2011, p. 170) refers to UD as a process that increases usability, safety, health and social participation, through design and operation of environments, products and systems in response to the diversity of people and abilities. It goes on to state that usability is not the only goal of UD and "adaptation and specialized design" are a part of providing customization and choice, which may be essential for addressing diversity. Other terms that are often used synonymously

with UD are “design for all” and “inclusive design”. This is espoused from a global perspective and its implications in our environment in South Africa have barely been tested, but it is a concept that is already being explored and discussed in a range of contexts in higher education.

To promote inclusion in higher education, this would mean that the curriculum in its broadest sense also be designed in a way that facilitates access and diversity (Liasidou, 2014). Pawling (2010) refers to UDL as providing flexibility that allows for various ways for all students to demonstrate their knowledge and skills. This kind of learning design allows for various strengths in students to accommodate their learning preferences, thereby minimising possible barriers in instruction and assessments in a way that benefits all students in educational settings. Hall et al. (2015) have researched the value of combining technology to realise UDL. Leibowitz and Bozalek (2015) also advocate for looking at UD and UDL as a means to reach social justice and equity in the higher education context in South Africa (Leibowitz & Bozalek, 2015). Ohajunwa, McKenzie, Hardy and Lorenzo (2014); Lalvani (2010) and Polat (2010) also espouse inclusion as a way to reach social justice in education although Sayed and Soudien (2003) also point to its complexities, particularly in the South African context, with its huge societal inequalities accumulated through its complicated history.

Universal design for learning may offer a way for students to access teaching and learning contexts in an accessible way that is flexible, caring and welcoming. This would create an inclusive context without being accommodating or having to make special changes to the environment or learning material, because planning would have been more inclusive from the start. Institutions of higher learning will need to re-organise how they view this sector of their student population – as an add-on and students to be accommodated, or students to be planned for as part of the diversity of students. This way of organizing and planning should be informed by how we view our students. Ohajunwa et al. (2014) note that starting to include disability in curricula is a good way to start talking about disability-related aspects in everything that we do in higher education.

2.11 Conclusion

This chapter provided the conceptual framework to this study. It highlighted the contentious issues around the medical and social models which contextualize how disability is constructed today. The biopsychosocial model of the ICF (WHO, 2001) is proposed as a preferred model to follow as it encompasses the range of factors to be considered when working with students with disabilities in a systemic way. This also presents an inclusive way of working with students. The chapter further contextualized the systemic nature of higher education using Bronfenbrenner's Ecological Systems Theory as a way of showing how systems impact students in a bi-directional manner in this sector. The chapter concluded by introducing the concepts UD and UDL as ways for universities to become more inclusive in their practices without othering students in their quest to become more transformative and meet the ends of social justice.

CHAPTER THREE: SITUATING SOUTH AFRICA GLOBALLY WHILE GAZING AT DISABILITY INCLUSION AND THE STELLENBOSCH UNIVERSITY CONTEXT

3.1 Introduction

Disability issues in South Africa are closely tied to the narrative of discrimination, exclusion, social isolation and marginalization. This recognition of the injustices of the past apartheid system and colonial history, as well as the current climate of social transformation, the move towards social inclusion and the establishing of social justice in South Africa today is just as much of relevance to the inclusion of people with disabilities (DHET, 2013). The South African context is influenced by the global social justice and human rights movement. South Africa emerged from institutionalized discrimination in 1994 with the dismantling of apartheid⁸ rule and the establishing of a new democratically elected government for the first time in its documented history (in excess of four hundred years) (South African History Online, 2015).

Prior to 1994, the systemic exclusion of the indigenous people from fully participating in society was endemic in South Africa. Indigenous South Africans and migrant workers imported to work as labourers were subjected to oppressive conditions including slavery that excluded them from participating in mainstream society between 1652 until 1833, after which the Slavery Abolition Act was implemented. From the early 1900s, systematic legislated land exclusion took place, excluding Black South African people from either owning land or forcefully removing them from their land to designated areas based on racial grouping and colour profiling. Full political exclusion based on being Black⁹ was instituted by apartheid (Mekoa, 2011; Naicker, 2005). Since the late twentieth century and the early twenty-first century, the move towards humanising and transforming South African society through challenging legislated apartheid and exclusion from full participation in society freely became a national priority. Exclusion was challenged in line with human rights imperatives throughout the globe.

⁸ Apartheid was a term coined for the legitimised separation of people into racial groups along colour lines that manifested in their separate development and participation in society with regard to racial classification, separate education systems, separate amenities, separate living areas, job reservation, etc.

⁹ Black in this context refers to designated groups that were not categorised as White in South Africa. These were people classified as Indian, Coloured or Black.

3.2 The exclusion of people with disabilities in South Africa

Alongside this exclusion narrative was the marginalisation of people with disabilities from participation in society, by virtue of being disabled. Their oppression has been described as akin to the oppression of other marginalized groups in South Africa based on skin colour, gender and race, and needed the same redress as the other marginalized groups in society (Howell, Chalklen, & Alberts, 2006; Watermeyer, 2013b). The intersections between discrimination of social markers such as race, colour, class, gender, culture and disability have been well documented with its need for redress and social justice (Bozalek & Leibowitz, 2012; Gillborn, 2015; Majiet & Africa, 2015; Tyler, 2015).

In many respects, the situation for people with disabilities in apartheid South Africa mirrored what was happening in other countries, with the added oppression of legislated racial exclusion and segregation based on skin colour (Engelbrecht & Forlin, 1997). As in other countries, people with mobility challenges, for instance, had no or little access to public transportation or health services, for instance, and poor access to multi-storeyed buildings including places of public health and teaching and learning, such as universities and schools. Educational facilities were segregated, with special schools being the norm, and better equipped schools being reserved for White people (DoE, 1997b; Lomofsky & Lazarus, 2001). Oppressions were multiple for some groups by virtue of them being women, Black and disabled, for instance. Organisations such as Disabled People South Africa (Howell, Chalklen, & Alberts, 2006) constituted a movement that advocated for the recognition of disabilities as also being a significant sector discriminated against, by virtue of their systemic exclusion from full participation in South African society.

With the fight for the democratization of South Africa came the recognition of the need for equality amongst all people, including people with disabilities. Soudien and Baxen (2006) speak of respecting the differences between people and developing their similarities, in an inclusive way. This is the thrust of the inclusive movement in South Africa that wishes to shift from a social environment that excluded many from active participation based on politically constructed criteria, to one that includes all and affirms their basic human rights and dignity, which is enshrined in the Bill of Rights,

which is the basis of the South African Constitution (1996: Chapter 2). This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom. The state must respect, protect, promote and fulfil the rights in the Bill of Rights.

Amongst the many provisions made by the constitution was the outlawing of discrimination based on disability, as indicated in the Equality clause, below (South African Constitution, 1996: Chapter 2):

- (1) Everyone is equal before the law and has the right to equal protection and benefit of the law.
- (2) Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed Chapter 2: Bill of Rights 6 to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.
- (3) The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.
- (4) No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.
- (5) Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair.

Emanating from this was a need for South African society to re-conceptualise their understanding of what an inclusive society would look like and re-envision the laws around, inter alia, disability. The Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 (PEPUDA) (Republic of South Africa, 2000), or what is also known as the Equality Act, reaffirms that everyone is equal before the law and that reasonable measures should be taken to outlaw discrimination and promote equality amongst all people, including those with disabilities.

Exclusion was also evident in the education context where segregated schools and universities were the norm. Inclusive education has been education policy in South Africa since 2001. Education became one way to foster integration in society as part of the inclusive movement. The vision for the country was to be implemented in all sectors of society. The move away from the unequal distribution of special schools in White areas, and exclusion for people with disabilities, which mirrored the exclusionary nature of the South African society, needed to be addressed. The implementation of the inclusive education policy in South Africa was initiated in primary schools (DoE, 2001). Many students are currently able to attend classes at primary schools, high schools and in the post-school sector. If a student has a disability, they do not have to attend a special school and be excluded from a mainstream school, but can be included in any school, according to the inclusive education policy (DoE, 2001).

Inclusion is described as a way of attempting to include people in society in its broadest sense. Swart and Pettipher (2011, p. 3) describe the practice of inclusion as being a "...complex, multidimensional and controversial concept", recognising its value and its challenges. The challenges include gaining a thorough understanding of inclusion, its implications for practice and the conflicted notions around the costs of inclusion. Donahue and Bornman (2014) and Sefotho (2015) also point to the difficulties in disability mainstreaming, which has disability inclusion as its ideal. Policy also takes longer to implement in practice. Twenty-one years into a new democracy is relatively brief given the South African landscape of systemic exclusion of designated groups during apartheid and during colonisation, over hundreds of years. The changing socio-political and economic milieu impacts all facets of life, including education (Swart & Pettipher, 2016).

3.3 Transformation of higher education in South Africa

With the dismantling of apartheid in South Africa in 1994 and the promulgation of a range of new legislation, higher education did not remain unaffected by the implementation and effects of the new laws. The new and democratic post-apartheid SA brought implications regarding where people could study, as well as increasing access to higher education, to name a few. The status quo in higher education needed transformation as it began to mirror the political, human and socio-economic changes which needed to take place, not only locally, but globally as well.

In a report carried out by HESA (2014), the 20th year of democracy in SA was reflected on. The role of the university remained ever relevant and integral to a transforming higher education landscape. Social constructions regarding the role of the university, access, opportunity and success as well as equity and social justice remained some of the ways that showed the interconnectedness of social issues and the university.

In the years just before 2015 (culminating in 2015-2016), the rise in protests largely due to the inequalities in society started to manifest in higher education institutions (Chetty & Knaus, 2016). There have been recent calls from students for the decolonisation of university curricula (Le Grange, 2016), also supported by some academics. Student uprisings in higher education surged recently, through campaigns such as #RhodesMustFall and #FeesMustFall (Habib, 2016). The focus on the previous two campaigns was around the removal of statues of colonialism and widening the participation of Black students at universities, as well as challenging the rising costs of university fees. This became a national movement in higher education where students protested against the increase in student fees, which were well above inflation, and have been so for the past few years. Both campaigns were initiated by students as critical thinkers in their context of higher education and South Africa. This led to a 0% increase in student fees in 2016. Practices and institutional norms and values are critical when rethinking the status quo. Universities should reflect what is happening in society through their policies and practices (Bozalek & Boughey, 2012; Howell, 2005; Ntombela, 2013; Soudien, 2010). Universities by their nature are producers of knowledge and new ways of seeing and doing to improve the world.

Bozalek and Leibowitz (2012) refer to higher education as being part of a process as well as an outcome – higher education needs to serve a purpose towards creating a socially just society by examining its own practices. What this means is that as institutions that generate new knowledge, higher education needs to be actively engaged in research activities that improve society. By implication, transforming educational practices and the way that universities are managed should contribute to the graduates who are better prepared for a transforming society. Soudien (2010) reflects that higher education often side-steps and does not effectively deal with the challenges of transformation.

The year 2015 in South Africa saw students critically appraise their lived higher education experiences. Students reflected on the status quo of transformation at their universities through protests in a very tangible way (De Villiers, 2015; Gouws, 2015; Nwadeyi, 2016). There were calls for the decolonisation of curricula at universities (Le Grange, 2016). Protests reached a climax to the extent that by the end of 2015, the statue of Cecil John Rhodes¹⁰ had been removed from the University of Cape Town campus, the Verwoerd¹¹ plague had been removed from Stellenbosch University, and rolling protests amongst students and some staff had taken place nationwide ranging from issues around transformation, decolonisation, to the escalating costs of study and poor work conditions for outsourced workers on campuses. This resulted in expedited discussions about slow transformation, ongoing racism, exorbitant student fees and the de-colonisation of universities. Discussions took place with university management, student groups, student representation councils, union leaders, outsourcing employers/companies and national leadership in higher education, as far up as the Minister of Higher Education and Training. Debates also took place in the SA parliament about the student movements. Exams and graduations were postponed on some campuses because of increased unrest towards the end of the academic year.

Students and staff questioned transformation efforts on their campuses, post-colonialism ideologies in the curricula, campus practices, what inclusion means for them and marginalized people in society in general, inclusive of outsourced university workers. Institutional norms and values were challenged as they reflected on the injustices that were still pervasive in institutions and society. Interesting thoughts about what was happening in society at the time, including the impact of the vestiges of

¹⁰ Cecil John Rhodes was an English born colonist who came to Africa and became a British businessman in South Africa, Member of Parliament in the Cape Colony, Prime Minister of the Cape Colony, an imperialist who formed the British South African Company (BSAC) that colonized Zimbabwe. Retrieved from <http://www.sahistory.org.za/people/cecil-john-rhodes#rhodes#sthash.13m6tCsF.dpuf> on 31 January 2016.

¹¹ Verwoerd represented the National Party when it was led by Dr D.F. Malan and became the Minister of Native Affairs. He slowly changed the Black reservations into autonomous states (Bantustans) in South Africa. African education was also his domain. Access for Black people was limited regarding higher education, meaningful jobs and becoming economically advanced. Retrieved from <http://www.sahistory.org.za/people/hendrik-frensch-verwoerd#sthash.woRCTzn.dpuf> on 16 March 2016.

apartheid that they witness in the form of statues of past colonialists, were expressed. Some of the experiences from students, specifically at Stellenbosch University, are encapsulated in a video called *Luister*¹² (*Listen*), which deals with racial discrimination on and off campus. Critical students who did not feel oppressed or marginalized also reflected on what was happening to their peers. On both sides of the divide, this was a time of introspection and reflection for staff and students.

Issues that emerged at a particularly historically Afrikaans¹³ White institution, Stellenbosch University, were unsavoury, noting that SU was a historically White and Afrikaans university, legitimized by apartheid SA. It advanced White Afrikaans speaking people as well as developed the language, Afrikaans¹⁴, to a high academic standard. These were some of the exclusionary utterances by selected White staff and students. They responded to the presence of Black students on campus, when the latter complained or made requests related to their academics, such as not understanding Afrikaans or asking lecturers to repeat information in English, with remarks about language exclusion in the classroom and why Black students were not choosing a University where they could learn in their own language or in English. Scenarios of this kind involving language manifested in a deep sense of powerlessness and exclusion from knowledge. Nwadeyi (2016) illustrates the power in the way we use language to exclude, entrench and demonstrate position in society. Other remarks around racial groups and their presence on certain campuses not historically reserved for them were evident.

Financial struggles amidst rising university costs was an economic issue that was also tied to the vestiges of apartheid as those who struggled financially were stratified mostly along racial lines, which were Black in the context of South Africa (and this

¹² The *Luister* video (*Listen* in English) depicts students at Stellenbosch University expressing their dissatisfaction with a range of issues that include the Afrikaans language, racism and not feeling welcome at Stellenbosch University. <https://youtube/sF3rTBQTQk4>

¹³ Afrikaans is spoken by a minority of South Africans, with the majority speaking indigenous African languages. Stellenbosch University was a traditionally Afrikaans university which excluded many students from participating due to its Language Policy, in the democratic SA. English is spoken by most people either as a second or a first language.

¹⁴ Afrikaans is a language that developed in South Africa as a way for the Dutch settlers in the Western Cape and the indigenous Khoisan and Malaysian people, to communicate with each other. The language developed through this interaction and was later established as a language of the state and became an official language, with English, prior to the democratisation of South Africa.

study). Even middle to higher income families were struggling with the rising costs of education. Affected staff on campuses where outsourcing occurs, joined the protests and highlighted their own marginalization economically, as a result of being outsourced. The broader South African economy came into play and most students were affected by the university costs debate as well as the other discourses on campuses.

During 2015, communication around disability exclusion also took place at the University of Cape Town campus (Lorenzo, 2015). Many issues highlighted during 2015 had in fact emerged years prior to the 2015 protests, but the protests placed the spotlight on areas needing redress on a practical level.

In a powerful speech delivered by the first Black woman (and SU alumnus) at a traditionally White male Stellenbosch University Convocation in 2016 (Nwadeyi, 2016), the following all encompassing statement reflected our current moment in history in South Africa and the way forward for young persons:

In the wake of the ugly racial, political and economic debates happening in South Africa, I can tell you as a young person that there is a new generation of South Africans, especially those of colour, who are proud and have no interest in or tolerance for the things their parents let slide as we entered the democratic dispensation. (p. 4)

This speech encapsulated the questioning of youth today in a range of ways and what has started to emerge in 2015 - 2016 is critical questioning from students with disabilities (and without disabilities) of a number of exclusionary practices taking place on campus, such as physical access barriers and the tardy responses to support from isolated staff members. A confidence in expressing and engaging regarding disability inclusion has strengthened.

3.4 Disability as transformation imperative in South African higher education institutions

In the seminal study done by Howell (2005) which was commissioned by The Council on Higher Education, the response of higher education in South Africa to the increasing access for students with disabilities was examined. Many of the aspects of

the report that arose then has relevance to the higher education climate today. Seven aspects related to disability and specific to this dissertation will be highlighted.

Howell (2005) views disability within a contextual, social model-informed framework, using a theoretical approach similar to that followed in the current study. The social model (which was discussed in the previous chapter), presents a conceptual shift in society in its response to disability and stems from the human rights discourse globally.

The first issue that emerged from the Howell (2005) study was the lack of planning for disability at a systemic and institutional level. She found that there was not enough integration and inclusion taking place campus-wide, with a large part of the disability function residing in the disability office or disability unit. This was echoed by the Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM, 2011) study six years later, in which it was found that a large focus was placed on disability units (or its equivalent on campus) to provide support to students, in this way not integrating disability into key aspects of the university. Any disability-related problem, from facility and maintenance issues to academic exclusions, became a matter for the disability units to deal with. Disability was therefore not sufficiently included in the planning and functioning of all faculty, administration and support services.

Secondly, linked to the issue of planning, is the lack of efficient data at institutions of higher learning in order to plan effectively. Statistics currently range from 5% of the student population being disabled to around 7% (Stats SA, 2014). The Integrated National Disability Strategy (Republic of South Africa, 1997) stated a range of 5% - 12% of the population that is expected to have a disability. Huge discrepancies exist between the Higher Education Management Information System (HEMIS) disability category statistics (from which the Post-School Education and Training sector draw their information) and the SA census statistics. The SA census statistics (Stats SA, 2002), as gathered by the last census, used the Washington Group questions¹⁵ to gather their data. If different measuring instruments are used to measure the same population, then different statistics are bound to emerge. The HEMIS categories are

¹⁵ The Washington Group questions comprise six core functional domains: seeing, hearing, walking, cognition, self care, and communication. The aim is to standardize disability statistics internationally and is grounded in the ICF (WHO, 2001) model.

currently being revised to create a standardised benchmark for use in higher education.

The third aspect Howell (2005) highlights are the disparities, segregation and exclusion of Black students with disabilities on a range of levels, including education and higher education. Their enrolment numbers are low across the country. This implies that White people are advantaged to a large extent in the education system. This means that much more needs to be done to include and retain Black students with disabilities in higher education. Support such as the extension of degree programmes was recommended.

The fourth challenge that emerged from the Howell (2005) study was the lack of sufficient disability funding. No ring-fenced funding is given to institutions for disability support. The only funding is the current National Student Financial Aid Scheme (NSFAS) that is means tested and reserved for students from very low income families. Despite the lack of government funding to institutions, these places of learning sought creative ways of seeking funding such as seeking funds outside the university through non-governmental agencies or from the private sector.

The fifth aspect related to staff on campuses. Howell (2015) noted that senior management was not providing sufficient support to those working to promote disability inclusion. This left the disability units to cope with many challenging aspects of disability on campuses, according to the Howell (2015) study. Academic staff, on the other hand, sometimes showed a resistance to be inclusive and provide reasonable accommodation to people with disabilities. The disability office often had to take on the advocacy role and liaise with departments on how to support or to encourage them to try a specific approach with a student, despite possibly never having supported that particular type of disability before. She refers to the perception that disability units have become “dumping grounds” for any disability-related matter that emerged on campus (Howell, 2005, p. 61).

The sixth aspect also involved disability offices or units. Disability offices were noted as not having sufficient staffing to effectively provide the full range of support as needed on campuses. This was also noted in the FOTIM (2011) report. Because

students were often reticent to ask for support from their academic departments, this meant that staff members needed to fulfill this role on their behalf, with particular reference to staff in the disability units. De Cesarei (2015), in his study on the psychological factors that prevent disclosure, noted aspects such as identity, stigma, self-worth and self-awareness as crucial factors that impact on students with disabilities when having to seek support. Not knowing enough about their disability or whether they had one were also contributing factors to their non-disclosure or reluctance to ask for support.

A seventh recurring matter that emerged in this study, as well as the White Paper 3 (DoE, 1997b), the White Paper 6 (DoE, 2001) and more recently the White Paper on Post-School Education and Training (DHET, 2013), is the notion of geographical regions specializing in certain kinds of disability support. This latter White Paper (Chapter 6) (DHET, 2013, p. 44), concurs with the White Paper 6 (DoE, 2001), in that it "...calls for 'regional collaboration' among higher education institutions when addressing disability – that is, provision for people with disabilities should be planned on a regional rather than an institutional basis, so that the institutions in a region specialize in particular disabilities" (DHET, 2013, p. 44). It goes on to acknowledge that regional collaboration "... is restrictive in terms of access because it implies that institutions only cater for certain disabilities, even if students with other disabilities live nearby" (DHET, 2013, p. 44). The factor of the costliness of such access is noted in "...the cost of provision is extremely high and this may be the best route in the immediate future" (DHET, 2013, p. 44).

On the other hand, the transformation policy in HE, the White Paper 3 on the Transformation of the Higher Education System (DoE, 1997b) focuses on HEIs giving students with disabilities a fair chance to participate and succeed in higher education. Contradictions therefore exist in policy. The idea of specialization is not acceptable to the disability sector as it can be seen as tantamount to creating specialized universities, like special schools. These are seen as limiting students to studying certain degrees at identified universities that might not interest them. They will then feel compelled to study at a specific university only because that university caters for their specific disability needs. This is not a transformatory practice that would pervade all institutions nor one that is inclusive because it will not allow all institutions to fully

respond to the diversity of their students. It would be tantamount to selective diversity and inclusion, and the fact that it would exclude certain disabilities would be discriminatory to those students who experience “excluded” disabilities even though the particular university might be their university of choice.

The White Paper for Post-School Education and Training (DHET, 2013) states at the outset of its policy, that, “With democratization, the plight of people with disabilities finally became part of the transformation agenda. There has been an increasing acceptance that people with disabilities can play active roles in transforming their own lives, and can contribute to society” (p. 44). Disability and transformation remain inextricably linked in our quest towards a socially just society.

The White Paper 3 (DHET, 2013) further states that given the context of the history of South Africa “...an important over-arching goal of our society is the imperative for transformation, the elimination of racism, sexism and other forms of discrimination, and the entrenchment of democratic norms and a culture of tolerance and human dignity” (p. 10). Additionally, it states that this post-school sector “...must strive to respond to these transformational goals through all possible mechanisms...and must respond to the special education and training needs of various social groups such as youth, the disabled, the sick, rural dwellers and so on” (DHET, 2013, p. 10).

Transformation is a process of changing the institutional culture not only in demographics, but in daily practices and framework of thinking and how people relate to each other. It encompasses a shared institutional vision of how the institution should look and be. This vision should echo the national imperatives as students in higher education institutions eventually become the future workers that grow the nation and need to live in society. The White Paper 3 on transformation in South Africa (DoE, 1997b) states that the higher education system must transform to reflect societal conditions and strengthen values and practices. This policy sees the redress happening at a political level, as well as societally and economically with redistributive policies aimed at equity. System redress is therefore envisioned. The White Paper 3 states:

The governance of higher education at a system-level is characterised by fragmentation, inefficiency and ineffectiveness, with too little co-ordination, few

common goals and negligible systemic planning. At the institutional-level, democratic participation and the effective representation of staff and students in governance structures are still contested on many campuses. (DoE, 1997b, p. 5)

White Paper 3 (DoE, 1997b) further makes suggestions for how HEIs should increase and broaden participation of students:

Successful policy must overcome an historically determined pattern of fragmentation, inequality and inefficiency. It must increase access for black, women, disabled and mature students, and generate new curricula and flexible models of learning and teaching, including modes of delivery, to accommodate a larger and more diverse student population.... Successful policy must restructure the higher education system and its institutions to meet the needs of an increasingly technologically-oriented economy. It must also deliver the requisite research, the highly trained people and the knowledge to equip a developing society with the capacity to address national needs and to participate in a rapidly changing and competitive global context.... Successful policy must reconceptualise the relationship between higher education and the state, civil society, and stakeholders, and among institutions. It must also create an enabling institutional environment and culture that is sensitive to and affirms diversity... (p. 7)

Fundamental principles that guide the transformation policy of SA in HE are qualities such as creating a democratic society based on human dignity, equality and freedom as well as equity and redress. By equity is meant the ability to participate in HE and be successful at this. This would imply that HE needs to critically appraise its existing inequities which result from its structures and practices that might exclude people unwittingly.

Higher education, according to its transformation policy of 1997, wants to produce graduates with the skills and competencies that build the foundations for lifelong learning, including, critical, analytical, problem-solving and communication skills, as well as the ability to deal with change and diversity, in particular, the tolerance of different views and ideas.

3.5 Transformation of higher education globally in the context of disability

In order to understand transformation issues in SA higher education, it is necessary to locate the issues more broadly. The establishing of a human rights agenda globally as part of redress emerged particularly after World War II where gross human rights violations took place leading to mass genocides. People with disabilities were also targeted in the pursuit to create a pure race. The United Nations Universal Declaration of Human Rights (UN, 1948) and the International Covenant of Human Rights (UN, 1983) are both international legislation that underpins global movements towards the democratization of societies with concomitant dignified treatment of all citizens. In meeting the aims of dignified treatment for all people, disability needed specific attention.

The UNCRPD (UN, 2006) (also called the Convention here) recognized that towards the turn of the twentieth century, not enough was done regarding the implementation of equality amongst people with disabilities. The Convention presented a special focus developed to guide governments to level the inequalities that serve to lead to the disablement and exclusion of people in our communities, with special reference to people with disabilities. This Convention gives broad guidelines to states to guide the establishment of a socially just system for people with disabilities. The Convention speaks to the systemic nature of how societies function and how governments and societal stakeholders need to play a role in creating a just and inclusive society that will work against the exclusion of people on the basis of disability.

The same Convention highlights guiding principles such as respect, dignity, autonomy, freedom of choice, non-discrimination, social inclusion, respect for difference, acceptance of people's humanity and diversity, equal opportunities, equality between genders and the preservation of people's identities and evolving capacities. Article 24 of the Convention makes reference to education and provides basic principles to be considered to foster inclusion. Similar principles are also enshrined in the SA constitution and have guided the development of many new policies in the democratic SA, which include the sectors of housing, health, education and land reform (Republic of South Africa, 1996). However, the Convention is very specifically geared throughout the document towards people with disabilities throughout society.

Education has become a rights-based issue as well as a developmental one and this has been recognized globally (Rioux & Pinto, 2010). With the range of policies in place globally and the shifts in social and education policy, there often remains a discrepancy between policy and practice (Rioux & Pinto, 2010). Practice however does take longer to implement than it takes policy to be promulgated. Policy-makers and institutions need to take a step back and consider their worldview of people when developing policy and programmes towards transformation. How do institutions of higher learning need to engage with their own transformation in order to foster a just society? How can each institution approach its students in this significant endeavour?

Nussbaum (2002) offers basic elements needed for a society to consider itself to be just. She positions her argument from a rights-based and human dignity perspective and sees these characteristics as important to live with and towards other people. It means that there is a measure of co-existence and interdependence in society. She sees society as making a person more or less capable to participate in it, and has co-developed the capabilities approach. She views institutions of higher education as having a role to play in the promotion of human capabilities. She notes three capabilities that higher education should be nurturing in students to enable better contributions to society and to become better people: to think intellectually, to think critically and to think globally (Nussbaum, 2004).

Nussbaum (2004) firstly notes the ability to think intellectually about life by using your senses, your imagination and your ability to think. This is particularly useful for students to do when at university. To think critically at this level is also emphasized by the Education White Paper 3 (DoE, 1997b). When students leave university they are meant to be able to contribute meaningfully with critical engagement in work and life in general in a way that can improve society.

The Socratic ability to criticize one's own traditions is noted as her second capability. This capability is very relevant in a society such as South Africa, and particularly at SU, which comes from oppressive self-serving traditions that served to improve and build the Afrikaner and the Afrikaans language prior to democracy. South Africa's diverse society is fairly traditional and conservative in its thinking. In Nussbaum's view

it would be good to critically challenge these traditions given the bigger context of the country.

Finally, she notes the capability to think globally, which she calls being a world citizen. This brings into play the universality of life and the importance of thinking inclusively rather than exclusively. To think in a global way allows you to expand your thinking about your local context and creates a wider perspective on reality. This is particularly relevant to a university such as SU where there is still a desire to hold onto traditions that are locally grown from a particular era, despite a global context of being able to communicate with a much broader audience and to educate in a language that caters for a worldly context. It remains important to look at the higher education context globally too.

In considering disability in higher education globally, controversy seems to abound given the post-1990s move to inclusion. Policy shifts in disability accompanied this move. Inclusion has been received and practiced with mixed responses. While the focus in higher education is more on equitable participation and providing ongoing support, the issues at primary school level are more complex. I will focus on a few studies that emerged from some countries internationally as I position disability inclusion there: UK, USA, Croatia, Ireland, Austria, Spain, Czech Republic, Lithuania and Greece.

When the inclusion movement started in the UK during the 1980s, principles of equality, widening participation and the establishing of social justice were viewed as driving inclusive education. Despite clear policy in the UK, implementation has been mixed. Gibson (2012) states that in the UK, institutions need to consider critical understandings of disability and its implementation. The staff in these contexts still grapple with the challenges of inclusion, which is not uncommon in the education sector. Gibson (2015:884) proposes a closer “connection with the international field of social justice and diversity.” According to Gibson (2015), disability within the intersectionality discourse still needs much debate and the voices of students with multiple identities are still too quiet. Cunnah (2015) also echoes the complexities around societal constructions of disability identity and notes the impact of the social model in the UK and its enormous role towards changing the discourse around

disability. However, the role that universities can play in changing the discourse is raised as quite an important one.

In the USA, much research is done by the Association of Higher Education and Disability (AHEAD). Higher education appears to function in a way where students still need collateral information that prove their disability with needed reasonable accommodation outlined, which mainly reflects the SA context as well. In a study done by AHEAD, how support takes place in the K-12 schools (all schools leading up the final year at high school, where students are sought to be evaluated and given special education in packages) is outlined. The school system is also dominated by different legislation - the Individuals with Disability Education Act (IDEA, 2004). Once the student enters the post-school system, the Americans with Disabilities Act of 1990 guide how students with disabilities will be supported. Students in this system must request concessions or accommodations at university. These may or may not be granted (Lovett, Nelson & Lindstrom, 2014). This model is therefore not fully inclusive. In contrast to this is the more inclusive system of UDL and UDL in the USA, which propagates a system that does not label or categorise in order to support, but rather provides a multitude of ways in which students can optimise their learning. Mixed understanding and implementation of inclusion is therefore evident.

In Europe, a qualitative study was done by Biewer et al. (2015), with participants in higher education from Ireland, Austria, Spain and the Czech Republic. Biewer et al. (2015) reiterate the policy shifts that occurred in these specific countries as also indicated by the UK above. The European Union initiated the increase in participation in higher education of people with disabilities. They describe how principles of inclusion, diversity, and pedagogical, psychological and physical access formed a key component of the institutional culture which contributed to disability inclusion in these countries.

The Fondazione Giacomo Brodolini (2013) reported on inclusion in education in Europe by the European Strategy 2010 – 2020. The foundation highlights three organisations in Spain, Lithuania, and Greece and their efforts towards disability inclusion. This strategy aims to foster empowerment and participation of people with disabilities in society. These have not come without challenges, some of which are

evident in the divide between theory and practice. In all three countries, physical access matters are a challenge. Public buildings, public transportation, cultural barriers that manifest in prejudice and stereotypes and access to education remain challenges. Socio-economic and political challenges were especially evident, given recent financial crises in these countries. Examining this context through the Bronfenbrenner (1979) model of how systems impact each other in a bi-directional manner, it is clear how socio-political conditions impact on people's lives in a broad sense.

In Croatia, Milac Babic and Dowling (2015) reported challenges with how inclusion is implemented even though these policies have existed for a period of time. There does also not seem to be a positive climate regarding inclusion. Some of the challenges noted, and that resonate with this study, are barriers related to minimal adaptation of buildings and other infrastructures such as lifts, classrooms, dormitories and toilets. The issue around invisibility within the higher education system was also prevalent in this study. Students did not register for support as they did not always regard themselves as having a disability. Also, when declaring a disability and registering, students are expected to provide extensive supporting documentation which some find tedious or are unable to provide. It is the prerogative of students to choose to disclose a disability on application to the university or after they have been accepted for study.

3.5.1 The influence of the Salamanca Statement and Framework for Action on Special Needs Education of 1994 in promoting disability inclusion

The idea that all children can learn, fostering inclusive education, access and quality education in "schools for all" drove policy, principles and practice at the discussion in Salamanca in Spain towards the mid-1990s (UNESCO, 1994, p. 2). The Salamanca Statement (UNESCO, 1994) was based on the goal of school attendance for all children, and was not focused on higher education in its early stage. This however remains a global landmark statement that has impacted the field of special schools' education as opposed to inclusive education.

Disability inclusion was fuelled by the previous 20 years of promoting integration and inclusion across society by the disability movement, with particular reference to groups in the UK such as the Union of the Physically Impaired Against Segregation (UPIAS).

The UPIAS movement, driven by people with particularly physical disabilities challenged the medical model and institutionalization of disability in a segregatory and exclusionary manner. This movement challenged the medical model and was a precursor to the formation of the social model (Goodley, 2011), as coined by Oliver (1990), which was to become part of the human rights discourse across the globe. The Salamanca Statement (UNESCO, 1994) marked the systematic global introduction of inclusion in education.

Inclusion, according to Liasidou (2014), is an ideology that pursues the creation of accessible societal and educational contexts, which further aims to create a transformed society where all can participate equitably. Education, as a critical part of society, did not remain unaffected by the inclusive movement. The Salamanca Statement (UNESCO, 1994) intended to start an educational strategy globally. The education system as we knew it was to be reformed. Society started organising education around inclusion and moving away from special schools as the only option for education for people with disability. This meant that education should include everyone without prejudice based on disability, working children, language orientation, cultural minorities nor any marginalized groups, as examples. Worldwide consensus was formed around this policy.

The Salamanca Statement (UNESCO, 1994) also recognized the disabling effects of the environment in its broadest sense and saw the need to create a welcoming environment for all students at all levels of education including tertiary education. It is broad enough to allow for flexible arrangements of how this can be implemented by individual governments based on the local needs of the country. Special schools were therefore to be reserved for those who could not otherwise cope in a special school, but inclusion was to be encouraged. The focus of the Salamanca Statement (UNESCO, 1994) was thus largely on the schooling system.

Some of the adaptations that were required were curriculum flexibility, additional support within the curriculum where required, with external support staff as needed, flexible assessment practices as well as appropriate and affordable technologies. Continued research was encouraged at regional and national levels to development technologies appropriate to needs. Good practice examples to improve teaching and

learning and access to information and materials on a broad scale were encouraged. This should also form part of the teaching pedagogies at educational institutions. In-depth studies and action research were encouraged.

Teaching in disabilities was also seen as integral to staff training and development. In educational institutions the recruitment of teachers with disabilities was encouraged as role models to students. Universities were viewed as having an integral role to play in the development and research activities. Networking amongst universities was also seen as crucial as well as the involvement of people with disabilities, in disability research.

Although more is done in higher education at an ever increasing rate to support students with disabilities, according to Fuller, Healey, Bradley, and Hall (2004), much more lies beneath the surface that needs to be done, given contextual differences. Campus-wide and in all departments and faculties, a greater awareness and cohesive action is needed. Vickermann and Blundell (2010) also note the absence of the students' voices in practices and policies on campuses in their country, that promote inclusion. One way of promoting inclusion can be through the way in which campus' physical structure, curricula, technologies and assessment practices are constructed from the start. Marks (2008) also cites the importance of management involvement in initiating campus-wide involvement in disability inclusion promotion.

It is clear that efforts towards transformation and inclusion around disability continue to be a challenge globally. The dialogue needs to be systemic, ranging from top management, to the media and the local authorities, to name a few of the stakeholders in the circle of dialogue as proposed.

3.6 Disability and higher education in Africa

Chataika, McKenzie, Swart, and Lyner-Cleophas (2012) explore the challenges regarding disability and inclusion in the teaching and learning context in Africa. They make particular reference to the implementation of the UNCPRD (UN, 2006), given the socio-economic landscape on the African continent. Chataika (2010) notes the importance of education as a means to turning the tide on poverty and poor economic growth in the higher education context. However, in Africa many other challenges need to be dealt with, as the marginalization of women and young girls is often a challenge,

including getting them to school, particularly where there are disabilities. The combined scourge of HIV and AIDS and poverty is also a challenge to contend with, even before disability inclusion at school and post-school level can be considered. In the Global North, there is generally better access to facilities and infrastructure and even to be heard as a disabled group is easier.

In Southern Africa, Pather and Nxumalo (2012) refer to the mixed implementation of inclusion policies, and speak of the north-south divide and differing policy interpretation and implementation. Contextual limitations exist in these regions given other challenges. They also speak of much philanthropy from the northern regions, for spreading inclusion in Africa. In the case of Swaziland, policies and practices are also gleaned from what happens in South Africa. South Africa itself is influenced by Global North policies. Interpretations of inclusion resulted in Swaziland implementing inclusive model schools as an approach to inclusion.

Mosia (2014), in writing about Lesotho and inclusion, states that Lesotho follows an integration approach rather than an inclusive education approach. Students still have to fit into the mainstream educational system. Inadequate human and financial resources make proper inclusion very challenging.

This is echoed in Tanzania where there is still a struggle with the implementation of inclusion. Teacher training remains an issue with regards to the understanding of inclusion and the recurring issue of the lack of effective resources (Wormnæs, Mkumbo, Skaar, & Refseth, 2015).

3.7 Stellenbosch, transformation and disability inclusion

A brief history of SU contextualises its need to transform. This is the reality for a few universities that were previously advantaged before the post-apartheid era. SU was previously a privileged institution, and in many ways still is as this is part of its legacy. It was established in 1918 after the University Act of 1916 was passed by the then Union of South Africa Parliament. The University will soon be 100 years old.

Parts of SU were established in an area that was previously declared White through an act of parliament. People of colour were forceably removed from this area to be

housed outside of the newly designated White area where the university was established. Schools also had to be closed as a result of the re-zoning according to apartheid laws. At the time the University was segregated and only accepted White students that were mainly Afrikaans speaking, as Afrikaans was its medium of instruction (although English-speakers always made up a large portion of the University). Special schools were well-resourced for White people in SA during the previous dispensation, as discussed earlier in this chapter (DoE, 2001). SU traditionally attracted many students from the Pioneer School for the Blind. Supporting blind students at SU was one of the first disability-related activities to get intensive support, before the Disability Unit was founded in 2007. Support for students with other disabilities required development thereafter. Currently, students who come to SU for support are largely White, come from homes that can afford the specialist treatment required for their disabilities, and continue to request support on arrival at SU. The support needs are varied and reflect what families can afford. In some families, no support existed prior to university and the university needs to find ways to deal with this increasing group of students.

Transformation remains a challenge at Stellenbosch University. The new wave of dissent amongst the South African student population in higher education during 2015 in particular bears evidence to that. The pace of change for the young millenials is too slow. Vestiges of their oppressive past, particularly within the higher education contexts where students are engaging with knowledge, and grappling with the realities of exclusion based on language, particularly on campuses such as Stellenbosch University, have prompted certain actions of protest. The *Luister* (Listen) video of 2015 at Stellenbosch University bears evidence to the dissatisfaction that exists amongst some students.

Upon reflection of the current South African HE transformation climate, Minister Blade Nzimande, current Minister of Higher Education and Training in South Africa, stated that there was a minority of universities in South Africa that were struggling with transformation and that this could be seen by the existing untransformed systemic institutional cultures¹⁶.

¹⁶ Source: www.engineeringnews.co.za, 2015

Afrikaans as a language still presents barriers to some students, disabled and non-disabled, although the revised Language Policy (2016) of SU has a more inclusive approach. Sign Language has also been included in the new Language Policy for the first time at SU. With the diversifying of Stellenbosch University, more and more students are coming to the University without having Afrikaans as a first or second language. If some classes are offered in Afrikaans only, then this presents an exclusionary practice to some students. With reference to particularly deaf students, many of them do not have a second language and therefore only learn one language because of the challenges they face with language acquisition based on not being able to hear fully. Often they only have English as a language and are then excluded because of this. When lecturers alternate between English and Afrikaans, English-speaking students are excluded. There is a growing need to address the increasing diversity amongst students, be they disabled, have more diverse ideas, come from a different language background or be of different sexual orientation.

The need to be more diverse in a homogeneous institution like SU was echoed by Prof Chris Brink (Brink, cited in Botha, 2007), the former Vice-Chancellor of Stellenbosch University. In a speech by Prof Brink about quality needing diversity, as the compromise in quality is often cited as a red flag to be heeded when diversifying:

But diversity of black and white is not all I have in mind. My view is that Stellenbosch needs more diversity in the full sense of the word. We need more diversity in terms of colour, of gender, of religion, of ability and disability, of sexual orientation, of geographic origin, of financial capacity – we need, in short, more diversity of those attributes common in South African society. But there is still more. We need not just a diversity of people. We need the true diversity of ideas... But it is a sobering fact that a significant proportion of South African society still view the idea of increased diversity with apprehension. This is also the case here – at this beautiful place, the symbolically important and historically homogenous Stellenbosch University. (p. 85)

Historical backlogs and legacies that remain in South Africa require considered consciousness and planning to transform universities into places that encourage, foster and co-create transformatory places and socially just institutions (Bozalek &

Leibowitz, 2012). Historically, Afrikaans and White universities were epitomized by conservatism and the preservation of privilege for White students, with particular reference to students who were Afrikaans-speaking.

The Afrikaans language was a common feature of both SU and the special schools in close vicinity. The segregated nature of schools according to skin colour prior to 1994, with the unequal distribution of resources, resulted in particularly Afrikaans White schools being advantaged and given more and better resources. What this meant for SU, is that it attracted students with disabilities who were Afrikaans and White and from well-resourced special schools, to SU, as SU had the medium of Afrikaans as their language of learning. The first formal disability policy of the university was approved by Senate in 1995 as the “Beleid ten opsigte van Studente met Gestremdhede”¹⁷ (Universiteit van Stellenbosch, 1995). Attracting students who were White and Afrikaans, with disabilities, happened organically before this, as students did graduate at the university prior to the formulation of the disability policy. The university became the preferred university for students fitting this profile.

This policy briefly outlined the role-players in the support of students with disabilities to the University: procedures and roles for Admissions and Registration; Accommodation; Physical Facilities and Planning; Support Services; University societies and clubs. Support happened organically in the Examinations Department and Support Services such as the Centre for Student Counselling and Development, where psychologists worked and where students in general often came for advice. An Advice Forum for Students with Disabilities was established that attempted in an ad hoc way to coordinate support for students with disabilities campus-wide. This Forum brought together role-players at SU that were from academic departments, Facilities Management, Computer-User areas, to name a few. This dedicated group attempted to facilitate support to students on campus in the absence of a dedicated disability office or unit (the disability office was only established in 2007, 12 years after policy was set in place).

¹⁷ The Policy for Students with Disabilities (1995). It was only 12 years later that the disability unit started at SU. In the interim, support was organized at the Centre for Student Counselling and Development

The focus in the late 1990s, with reference to disability support, was ad hoc at this stage with a few departments taking some responsibility to facilitate support. At this stage, actions were not yet linked to a broader transformation or inclusivity plan at SU. Stellenbosch University at the time did not have a definitive transformation agenda or plan. The policy was purely based on the responsibilities of the different roleplayers from the admissions and registrations office to the facilities planning. The academic departments and residences did not form part of this policy. It was mainly focused on how the Centre for Student Counselling and Development would foster disability support as needed by its students.

In the year 2000, SU developed their Strategic Framework (2000) (SU, 2000) which outlined a transforming university campus-wide. Subsequent motivations echoed this position which set in place the establishing of a disability unit, which started in 2007. A better coordinated disability service could be put in place.

The coordination of disability support was vested in the disability office¹⁸. The disability office was seen as the facilitator of this type of support on campus. The policy was broad and did not require faculties and departments to develop their own disability plans, which can be seen as a shortcoming of this policy. This meant that the disability office became the custodian of any matter relating to the student and disability, even though it was meant to be a support office residing in support services. The students were not accepted to study at the university by the disability office, but were accepted by faculties in conjunction with administration. Faculty and university planning did not plan at this managerial level how disability was to be integrated into SU with all of its faculties and departments. This meant that anything related to disability became an issue for the disability office to manage. Fortunately, policies are dynamic documents and as the sector grows at national level, so will SU policy also be adapted. The current policy on disability (relating to students) at SU is already being adapted to be more inclusive. This does remain a challenge as SU itself as a University is not clear about disability in its strategic documents. There are no clear statements in overarching SU

¹⁸ The disability office was initially called the Office for Students with Special Learning Needs (Disabilities). This can be viewed at [http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/special-learning-needs-\(disabilities\)](http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/special-learning-needs-(disabilities))

policy regarding planning and implementation for students with disabilities. Planning and implementation remain mainly at the level of the disability unit. It rests with the disability unit to inform overarching SU policy regarding what inclusion means from a disability perspective.

The Strategic Planning Framework (SU, 2000) created the Vision 2012 five-point statement for SU. This document presented the first attempt at addressing transformation at SU. It was developed at the end of the twentieth century in the late 1990s. These five points focused on academic excellence; being a role-player in the emerging South African society; capacity-building in an African context; increased diversity and promoting Afrikaans in a multilingual context (Botha, 1997). Vision 2012 has been incorporated into the existing disability policy.

However, systemic paternalism, conservatism, inflexible curricula and incidents of racism amongst staff and students still exist at the university. Staffing and institutional culture have not received sufficient systemic attention and change has at times been met with resistance (SU, 2014). Alongside this have been incidents where students with disabilities are still viewed with suspicion, as will become evident in Chapter Five (students' experiences) and Chapter Six (staff experiences).

Notwithstanding, strides have been made towards disability inclusion at SU, although SU is at a stage where disability inclusion needs to become more integrated and systemic, where each department and faculty plans for how they will be more disability inclusive (in some cases this is evident in teaching and assessment practices, facilities planning and appropriate support). South African Sign Language (SASL) interpretation has been recognised by SU's interpretation services as a service that they need to provide, in addition to the English/Afrikaans interpretation that is currently available to all students. Sign language users are currently excluded from attending the university because there are no SASL interpreters at SU. In 2016, with the development of the new Language Policy, Sign Language has been included in the Language Policy¹⁹.

¹⁹The new Language Policy was accepted by the SU Council in 22 June 2016.
<http://newsletters.stellenbosch-mail.com/public/messages/view-online/kXj4Q5w6xR4vwalr/267MCEDomPXQPcrF/kqhJplIWL7FI3XgR>

Technologies to transcribe lectures into text are currently in the experimental phase and need to be developed to be cost effective for, particularly deaf, students who do not use Sign Language.²⁰

A renewed attempt at putting a transformation process in place at SU, and as introduced by the late Prof Botman²¹ (SU, 2014), proved to be challenging. A Centre for Inclusivity was to be established to drive the inclusive transformation process at SU. This was met with resistance from the SU Council, who were not in agreement with certain statements made in this proposal. Some council members were concerned about the compromising of excellence with the establishment of such a Centre. The Council stated their discomfort with the notion of transformation and the Afrikaans language debate and felt that it received too much attention. The following communication was noted from the SU Council meeting²²:

"On Monday 23 June 2014 the Council of Stellenbosch University (SU) adopted a motion related to the Centre for Inclusivity in which Council thanked the University Management for their efforts to create a more welcoming culture on campus. Council members did however express their concern that remarks and actions by staff members associated with the Centre could lead to the alienation of important interest groups and have a negative impact on some of SU's other objectives," says Mr George Steyn, Chairperson of the SU Council. (SU, 2014)

He added that SU's top priority is and remains to focus on academic excellence and to strengthen it even further - "The continued reporting on issues such as transformation and language can create the impression that these are the main agendas of SU. That is the unfortunate perception that has been created" (SU, 2014). This detracts from the important transformation agenda that is supposed to be taking place at SU. The statement insinuated that excellence might be negatively impacted by transformation, as noted below:

²⁰www.sun.ac.za/english/Documents/Language/Language%20Policy%20Final%20Draft%20Senate_I_F_Council%2025%20May%202016.pdf

²¹ Prof Botman was the first Vice-Chancellor of Stellenbosch University who was not White. He unexpectedly passed away in June 2014.

²² "SU accepts motion related to Centre for Inclusivity", Communication and Liaison, Stellenbosch University, 26 June 2014.

"Council realises that transformation needs to be promoted in such a way that it does not and will not harm excellence. This same goes for the issue around Afrikaans. It will be to SU's detriment if Afrikaans-speaking students (*Afrikaanses*) do not feel welcome at SU. The Rector and his Management team again confirmed that it is their objective to further expand both the Afrikaans and English offering and will report on this at the council meeting in September this year. We have to promote accessibility to attract and keep the best students and staff members," says Mr Steyn. (SU, 2014)

A motion was adopted during that council meeting whereby certain members were tasked to draft a proposal for the establishment of a Centre for Excellence. The transformation agenda is being reviewed at the University at present and since 2015 and the student uprisings. Stellenbosch University embarked on a new strategy recently, taking cognisance of the goals of the SA Vision 2030 elaborated on in Chapter One. The Stellenbosch University Institutional Intent and Strategy (2013 – 2018) (SU, 2013) positions the difference the University makes as follows:

We create inclusive and diverse experiences for our students and staff members to unleash their full potential. (Prof Botman, cited in SU, 2013)

This would imply that SU welcomes a range of people irrespective of, inter alia, language, race, colour and disability who can reach their full potential by virtue of being part of SU. It also describes SU as being part of the current “transformation mode” (Botman, cited in US, 2013, p. 10) underway in many other universities. It further reinforces the idea of diversity in its three overarching strategic themes as: broadening access to include the diversity of staff and students; sustaining the current momentum on excellence; increasing its research outputs; maintaining success rates of its student corps; and lastly, making an impact on society through its visionary leadership (Botman, cited in SU, 2013, p. 15).

In 2015 a request was made by the Minister of Higher Education and Training to have an assessment done of transformation at four universities, of which SU was quoted as one. The newly appointed Rector, Prof Wim de Villiers, in his first communication to SU staff in April 2015 (De Villiers, 2015), highlighted transformation as a pressing

issue, and one that he would address in his tenure at SU²³. He spoke about broadening the transformation process from language options, residences and changing students' profiles, to a range of issues, facilitating an improved institutional fit for all that is pervasive across the institution.

Transformation remains a challenge with current nuances prevalent at institutions. Challenges exist in the right to mother tongue education, the involvement of party politics in protests on campus and student engagement in higher education (Liebenberg & Van der Walt, 2015)²⁴.

In 2016, a new Vice-Rector: Social Impact, Transformation and Personnel, has been appointed at SU, which augurs well for re-igniting the transformation project on campus. A transformation office has been in existence since 2015-2016 to attend to issues concerning transformation, and the Disability Unit has a training slot on this programme.²⁵ This training slot is about creating a new normal for staff by engaging with themes like gender, HIV and disability on campus. In a follow-up to the 2015 meeting held between SU and the Parliament's Portfolio Committee on Higher Education and Training²⁶, the challenge of transformation was once more highlighted and the positive aspects of transformation already in existence at SU noted. About transformation, the Committee commented:

You are doing very well in terms of academic excellence and financial management, and your transformation programme is also giving us hope, but actually implementation remains a challenge. There has been progress, but this aspect must be fast tracked. You can't delay. It is a high-risk area. (SU, 2016, para. 3)

²³ He was appointed as the new Rector to SU on 1 April 2015, and is the successor to Prof Botman, who died in June 2014.

²⁴ <http://mg.co.za/article/2015-12-09-why-afrikaans-doesnt-qualify-for-special-treatment-at-universities>

²⁵ <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=3918>

²⁶ <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=3692>

As SU charts its course forward, we will also engage SU about disability inclusion as part of the transformation criteria and hereby ensure that disability is more clearly stated in the next overarching strategy that SU will develop.

3.8 How UD and UDL and Tronto's notion of caring institutions can help to realise transforming universities

Universal Design (UD) and Universal Design for Learning (UDL) was described in Chapter Two as an approach to design that makes products and services usable for most people rather than usable only for the average user. This kind of design is usable to the largest diversity of people without having to make alterations and extra adaptations, thus accommodating for groups such as people with disabilities. With a wider range of students coming to university, UD principles can encourage faculty and staff campus-wide to be more inclusive in their practices. All students and staff can benefit from these practices.

Magnus and Tøssebro (2014) cite the important role that UD plays in the promotion of inclusion in higher education. This way of designing complements the social model, as discussed in Chapter Two, where the environment strives to be inclusive to the widest possible range of people in a user-friendly way. Many students refrain from disclosing a disability due to possible stigmatization or their fear of being denied the opportunity to study at a higher education level (De Cesare, 2015). If UD is considered important to the post-secondary sector as a means to disability inclusivity, and as a means towards transforming environments, curricula and assessment practices, then this would be a progressive step. This would mean that with the widest range of students, this would foster participation and mitigate against the need for disclosure of disabilities on application forms. The environment and curriculum would be designed in a way that welcomes the diversity in our students.

Universal Design for learning (UDL) helps to incorporate the diversity in people, thus moving from a deficit-based approach to a success-based approach to supporting education (Dalton et al., 2012; Lombard, Murray, & Dallas, 2013; Riviou & Kouroupetroglou, 2014; Rodesiler & McGuire, 2015). Tronto (2010), in support of a success-based approach, proposes that the way in which institutions view their students (and staff) be analysed and understood. She posits the five key aspects

discussed in this chapter and notes that for an institution to be caring, it needs to take heed of how it approaches its students. Her five factors resonate well with this dissertation, which examines how the institution shows care for those attending it and how the most vulnerable are cared for; the cost of care is not an exclusionary factor; it listens to each student and not the average and it welcomes feedback.

3.9 Conclusion

This chapter highlighted the intersections between disability and the move towards inclusion, transformation and social justice. It further examined how institutions of higher learning can be the facilitators of inclusive practices. It examined the global inclusion movement in higher education and how this echoes the need for the transformation of our society. The systemic nature of institutions is highlighted. The challenges of inclusion in a systemic way, as opposed to merely integrating or mainstreaming, is shown internationally and nationally. Policies are often in place or being developed, but practices and systemic approaches take longer to take root. Two South African reports, the Soudien Report and the Council of Higher Education's research conducted by Howell (2005), point to the challenges within the South African context with transformation, inclusion and the creation of a socially just society. The current challenges at Stellenbosch University, where this study is located, are also highlighted, putting the spotlight on the contestations that emerged around transforming cultures in higher education, and issues around high fees and the legacy of colonialization – these all have implications for how disability issues are transformed institutionally.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter describes the methodology followed in this research. This three-part empirical study employed a mixed methods research design. It was exploratory and descriptive, employing mainly qualitative methods with some use of quantitative methods.

The study set out to explore disability inclusive and exclusive practices at Stellenbosch University (SU), with reference to students with disabilities and the staff who support them. I was also interested to know how inclusion is seen in the context of disability, given that inclusion is part of SU's vision and part of the global transformation movement within higher education. I set out to answer the following research questions using SU as a case study:

Main research question: How do staff and disabled students experience disability support, and inclusive and exclusive practices at SU?

Sub-research questions:

Question 1: How do disabled students experience disability inclusive and exclusive practices at SU?

Question 2: Why do a large portion of disabled students who note a disability on their application forms to SU, not apply for support once registered at SU?

Question 3: How do staff familiar with disability issues on campus experience disability inclusive and exclusive practices at SU with regard to students with disabilities?

This is an interpretivist study set within a social constructivist paradigm, as it elicits how staff and students with disabilities experience and interpret disability support in the various SU environments.

The research questions were answered by engaging with individual perspectives of participants' experiences in their various settings (Morgan & Sklar, 2012). In keeping with the systemic biopsychosocial approach of the ICF (WHO, 2001) and Bronfenbrenner's Bio-Ecological Systems Theory Framework, I collected data from a

variety of sources across SU. The transformative nature of the overriding theme in this dissertation, that examines inclusion from a disability perspective, also formed part of the conceptual framework and thinking that informed the research methodology. The overriding data collected in this study is qualitative, although it positions itself as a mixed methods study. Howe (1998) states that two paradigms (qualitative and quantitative) can be compatible. Knowledge is a product of society and is context-based, has multiple meanings, and is socially constructed, rather than one-dimensional. This knowledge can best be ascertained through direct interactions with people through various means. In this dissertation, I used questionnaires, interviews and surveys as research methods. It was important for me to hear the voices of the participants as closely as they understand and experience the phenomenon being studied, as well as to elicit this in the best way possible with the methods employed.

The research questions were answered through this process of enquiry, interpretation and analysis. The mixed methods paradigm works well with conflicting and contradictory views that people might hold of the same phenomenon, as discussed by Rubin and Rubin (2005). Rubin and Rubin (2005) also assert that in the postmodern tradition, neutrality is not possible and that knowledge is bound by the context and the situation in which it occurs. The ontological assumption that is made is that there are many opinions and realities that need to be heard and the differential access to power that often exists in society will largely influence who is heard and who is not heard. This tension does not hold true for positivistic thinking where the belief is that there is a fixed view in contexts, that neutrality is best and that knowledge should be quantified so that it (knowledge) can be positioned as being typical or average.

People construct their realities subjectively and experience their outer and inner worlds in a particular way, based on their experiences as they live their daily lives. Although their lives are affected and impacted on by a range of factors, it is ultimately their experience of the educational environment in its broadest sense that was important to this study. Merriam (2009), Rubin and Rubin (2005), and Trafford and Lesham (2008) note that personal experiences cannot only be measured by statistics or objective fact alone as quantitative data alone cannot account for the full human experience in particular situations and for peoples' perceptions of their experiences. The quantitative approach generalizes information to whole populations, while the qualitative approach

aptly lends itself to in-depth insight of experiences. No two people have entirely the same viewpoints so the reality is true only for each person who lives it, within a specified context and time in space. Writers such as Lincoln and Denzin (2013), as well as Nieuwenhuis (2011a), speak of the naturalistic context, where describing and understanding phenomena are more important.

Babbie (2010) as well as Leech and Onwuegbuzie (2009) note that researching in an objective way for objective truth was the dominant view of research from the seventeenth through to the mid-twentieth centuries. According to Creswell (2009), from the latter part of the twentieth century, qualitative approaches began emerging, with other approaches such as mixed methods being developed thereafter. As a social scientific practitioner, taking a scientific approach that relies on information gleaned from surveys alone was not sufficient.

To do justice to this topic which explores peoples' opinions, required a more in-depth approach. It was important to establish the truth as experienced by the participants engaged in supporting students with disabilities as well as to gain insight into the people who requested support for their disabilities. I therefore also made use of one focus group and interviews to enrich my study.

The ontological assumptions that I make of the social world is that the reality and truth in the social world is best understood through the experiences that people have of it. Babbie (2010) speaks of a range of subjectivities in the postmodern world. People can therefore, in this research paradigm, expect to have a range of epistemologies, as knowing is not one dimensional – knowledge can be known in a range of ways and multiple methods of gaining data can enrich and add to the multiple ways of knowing. People construct their knowledge and through the interviewing process and interactions, their meanings become known (Creswell, 2009; Lincoln & Guba, 1984; Rubin & Rubin, 2005). I am aware of the debates around the mixing of paradigms as espoused in mixed methods research and decided to use this method because I wanted to gain views from as many students as possible and therefore decided to do the survey.

This research is largely a qualitative study that uses mixed methods to gather data: mostly open-ended questions in surveys with students, semi-structured interviews with staff, one focus group and interviews with students who could not attend the focus group. From the survey, brief descriptive statistics are gathered through four closed questions that focus on biographical data of the participants, such as type of disability and type of support received. I also requested participants to rate the support received on a support satisfaction Likert rating scale and to indicate whether they received support while at school. Various disability model paradigms (see Chapter Two) and the Ecological Systems Theory approach of Bronfenbrenner (see Chapter Two) reiterate the significance and impact of individual experiences on the social world and vice versa. It was therefore not important to this study to measure the size and scope of the samples investigated and make deductions from that, but rather understand what individuals experience regarding disability inclusion and exclusion at SU.

Silverman (2013) states the importance of being transparent about one's data collection process. The staff and student data collection occurred concurrently. I used the concurrent embedded research strategy as proposed by Creswell (2009), where aspects of timing of the data collection process was taken into account as well as the weight of the types of data and the mixing of qualitative and quantitative data (Creswell, 2011; Creswell & Clark, 2011; Denzin & Ryan, 2007; Henning, 2004; Leech & Onwuegbuzie, 2009). The sets of data collected were not dependent on one another. This choice was informed by my conceptual framework as this was a way to incorporate a large variety of data to answer the research questions.

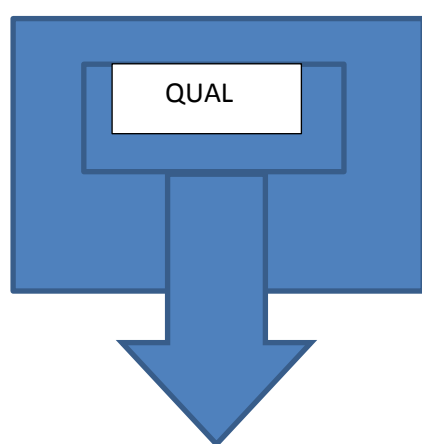
How I defined my research problem and the sub-questions were informed by the conceptual framework that support an inclusive way of viewing disability. The approach was systemic and sought to cover a large range of systems and structures within SU. It was important to hear the voices of a large range of people at SU. In this study, students who use support, those who indicated a disability but do not use support, academics, and administration/technical and support services were approached to participate. All of these sources impact on the SU and the way in which we act in inclusive or exclusive ways regarding disability. The mixed methods approach was the best way to include many voices.

I collected the data at times suited to the staff and students, depending on their academic work and study schedules respectively. It was better to do staff interviews in the “quieter” academic periods of November-December and June. It was difficult to arrange interviews with groups of students at most times of the year. However, I managed to arrange interviews with one group of students towards the end of June exams. Time during the term, however, proved to be best for survey responses. The data were collected simultaneously without any one type of data being dependent on the next or needing to follow each other sequentially.

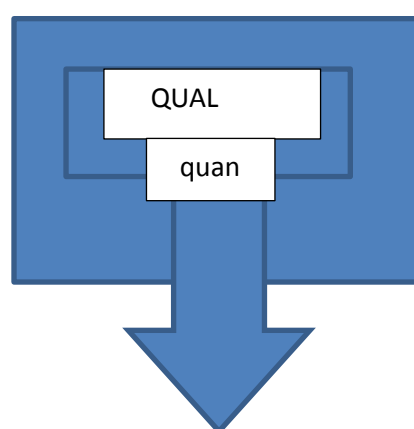
Figure 4.1 illustrates the concurrent embedded qualitative (QUAL) and quantitative (quan) data collection methods, which formed part of this mixed methods study. QUAL is capitalised as most of the data were of a qualitative nature: Student surveys had mainly open ended questions and all the staff data were qualitative. The quantitative data was not the primary data collected, but did form mainly descriptive statistics, where the data mainly described the student population involved in this study.

Staff interviews and student qualitative data

Student surveys (users & non-users)



Qualitative data collection and analysis



Largely qualitative data & analysis with quantitative descriptive statistics

Figure 4.1. Concurrent embedded qualitative (QUAL) and quantitative (quan) data collection methods

The study will be outlined as three sub-studies to enhance clarity of the research process.

4.2 Study 1: Students with disabilities (users of support)

I will discuss the design and methodology used to answer Question 1 above, which explored how students who disclosed a disability, and were also receiving support, experienced this support in the whole academic environment. This could imply support in the classroom, at test and exam time, in residences, regarding infrastructure, psychological support or financial support, as some of the main aspects of support on campus.

4.2.1 Sampling and participation

The sample of students approached for Study 1 were users of disability-related support (N=295). All of the 295 students were receiving support for a disability or special need, as registered with SU on the 2012-2013 examination system. Of the 295 students surveyed through the SU e-survey online questionnaire application, 55 initially responded. In my quest to get a greater response rate, I did further prompts by selecting students using the random.org²⁷ online random selector which randomly selected student numbers from my list of students using support. Telephonic follow-up was then done, with a response from 62 students for this survey, a final response rate of 21.01%. The last question in the survey sent to students asked if students would like to be part of a focus group. Initially 10 agreed to take part in the focus group, however, seven students took part due to an inability to agree on a time that would suit most students for the focus group. One student who could not attend the focus group was interviewed separately. The responses are all encapsulated anonymously in the data below using the question numbers as identifiers, i.e. QU 5.

4.2.2 The pilot survey

To increase the internal validity of the data, a pilot study was done. The questionnaire was piloted with five students with disabilities to ascertain whether the questions I asked were valid when compared to my research questions. Babbie (2010) describes internal validity as "...the possibility that the conclusion drawn from experimental results may not accurately reflect what went on in the experiment itself" (p. 240). In

²⁷ Random.org is an internet-generated set of random numbers in a range that you request <https://www.random.org/>

qualitative research it was important to ensure that what I was measuring was valid and not irrelevant to the study (Maree & Van der Westhuizen, 2011).

Theron and Malindi (2012) state the value of approaching a population of people in the pilot, who share the same characteristics as those who you wish to do the study with. Comments were received from the pilot study that was integrated into the final questionnaire. Comments were largely about ensuring access to the text of the survey for students with visual impairments. De Cesare (2015) cautions us about access to the questions in surveys and questionnaires where students have disabilities and where information is not accessible to them. Students with visual impairments and blind students were also involved in the pilot. They assured me that they could read the questions and that they were simple enough to be understood and answered. I made the survey short and simple and it was not a timed assessment, so students with a wide range of preferences regarding seeing and fine motor control could access the questionnaires with ease. The pilot survey also provided more space for students to elaborate further on the questions asked by way of open-ended questions.

The survey was developed by me so that I could change the questions to ensure the survey's appropriateness and accuracy for the target population. Hence it was not possible to compare the survey to those used in other studies. I could therefore not check the reliability of the instrument against other surveys for test-retest correlations, consistency of test administration nor scoring. Continuous scales were used to rate the support provided (Very satisfied; Moderately satisfied; Dissatisfied) in the form of the Likert scale (Babbie, 2010). Closed-ended questions (Yes; No) were also used. Surveys are useful when working with large numbers of people, in this case students, where it would be difficult to interview a large population (Babbie, 2010; Babbie & Mouton, 2015). These are good for measuring attitudes and trends when the population group is large, as was the case in this study.

4.2.3 The online survey

The online e-survey tool, Checkbox²⁸, was the best way to elicit responses from a large cohort of students (see Appendix A). For this reason, the e-survey was chosen.

²⁸ <https://www.checkbox.com>

The surveys had a few closed-ended questions but comprised of mainly open-ended questions and students were not inclined to elaborate on the open-ended questions. E-surveys (online) do come with their challenges, just as offline surveys do, with particular reference to accessing the surveys and the nature of the disabilities that students might have (De Cesarei, 2015). Henning (2004) refers to surveys as being mainly quantitative in nature, lending itself to statistical analyses. In this study, however, the survey data that was quantitative consisted mainly of descriptive statistics with rating scales, where the sample was described. Open-ended questions elicited their responses regarding how they experienced support at school and/or at university, what they thought of the policy of inclusion, as well as providing an opportunity to make general comments about support. I limited the tick boxes for ease of use and had more open-ended and simple questions for students to respond to. The survey was estimated at not taking more than 10 minutes to complete.

Checkbox enables surveys to be created and sent and responded to electronically. Details such as their disability and current support were requested and had to be ticked off. Students also had a chance to rate the support received. This formed part of the quantitative component of the study (quan). Open ended questions that looked at how they experienced the support, what they thought of inclusion and which inclusionary and exclusionary practices they experienced were elicited and encompassed the bulk of the data, which was qualitative (QUAL) (see Appendix A).

4.2.4 The focus group

The focus group in this study formed a supplement to the survey done with students who received support for their disabilities. The group was formed to elicit more detailed information as well as a wider array of responses (Nieuwenhuis, 2011b) after the surveys were completed. The focus group was a voluntary group of a sample of students who answered the research surveys and who volunteered to be part of a group. Seven students that used support formed part of the focus group. The group was video and audio recorded after they gave their consent. One student could not attend this focus group and was interviewed separately at a suitable time. This student received test and exam accommodations in the form of extra time and also received special residence placement. The disability was noted in the "Other" category when applying to the University. Table 4.1 below shows the profile of the group of seven

students who took part in the focus group. Although the students were anonymous in the survey, if they volunteered to be part of a focus group, I requested their student number as a way to make contact. In this way, basic information as noted below could be identified through their student records. They remain however, anonymous in the study and are only identified by FG, code and number.

Table 4.1

Summary of focus group participants

FOCUS GROUP	P1	P2	P3	P4	P5	P6	P7
Disability	Mobility	Mobility	Writing Disorder	None disclosed (but actively supported)	Blind	Deaf	Blind
Faculty	Economic & Management Sciences	Agri-Sciences	Arts & Social Sciences	Economic & Management Sciences	Science	Education	Arts & Social Sciences
First year of SU study	2013	2013	2012	2013	2012	2011	2011
Gender	Female	Male	Male	Male	Female	Female	Female
Race/Ethnic Group	White	Sotho	White	Coloured	White	White	White

P= Participant

The group interaction in the focus group elicited rich conversations. The focus group format was useful in that this allowed for the observation of participants and interaction that was not possible with the administration of surveys. Probing questions were asked to guide the discussion and the questions were set around the information that came from the surveys as well as responses made by the students in the group. The group dynamics enriched the range of responses that emerged. The focus group can be challenging depending on group dynamics and some people feeling inhibited or being

quieter in the group (Nieuwenhuis, 2011b; Rubin & Rubin, 2005). This group had a variety of quieter and more talkative participants. No set questions were asked but a guide was developed by the researcher and students were invited to this group (see Appendix B) with semi-structured questions based on responses that emerged in the survey.

Nieuwenhuis (2011b) proposed initiating broad discussion in focus groups, narrowing discussion down as the group progresses, so that ultimately the group is deliberating directly on the research questions at hand. Focus groups are commonly employed as a form of data triangulation. The data were not meant to validate what was obtained in the surveys, but rather to add to or give another opportunity for students to express their views about disability inclusion and exclusion at SU (Bloor, Frankland, Thomas, & Robson, 2001). Bloor et al. (2001) also state that extending research methods to run alongside other data collection methods adds to the rigour in research. Challenging aspects like over-disclosure, becoming emotional, being silenced, less cohesion given individuals from across campus and not having too large a group, were aspects that were taken cognizance of in this group.

Other aspects considered were how problems could be normalized in the focus group context and how smaller groups could foster good inputs around complex issues. The groups tend to find a way to clarify complex issues, even offering solutions to complex issues, such as requesting assistance with the establishing of a support group outside student counselling, in this instance. Good inputs were received from the focus group. Rich debate emerged around matters such as psycho-social issues and the lack of focused support for this on campus. Another matter that surfaced was how students did advocacy on behalf of other students and in the context of this group; they could identify who was assisted and the circumstances, in this way triangulating the evidence that emerged in the group. There was a common identification of issues and experiences on campus by many in the group. Differences of opinion also emerged, which led to rich debate in a respectful manner.

4.2.5 Data analysis

Once the survey data were collected, the file was downloaded by the statistician on campus for collation. The student data was anonymous and responses were collated

according to the questions set. Responses in the text were referenced according to the question asked in the survey, and indicated if the question was from the group of students who responded to the user or non-user group respectively. The line in the text from which the response came was also referenced, for example, QUU 5.13 indicated a user of support's response to Question 5, line 13 in the data of the students.

The FG code indicated a focus group response. A user group interview response is indicated by UGInt. The quantitative data consisted of biographical detail such as the type of disability and kind of support received as well as rating the support received. The ratings are presented by histograms.

The qualitative data which emerged from the open-ended questions were read and re-read to gain a rich understanding of the content. As I read, I coded the information by highlighting aspects pertinent to the question. As I found similar data, I coded these according to the content and emerging themes (see Appendix J). I could then categorise the data according to information that was similar, in this way developing themes. I indicated a (+) at the end of the response if the data indicated a disability inclusive practice. This was coloured in green. I indicated a (-) at the end of the response if the data indicated a disability exclusionary practice. This was coloured in red. The data were analysed using content analysis. The data from the student surveys did not consist of the same thick description that was found during the focus group interview. The students generally did not elaborate on the questions as set in the survey. All the data (focus group and survey data) were later categorized into themes, then into inclusive and exclusive disability practices. I summarise the inclusive and exclusive practices in Chapter Seven and discuss the findings. In Chapter Eight, I draw conclusions from these discussions and summaries, and make recommendations.

4.2.6 Member checks and data validation

Data were triangulated by gathering information in the survey, focus group and interview (Maree, 2011; Merriam, 2009; Silverman, 2013). This improves the validity and reliability of information gathered. The students completed their information anonymously which meant that their data could not be validated or checked by sending it back to them. I did however do respondent validation with the one focus group of users of support, although their feedback was minimal. Silverman (2013) cites

respondent validation as good practice as this allows the respondents a chance to reflect on their inputs in the data and the validity and accuracy of what was said and interpreted in the results. This group had to disclose their identities by way of providing their student numbers and cell phone numbers in order to be invited to be part of the focus group. They were thus easily identified.

McDonough and Gildersleeve (2006) explain that it is important that good research, inter alia, asks specific and answerable research questions, is involved in gathering appropriate data in the research process and goes on to make valid claims that flow from the research. They furthermore indicate that we need new ways of analysing so that we clearly demarcate the “moments of social inclusion and exclusion that seemingly (re)produce existing social stratifications and inequalities effortlessly” (p. 66).

4.3 Study 2: Students with disabilities (non-users of support)

I will discuss Study 2 (Question 2 above), which explored how students who disclosed a disability, but did not come for support, experienced disability inclusion and exclusion at SU.

4.3.1 Sampling and participation

All of the 254 students who noted a disability but who were not actively receiving support for a disability during the 2012-2013 academic year, as gleaned from their not being on the examination concession system, were approached in Study 2. When a student applies for test and exam concessions, the support requested is registered on the examination system of SU. The concessions and support could also be the use of a computer to do exams, writing in a separate room, getting extra time, writing with a scribe or having a spelling concession, depending on what special needs or disabilities might be present. The examination system generates the official notification of the support required particularly at test and exam time. I worked with this database of students for Study 2. This was the most accurate way to have access to all the students receiving such support, although our questions focused on their broader experiences of the support received at SU.

Of the 254 students approached, initially 19 students completed the survey. In order to get a greater participation rate, I approached more students with the services of a research assistant. Participants were selected using random.org, an online random selection tool to approach more students in this group. A further 30 students agreed to participate. They were approached telephonically and answered their questions in this way. In total, 49 students agreed to take part in the survey. This was a final response rate of 19,29%. Of the 49 students who agreed to take part in the survey, only two students were willing to be in a focus group, which were too few for a focus group. Eventually, only one student was available to be interviewed as this was at the end of the semester when students were leaving for home after their mid-year exams.

4.3.2 The electronic survey

An electronic survey, using Checkbox at SU, was sent to 254 students who disclosed a disability on application to SU in the 2012/2013 period, but who did not pursue support once registered as a student. They were given a set of questions which had both quantitative and qualitative elements. Biographical details concerning their disability were requested. As they were not using support, they were asked to select one of a range of reasons. Open ended questions that looked at how they experience disability inclusion or exclusion were elicited (see Appendix F). A further question invited them to take part in a focus group discussion, of which only one student eventually took part.

4.3.3 The pilot survey

To increase the internal validity of the data, a pilot study was done. The same procedures were followed as outlined in 4.2.2 above.

4.3.4 The one interview

The interview was conducted with one person because only one person was available to be interviewed. This person had disclosed a disability but had no need of support due to reasons which this study attempted to elucidate (i.e. why students who disclose a disability do not come for support once registered). This student had a mobility impairment and was studying Sport Science, was in an accessible residence and could use the on-campus shuttle, available to all students, as needed to get to classes.

4.3.5 Data Analysis

Once the data were collected, it was downloaded by the statistician on campus for collation. The data were analysed in the same way as the first study in 4.2.5, using content analysis. The data for the non-user group was coded as, for example, QUNU5.30 (i.e. Question 5 of the non-user group line 30). The one interview in the non-user group was coded as NUGInt (i. e. non-user group line 30).

4.3.6 Member checks and data validation

As in the first study, participants could not be identified in the data, so no member checking took place. The survey was developed by me therefore I could not compare it to other studies that used the same survey, nor check the reliability of the instrument for test-retest correlations, consistency of test administration nor scoring.

4.4 Study 3: The staff interviews

4.4.1 Sampling and participation

Staff members were selected using purposive sampling. Creswell (2009) aptly suggests that it is best to select participants "...that will help the researcher understand the problem and the research question" (p. 178). To hear more voices in the study, I used a snowballing technique, which Nieuwenhuis (2011b) also refers to as chain referral sampling. Henning (2004) states that:

The need for "extra" sampling may also arise during the process of interviewing and preliminary theorizing. In such an instance...purposive sampling may be adjusted to accommodate snowball sampling, a technique in which the data collected thus far indicate which other interviewees are needed. (p. 4)

This means that I endeavoured to gain balanced views from staff with regard to their experiences working with students with disabilities. In order to gain a balanced picture, I was interested in the views of staff who I knew to have positive attitudes towards students with disabilities as well as those who did not. Despite many repeated attempts to access staff members who held negative views of students with disabilities, these staff members did not respond to repeated requests from me. The staff members that did agree to be interviewed included staff from support services departments, administration and faculty, most of whom were known by me to have worked towards disability inclusion at SU. Some of the support service staff had been selected by their

deans to act as links with our Disability Unit. We have built relationships with them over the past nine years of the existence of the DU. The staff members interviewed came from the following departments and faculties: staff in faculties are indicated in Table 4.2 (Stff), and staff from support and technical services and administration (SS) are indicated in Table 4.3 below.

Table 4.2

Faculty staff (Stff) interviewed

Faculty	Staff (Stff)
Education	1
Theology	1
Arts and Social Sciences	3
Engineering	1 Support staff interviewed indicated below
Science	2
Agriscience	1 Support staff interviewed indicated below
Medicine & Health Sciences	1 Support staff interviewed indicated below

Table 4.3

Support services (SS) and Administration staff interviewed

Disability Unit	1
Engineering support staff	1
Admissions Office	1
Centre for Student Counselling and Development	2
Residences	1
Law support staff	1
Medicine & Health Sciences support staff	1
Language Centre support staff	1

Registrar's Office	1
Sports	1
Campus Health	1
Teaching & Learning	1
Student Affairs	1
Economic and Management Sciences support	1
AgriSciences support	1
Facilities Management	1
Bursaries & Loans	1
Risk & Protection	1

The staff above were drawn campus-wide from: Education, AgriSciences, Theology, Arts and Social Sciences, Engineering, Law, Economic and Management Sciences, Medicine and Health Sciences, Risk and Protection Services, Bursaries & Loans Office, Campus Health, Student Affairs, Centre for Student Communities, Centre for Teaching and Learning, Maties Parasport, Centre for Student Counselling and Development (including the Braille Office), the Registrar's Office and Facilities Management. These staff members were asked to suggest other staff members that they knew of who are also involved in the support of students with disabilities, including those who were not positive in their support of students with disabilities; therefore, sometimes more than one person in a faculty was interviewed. All of the staff in the sample were directly or indirectly involved in work with students with disabilities. I did not interview staff at the Business School nor the Military Campus as we do not actively work with staff on those remote campuses, although we do advise when there are queries and support their students as needed.

The staff cohort consisted of a cross-section of support and academic staff at the SU campus. The participants totalled 26 staff members that were interviewed during the period November 2012 - June 2014, including the pilot interview. The diaries of staff had to be matched with that of the interviewer's diary. To interview staff campus-wide was time-consuming given the nature and rhythm of university life that ranges from lecture times, to tests, exams, research, support and administration schedules.

Four staff members were asked repeatedly to be interviewed, but it was not possible to set up these interviews. The response rate for the interviews was 87% (26 out of the 30 staff approached agreed to be interviewed). One staff member declined to be interviewed from the Faculty of Arts and Social Sciences due to busy schedules and one from the same faculty did not respond to repeated requests to be interviewed. One person from the Faculty of Sciences initially declined but then later agreed to be interviewed. By this time, another person from the same faculty had already been interviewed. In the Facilities Management Department several requests to two people to be interviewed received no responses. Eventually, one person (not of the two asked) agreed and was interviewed. The snowballing technique was used to gather additional people when initial requests were declined or not answered, which contributed to the long period over which interviews took place (periodically over 16 months in total).

4.4.2 The pilot interview

The questions in the semi-structured interview schedule were piloted with nine staff members including a staff member who has personal experience with a disabling condition and who has had experience working with students with disabilities.

I decided not to conduct the interviews myself because I wanted as far as possible to prevent researcher bias. I wanted to get the authentic experience of staff members who are involved in disability support, without them feeling restrained to do this in any way. Because I liaise frequently with most interviewees (who were also staff members), I wanted a measure of impartiality and bias reduction during the interviewing process. As a result, the interviews were undertaken by a co-researcher. This researcher is a trained clinical psychologist and holds two PhDs – one in psychology and one in political science. She is acquainted with the SU teaching context as well as with working with disability, and her psychology PhD focusses on disability issues. During one pilot interview, I sat in as an observer of the interview process to assess the process with the appointed co-researcher.

The participant involved in the pilot interview was invited to give critical comment on the nature of the questions. According to Mouton (2011), the kinds of errors that can occur in data gathering processes could include questions that are vague, ambiguous and double-barreled. The ordering of items, constructs that are not understandable and asking leading questions are some of the other elements that can be problematic

in questions set. This pilot process was invaluable as the researcher was afforded the chance to see the questions set from the pilot interviewee's perspective, before the fieldwork was done. The pilot interviewee felt that the matter of psychological/psychiatric disabilities were not explored enough, and also commented that there was not enough focus on specific disabilities. This feedback informed the interviews that followed.

The interview schedule was distributed for piloting purposes to five staff members who work with disability studies or directly support people with disabilities, for comment. Some of the feedback was to have the questions more open-ended in nature rather than more closed-ended questions. The questions were reworked, edited and translated into Afrikaans before the study was embarked on.

4.4.3 Staff interview schedule and process

The final interview schedule (Appendix H) consisted of questions that explored the following elements: participants' views on disability, inclusion, diversity and their knowledge of disability policies nationally and internationally. They had to reflect on current practices that fostered disability inclusion on campus, and also look at aspects that could be excluding students from meaningful participation on campus. Staff members were mainly interviewed in their own offices and I approached them to participate (Appendix G) and the interviewer followed up (Appendix H). The interviews were done with the co-researcher who also did the pilot interview, for reasons mentioned in 4.4.2 above. Rubin and Rubin (2005) guard against one being aware of one's own biases and its impact on the data gathering process.

The assigned researcher, as gleaned from the recording of the interviews done, showed empathy and compassion and also encapsulated and affirmed participants' experiences well. She also listened and reflected well. Clarification was also sought in the process, as appropriate. Follow-up questions, experiences/example questions and contrast questions were all asked to gain a thorough understanding of the experiences expressed. By way of the snowballing technique, the co-researcher asked the participants at the end of the interview whether they knew of staff members in their departments that were negatively inclined towards the support and presence of students with disabilities.

4.4.4 Data analysis

The semi-structured interviews were recorded and transferred to data files. I listened to the recordings several times. This was necessary because I did not conduct the interviews, as explained above. In this way, I acclimatised myself to the content expressed by the respondents. After listening to the interviews on CD, these were sent for transcribing by an external person who was experienced with transcription work (and also a blind person), and recommended by my supervisor. The transcriptions were returned to me electronically and stored on a password-controlled computer. The CDs were destroyed at the end of the writing process. I printed the transcribed interviews and proceeded to read these again. I analysed the data using content analysis. This data were coded and categorised. From this, themes emerged. These themes were then categorised into practices of disability inclusion or exclusion which are outlined in Chapter Seven.

Academic staff interviewees were coded as Stff 9, Stff 2, etc., in no specific order of being interviewed or transcribed. The support staff, administrative and technical staff were coded as SS8, SS5, etc., to maintain the anonymity of the staff interviewee. This manner of identification added to the confirmability of the data, should information need to be verified by the researcher.

4.4.5 Member checking and data validation

Once the data were analysed in a chapter, this was sent to all of the 26 respondents. By the time the data were sent, one staff member was no longer working at SU. Eight participants responded to the data by either confirmation or making minor suggestions regarding the outlay of the data.

4.5 Ethical matters

Ethical clearances were sought from the Health Research Ethics Committee 1 & 2 at SU to do this research. The research was conducted according to the ethical guidelines and principles laid down by the International Declaration of Helsinki, the South African Guidelines for Good Clinical Practice and the Medical Research Council (MRC) Ethical Guidelines for Research (see Appendix C). Furthermore, SU permissions were also sought from the SU Institutional Research and Planning

Division (see Appendix D) to conduct the research with staff and students at SU. The consent forms sent to the staff were signed by them (see Appendix I). Their roles and responsibilities were clearly stated. Participation was voluntary and they could agree not to take part at any stage of the research process. Participants were not identified in the dissertation but codified in a system understood by the researcher.

4.6 Limitations of the research process

The fact that I did not conduct the interviews with the staff and transcribed a quarter of the transcriptions myself could be seen as a limitation to the research process. Most of the transcriptions were done by a person acquainted with transcribing and advised by my supervisor. A confidentiality clause was signed to ensure the safety of the data. As I did not conduct the interviews myself, the data analysis lacked the subtleties of physical non-verbal communication of the participants, nuances which could contribute to the verbal/auditory data.

However, I chose not to conduct interviews as I knew most of the participants by virtue of the professional work that I do with them, and thought that to interview them about their experiences of support might inhibit their free expression of, particularly, the problematic parts of the support process. I also know most of the students and processes that would emerge in interviews and my information could at times be contrary to their version of events. This might have tempted me to interject and respond subjectively in a process that is not mine but theirs. I might also have become defensive about some of the information offered in the interview process. At times while listening to the recordings I felt agitated with information shared, particularly where information was misconstrued or inaccurate. However, this made me question why the information was understood in this way, which further informed how I need to improve the work that we do. This was very interesting to experience; the data collection began informing better practice and better planning at my site of work.

In addition to the fear of bias, working closely in the field that is my study and my personal experiences with disability made me very aware of my own biases during the process. I had to consistently reflect on this. I also found myself becoming very aware during my daily work at the disability unit, of the comments that were made by participants during the interviews. Rubin and Rubin (2005) aptly state that

“Researchers often have strong feelings on their topics and wonder if it is okay to express those views during the interviews” (p. 82). They continue to say that, “You should resist the strong urge to make strong statements of your morality in the middle of an interview...” (p. 82). I was acutely aware of how I might be affected during interviews when interviewees provide certain information or possibly contradict certain information or criticise our work. Given my uncertainty about how I might consciously or unconsciously respond, as well as in discussion with my supervisor, I believe the decision to use a co-researcher to do the interviews was the correct one.

4.7 A summary of the data collection process for staff and students

Table 4.4 indicates a summarized version of the data collection process with time frames, as these occurred for students and staff.

Table 4.4

Data collection time frame

DATES	STUDENT DATA COLLECTION	STAFF DATA COLLECTION
	User group (used support) Non-user group (did not use support)	26 staff members were interviewed
July 2012 until July 2013	Ethical clearance was received to proceed with the study (S12/06/162): Health Research Ethics Committee 1 & 2 (see Appendix C)	Ethical clearance was received to proceed with the study (S12/06/162): Health Research Ethics Committee 1 & 2
October 2012	SU institutional permission was granted to conduct research with SU staff and students (see Appendix D)	SU institutional permission was granted to conduct research with SU staff and students
October 2012	Pilot questionnaires sent to 5 students; Responses to pilot were reworked and improved	Pilot questionnaires sent to 9 staff members; Staff pilot interview took place
November	Students were completing exams	5 staff interviews took place

2012	No e-surveys sent	(see Appendix H)
January 2013 to June 2013	<p>Sent surveys to two student groups:</p> <p>User group: initially 55/295 students responded to e-survey (see Appendix A)</p> <p>Non-user group: initially 19/254 students responded to e-survey (see Appendix F)</p>	21 staff interviews took place
June 2013	<p>A focus group for the user group took place;</p> <p>Only two people in the non-user group agreed to be in a focus group, therefore no focus group took place;</p> <p>One person was available to be interviewed</p>	I was on a 3-month staff exchange programme to Czech Republic to establish how the Disability Unit at Masaryk University operates (July – October 2013)
July 2013 until July 2014	Ethics research renewal took place (S12/06/162): Health Research Ethics Committee 1 & 2	
November 2013 to December 2013	<p>Further attempts were made to elicit more student survey responses;</p> <p>The final response rate was:</p> <p><u>User group</u>: 62/295 (a further 7) agreed to take the survey – a response rate of 21.01% (94%) of the 62 gave their consent to answer the questions;</p> <p>4 students (6%) did not give their consent to answer the questions in the e-survey;</p> <p><u>User group</u>: 1 agreed to take part in a</p>	

	<p>focus group although many more sent their email addresses;</p> <p><u>Non-user group:</u> 49 (91%) of the 254 (a further 30 telephonic responses) who responded gave their consent to take part in the e-survey and 5 (9%) did not give their consent to take part – return rate of 19,29%;</p> <p><u>Non-user group:</u> 52 (96%) students did not want to take part in the focus group while 2 students (4%) gave their consent to take part in a focus group;</p> <p>No focus group therefore took place in the non-user group</p>	
January 2014 to June 2014	<p>Two individual interviews took place: one student was a user of support and the second student was a non-user of support. Their data is included in the qualitative data of the e-surveys. These students could not participate in the focus group but wanted to have follow-up sessions</p>	

CHAPTER FIVE: RESULTS – EXPERIENCES OF STUDENTS

5.1 Introduction

In this chapter I will draw on the data that emerged from the responses of students in this study. This chapter deals with the first two sub-research questions:

Question 1: How do disabled students experience disability inclusive and exclusive practices at Stellenbosch University (SU)? (these are the users of support)

Question 2: Why do a large portion of disabled students who declare a disability on their application forms to SU not apply for support once registered at SU? (these are the non-users of support)

Firstly, the data on **users of support** are presented (students who indicated a disability on application to SU and continue to receive support – Question 1 above). Following this, the data on **non-users of support** are presented (students who disclosed a disability on application to SU but did not continue to request support once registered – Question 2 above).

Quantitative and qualitative data were collected. Quantitative data are presented as a way to profile students who participated in the study. Information attained were indicated on histograms, which shows the number and kinds of support received, disability categories of the population sample and the Likert satisfaction rating scale. These are presented as descriptive statistics. Student experiences are presented as qualitative data and are arranged under questions that were set in the survey. The questions are not presented in the exact order asked in the survey questionnaire that was distributed electronically. Themes emerged from the questions set, as outlined by the respondents below.

5.2 Users of support at SU (2012 – 2013): Profile of population sample

5.2.1 Introduction

This cohort of students was registered for support at SU during the 2012 – 2013 period. Support such as extra writing time, receiving alternative format fonts and being able to use a scribe, are examples of the support received.

5.2.2 Disability categories of respondents

Figure 5.1 below indicates the disability category profile of the students who participated in the e-survey. Most of the students who took part in the study had a neurological condition (33% of students). This is possibly mainly ascribed to the presence of ADHD. Learning difficulties were experienced by 30% of the students in the e-survey. Visual difficulties were experienced by 27% of students in the e-survey. Motor and psychiatric difficulties were experienced by 20% of students in the e-survey respectively. Physical difficulties were represented by 8% of the respondents. Other disabilities were noted by 6% of the respondents. Five percent indicated unknown categories. Hearing disability and a health condition was noted by 3% respectively with multiple disabilities being declared by 2% of the respondents.

What is interesting to observe is that the hearing impaired students and those with health conditions registered as the lowest number of students using support, while in the group not using support, they were the highest group.

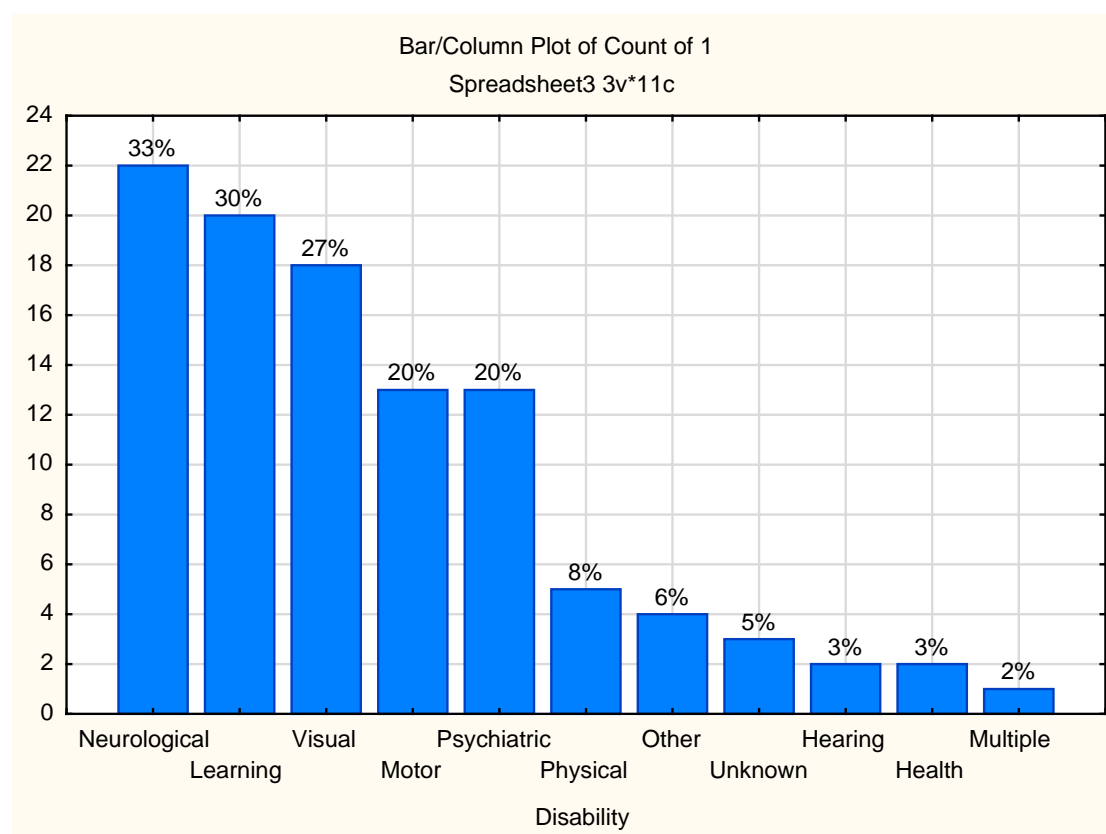


Figure 5.1. Disability categories of user participants

5.2.3 Satisfaction levels regarding support at SU

Figure 5.2 below indicates the satisfaction level of those who are receiving support at SU. The number of students that indicated that they are very satisfied with the support amounted to 59% (39 students). Those who were moderately satisfied amounted to 38% (25 students). Three percent of students (2 students) indicated dissatisfaction with the support received.

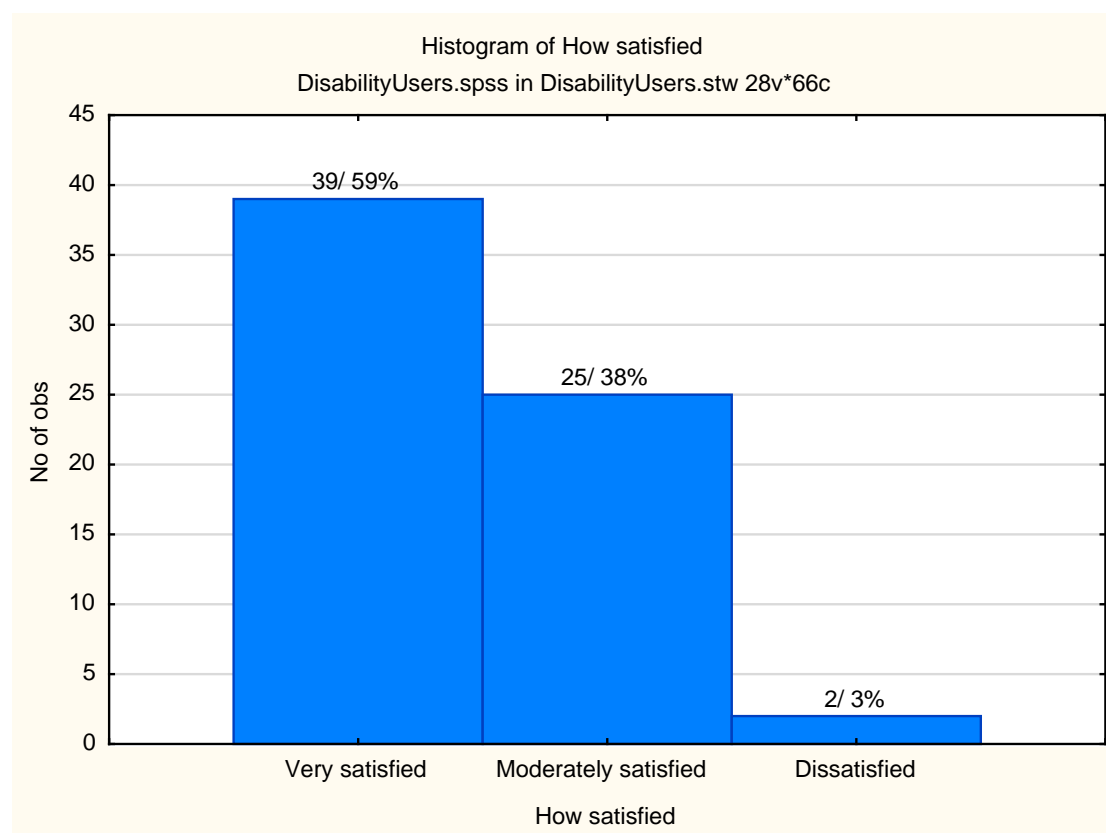


Figure 5.2. Satisfaction levels of users of support

5.2.4 Kinds of support used

This question indicated the **kinds of support** that respondents receive at SU when they note a disability and they continue to come for support once registered. Most of the support needed was for extra writing time. Figure 5.3 below indicates that most students received extra writing time as a support (92% of respondents). The next most common kind of support was writing in a separate room, which was indicated as 17%. The next most used support mechanism was the use of a computer as assistive technology (15%). Twelve percent indicated other types of support. Enlarged print was also used (9%). Eight percent needed special residence placement. Four categories

received 6% each, namely: Braille users, electronic tests, having a special tutor and the recording of classes. Three percent each used a scribe for assessments and had front of class seating. It must be noted that students sometimes received combinations of support, such as extra writing time in addition to using Braille.

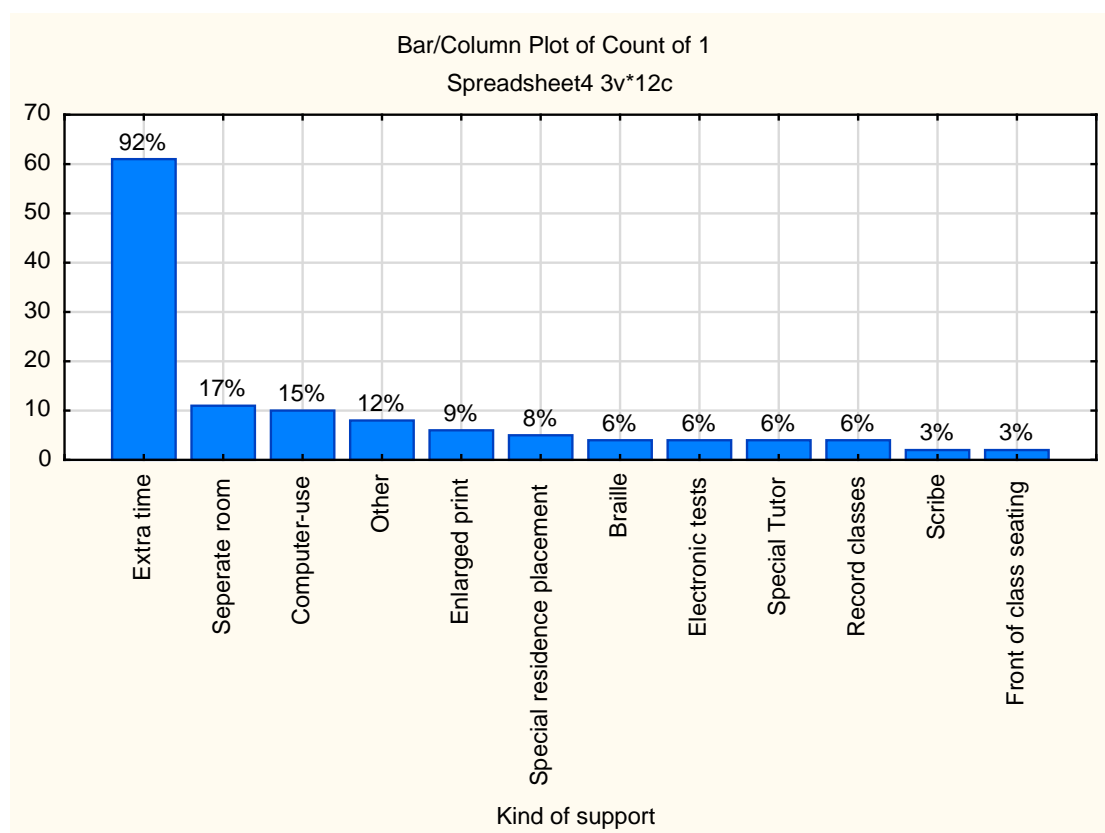


Figure 5.3. Kinds of support used

5.3 Experiences of disability inclusion in the process of support

A range of themes emerged where students expressed their experience of the support currently received at SU in the qualitative responses of the surveys, which were in the form of open-ended questions.

5.3.1 Theme 1: The University and its facilitation of support

In this question, students were asked to discuss their experience of support or the lack thereof in as much detail as possible.

It has to be noted at the start that when “the University” is used, this is used generically. The data that emerged indicated that staff and students at times were specific

regarding names of departments and faculties, or systems taking place. At other times, the generic term “University” would be used, implying the departments, faculties and support systems that they would interface with.

Respondents who were actively using support commented on the nature of the support received. Students commented on individual departments but a number also referred to SU generically²⁹ in describing their experiences. Traditional support departments on campus that are dedicated to students with disabilities such as the student counselling services, the disability unit which includes the Braille office, the examinations office and HUMARGA³⁰ were noted. Technology access (assistive technologies) is therefore also highlighted as these appear in the student feedback. In the discussion, inclusionary and exclusionary practices emerge.

Students often enquire about support possible at University before they register and while they decide where they will do their further studies. A range of factors contribute to this decision, from hearsay from others who have studied at the University before and their experiences of support to some not knowing what support we have and who then make enquiries about available services. Some noted that before there was a disability office, support was difficult to get. This was positive and contributed to a welcoming feeling. This respondent notes:

I have had extremely positive support from the University and University staff. The help I received from the University, (before I was even admitted), was amazing and led to me deciding to study at Stellenbosch when I initially wanted to go to UCT. (QUU6.15)

In addition to this, an international student compared University facilities in his/her home country and preferred the SU facilities. The context was specifically around facilities for students when students are blind. The respondent stated:

²⁹ Sometimes respondents say “the University” when referring to SU and its departments, faculties or support systems and structures.

³⁰ HUMARGA is the computer users’ area for students studying in the following faculties: Arts & Social Science; Law & Education.

I am an international student (from Namibia) and we do not have facilities for blind students there, so I really appreciate the support from the University and I have no negative comments to make. I am very satisfied. (QUU6.24)

A few positive generic positive comments were received that pointed to good and professional support. A few students responded to the speed at which support could be facilitated. A respondent noted:

Ek was elke keer dadelik gehelp gewees as ek hulp nodig gehad het. Almal was elke keer vriendelik en het uit hul pad gegaan om te help (QUU6.6)

[English] I was immediately helped each time I needed help. Everybody was friendly each time and went out of their way to help.

For a student with a visual disability, extra time and writing in a separate room was positive and question papers were printed in bigger fonts. The student seemed confused about the procedure to follow for tests but would speak to a lecturer about this in the future. Extra time and enlarged fonts helped with a deteriorating visual disability:

Well my condition has gotten worse over the years so the extra time and enlarged print help quite a lot during the exams. My eyes don't feel strained, nor "badly" fatigued. (QUU6.23)

At University, a range of systems need to work together smoothly to enable the necessary support. Students are not automatically aware of the supports available to them and an initial initiation into and request for support is necessary in order for these supports to be implemented. One respondent noted that:

The University has a good system going, through notifying all the relevant departments of my needs and accommodating them accordingly. There is an extra time venue set aside for extra time students and we all sit together when writing our respective subjects. (QUU6.18)

Another student said that the University makes "studies as easy as possible". These views are in contrast to some who say that it is degrading for a student to have to go to each lecturer to explain what concessions are needed. This is reflected in the

interviews with certain staff members in Chapter Six. Informally, some students also voiced this in a diversity session³¹ held on campus.

The resource-rich environment of the University makes support possible to organise on an individual basis, according to the following response:

Ek is seker ons het toegang tot die beste resources, die beste dosente, want ek sit in elke lokaal of agter of heel voor, so ek is in party lokale onder die dosent se neus...en hulle het 'n algemene vergadering met al my dosente gehou en ek het al my dosente ge email en gesê wat werk en wat werk nie, en begin elimineer en so het ons dit gedoen...(FG.AE.7)

[English] I am sure we have access to the best resources, the best lecturers, because in each venue if I sit right at the back or right in front, so in a few venues, I sit under the lecturer's nose...and they had a general meeting with my lecturers and I emailed all my lecturers and said what worked and what does not work, and (we) started to eliminate, and so we did this...

Students have expressed that they feel noticed and acknowledged by staff generally and that they feel at home here:

The support at the University of Stellenbosch has been incredible. They have made me feel more at home here especially because I know that there are people I can go to when I have a problem. (QUU6.28)

When there is confidence in the support provided for students, this takes away much pressure so that the student can focus on academic success. Another respondent's inability to finish tests at school worsened at SU. Lecturers and teachers advised getting extra time. The person was then directed to an educational psychologist and a reading programme was advised. Although sceptical at first, the student attended the reading course at SU and found this very helpful. Added benefits were that treatment was received for depression and mild ADD - this as a result of the systemic approach leading to systemic interventions at SU.

³¹ Diversity sessions consisting of various themes are held at the Centre for Student Counselling and Development every few months as an awareness-raising opportunity for staff, with invited guests at times facilitating discussions.

5.3.1.1 Sub-theme 1a: Contrasting views of support facilitation

Students also presented contrasting views of support received which could qualify the 38% of moderately satisfied users of support in the histogram and the 3% of dissatisfied users (Figure 5.2). Challenges emerged. One respondent felt positive about the extra time received but was still not finishing and was despondent about the process required to be granted more time. The process to get extra time was viewed by a few as being laborious. This resulted in partial or fully exclusionary practices for some students. This is in contrast to the experiences of some students who received assistance promptly, as noted above. One respondent said that in their first year of studies, the office for students with disabilities had not been established, and this created conflict with lecturers as they doubted his/her disability. The second year for this respondent was better in terms of the services and attitudes. However, the respondent had to insist on a scribe, who had medical knowledge to assist during tests and exams. The scribe understood the jargon therefore did not have to repeatedly ask the student about his answers while scribing. This student noted:

In the first year of my studies the Office for Students with Disabilities was not there yet. So I had to fight a lot with lecturers because they did not believe that I had a disability. In my second year the services and attitude were better but I still had to organise everything prior to the test and exam as well as insist on a scribe with medical knowledge instead of any one. (QUU6.3)

Writing separately as opposed to writing with the larger group of students was not possible for a respondent, which was distracting. One respondent felt that the transcribing of information can get confusing at times, but felt that this is better than any other university. Extra time was not sufficient as one student still made mistakes due to rushing to complete the exams.

A respondent commented on the distracting behaviours of moderators in the form of talking to each other noisily throughout the period of extra writing time – this was noted by a student with ADD who struggles to keep focus amidst noise especially when they need to concentrate. Another distraction was invigilators asking for extra time letters while the student's write, even though the student might have placed the letter on the desk at the start of the exams.

As a student with ADD stated:

I struggle to keep my focus when distractions arise and thus actions like this cause tremendous difficulty. Especially when those conversations last not merely a few minutes but the entire duration of the extra time provided. Moderators also like asking for the extra time letters after the students have already started writing, which means they have to disrupt the student's writing, despite the fact that the letter was visibly placed on the table next to the student. The lectures in charge of the subject have however been very helpful and aim to ensure that students with special needs are aware of where they have to be on a timely basis and ensure they have the aid they require. (QUU6.29)

Another respondent wanted the University to look at students who lie about needing extra time and stated that all must show their extra time letters. Strong negative views were expressed about the process of applying for concessions like extra time and who is advantaged in the process. Some felt the process to be degrading:

...the University makes you feel like an idiot when you complete forms for extra writing time...questions that you are asked are offensive and belittling. They make a normal ADHD student feel like it is some kind of deadly diagnosis where there is no hope and completely out of the ordinary, which is not true for one moment. (QUU6.57)

Comments about disabilities and the extent to which these can be remediated are contentious. Some disabilities will remain lifelong and these often have emerged very early on in the student's scholastic history. Where students are asked for annual reports, this was seen as cumbersome. Some disabilities are not remediable, and this was not understood at the time by some staff members. The issue around affordability and early diagnoses also has economic and cultural implications. Some communities, in this case, Black groups, do not seek psychological assistance unless there are intense psychiatric conditions present. Aspects such as ADD are not viewed as problematic, or not even noticed as a condition that might need attention. This respondent felt that the University was not taking enough cognisance of diversity aspects in the systems and structures in place for seeking support. The respondent noted:

Another weird thing I noticed from myself and my other Black friends who I'm sure have ADHD, we are never diagnosed early enough and the University does not assist us as well as more privileged kids whose parents spot ADHD when they are in school. Therefore, when we apply for extra writing we are sent all over Stellenbosch trying to find psychologists and run back and forth with the university. Black parents do not believe in sending children to psychologists or paying medical bills for symptoms they cannot see physically. Basically, why can't the university evaluate students themselves instead of us having to go to psychologists which cost a lot of money...I fortunately had a concerned lecturer who noticed I had problems concentrating in lectures and asked that I go find out whether I have ADHD, and luckily enough have medical aid, which most under-privileged minorities³² do not have. When I went to try apply for the first time for extra time I was told that it would be rather difficult for me to get it since I never had it in school, which was a rather remarkable thing to hear considering my parents didn't even know what ADHD was, yet they could describe symptoms I displayed when I was younger which were consistent with ADHD. The fact is...there are only White children and the ones I spoke to were all diagnosed when they were at school so the University does not even hesitate to give them extra writing time since they have a history of ADHD. I honestly believe if this University wants to integrate, which is the direction they are heading to, a better way to evaluate or assist all students of any colour should be introduced, because the current one the University has is outdated and only factors the privileged which is what I am guessing Stellenbosch used to look like in the past, however more students of all backgrounds are coming here and they need help to. (QUU6.33)

While some students were satisfied with the extra time allowed, others felt it was too restrictive, it was exclusionary especially where the necessary collateral information was not forthcoming and that the University would only give 10 minutes per hour even though more was prescribed by the private specialist or psychiatrist who did their

³² In the South African context, under-privileged minorities would mainly come from the Black, Coloured and Indian groups, previously disadvantaged under the apartheid regime, and discussed in Chapter One, Two and Three in this dissertation.

assessments and reports³³. Moreover, some respondents felt that the extra time allocation was too “stringent” and asked for leniency.

5.3.2 Theme 2: The role of the student in getting support

When it came to views on the role of the student in their education, with particular reference to support, interesting views emerged. On the one hand there was a sense of agency, where students were confident enough to speak out when not feeling supported enough. On the other hand, some students were prepared to take the responsibility of informing lecturers of their special needs and lecturers were open enough to discuss these with students:

Ek dink die Universiteit doen baie moeite om almal met gestremdhede te akkommodeer en tot die beste van hul vermoens te help. Mens kry regtig baie ondersteuning, en as jy voel dat jy nie genoeg ondersteuning kry nie, of as jy voel jy net nog iets nodig, moet jy net met iemand gaan gesels, want almal is altyd bereid om te help. Mense is soms nie bewus van wat jy nodig het nie, en daarom is dit belangrik dat jy van jou kant af ook moeite doen en met dosente gaan gesels oor jou behoeftes of probleme. (QUU6.21)

[English] I think the University takes much trouble to accommodate everyone with disabilities to the best of their ability. People really get much support, and if you feel that you do not get enough support, or if you feel that you still need something more, you must just speak to someone, because everyone is prepared to help. People are sometimes not aware of your needs, and that is why it is important that you also take the trouble to speak to your lecturers about your needs or problems.

On the other hand, some students feel that they need to be more integrally involved in the implementation of their support. They wanted to engage more with staff especially with the use of technology:

Tegnologie word soms sonder ons medewete getoets en dan van ons verwag om dit te gebruik. (QUU6.14)

³³ Because the University cannot assess all students with the varied conditions, it relies on students to bring reports done outside the University. These days, where students have problems with affordability, the University finds a way to accommodate students.

[English] Technology is sometimes tested without our knowledge and then it is expected that we should use it.

5.3.3 Theme 3: Support levels the playing fields

Support is meant to allow students who have an impairment the possibility of competing equally with students who have no impairments in test and exam contexts, so that one is not duly disadvantaged because of an impairment. In this way, we endeavour to be inclusive of student diversity. This argument is supported by stating that with the diversity amongst students, everyone is afforded the best chance to perform optimally. This is a fair system.

The levelling of the playing fields was expressed when a respondent stated s/he felt “as if I am on par with all my fellow classmates now”. Not feeling excluded was expressed by the sense that the respondent felt “treated as all the other students to a great extent, meaning that we are not othered”.

The following sentiments express the impact and value of extra time and writing in a smaller venue: “very helpful, as well as the lack of a stressful atmosphere. This helps me concentrate”; writing in a smaller room “helped soothe my nerves”. The University provides extra writing time and small venues to write exams, with special invigilators.

The University converts academic hardcopy reading material into electronic formats so that these can be accessible to blind students. One student prefers reading from electronic material because writing by hand is a struggle due to an impaired left arm. On the other hand, a blind student noted that although having learnt Braille, reading information electronically sped up the reading process and working through all the reading material. Students’ needs can therefore not be assumed based on a disclosed disability, but each student must be engaged individually about what is best suited to their needs.

Another student with a visual impairment felt that patience is key as there are distractions in the class when someone talks while the lecturer is lecturing. The person also felt that they had to exercise patience as they had to wait for reading material. Sometimes waiting for converted material is problematic as pdfs need to be converted

first before being accessible to be read and JAWS cannot read pdf documents. The Braille Office and lecturers help to minimise the challenges though.

When not receiving work in time this creates despondency in some students and unbalances the status quo. Lecturers sometimes delay sending academic material to the Braille Office for text conversion. Visually-impaired students then need to wait for converted material as opposed to sighted students who go ahead and have access to their material immediately. If the materials are sent timeously, this then levels the playing fields for the students so that reading material is accessible to them.

Extra writing time is often cited as good support for students with ADHD in addition to the medication to treat these conditions. Noise is often a problematic factor for students, especially where they have concentration difficulties. Medication is an additional support for some students with ADHD using extra writing time, and is only effective for a specific period of time. The medication does not make the student work faster but makes the student more efficient in concentrating. Extra writing time supports the students through this process, forming an additional support for them.

In contrast to the usefulness of the support of extra time, some students found the extra time per hour was insufficient and suggested that the University be more lenient about this:

Hulle is baie streng met toekenning van ekstra tyd (wat te verstane is), maar dit voel net vir my hulle kan soms bietjie meer 'lenient' wees, want vir iemand vir wie tyd 'n groot faktor speel en angstigtheid dan die oorhand neem, is 10 minute per uur nie veel werd nie. Ek voel dat selfs net 'n klein bietjie meer tyd, klaar meer gerusstelling sal bring. (QUU6.53)

[English] They are very strict with the awarding of extra time (which is to be understood), but it just feels to me that they can be more lenient, because for someone where time plays a big factor, and anxiety takes the upperhand, 10 mins per hour is not worth much. I feel that just a small amount of more time will already bring more peace of mind.

This is corroborated by the respondent who stated that the University does not allow more than 10 minutes extra per hour even though the external specialists might

prescribe more time. Sometimes, the support needed is as a result of study skills not passed on at schools or not assimilated by students or the difficulty with time management. The challenges of having to balance the workloads with the other responsibilities at University, such as doing assignments, studying for tests, attending classes and residences and other extra-mural activities are exacerbated by poor time management and poor or non-existent study skills. One student noted: “I’m passing on God’s mercy. I have really refined my study methods, time management and diet to be ultimately effective to pass my course”. The value of friends and peer groups can never be underestimated in the support cycle. The workload at University is also often underestimated, and when students have added difficulties such as impairments, the challenge to find the right balance is increased. The workload at University brought problems for this student who had underlying ADD and whose friend brought this to her attention. Support was then sought by getting extra writing time at University.

When students experience learning disabilities, taking notes on an iPad is preferable when writing is a problem – various apps make this possible. The absence of much digital study material was noted as problematic. Fine motor problems create difficulties too. Reading is often slow for some students and their handwriting might not be legible, which would take a while to understand what is written. Such students get extra time or get to use a computer when doing tests and exams.

One respondent has an eye condition and sits in front of the class to see the board yet cannot see anything. Much self-studying happens at home for this student. This student integrated religion and spirituality into the learning process as motivation by stating: “My Godsdiens (Christen) help baie om gemotiveerd te bly.” [English]: “My religion (Christian) helps a lot to keep motivated”.

In contrast to the range of supports noted above, there were students who stated that they were not sure of the kinds of support that was available on campus. They were also reluctant to ask as they thought that people would not be patient with them especially if the disability was not visible to them. In this way, students were disadvantaged.

5.3.3.1 Sub-theme 3a: Experiences of lecturer support

Positive responses regarding the support of lecturers in the classroom context were expressed, such as the supply of particular practical equipment as well as ensuring that learning material was in the correct format. Support was positive and non-intrusive, without allowing the student to feel exposed: "...en verder vra hul altyd hoe hulle dit kan aanpas om my sig te konsidereer, maar hulle sonder my nie uit nie." [English] "...furthermore they always ask how they can adapt to consider my sight, but they do not single me out."

The concern and empathy from lecturers is echoed here, where support includes the tutors:

The support at the University of Stellenbosch has been incredible. They have made me feel more at home here especially because I know that there are people I can go to when I have a problem. The lecturers and tutors have also been amazing and they are very understanding and helpful when needed. Over all I am happy and grateful for the support and love given by everyone. (QUU6.28)

The role of tutors in the academic support process is clearly valuable as part of the system of support at the University, which is encouraging.

5.4 Exclusionary practices in the process of support

5.4.1 Theme 4: Less visible disabilities, forgetfulness and inflexibility

The contentious issue regarding disabilities that are less visible have been noted before. When a disability is not visible, such as when someone is not in a wheelchair or a blind person is not using a guide dog or white stick, some lecturers tend to forget about the specific needs of the student, despite this being communicated to them. On the other hand, some lecturers tend to think that students take chances and are pretending to have disabilities or special needs to get certain academic advantages or accommodations, when they do not look disabled, according to the traditional image of how disability should look.

A respondent expressed unhappiness with the lack of support because of her less visible disability:

Oor die algemeen is die mense op kampus nie baie toeganklik as jou siekte nie waarneembaar is nie. Ek sukkel baie met my studies en het al talle klasse en tutoriale misgeloop agv my omstandighede. (QUU6.47)

[English] In general, people on campus are not accessible if your sickness is not observable. I struggle much with my studies and have missed classes and tutorials as a result of circumstances.

Another less visible disability experienced by students to be a barrier in the learning process was anxiety. Anxiety slowed down thinking processes and had an impact on the time to complete question papers. Other health conditions, in interaction with the environment, were worsened or resulted in triggering episodes, for instance, flickering lights in class was identified by a student who is prone to epileptic episodes, migraines worsen concentration and compromised immune systems cause difficulties resulting in repeated illness and absences from class. Rheumatoid arthritis causes extreme tiredness and poor concentration and knuckles become sore when writing. The challenges are noted below:

My gestremdheid verhoed dat ek laat aande kan studeer, aangesien slaap noodsaaklik is om enige toevalle te verhoed. Soms kry ek steeds aanvalle wat deur flikkerende ligte, min slaap, 'n afgetakelde imuunsisteem...en dit maak dit vir my onmoontlik om klasse by te woon of soms om toetse te skryf. My chroniese migraines wat ek ook ervaar het ook onlangs veroorsaak dat ek baie lesings moes misloop. My gestremdheid bemoeilik ongetwyfeld my studies. (QUU7.33)

[English] My disability prevents me from studying late at night, given that sleep is needed to prevent attacks. Sometimes I still get attacks created by flickering lights, too little sleep, a broken down immune system...and this makes it difficult to attend classes and to write tests. My chronic migraines that I also experience also resulted in my missing lectures recently. My disability undoubtedly makes my studies difficult.

I can only study under the influence of medication (specifically methylphenidate, a neuro-stimulant). This creates a very specific time-slot in which I can perform. The drug does not make me work faster, only more efficiently. I still need the extra time. As the drug wears off, I have a "low". This usually lasts until I sleep it off. (QUU7.4)

I do feel a little despondent however, when I don't receive my work in time and have to go to a lot of extra effort. (QUU7.19)

It is often very difficult to concentrate in tests when learners make a lot of noise. I also feel that the lecturers often teach a bit fast which makes it a bit more difficult for me to grasp the entire lesson effectively. (QUU7.20)

In terms of my studies I struggle to process all the work given in class at the same rate as the other students around me. I need to read and possibly hear the information numerous times before I am able to fully comprehend what is expected of me to know or to do. This is what I struggle with during tests and exams as well as I use a lot of the available time trying to figure out and register what the question is in fact asking me to do and how to answer it. (QUU7.39)

Aandag afleibaarheid is 'n baie ernstige probleem, veral as jy 'n magdom leerwerk het, en baie lang toetse skryf. Enige iets trek jou aandag af, jy kan nie lank konsentreer nie, en jou brein volg langer roetes om by die antwoord uit te kom. (QUU7.42)

[English] Attention deficits are a very serious problem, especially when you have a huge amount of learning to do, and long tests to write. Anything distracts you, you cannot concentrate long, and your brain follows longer routes to get to the answer.

A respondent lamented the fact that they often “have to remind individual lecturers many times before they remember to send things” – this student would sometimes get her reading material converted into an accessible format late because lecturers sometimes sent the information late for text conversion. This is burdensome for a blind student as there is a feeling of having to carry a heavier load than other students. This is also a partial exclusionary practice as students are then unnecessarily burdened by getting material late which impacts on their planning for assignments and learning for assessments. One student further suggested:

Ek het 'n voorstel wat ek dink die Universiteit kan oorweeg vir studente soos ek wat epilepsie lyers is, naamlik dat hulle dalk 'n diens bied wat ons kan gebruik

om vervoer te word na 'n veilige plek of 'n hospitaal indien ons 'n aura van 'n aanval kry. Dit is tans vir my 'n groot bekommernis, aangesien ek duidelik nie self kan bestuur nie en dit dikwels onmoontlik en steurend (vir vriende) is om vriende of vriendinne te vra om jou te kry na 'n veilige plek wanneer jy siek voel. Indien daar 'n nommer van iemand was wat beskikbaar sou wees indien ons bel, sou dit baie gerusstellend is. (QUU11.23)

[English] I have a proposal which I think the University can consider for students like me, epilepsy sufferers, which is that they offer a service that we can use to be transported to a safe place or a hospital when we have an aura attack. I am currently concerned because I cannot drive and it is sometimes impossible or disturbing (for friends) to ask friends to get you to a safe place when you feel ill. If there was a number that we could call someone, this will give me peace of mind.

Although systems and structures are in place, much of what exists can be adjusted, expanded or made more flexible if inclusive education becomes entrenched at University level. Universal design for learning, as discussed in Chapter Three, lends itself to a more inclusive and accommodating teaching and learning ethos.

5.4.2 Theme 5: Out of classroom experiences

Students commented on experiences outside the classroom as these affect their daily routes within the broader teaching and learning context. The physical environment was a problem for a respondent who noted that cars that park in areas that are not meant for parking creating an obstruction for pedestrians. These obstructions have caused injury to students in the past. In 2014³⁴, an area that experiences high levels of use by students with disabilities was secured and made safer from injury for students to walk through.

Another source of obstruction is when renovations are done to buildings and students are not aware of this. One respondent said that renovations to buildings are not

³⁴ During 2014, a particular area where an injury took place was cordoned off with wooden poles to prevent motorists from parking on pavements. Many students, particularly with visual and mobility problems, use this area.

communicated to students and they find this out in “vreemde maniere” (“strange ways”). A respondent noted:

A lot of areas/building need to be accessible – little has been so far – I struggle to enter Lombardi building because of unsupportive doors. (QUU7.1)

Although not in a wheelchair, a respondent noted the large number of stairs to get to lectures (alluding to inaccessibility for people using wheelchairs). One respondent noted that there are lifts for people who walk with difficulty but that these are not always practical to use – this person uses stairs but this takes longer.

5.4.3 Theme 6: Financial exclusion

Another respondent noted not being approached for any financial support. Similarly, another respondent did not know that you could get a bursary based on your disability alone. This lack of information resulted in financial exclusion for the student.

5.4.4 Theme 7: Academic support and exclusion

A student also felt that the University did not offer help with how to take notes or how to summarise academic material as test-writing circumstances are never the same during exam times. Class lectures are very fast and a student with a psychological disability, in this case, social anxiety, felt put on the spot when asked a question in class. One respondent said that it would be good to have lecturers interact more when there is a student with a disability in their class.

5.4.5 Theme 8: Exclusion based on health, social and psychological/attitudinal factors

Some students felt that little effort is made regarding inclusion, with particular reference to health conditions. The subtle exclusion is echoed in the following comments by students: “The costs of psychiatrists are exorbitant”; “Needing medical proof each time for lecturers for recurring medical problems is expensive”; and “Exclusion in social settings poses a problem where communicating with students in class, residence and on campus is challenging”. These students felt excluded in a way that impacted on academic functioning.

One respondent felt that residence activities could be more inclusive of people with disabilities, with special reference to the welcoming programmes that take place at residence. Although students are not compelled to take part in residence activities that make them uncomfortable, there is a desire to have more welcoming activities that are more inclusive of a variety of disabilities.

One student felt excluded by a psychologist when going for psychological support. The student arrived 10 minutes late for the appointment and felt rudely received and felt that there was no chance to apologise. The student was then told that the psychologist was not at work that day and was subsequently given 15 minutes to see another psychologist. The student felt that the problems presented were not addressed and the psychologist was unhelpful, feeling that the student should leave as it seemed that she/he did not want to be there.

5.5 Theme 9: Disability and identity

Disability by definition is a contested term. The focus group in particular had an interesting debate about disability and how they identified themselves. It is as much about semantics and disabilities, as well as about their own conceptualisation of their abilities or disabilities.

One student expressed being “differently abled” and not “disabled”:

Ek was verlede jaar by die paralympiese en dit het my hele view gechange. Disability – die mense is rerig net differently abled – alle mense daar buite het eintlik maar `n disability – die mense wat in die paralympics deelneem is net meer – soos iets fisies – of in my geval ... maar visually impaired ... ek dink as jy rerig disabled is...is mense wat sulk en mense wat nie oor dit kom nie.

[English] I was at the paralympics last year and it changed my whole view. Disability – the people are just differently abled – all people out there have a disability – the people who take part in the paralympics are just more – like something physical – or in my case...visually impaired...I think if you are really disabled...its people who sulk and people who do not get over it. (FG.AP.1)

Another group participant expanded on unseen disabilities. The participant said:

I think it is very different because people view disability in a box...someone who is completely deaf or who is completely blind...someone who cannot walk at all...then there is a brain disorder like mental disorder.... I have bipolar disorder but I can score BEE points for this.... I don't think disability here at University is a term that the University perhaps uses...there are a lot of students who need help but who don't feel welcome to...or feel included.... I think special needs or I think student support, referring to students who need help is not getting anywhere...in America it is called brain disorder and not mental disorder because it is a brain disorder. (FG.G.2)

Another participant wondered about what normality is, in the debate about disability, and also identified with being differently abled:

Wat is normaal? Normaal kan verskillende goed vir verskillende mense wees. Ek dink nie daar is een mens op aarde wat nie een soort van 'n disability het nie. Almal van ons het 'n soort disability...Ek dink ook dat 'n gestremdheid...ek sien myself nie as gestremd nie...ek sien myself as (naam)...ek sien myself as "differently abled". (FG.An.2)

[English] What is normal? Normal can be different things for different people. I do not think there is one person on earth that does not have one sort of disability. Every one of us has a disability.... I also think that a disability...I do not see myself as disabled.... I see myself as (states name).... I see myself as "differently abled".

This respondent also echoed the normality of disability, and how one sees the person first and the diminishing of the disability, by stating:

Being friends with people...you get to know them as a person and you see how they overcome their disabilities, like for me and in the village at the Olympics, it was the most amazing thing for me to see people completely without arms ...and with their feet they can actually eat properly with a knife and a fork and it's just amazing to see – the laughing and chatting – it is not like they are sitting there saying I don't have arms...it was something that I could learn from because my disability is not that upfront, you can't see it easily. I always tried to hide it, and now I just saw how the other disabled people embraced it and just that is who we are. (FG.AP.3)

5.6 Theme 10: The experience of school support

Students were given a chance to explain the kinds of school support received before starting at SU. This question was asked to gain a sense of the longstanding nature of their disabilities and the extent to which students continue to need support once completed with studies. Some students were at a special school yet others were at mainstream/inclusive schools or possibly did not know that they had special needs.

5.6.1 Theme 10a: Special schools

Special schools were generally noted as having all the support possible. One respondent noted a Braille production facility at school, having the needed technology, teachers trained to work with the disability and small classes with a maximum of 10 per class. This provided for an ideal support environment. A student further noted the positive aspects of smaller classes and more attention at special schools and that there are more opportunities there, but acknowledged at the same time that one is not prepared for the bigger world out there and the University context.

While the protective and highly specialised special school environment had its positive impact, it does not prepare students sufficiently for the world where they have to deal with large numbers of people and processes that work differently. But this could be symbolic of the developmental changes that all people have to go through as they progress in the world. For students with disabilities, the changes and adaptations could be amplified when they come from a smaller special school context to an inclusive University context.

This extract aptly sums up the experience and contestations between an exclusive special education system in the context of a world moving towards inclusion:

Ek was in `n spesiale skool...en daarom het ek alle steun ontvang wat ek moontlik kon ontvang het. Dit was klein klasse en mens kon regtig goeie aandag gekry het...mens het baie meer geleenthede as jy in `n spesiale skool vir jou gestremdheid is, want in `n gewone hoofstroom is jy net nog `n persoon wat sukkel, en ek dink jy mis dan baie meer geleenthede. Die skool was meeste van die tyd `n positiewe ervaring, en hoewel dit jou nie regtig voorberei het vir die buitelewe nie, was dit nogsteeds lekker. Ek dink een ding wat jy as gestremde

persoon nie in 'n spesiale skool kry nie, is bewusmaking van hoe jy in hierdie groot plek gaan regkom nie, want jy was altyd so beskermend in die skool. (QUU9.15)

[English] I was in a special school...and that is why I received all support possible. Classes were small and one could really get good attention...one has more opportunities for your disability when in a special school because in a mainstream school you are just another person who struggles and I think you then miss many more opportunities. School was mostly a positive experience and although it does not really prepare you for the outside world, it was still enjoyable. I think one thing that you as a disabled person will not get in a special school is the awareness of how you will cope in a big place because you were always so protected at school.

A respondent did not know he had ADHD so received no support at school. Upon further investigation at SU, and upon enquiry with his teachers at school, it came to light that he had ADHD and that teachers also suspected this but nobody acted on this.

A negative experience was expressed by a respondent:

School was terrible. Support was zero. No one cared, no one understood. I was just "another problem". [This student's application for computer use at exam time was turned down while at school, and a legal battle ensued, which overturned the initial ruling. This student found the University experience to be better] (QUU9.9)

The continued support needed from a special school to University and the needed adjustments that had to be made given the increased workload, was clear in the response below:

I was at a school for the blind. We worked with braille machines to start with and that was gradually integrated with the use of computers to write exams and tasks. I mainly studied in braille and wrote by typing on the computer, but I took notes in class with a braille machine. Now, however, I prefer to study electronically, because it is slower to read everything in braille. (QUU9.19)

Varied experiences occurred and it was evident that when students receive support at school, this was necessary at University, with some adjustments. It also appeared that depending on the school, learning barriers were identified, diagnosed and supported, depending on the extent to which identification was acted on.

5.7 Theme 11: The implementation of disability policy at SU

This question explored the extent to which respondents felt the University policy of disability inclusion was being implemented. Exclusionary matters were highlighted too and are discussed as a sub-theme below. The SU policy is discussed in Chapter Three. A few students expressed positive responses to the disability policy and inclusion from a disability perspective on campus. They also had particular thoughts about its implementation which are outlined below:

The University is very inclusive. Accommodation is made when required. On a social level more can be done to include students with disabilities in Res, many activities that are planned as part of the welcoming programme are not accessible for students with disabilities. (QUU10.1)

Ek dink die beleid is briljant - dis ook die rede hoe ek koshuisplasing gekry het en dit was die beste besluit ooit gewees om in die koshuis te wees. Ek is tans hk en het klaar n graad en doen nou my nagraads. (QUU10.7)

[English] I think the policy is brilliant – this is also the reason I got residence placement and this was the best decision ever to be in a residence. I am currently hk³⁵ and already have a degree and am now doing my postgraduate studies.

I can't judge for other disabilities but in my case I feel that the measures that the University has taken are very beneficial. If I didn't have the extra writing time I would be forced to take a higher medication dosage (especially on days when I have multiple tests or tests late at night). This would be very undesirable because in the past when I have tried this I've had side-effects and complications. The extra writing time is a very simple and effective solution. (QUU10.9)

³⁵ Hk is the House Committee that organises the students in the residence context, with particular reference to making first year students feel comfortable.

Ek dink dat ek op al die gebiede van die universiteit waar ek betrokke is (maties atletiek, koshuis, BTK³⁶, ens.) gelyke kanse kry. By die sportwetenskap prakties het elke dosent my gevra hoe hulle kan aanpas om dit vir my beter te maak bv. 'n ander kleurige bal, maar ek het geensins uitgemis op enige van die aktiwiteite nie. (QUU10.10)

[English] I think that in all areas of the University where I am involved (maties sport, residence, BTK, etc) I get equal chances. At the sports science practical, each lecturer asked me how they can adapt to make it better for me, e.g., a different colour ball, but I in no way missed out on any activities.

The varsity is helping tremendously through having extra invigilators stay behind and wait until we are finished writing and this does not make me feel uncomfortable about writing longer. (QUU10.16)

Ek dink die universiteit ondersteun mense met gestremdhede redelik. Jy kry ondersteuning in verband met jou leermateriaal, toetse ens. Jy kan vra vir 'n spesiale tutor om jou te help. In die koshuis kan jy vra vir jou eie kamer, en in die meeste gevalle sal jy dit kry. As jy met die regte mense gesels, maak hulle die omgewing vir jou meer gestremdheds vriendelik, byvoorbeeld om lyne op trappe te verf en om paaltjies te verf sodat jy dit beter kan sien. Hulle bou goed op sypaaitjies sodat jy makliker jou pad kan vind. Ek weet nie regtig of die universiteit, net omdat jy gestremd is, jou finansieel ondersteun nie, want ek kry nie gewoonlik beurse net omdat ek gestremd is nie. (QUU10.19)

[English] I think the University supports people with disabilities reasonably. You get support relating to your learning material, tests, etc. You can ask for a special tutor to help you. In the residence you can ask for your own room, and in most cases you will get this right. If you speak to the right people, they will make the environment more disability-friendly, for example, to paint lines on steps and to paint poles so that you can see better. They build things on sidewalks so that you can find your way easily. I do not know if the University, just because you are

³⁶ Berg- en toerklub. This is the mountain and tour club which is a society to which any student may belong on campus.

disabled, will support you financially, because I do not get bursaries just because I am disabled.

I have been included in everything where I have raised my voice, for example, psychological help, financial assistance, hostel assistance (QUU10.20)

I have not reached a point in my time at University where I did not feel I was supported well enough. I was reserved a place in front of class during first year to help me to settle in. (QUU10.21)

I do not have any experiences of exclusion thus far. I have been included with regards to academic support as well as being provided with reasonable accommodation. My guide dog is also allowed in my residence, in the Neelsie and anywhere on campus which is really important and appreciated. (QUU10.22)

This policy has been implemented successfully thus far. I have been given support in less than three days concerning my enlarged texts. Lecturers and tutors have started supporting me and being of help in less than a week. They have been informed almost immediately about my disability and have been supporting me every step of the way as soon as they knew. When I applied for accommodation I was given possibilities of residences closest to my faculty. My experience with the support towards people with disabilities at the University of Stellenbosch has been great. (QUU10.26)

I feel it has been successful, as the extra writing time is assisting me enormously and the varsity is also offering psychotherapy at the division for therapy and personal development at the centre for student counselling and development. These services are also free of charge. The learning centre also offers sessions where they help students with skills such as learning techniques and studying methods which I find has been beneficial to me. (QUU10.34)

I believe it is being implemented to a great extent. In the case of extra writing it seems that very few students choose to apply for concessions in comparison to school, yet I think with University tests/exams there is less of a struggle for

students to complete tasks/tests/exams in the allocated time in comparison to high school. (QUU10.36)

I personally feel that the University goes out of its way in providing help for students, for example: there are many extra classes and mentors to help you get through a subject. (QUU10.38)

The policy is being successfully implemented as I have received all the assistance I have needed. I have been able to utilize my 10 minutes of extra time per hour for tests effectively and have been offered further assistance for all my subjects along with the rest of each class. (QUU10.44)

I don't recall feeling excluded by the University, they were for the most part helpful in the entire process. They are able to help both students that have school experience of extra time, etc., and those like myself that are new to the process and are not in it to just get extra writing time but to also find out information on how to improve any difficulties they are finding. (QUU10.45)

Where academics are concerned, I believe the University is doing a wonderful job in terms of the braille centre. Exclusion occurs more in social settings, such as communicating with students in class rooms or on campus, simply because students are not used to disabled people. (QUU10.47)

It is very successful as I only asked once for assistance and they immediately added me to their list of students with disabilities and therefore I receive all the emails and communication and it makes me feel very included. (QUU10.49)

I have felt included throughout the year and I believe I am not disabled enough to answer this question. (QUU10.55)

I feel that the system has been integrated efficiently and effectively. (QUU10.57)

With reference to social integration, two respondents noted suggestions for this in the residence context in particular:

The University is very inclusive. Accommodation is made when required. On a social level more can be done to include students with disabilities in Res, many activities that are planned as part of the welcoming programme are not accessible for students with disabilities. (QUU10.1)

En ek dink dat diversiteit kan ook miskien meer bevorder word deur om kulture te probeer meer integreer. Ek onthou ek het gelees van hierdie vorm van toerisme, hierdie cultural toerisme...waar mense vir `n jaar lank byvoorbeeld saam met `n Muslim gesin kan woon en die Muslim gebruike leer en so aan...miskien kan die Universiteit van Stellenbosch...`n Afrikaner student...vir so `n week of `n maand saam met `n gesin woon wat Muslim is of Indiër...(UGInt) [English] And I think diversity can maybe also be promoted by integrating cultures. I remember I read about this form of tourism, this cultural tourism...where people live with a Muslim family and learn the Muslim ways and so on...maybe the University of Stellenbosch...an Afrikaner student...for a week or so live with a Muslim or Indian.

A large range of positive perceptions of how the University implements its policy of inclusion was received from students. Students gave an array of responses that ranged from support in residences, finances, learning support, psychotherapeutic support, text conversion, Braille services, communication and attitudes. However, negative experiences also occurred and will be discussed as a sub-theme below.

5.7.1 Theme 11a: Negative views on the policy of inclusion and its implementation

Some negative aspects around disability policy and inclusion were noted below:

Little effort has been done in this regard thus far. (QUU10.5)

Some respondents offered suggestions and initiated solutions around difficulties experienced with access:

Ek glo dat die universiteit baie van sy kant af probeer, maar ek het vir die SR voorsitter ge-e-pos rondom e-posse wat aanhangsels bevat wat glad nie toeganklik vir blinde studente is nie. Ons werk nou saam om dit aan te spreek.

Die webwerf waar studente etes boek, is steeds ontoeganklik na die opgradering daarvan 'n jaar of so gelede. (QUU10.12)

[English] I believe that the University from its side tries, but I emailed the SRC chairperson about emails that have attachments that are not at all accessible to blind students. We are now working together to address this. The website where students book meals is still inaccessible after its upgrade a years or so ago.

I feel that the first steps have been taken to be accommodating, but there is still a long way to go. I feel excluded in the sense that I do not always have my work in time and as fast as other students and that it is difficult for me to use library resources. There are not always electronic copies of all the books. I would not like to give examples in this instance, but I have also been made to feel that the University is doing me a big favour in some senses by making things accessible to me. Since this is in University policy, I do not wish to be patronised in that way by lecturers, etc., becoming annoyed if I ask for something. I would just like to add that this is not a regular occurrence. (QUU10.23)

I feel not supported when other students lie about having extra writing time and get away with it! (QUU10.28)

This respondent offered advice for what the University could do as awareness-raising initiatives:

I feel that the University could perhaps implement a day where autistic students have the chance to meet new friends and perhaps also be given the opportunity to be motivational speakers. In my experience there are certain times when I feel a little left out, for example when I was in the library and someone ignored my request to be helped. I wasn't trying to be rude, but the person ignored me. (QUU10.29)

The implementation of a more universal approach to assessment could alleviate the need for medical reports when students come for support. This approach will present students with multiple ways to learn and demonstrate knowledge:

Dis seker nie die universiteit se probleem nie, maar my medikasie en psigiater kos my ouers rierig baie geld. Dis is rierig 'n finansiele diepte. (QUU10.46)

[English] It is probably not the University's problem, but my medication³⁷ and psychiatrist really cost my parents much money. It is really a financial depth.

The issue regarding test conditions as opposed to exams conditions emerged in various ways. Test conditions are arranged within the departments whereas exam conditions are arranged by the Examinations Department. This implies that designated venues are used for the exams with invigilators that are aware of the students' need for a smaller and quieter environment. Departments often do not have the luxury of a choice of venues nor access to more invigilators to invigilate tests for students needing extra time or other support such as scribes, as noted by the following two respondents:

As a student with "special learning needs" the University never once personally offered someone to assist me with my learning, e.g., how to take notes or how to summarise, etc. When it is during normal term times and not exams, and I have to write a test. Never do you get to write in the same circumstances that are available to you during exam times. (QUU10.52)

I feel that the University has been very accommodating towards people with disabilities and special needs. I do just feel that during tests I have not benefitted to the fullest because of the distracting learners who make a noise when they finish writing before I do. In English I was designated a separate venue to write my test in and this benefitted me and I felt more comfortable compared to an Afrikaans test I wrote where I was not put into a separate venue and was easily distracted by noisy students and I did not complete my test even with extra time granted. I later spoke to the Afrikaans lecturer to discuss the problem and she basically said that it is too much effort to create a separate venue for one student. (QUU10.24)

The attitude of some lecturers seems to be genderised, given the account of the student below. It seems that some lecturers are supportive, but sometimes students need an intermediary who can intervene between the student and certain lecturers:

³⁷ The student probably means that it is financially very difficult for parents to be paying so much for psychiatrists and medication

I have bipolar disorder and suffer from symptoms of seasonal affective disorder. The changing of seasons last year upset my system dramatically. Many of my lecturers were helpful if I missed class because I didn't feel well, to support me and provide with notes and information as far as reasonably possible pertaining to the class. I think students who struggle emotionally, namely through an illness (depression or otherwise) would benefit greatly if some central person at the University dealt specifically with the students with mental 'disabilities'. Someone who one could organise problems associated with being too ill to attend class, hand in an essay late, etc. I have a psychiatrist who I see every five weeks, and I can email him if I need help or a sick note: but he is booked three months in advance. If there was just someone who could convene between lecturers and on behalf of students when these things happen. I am okay going to speak to lecturers and be honest, and have had a positive feedback most of the time. But I have had a couple of (all male) lecturers who were not helpful at all and made me feel quite pathetic to say the least. (QUU10.13)

This respondent did not get the same support throughout the various systems at the University. While some departments gave support, in other contexts, such as the residences, as noted below, other rules apply. The various environments also have their own priorities as to how they categorise disability needs. The residences give priority to people with visual difficulties and mobility impairments. This student presented with ADD and mixed support:

As I have only been diagnosed with ADD since the beginning of the current year and thus have only received aid for my condition for that time I have not been exposed to the University's policy of inclusion much up to this point. I feel that the University has strived to help with my needs by helping me and others who experience the same problem as myself through allowing us additional time to compensate for our difficulties. However, as a student who has only been diagnosed after already studying at Stellenbosch for two years, I found that certain aspects such as residence placement does not take these factors into account. I had adequate Hemis to return to my residence for my third year. Knowing that the subjects I had not managed to pass and would have to repeat affected my Hemis to the point that I would not have enough for the following year, I spoke to my House Mother early in the year to discuss my possibilities.

As the University itself is in charge of res placement, the inquiry, along with an explanation for my lack of Hemis was sent to those in charge. The reply was simply that I did not meet the University requirements for placement next year and thus would have to find other accommodation. While I was aware that chances were slim for me to be able to return to res next year, it was disappointing that the University seemed to have no consideration for my circumstances. (QUU10.27)

Mixed responses to the implementation of the residence policy were evident, with an overwhelming majority more positively disposed to the implementation of inclusion across campus. There is however much room for improvement. This respondent reminds us of the lack of awareness that is still present in society:

The lack of knowledge among some students. I have heard students making fun of people with disabilities. Not fully being aware of what they are doing and saying. Somehow their knowledge needs to be broadened about people with disabilities. Broaden in a sense of nobody asked for it and that making jokes of someone else's disability defines who you are, realizing that anything can happen. (QUU11.15)

Clearly more work needs to be done to become a disability inclusive campus in the broadest sense.

5.8 Non-users of support

The non-user group of students indicated a disability when applying to SU but it was noted that they did not continue to apply for support officially when they registered at the University. Their reasons for not utilising support will emerge below.

5.8.1 Disability categories in the Non-User group

The 54 students in the non-user group indicated the following disability categories, as indicated in Figure 5.4 below. Disability categories were asked in order to get a profile of the students who took part in this study.

Most students who answered the Non-Users survey were students who indicated that they had a hearing impairment or that they had a health condition (both were 22% of

the respondents). The next highest category was students with physical impairments (17% of the respondents). Following that was the students with visual impairments or another condition (13% each). Students with neurological, learning and psychiatric conditions represented 7% of the respondents, respectively. None of the respondents reported motor, multiple nor unknown or undiagnosed conditions.

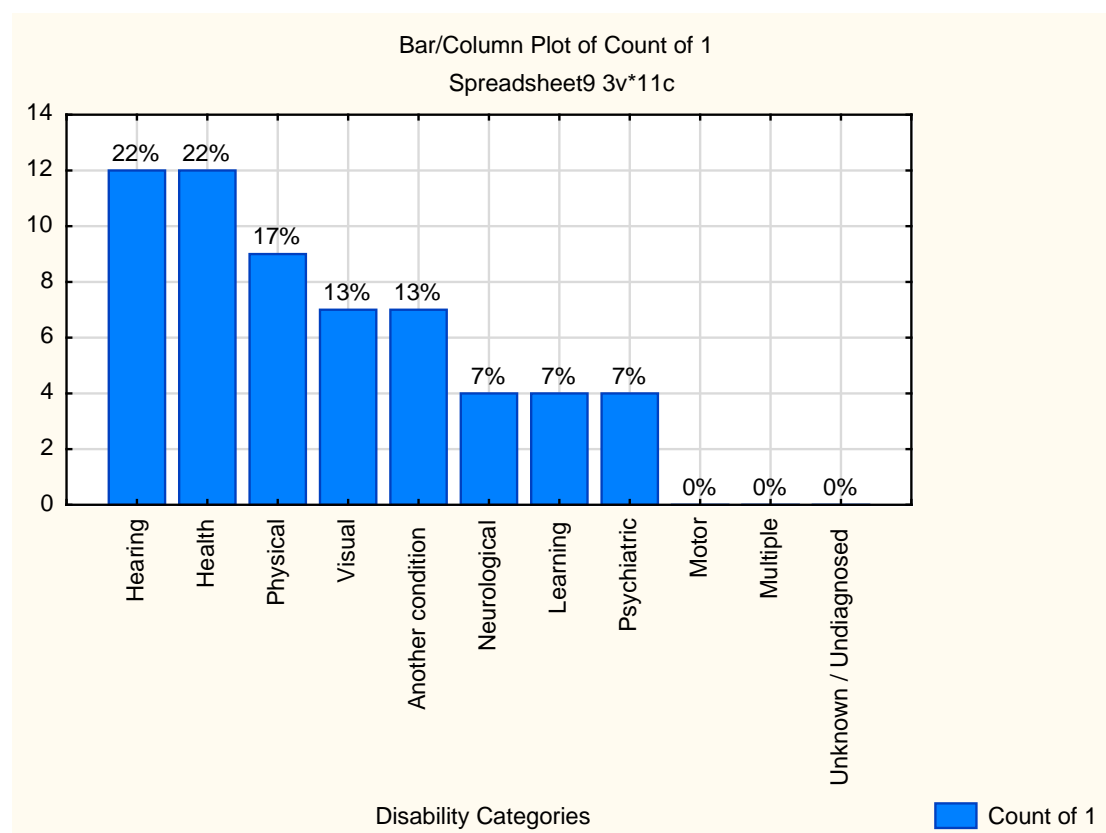


Figure 5.4. Disability categories of non-user participants

5.8.2 Reasons for not using support

This question asked students for **reasons why they were not using support** (see Figure 5.5 below). Respondents had to use checkboxes to indicate the appropriate reason. Open-ended qualitative responses were also elicited and are outlined in the questions as set in the e-survey form.

Most of the 54 respondents who were not using support (69%) said that they did not use support at SU because they can cope without it. Thirty-one percent said that they were unsure of the support at SU. Seventeen percent said that they preferred to keep their disability private. Fifteen percent indicated that they use other means of support (these could be peers or tutors not paid by the University). Thirteen percent stated that

SU cannot provide them the support that they need and 11% said that they used outside support (which could be private practitioners).

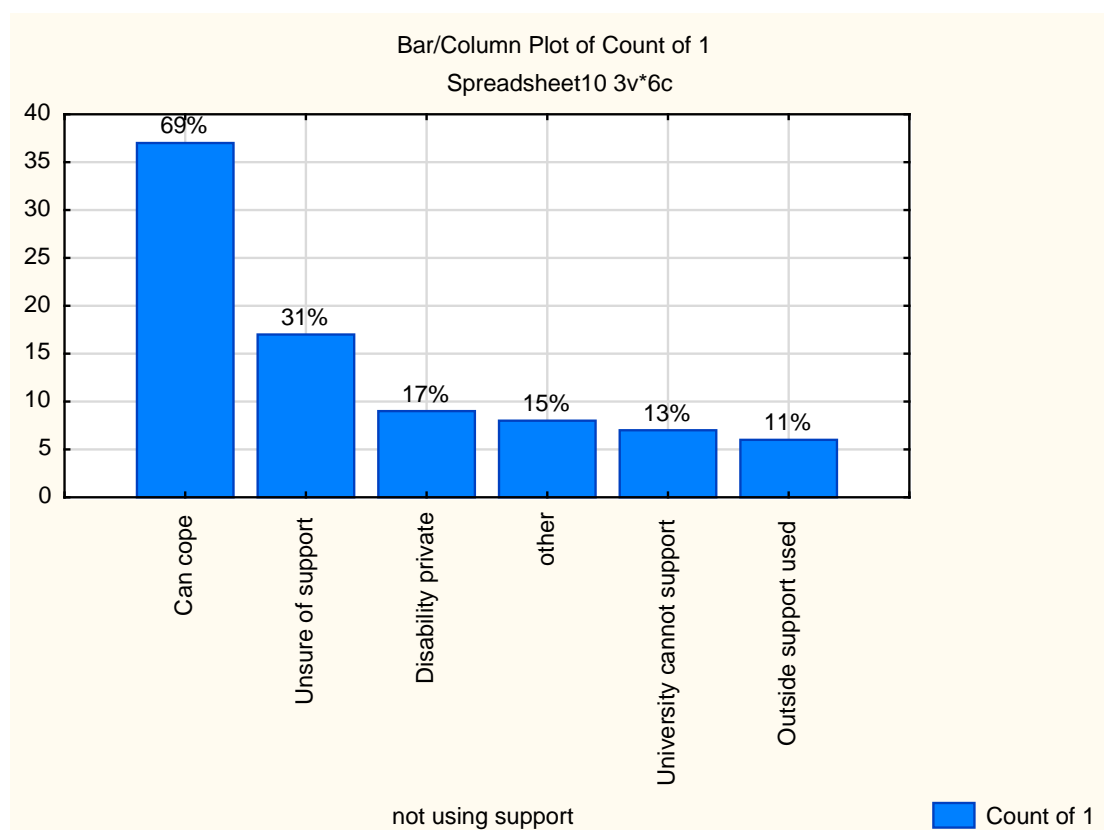


Figure 5.5. Reasons for non-user group not using support on campus

5.9 Further reasons for not using support

Further to the quantitative questions around support and coping at SU, students had an opportunity to provide further reasons for not using SU support. These were in the form of qualitative responses in the e-survey forms sent. These are outlined below.

5.9.1. Theme 1: Unsure of support on campus

The themes that emerged ranged from consciously distancing themselves from possible support: “I do not believe I need support as there is no burden to bear” (QUNU4.6), to not always being sure of the support possible on campus: “I do not know where to go for the support that I need” (QUNU4.2).

While some students did not want special attention drawn to themselves or did not know where to go for support, some were disillusioned with the process of applying

for extra support such as extra writing time. It was stated that the process and “formalities” were “exhausting” and that their “condition was obvious enough”. This process is thus potentially exclusionary as it is viewed as a cumbersome process by some where they have to prove their disability.

The idea of universal design resonates with the issues raised above. If where to go for support is clear to all at the outset, and this is echoed at faculty and departmental level, then students might be clearer about the process of getting the needed support. This indicates the possible value of UD and universal assessment practices that would then make it easier to access support according to their respective needs. Also, an environment that caters for the largest range of people would inevitably cater for any persons with disabilities or any other learning needs

5.9.2 Theme 2: Physical and mobility to access

Inclusionary experiences in the physical environment were facilitated by a barrier-free environment for some students. A student with a knee amputation lives close to class and therefore had no physical or mobility challenges. Staying on campus was a great help to many students according to the responses received: “I normally can cope fine without it. However, being in Simonsberg does help as it is close to my lecture venues and it has wheelchair ramps in case I need them” (QUNU4.2).

Having ramps in some academic buildings was also very positive. A student who did not experience physical barriers said that with the disability experienced, no support was needed as “... there is no burden to bear”. Another respondent noted that his/her disability “is what it is, nothing to be done by anyone except myself”. The physical environment facilitated access.

5.9.3 Theme 2a: Students’ adaptation to the environment

The social model espouses that the environment in its broadest sense must adapt to persons with their impairments. However, what emerged in the student data is that students endeavour to adapt to their contexts. The students below indicated that, “It is not a major problem. I must just make an effort to sit closer to the front of the class” (QUNU5.3). Also, “I believe that I cope fairly well with it as I have been disabled since I was 11 months old.” (QUNU4.7)

I find because I don't really look all that disabled that people don't notice it. For me this is annoying because I can't see on my right hand side, so people walk into me and over me and I become fearful of going out on campus. Further I believe a seeing eye dog will make my life easier and more fulfilling as I am also suffering from depression because of the way I get treated at University. My answer is usually that I'm not fully blind and can't afford it. (QUNU4.11)

Another student said:

I have learnt to work around my hearing loss, but it can be frustrating at some times, especially if people don't look at me when they talk as I can't hear them then. (QUNU4.16)

Insight and self-awareness of the impact of a disabling condition makes managing it better, as is evident below:

I live my life around my disability. Every choice I make must include analysing how it will affect me and its potential to trigger episodes. I have to try to schedule in "time for break downs" and allow for unexpected problems that affect my studies, personal life and general functioning. I constantly need to be self-aware and questioning about my mental state to try pick up on problems before they manifest more severely. My medication is very expensive but very necessary, as are psychiatrist and psychologist appointments. Medical aid only pays for a small portion. This just adds extra stress. (QUNU4.17)

5.9.4 Theme 3: Stigma and less visible disabilities

Disabilities are often not visible to people, as has been noted before. Shame, stigma and stereotypes still form part of the vestiges of earlier negative societal stereotypes around people with disabilities. Many of the attitudes are perpetuated today, although the human rights movement have done much to debunk the myths and stereotypes.

A respondent noted:

Non-physical disabilities are often ignored or not considered "disabilities". Therapy that is offered by the University is insufficient for those with psychiatric disorders as staff seem to only deal with the issues of common student life (break ups, stress, loneliness

and social isolation). There is no way for people with psychiatric disabilities to network and form supportive structures. Both the lack of University structures and the common stigma and shame attached to mental illnesses leaves those suffering from them in isolation. (QUNU4.7)

5.9.5 Theme 4: Staff constructions of support and impact on support behaviour

University staff form an integral part of the support process for students, particularly in the lecture room context and with assessment practices. This supports the biopsychosocial approach where the various systems in the life of the student impacts in a bi-directional way. There is interaction between the student and the various systems in the environments and the better this interaction, the better for the support for the student. One respondent noted that the lecturers “do not grasp” the “essence of their role in assisting” the students. There is a sense that they are “totally misinformed” and those they “do not know how to handle us” or “do not want to make an extra effort when it comes to writing exams or tests”. This points to the lack of training for lecturers. How do lecturers care? How does the institution show care towards students? Because lecturers see disability in a specific way, it is possible that they then do not understand the context of the student. This can deter students from seeking support at that level and engaging constructively with the lecturer about support needed.

A Deaf student felt a lack of understanding on the part of the lecturers, stating that they do not understand that they express themselves differently by way of their grammar usage and how ideas are expressed. The respondent draws our attention to:

Die impak en die wyse waarop ‘n dowe persoon sy grammatika en die wyse waarop hy die onderwerp of denke op papier neerlê sodat die persoon wat dit lees moet verstaan (is anders). Die persoon is nie altyd noodwendig verkeerd nie maar daar word soms nie verstaan dat die persoon intepreter net n ding op n ander wyse soos hy geleer is en hoe hy dit verstaan omdat hy nooit die korrekte taal en gramatika verstaan en ken nie. Dit is egter belangrik dat ons dit onder die dosente se kennis bring omdat hierdie studente moet ook duur belasting, studiegelde, oorlewings koste ens. betaal om soos normale mense in die samelewing te kan lees en te kan oorleef en ook ‘n kontribiese te kan maak tot hulle eie lewens. (QUNU4.12)

[English] The impact and the way in which a deaf person expresses his grammar and puts his ideas on paper so that the person can understand (is different). The person is not always necessarily wrong, but it is sometimes not understood that the person interprets things in a different way, like he has learned it, and how he understands this because he has never learned the correct language and grammar... It is however important that we bring this to the attention of the lecturers, because these students also pay expensive taxes, study fees, living costs, etc., pay to be able to read and live like normal people in society and also make a contribution to their own lives.

5.9.6 Theme 5: Students' constructions of disability and support-seeking behaviour

The literature is filled with contestations around what a disability is and how this is viewed from various perspectives (the literature regarding the disability perspectives is discussed in Chapter Two). A deaf respondent did not consider him-/herself disabled "in any way" and therefore did not seek support:

I do not consider myself to be disabled in any way. Although I am deaf I can hear and speak just as well as any of my peers. This is an observation made by many of my peers in addition. I have no problem with the university's policy on disabled students, as I have been offered additional support but have respectfully declined these services as I feel I can cope without it. Additionally, I feel confident that the University will offer support any time I should need it in the future. It is worth mentioning that I have never been subject to discrimination by any staff or students, whether employed by the University or otherwise. (QUNU5.10)

Another respondent revealed the need for adaptation, saying that to avoid discomfort, it was best to pretend to be less blind than in reality. When a dog was recommended to this respondent, the response was that he/she is not fully blind and cannot afford a dog and this is how he/she would respond to people who advise a dog to help with navigation around campus. Is denying the disability easier than getting the support? What impact does costs have in getting support?

Another respondent had an interesting perspective about his/her disability, stating: "I am to a certain degree grateful for having the disability I have as it allowed me to gain

more insight about it". This student was evidently studying in the medical profession and the disability allowed for greater understanding and empathy with people who have disabilities. In contrast to this view, another respondent stated that their disability can become "very stressful and tedious" to manage. For another respondent, being born with a disability accounted for greater acceptance and a sense of appreciation as many worse things out in the world could have happened to this person – there was a sense of gratitude and coming off lightly.

An exclusionary aspect that emerged was a student's perceptions of the cost of support. One student noted the reason for refraining from seeking support as "fear that the help you need will be too expensive or just unattainable" (QUNU4.5).

This chapter highlighted the experiences that students had of the support received at SU. Mixed responses of inclusion and exclusion occurred, in the context of disability. Some were positive such as good systemic support across divisions at SU, positive attitudes from staff members and that some students find a way to cope with their condition without further support. Exclusionary experiences were physical obstructions at times, less attention given to less visible disabilities and the requirements and process of applying for test and exam concessions were sometimes viewed as exclusionary. Student constructions of disability were also contentious and reflected the societal discussion about what disability is, or is not, and the stigmatisation that still takes place.

CHAPTER SIX: RESULTS – STAFF INTERVIEWS

This chapter deals with the data that emerged from the 26 staff interviews that took place. **The third research question was: How do staff experience inclusive and exclusive disability practices at Stellenbosch University (SU) with regard to students with disabilities?**

6.1 Introduction

The previous chapter reported on the results and findings of the student surveys and follow up focus group of seven participants. This chapter reports on the results of the staff interviews that were conducted. The semi-structured interview schedule (Appendix H) with staff across support services, administration and faculty, focused on the following broad theme areas: (1) knowledge of the disability policy environment; (2) staff discourses around inclusion; (3) the value of deeper collaborations campus-wide; (4) complexities around inclusion campus-wide; (5) advocacy work around disability; and (6) staff training.

6.2 Theme 1: Knowledge of the disability policy environment

6.2.1 Awareness of national and international policies

Questions 4, 5 and 6 of the semi-structured interview schedule related to policy awareness regarding disabilities, implementation and inclusion (Appendix H).

When speaking about policies regarding disability inclusion, most staff members interviewed had a general awareness that there were national policies about disability without knowing the specific policies. Staff members were vaguely aware of disability policies on campus. Many staff members were of the view that the campus disability office was likely the custodian of disability policy and that these policies were not fully communicated to them. One respondent explained the awareness of policy nationally and locally in this way:

Nie op regeringsvlak nie. Kyk daar is mos die Ministerie van Vroue, Kinders en Persone met Gestremdhede – so ek het nie ingegrawe in die wetgewing of weet nie wat die regering sê nie. Ek weet daar is kwotas en wat ek wel weet is dat maatskappye val oor hulle voete om hierdie twee blinde studente aan te stel so as hulle 'n persoon met 'n gestremdheid aanstel dan lyk dit goed op papier. Op

universiteitsvlak is die kantoor wat dit hanteer (reference to the disability office) – Daar is beleide maar ek dink dit kom swak deur na die akademiese departement toe en persoonlik voel ek daar is antagonisme tussen hulle kantoor en doserende personeel. Dit is eintlik onnodig, maar dit bestaan. (Stff2)

[English] Not at government level. Look, there is the Ministry of Women, Children and People with Disabilities³⁸ – so I did not delve into the law and do not really know what government says. I know there are quotas and what I know for sure is the companies are falling over their feet to employ these two blind students so if they get a person with a disability then this looks good on paper... At university level there is the office that handles this (reference to the disability office). There are policies but I think it is articulated poorly to the academic departments and personally I feel there is antagonism between their office and lecturing staff. It is actually unnecessary, but it exists.

There is an awareness amongst staff around broader issues of discrimination in the South African society and the attempts at redress on a constitutional level. The basis to the elimination of discrimination based on, inter alia, disability, is embedded in the Constitution, which is alluded to in the following excerpt:

...as jy rerig na die grondwet gaan kyk, dan het elkeen van daai persone die volle...dieselfde...hy moet dieselfde regte hê en dieselfde voordele wat ek het. Sy gestremdheid moenie hom weerhou of uitsluit nie. (SS19)

[English] ... if you really look at the Constitution, then each of the persons have the full...the same...he must have the same rights and the same privileges that I have. His disability must not hold him back nor exclude him.

The awareness around the legal and policy imperatives regarding redress and backlogs in South Africa are known to the respondent below. There is also the acknowledgement that much still needs to be done to create an equitable society:

³⁸ This ministry ceased to exist in May 2014. Women's issues are now part of the Minister of Women in the Presidency. Children's and disability matters are addressed by the Department of Social Development. After lobbying about placing disability in the latter department, the Presidency escalated disability issues to the Presidency. In March 2016, there was a suggestion from the President to not have any disability issues in the Presidency any longer as not much can be done at this level. Disability matters continue to be addressed by the Department of Social Development.

...daar was groot agterstande, maar ek dink, as jy na 'n gestremde kyk, dan is daar net so groot agterstand of, is daar nog steeds net so groot agterstand. Jy weet, as jy nou kyk na die groepe wat geïdentifiseer is wat ons moes opvang van '94...dan moet ons hier baie ver nog (gaan)...dis eintlik wat ons moet doen...en of ons regtig die planne daarvan het...dit weet ek nie...ek twyfel... En nou die tweede ding is, “Het ons regtig die vuur onder ons om die planne te maak?” (SS19)

[English] ...there were huge backlogs, but I think if you look at a disabled person, then there is just as big a backlog, or there is still such a big backlog. You know, as you look at the groups that are identified that we must catch-up since '94... then we must still go very far...that is actually what we must do... and if we really have the plans for this...this I do not know...I doubt it.... And then the second thing is, “Do we really have the fire under us to make the plans?”

With further reference to national policy, the respondent below noted the link between disability, diversity and transformation:

Op nasionale vlak is ek nie noodwendig vertrouwd met enige beleid nie alhoewel ek baie bewus is dat dit diversiteit transformasie ook insluit... (SS1)

[English] At a national level I am not necessarily familiar with any policy although I am aware that diversity also includes transformation...

The fundamental principles relating to inclusion in SA policy are highlighted by this respondent where the current worldview of how a person should be regarded comes to light (as opposed to past discourses around disability exclusion):

...ek veronderstel daar in die hele beginsel van insluiting van mense dat daar geen diskriminasie behoort te wees nie. Dis vir my die vertrekpunt. Die gelykwaardige behandeling van mense. Ek weet ook omdat vir jare is daar mos nooit werklik gefokus op mense met gestremdhede in die sin van ook besef het te aanvaar dat hulle regte het... Hulle is verdra in die samelewing...met die grondwet en die “Bill of Rights” maak dit net dat 'n mens ook oor hierdie saak, en natuurlik oor 'n hele klomp ander sake, anders moet dink en dit institusioneel moet erkenning gee. So ek is dus daar absoluut daarvoor, soos ek sê vir die gelykwaardige behandeling en die dat hulle net so 'n goeie kans moet kry om toegelaat te word tot die universiteit – die hele ding oor “access to higher

education”..... Ek dink dat daar is ‘n bewussyn maar ek dink dit is nog nie genoeg nie. Daar moet meer gedoen word, jy weet? (SS19)

[English] ...I assume in the whole principle of inclusion of people that there ought to be no discrimination. It is for me the starting point. The equitable treatment of people. I know also because for years there has never really been a focus on people with disabilities in the sense that also to realise that they have rights...they were tolerated in society...with the constitution and the Bill of Rights makes one also think about this matter, and naturally about a whole lot of other matters, to think otherwise and to give it institutional acknowledgement. So I am absolutely for this, like I say for the equal treatment and this that they have just as good a chance to be accepted to the university - the whole thing about access to education...I think that there is a consciousness but I think it is not enough. Much more must be done you know.

The respondent above also alludes to the positioning of the disability office on campus where the question around who takes responsibility for the implementation of disability comes to light. There is a warning that the implementation should not be about the disability office taking control of disability matters only, but that it rather be a campus-wide initiative:

En eintlik is daar mos nou maar ‘n groot debat of dit noodwendig die beste om ‘n kantoor te hê – ek dink daars absoluut meriete daarin, solank mense nie dink dat dit is net daai kantoor se verantwoordelikheid...want dit kan so maklik gebeur...ek dink dit ‘n uitdaging, jy weet, om ‘n bewussyn reg deur die instelling te kweek en seker te maak dit word gehandhaaf dat ons almal het ‘n bepaalde verantwoordelikheid... (SS19)

[English] And actually there is now a big debate if this is necessarily the best to have an office – I think there are absolute merits in it, as long as people do not think that it is only the responsibility of that office... because it can happen so easily...I think it is a challenge, you know, to foster a consciousness throughout the institution and to ensure it gets maintained that we all have a responsibility...

6.2.2 Campus policies

There were mixed responses around the existence of a policy on campus that guides support to people with disabilities on campus. The practices and implementation seemed to be foremost in peoples' minds.

It was interesting to note the following response from a staff member regarding academic staff who needed to know the extent to which they must go to support students with disabilities – policies were deemed to be more useful to academic staff:

Maar ek neem aan die fakulteite sal baie meer baat uit die beleid oor hoe v  r hulle moet gaan om die studente en hoe ver die ondersteuning strek. (SS1)

[English] But I assume that the faculties will gain more from a policy regarding how far they must go with students and how far the support reaches.

The notion that the disability office would not have been in existence were it not for a policy that had to precede it emerged below:

Ek sal nie s   jy weet ek het dit op my vingerpunte nie, maar ek wou amper se ek is seker daar behoort te wees as   n mens nou weereens neem die feit dat daar   n kantoor is. En soos ek nou maar net weet hoe   n universiteit werk, jy gaan nie sommer net   n kantoor net uit die bloute kry nie. Hierdie soort mense moet oortuig word. (SS21)

[English] I will not say you know I have this on my fingertips, but I want to say that I am almost sure that there ought to be one if one again takes the fact that there is an office³⁹. And like I know a university works, you will not just get an office out of the blue. These kinds of people must be convinced.

A vague awareness that there should be some kind of policy especially in the light of there being a disability office on campus is stated below:

...is nie van spesifieke goed bewus nie maar dit is seker maar my eie nalatigheid. Eks seker daar is al goed in plek...voel vir my gewoonlik is daar beleid wat die ondersteun...eks seker ons het een of ander beleid...maar almal weet mos daar is beleid nasionaal ook as jy dink in terme van "broadening of access" tot ho  r onderwys dan gaan dit ook oor goed soos voorheen benadeel...soos wat die

³⁹ The office referred to is the disability unit, as quoted in the preceding texts.

onregmatighede van die verlede aanspreek...maar binne die universiteit self – ek weet daar moet iets wees anders sal Marcia nie hierdie kantoortjie gehad het nie...(SS6)

[English]...am not aware of specific things but it is probably my own negligence. I am sure there are things in place...feels to me generally there is policy that supports this...I am sure we have one or the other policy...but everybody knows there is national policy also if you think in terms of broadening of access into higher education then it is also about previously disadvantaged...as the inequalities of the past are addressed...but within the university itself – I know there must be something or else Marcia would not have had this office.

If no policies are in place, then the following respondent noted that it was incumbent on the university to create such policies:

Daar behoort te wees (a disability policy)... Ek skat daar is in plek. Ek is nie regtig 'n kenner nie... As daar nie is nie, moet hulle definitief 'n plan maak. (SS4)

[English] There ought to be (a disability policy)... I guess there is in place. I am not really knowledgeable... If there is not, then they must definitely make a plan.

The respondent below noted the important issue of less visible disabilities and the reality of this situation in the context of policy that is accommodating, noted as “acceptance policy” below.

It is easy to neglect those with less visible disabilities – this group makes up the majority of people with disabilities. I think acceptance policy is open... In other words, there's nothing in the university's regimen that would prohibit students from coming here. (SS3)

The awareness of policy is evident below, but the fact that policy development should be cross-cutting on campus in order that it involves academic and support service departments is clear, which resonates with the systems approach to disability-related work espoused in this study:

...we are aware that there are some (policies) which are put out by the Higher Education Department in South Africa and disability offices...but the important thing is that we need to know, literally, if all other service departments and educational departments think the same or are we going to find that we're going

to have different policy documents coming out which are going to clash? And that's not going to help the process, you know? So that there needs to be a collaboration between us all saying – not only for us as a disability office – but for academic departments, for facilities management, for support services, for administration; we all think similarly. How are we going to make everything accessible to everybody? (SS14)

A common sense and humanitarian response to policies is expressed below which points to a fundamental internal response to support students rather than to be driven externally by policies. This resonates with the ethic of care which should be integral to our approach to all students at the University as well as the idea of UD, where we plan, design and think of what is best of all:

Do we even read policies? Do I have time to read policies? No! I don't even know what's out there. I use my common sense, and my common sense says every student must be treated the same, you know, that is what guides me. That's why I try to accommodate them. Are there policies like that? (Stff9)

The respondent below felt that the current discourse about disabilities is that the university is accommodating of students with disabilities, although not specifically knowledgeable about the specific policies:

...ek hoor nou maar hoe gestremdes soms sekere dinge ervaar, en dan raak ek ook maar bewus van goed wat ek eintlik vanselfsprekend sou aangeneem het... Maar soos ek sê, ek het nog nie so diep gedink oor wat sê beleide spesifiek...ek kry net altyd die gevoel (die geluide wat gemaak word by die universiteit) dat die universiteit baie akkommoderend is vir studente met gestremdhede en so aan. Maar ek is nie heeltemal vertrou met die beleide en goed nie. (Stff7)

[English] I hear how disabled people experience certain things sometimes, and then I also become aware of things that I would actually have taken for granted...But like I say, I have not thought that deeply about specific policies.... I just always get the feeling (the noises that are made by the university) that the university is very accommodating for students with disabilities and so on. But I am not fully familiar with policies and things.

6.3 Theme 2: Staff discourses around inclusion, diversity and transformation

A discourse that emerged when speaking about inclusion in the context of disabilities is the knowledge of broader transformation and diversity imperatives by the government as well as the University. It was acknowledged that SU still focuses a great deal on race and language. The need to be more disability inclusive in our practices and the creation of a welcoming culture at SU was expressed. Alternatively, positive opinions were also expressed regarding how inclusive we are. The ideas expressed were diverse and implied disability in their responses.

6.3.1 The diverse interpretations of inclusivity

The idea of creating a welcoming culture was pervasive in the response from a respondent who was part of a task team to examine how SU is (or is not) creating a welcoming culture that fosters inclusion at the university:

...it was a request from the Council that the Rector talked about making the university a more welcoming culture, so we formed a task team to look at it and we came up with a definition...(SS20)

This respondent went on to read the definition of a welcoming culture as defined by the SU:

“A welcoming culture is one which makes staff and students feel at home; that everybody belongs, that everybody should feel proud to be associated with the institution, that one has a right to ask for help, that one’s contribution is noticed and valued, that everyone feels comfortable to study, or to teach or to be of service, but one does not have to be in the majority to be included.” So, can you see why the word “disability”, like the word “race” doesn’t generally feature? It’s completely underlying everything. (SS20)

The following respondent was positive about accessibility at SU but interprets the current focus on diversity as being largely biased in that Stellenbosch focuses largely on issues of colour:

Op hierdie stadium tel dit⁴⁰ as deel van diversiteit maar ek dink by Stellenbosch op die oomblik is diversiteit so gefokus op die kleur van jou vel dat dit baie keer

⁴⁰ “Dit” refers to disability.

iets soos gestremdheid of “gender” of kultuur of godsdiens eintlik bietjie agterbly. Dit gaan oor toegang – dit geniet nie soveel aandag soos by transformasie en diversiteit in terme van bevolkingsgroepe geniet nie...(SS20)

[English] At this stage it counts as part of diversity but I think at Stellenbosch at this moment diversity is focused on the colour of your skin so that often something like disability or gender or culture or religion lags behind. It is about access – it does not enjoy as much attention as transformation and diversity in terms of population groups...

The view below broadens the concept of diversity by drawing our attention to other previously disadvantaged groups, in the South African context, prior to 1994.

Disability is included as such a designated group⁴¹:

...diversiteit wys nie vir ons net na kleur nie, dit verwys ook na gestremdhede...die aangewese groeperings...benewens etnisiteit en gender, daars ook 'n gestremdheid kategorie. So as ons diversiteit praat dan praat ons ook gestremdes. (Stff10)

[English]...diversity does not refer only to colour, it refers also to disabilities...the designated groups...in addition to ethnicity and gender, there is also a disability category. So if we talk diversity we also talk disability.

6.3.2 Changing campus climate

The idea of changing the culture of the university to be more diverse and transformative is echoed below. The experience of this respondent is that inclusion is still lacking. Changing the culture of a place is much more complex than just putting policies in places, as emerges in the extract below:

Ek dink omdat daar nog geen kultuurverandering plaasgevind het nie, dis nie rêrig erns by al die mense nie... As dit erns is van die totale kampuskultuur, of as die kampuskultuur so verander het om inklusief te wees, dan sal mense daadwerkend gewerk het daartoe, maar die ding is net, dis meer asof die maar deel van die goed is wat ons moet doen, verstaan jy? Dis deel van transformasie

⁴¹ According to the SA Constitution of 1994, and as explained in Chapter One, disability, together with groups segregated along racial or gender stratifications, racial groups, gender, form part of the previously disadvantaged groups that need redress.

en diversifisering, maar ek dink nie daar's 'n doelgerigte erns om dit in te trek...dis die gevoel wat ek kry, ek mag heeltemal verkeerd wees...(SS19)

[English] I think because there has been no culture change that has taken place, it is not really a sense of urgency... If it is urgent on the total campus culture, or if the campus culture changed so much to be inclusive, then people will purposively work towards it, but this thing is just, it is as if this is just part of the things we must do, you understand? It is part of transformation and diversification, but I do not think there is a focused urgency to pull this in...this is the feeling that I get, I could be completely wrong...

The concept of changing the organisational culture of the university as a whole, and not just assimilating a more diverse group of people into the university with its dominant culture adds an interesting dimension to the consciousness around people in being open to change. It is as if it has to start in the conscious space in people's minds, that there has to be a measure of openness and willingness to view culture in other ways to facilitate a different campus climate:

Want dit gaan rondom toeganklikheid, maar ook ontvanklikheid... Van die mense in die kultuur...of die mense wat die kultuur skep...ons het baie werk nog aan die kampuskultuur rondom dit...(SS19)

[English] But it is about accessibility, but also receptivity...of people in the culture...or the people who create the culture...we have much work still on the campus culture around this...

Delving deeper into issues of campus culture changes does not get sufficient attention according to this respondent. There was a sense that at a macrosystemic level at the University, a greater sense of urgency is needed – more decisive actions and plans are expected:

Wat die meer transformasie...toeganklikheid, meer diep psigiese komponente daarvan betref, dink ek daar's 'n klomp wat wel ondersteun word, maar of dit net filantropiese ondersteuning is, dit kan ek nie...dis nie vir my seker nie, maar ek meen, wanneer ons op die forums is, gee ons aandag daaraan, maar ek dink nie...daars 'n absolute kampusgolf wat ondersteuning betref, wat sê hier's ons...hier's ons forum wat sê, 'Yes, kom ons maak dit makliker vir gestremde mense, kom ons kyk na al die komponente wat mee'...ek dink nie daar's daai,

regtig daar...die bestuur voel sag daaroor, maar ek dink nie daar is vaste aksies wat ingestel word nie... (SS19)

[English] Regarding the more transformation...accessibility, more deeply psychological components are concerned, I think there is a lot that gets supported, but if this is just philanthropic support, this I cannot...it is not a surety for me, but I mean, when we are on the forums, we give attention to this, but I do not think...there's an absolute campus flood where support is concerned, which says here we are...here is our forum that says, 'Yes, come we make it easier for disabled people, come let's look at the components that are more'...I do not think there is that, really there...the management feels soft about this, but I do not think there are firm actions that are put in place...

The feeling that there is not enough emphasis placed on the accessibility issues and cultural changes, is highlighted above and continues below:

Kyk en dit geld nie net mense met gestremdhede nie. Dit geld oor die hele kultuurspektrum heen. As jy regtig met mense gaan sit...hierdie studie kon gedoen word met mans, vrouens, persone met ander kulturele oortuiginge. Ons moet die kultuur verander...dan behoort jy genoeg te hê om die golf te het. (SS19)

[English] Look and it does not only relate to people with disabilities. It relates to the whole cultural spectrum. If you really sit with people...this study could be done with men, women, persons with other cultural beliefs... We must change the culture ...then you need to have enough to have the flood.

The view below suggests ways of changing the dominant culture and does so by stating that there are "pockets" of people who can help this gain momentum on campus:

...daar's genoeg... "pockets" van mense, wat so iets sal doen. Miskien is dit tyd dat mens net daar groepeer maar nie binne in die groot transformasieforum nie...partykeer verloor mens die konteks van regtig die kompleksiteit van mense met gestremdhede en dit maak ook dat jy toemaak en eintlik...en eintlik moet jy net gaan kyk...wie's die mense wat ons kan gebruik en hoe kan ons hulle gebruik en waar kan ons hulle gebruik? (SS19)

[English] ...there's enough...pockets of people that will do something like this. Maybe it is time that people just group together but not in the transformation groups...sometimes one loses the context of the real complexity of people with disabilities and that results in you actually closing up and actually...and actually you must just look...who are the people that I can use and how can we use them and where can we use them?

6.3.3 Emerging disability inclusive views and practices

The social model of disability (Oliver, 1990) places emphasis on the limitations that the environment presents to a person rather than the other way around where the person has the limitation and must fit into the environment which is based on normative values. Views and practices differed as has emerged in the respondents that follow. The respondent below echoes the understanding of inclusion that resonates with the social model which states that the person's limitation is only restricted to the particular disability and that the real limitations potentially lie in the institution and broader environments of the person:

Insluiting beteken dat jy die student toelaat om alles te doen waartoe hy of sy in staat is. Insluiting beteken dat die instansie nie vir die student hekkies stel waaroor hy of sy hoef te spring nie. Die enigste beperking wat die student het is die beperking wat met die gestremdheid gepaard gaan. Maar sodra ons begin om van die instansie se kant af dit vir die student moeilik te maak, dan is ons besig met blatante uitsluiting. (Stff13)

[English] Inclusion means that the student is allowed to do everything that he is capable of doing. Inclusion means that the institution does not present hurdles which he or she has to jump over. The only limitation that the student has is the limitation that goes with the disability. But as soon as we begin to make it difficult from the side of the institution, then we are busy with blatant exclusion.

The idea that some inclusive acts are evident is clear below. However, the consciousness around planning from the start for all is still common practice:

I suppose, from our perspective, because we've worked with who we work, we're also saying, you know, disabled students are also part of the inclusion criteria and so therefore, we need to be very aware when planning, organising, you know, or building a new building, that we've got to include everybody! When

laying out a new pavement, it includes everybody, you know? There's all these things that we need to consider.... I do sometimes think that, when planning happens, that it's thought about in terms of race maybe and gender and stuff but perhaps not thinking, "Hang on, what about blind students or what about someone who's in a wheelchair? What about someone who's deaf? How do we plan and organise for them?" So, I think we're heading that way. I've got no doubt in my mind that, if I look at the University as a whole, there's some inclusive things that have taken place. But I also have to admit that I think sometimes people aren't aware that there is a people group on campus who are a very important people group on campus but who still sometimes feel excluded because they get the second best, you know, or not the best that they would like. (SS14)

Inclusion was also linked to the establishment of the disability office – this act is seen as symbolic of the fact that SU is serious about the inclusion of students with disabilities. The following respondent alludes to the disability desk/office and its value but acknowledges the gaps in practices:

Well, I'm pleased that the university has got a disability desk...or quite proud maybe that there has been attention around Braille and there are areas where I think the university has made a lot of effort. I can't compare us to any other universities because I've only really engaged with this issue at Stellenbosch...but I know there are areas where we are profoundly behind. (SS20)

In an attempt to be disability inclusive in class, the respondent below, in working with blind students, stated how blindfolding the class as a way to have the blind students feel included and to give a sense to the other students of what it must be like to be blind in this context, was conveyed. This allowed the blind student to open up about the experience of being blind and afforded the students who were not blind to get an opportunity to experience the contrived setting.

A positive view about how the university is faring regarding inclusion is expressed below:

What I found in the university context is that they're extremely inclusive and I've watched our students on campus with fellow students hugging them and

speaking to them and I realise that their disabilities have been overlooked; that people actually can see through that and see the person. So, I think Stellenbosch is headed in the right direction. I think it's wonderful that it does provide the kind of technology that we have for students with disabilities and, I suppose, my prayer would be that it would continue like that. (SS14)

An example of this positivity towards being inclusive in practice as expressed above is extended below, where the Sports Science department is highlighted for the extent to which it practices inclusion:

...Sportwetenskap is ongelooflik toeganklik vir gestremde studente. Hulle stel goed saam en ek weet [**]...sy was ook met hierdie gestremde studente se Olimpiese Spele want hulle het die ekwivalent van die Olimpiese Spele.... Sal jy nou dink? 'Sportwetenskap – hel, hier's 'n persoon in "n rolstoel!" en ek moet nogal sê, hulle doen (of die persepsie by my is – en dit is by ander ook) dis 'n departement wat verskriklik baie doen vir mense wat in hulle rigting wil studeer maar wat gestremd is. (SS16)

[English]...Sport Science is unbelievably accessible to students with disabilities. They put things together and I know [**]...she was also with these disabled students at the Olympic Games because they have the equivalent of the Olympic Games...Think about this? Sports Science – hell, here is a person in a wheelchair! and I must say, they do (or the perception by me is – and it is so by others too) this is a department that does a lot for people who want to study in that field but who are disabled.

The fact that the University is currently doing much to make it reflective of the South African society by also including disability as a focus area is evident. This is also part of the University's vision, mission and value statement for 2030 ⁴²:

Ek dink dit is baie belangrik dat die universiteit die samelewing weerspieël. En ons is besig met groot planne ook nou met die strategie en die visie 2030, wat die raad goedgekeur het, om te werk na 'n...ek wil dit nie as 'n aggressiewe

⁴² The Vision 2030 statement of the University states that Stellenbosch University is inclusive, innovative, and future focused: a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in the service of all stakeholders. *Institutional Intent and Strategy. Stellenbosch University (2013 – 2018)*.

transformasie noem nie... maar daar's baie sterk teikens gestel in terme van etniese diversiteit, en dit is moeilik om teikens te stel in terme van gestremdheid (soveel studente wil ons toelaat) want dit hang rereg waar af wie aansoek doen. En 'n mens wil nie gestremdheid so topikaliseer dat jy... soos wat ras 'n etnisiteit kwessie is nie. So ek dink die universiteit, soos wat dit meer etniese diverse raak, sal waarskynlik ook meer diverse raak in die tipe gestremdhede en die hoeveelheid studente met gestremdhede. Dit is 'n moontlikheid, soos wat die algemene persepsie van voornemende studente... dit is 'n inklusiewe en diverse universiteit, soos wat dit groei, is dit moontlik dat dit ook ander gestremde voornemende studente, as hulle so diverse is, en so inter-kultureel, en so tolerant, en so empaties, en by hulle studente 'n werkers korpse 'n kultuur van insluiting kweek, dan is ek waarskynlik ook baie welkom. So ek dink ons sal hopelik meer gestremde studente kry, want tans is dit miskien een per klas wat sigbaar gestremd is. (Stff13)

[English] I think it is very important that the university reflects society. And we are busy with big plans also now with the strategy and Vision 2030 which council has approved, to work towards...I do not want to name it an aggressive transformation...but there are strong targets stated in terms of ethnic diversity, and it is difficult to set targets in terms of disability (we want to admit so many students) because this really depends on who applies. And one does not want to topicalise disability...like the race and ethnicity question. So I think the university, as it becomes more ethnically diverse, will also become more diverse in the type of disability and the number of students with disabilities. It is a possibility, just like the general perception of prospective students...this is an inclusive and diverse university, as it grows, it is possible that others will be welcome if the university is so diverse, inter-cultural, tolerant, empathic and with its student and staff corp fosters a culture of inclusivity. So I think we will hopefully get more students with disabilities, because presently it is probably one per class that is visibly disabled.

The next respondent continues to state the impact that having a more diverse student corps (in this case more students with disabilities), will have on the rest of the students on campus. This respondent also articulates the discourse about how able-bodied people are seen as the norm and those that are disabled are other than this norm:

Dis nie dat dit nie verteenwoordigend is van die samelewing nie, maar ek vind dit jammer dat daar min geleenthede is vir die “able-bodied” student om te kan interakteer met gestremde studente omdat die gestremde studente so min is. As daar meer gestremde studente is, dan is dit dalk nog `n tipe empatie wat ons by ons studente kan kweek; begrip vir mense wat op allerlei vlakke anders is as jy. So ek wil nie negatief klink oor die feit dat die universiteit gestremde studente toelaat nie. Ek dink ons is heeltemal by magte om “te cope” met die studente; heeltemal daartoe in staat om studente met gestremde baie goed te akkommodeer. (Stff13)

[English] It is not that it is not representative of society, but I find it a pity that there are so few opportunities for the able-bodied student to be able to interact with disabled students because the disabled students are so few. If there are more disabled students, then it is possibly just another type of empathy that we foster in our students; an understanding of people with a variety (of) levels that are different from you. So I do not want to sound negative that the University allows students with disabilities. I think we are completely capable of coping with the students; completely able to accommodate the students very well.

The following view points to access for students in general with the least number of barriers possible, therefore alluding to the least restrictive environments espoused by Swart and Pettipher (2011). This perspective echoes the social model discourse discussed in the Literature Review in Chapter Two. This view about the removal of barriers is echoed below:

Insluiting...sluit in dat hulle dieselfde geleenthede behoort te kry, jy weet, as ander studente. Met ander woorde, ten spyte van hulle beperkinge wat hulle het, of die gestremdheid wat hulle het, dat dit nie vir hulle behoort te blokkeer om ook net so goed te presteer nie...dit is vir my om vir hulle daai hekkies oop te maak dat hulle kan inkom – dat daar nie nog ander blokkasies ook op hulle pad kom nie en dat hulle ook die geleenthede wat vir hulle gegee word oop te maak ontbindend...(Stff15)

[English] Inclusion...includes that they get the same opportunities, you know, as other students. In other words, in spite of the limitations that they have, of the disabilities that they have, that this should not block them to also achieve well...it is for me to open the gates for them so that they can come in – that there are not

other blockages which will occur on their paths and that they will also get the opportunities open to them unconditionally...

Leading from this view of the least restrictive environments and the fact that we need to include “them” and see to “them”, is the idea of UD, which can be considered the ultimate in accessibility and inclusivity (Burgstahler & Cory, 2010). Universal design is described in more detail in Chapter Three. The respondent below adopted this view of UD and describes how it creates “habitable worlds” for everyone, as noted below:

I do believe in universal design. The idea of universal design originally comes from the built environment where, generally speaking, if you make a building that’s good for people with disabilities, it’s good for other people as well. So if you have ramps it’s good for women who push children – and men also push children in push-carts. The example that I teach my students when people say, oh, there are no disabled people in this building, what do you want a lift for? Well, the guy who used to carry the paper up and down stairs, and I think he worked here for over 30 or 40 years but by the end of that he became disabled from carrying the paper up and down! So universal design is really important, it’s creating an environment that is good for disabled people, if it’s done properly. It’s about what Rosemarie Garland-Thomson calls habitable worlds and it’s about creating worlds that are habitable for everyone. (Stff11)

The respondent above made further insightful comments that built up an argument for accessibility using the concept of UD in environments to promote accessibility and inclusion. What was stated further was:

... but socially I think what disability does is that it forces us to think more carefully about what is a good teaching and learning environment, that it’s flexible enough for everyone. And it enables all sorts of things that are good for other people, so flexibility in terms of where you are. You know, using the internet, flexibility of time and all of those sorts of things that are good for other people, so flexibility in terms of where you are. Those are all inclusion issues, which if you get them right for disabled people then it will have benefits for all people. (Stff 11)

In further elaboration about inclusion, the respondent below states that inclusion is about thinking more broadly about the university and its operations:

...thinking about what the university is about, what your teaching is about, your learning is about and your research, and making sure that those things are accessible to everyone. It's not about helping peripheral people. So it's a much more fundamental thinking through of what scholarship is, actually. (Stff11)

Similarly, the respondent below makes comments that allude to the same concept (universal design noted in the sections above) but refer to it as "international learning design":

...a friend of mine introduced me to the concept of international learning design which I think is very powerful and it has taken off I think through architecture and through the use of modern e-learning and maybe even architectural principles – is that the more you put in place to anticipate different learning needs, the better. So it shouldn't always have to be a burden to lecturers. For example, with podcasting and things like that – that stuff should be more available rather than less. But there are times when these things are complex. (SS20)

The same respondent makes a sound comment about the value of inclusive design in the first place to enable inclusive environments for all, and implies that various role-players need to work together to make inclusion work:

...it's how you design things in the first place. It shouldn't have to be...because a physical issue should not be the lecturer's job – to move their lecture down to the first floor – that's not their job! It's unacceptable! But it is their job if the student comes to them and says you know you're talking like, I don't know what, to this side of the class and do you know I'm sitting here. So there are some things that are their job and there are some things that are not right that they should not have to worry about. (SS20)

Respondent SS20 made a valuable link between the capabilities approach to universal learning design as a way to meet social justice ends. It is ultimately about creating a better and equitable society for all by creating living and learning spaces that are conducive to better social integration.

One staff member felt very strongly about how we view inclusion and that we should not have misconceptions about the nature of support that is needed for full inclusion

to take place. Inclusion needs a broader response than just having a disability unit in place:

Ek dink nie ons moet studente toelaat sonder behoorlike ondersteuning en dan dink dat ons inklusief is nie. Want dis uiters beledigend, en dis minagtend teenoor die lewe wat hierdie student lei en dit waarmee hulle moet 'cope' om te doen wat ander studente makliker moet doen. So ons moenie praat van inklusief en dink ons is inklusief, as ons hulle toelaat en na Marcia se kantoor toe verwys nie. Want dis minagtend en 'n belediging, en dis eintlik waartoe ek sterk voel. Die feit dat ek frustrasies het en so, spruit eintlik van verontregting dat ons die studente so hanteer. Ek wys nie vinger dat die een moes dit gedoen het en daai een moes dat gedoen het nie – ek dink dis die hele toelatings proses. (Stff13)

[English] I don't think we must accept students without decent support and think that we are being inclusive. Because it is extremely insulting and it is condescending towards the life that the student leads and that which they must cope with to do what other students do easier. So we must not talk of inclusion and think we are inclusive, if we accept them and refer them to Marcia's office. Because it is condescending and insulting, and it is actually what I feel strongly about. The fact that I have frustrations and so on, emerges from the unjust ways that we deal with students. I do not point fingers that this one should have done this and that one should have done that – I think it is the whole admissions process.

The idea that inclusion needs to be inclusive of all, especially having representatives of those wished to be included, is noted when a respondent says: "As jy inklusiwiteit wil bevorder, moet jy verteenwoordigers het van die mense wat uitgesluit is" (Stff10)

[English] "If you want to promote inclusivity, you must have representatives of the people that are excluded."

Discourses around inclusivity from a disability perspective is clearly nuanced and open to much debate. Such debate remains robust and in the current climate of transformation in SA and especially at SU, we remain open to the range of ways in which disability inclusivity can be realised.

6.4 Theme 3: The value of deeper collaborations campus-wide

This question points to a more systemic approach in the support process and how this manifests at the university. Better collaboration between staff members, the prospective and current students is argued for. Cross campus coordination is also advocated for. In the literature (Chapter Two), Bronfenbrenner's Ecological Systems Theory (1979) argues the significance of the bi-directional engagements that occur between the various systems in life. In the context of this dissertation communication between the various systems becomes even more significant in ensuring access with success.

6.4.1 Early systemic interventions and prospective students

The importance of having personal interaction with the students to make them feel included from the start was echoed below, which bridges the "us and them" discourse that sometimes become evident when speaking about students and what "they" need. This is echoed by the following respondent:

Jy's deel van ons. Jy's nie daar en ons is hier nie – daai tipe van ding. So ek het vooraf kennis nodig of inligting nodig van daai student, en ek moet 'n gesprek met die student self hê om vir hom of vir haar te verduidelik, dit is hoe ons sisteem werk, en dan is dit die skakeling met die dosente en die res van mense wat met die studente te doen het. So, op 'n manier hoop ek dat die student sal voel hy is inklusief en nie eksklusief nie. (SS7)

[English] You are one of us. You are not there and we are here – that type of thing. So I need prior knowledge or information of the student, and I must have a discussion with the student to explain to him or her that this is how the system works, and then it is the liaison with the lecturers and the rest of the people that work with the students. So in this manner I hope that the student will feel included and not excluded.

The value of early interaction and engagement with the students is echoed further by the following respondent who refers to the important work done with prospective students, the role of the faculty and the office that works with students with disabilities on campus:

...daar sal spesifiek studente wees wat oor ons pad kom van die werwings kant af en baie keer sal daar 'n fasiliteringsrol wees vir die studente wat van ons

kantoor af kom en dan verwys word na die Sentrum of na die Kantoor vir Studente met Gestremdhede of leerbehoefte⁴³. En dan is daar samewerking want elke student is maar baie uniek en individueel... (SS1)

[English] ...there will specifically be students that will cross our path from the recruitment side and often there will be a facilitation role for students which come from our office and then be referred to the Centre or to the Office for Students with Disability or Special learning needs. And then there is cooperation because each student is very unique and individual...

6.4.2 Faculty-specific interventions

Lecturers are important role-players in the education of students and they want to be timeously informed of the students whom they will have in their classes, so that they can ensure they get the needed support. The respondent below highlights how systemic interventions are employed to ensure the most appropriate support occurs with the student in their faculty:

...wanneer ek hoor presies wat die behoeftes is, veral wat Marcia nou in haar kantoor identifiseer, dan probeer ek gewoonlik skakel met die dosente wat vir daai studente klas gee sodat ons kan besluit hoe kan ons tot die beste van ons fakulteit se vermoë akkommoderend wees teenoor studente. Studente moet byvoorbeeld voor in die klas sit met 'n spesiaal gemerkte bank wat sê hierdie bank of hierdie tafel of hierdie stoel is gereserveer vir studente met leer behoeftes. Of die dosent moet dalk 'n tipe font gebruik, dalk 'n groter font gebruik wanneer hy vraestelle op stel, spesifiek vir daai student se behoeftes, en dan natuurlik die ekstra skryftyd. So met ander woorde, ek probeer die student ontmoet en eerstehands met die student 'n bietjie te gesels, en dan te sien hoe kan ek as skakel persoon tussen die studente en dosent die fakulteit verteenwoordig om seker te maak dat hierdie student in 'n leer omgewing is wat bevordelik is vir sukses. (SS7)

[English] ...when I hear exactly what the needs are, especially what Marcia identifies in her office, then I try to liaise with the lecturers that give classes to that student so that we can decide how we can best be accommodating towards

⁴³ Refers to the OSSLN – the central office at SU that works with students with disabilities and special needs, currently called the Disability Unit.

that student. Students must for example sit in front of the class with a specially marked bench which says that this table or this chair is reserved for students with learning needs. Or the lecturer must use a type of font, possibly a bigger font when he sets question papers, specifically for that student's needs, and then naturally the extra time. So in other words, I try to meet the student and speak to the student first-hand, and then see how I as liaison person can be the link between the student and the lecturer in the faculty to ensure that this student has a learning environment that is conducive to success.

This respondent also alluded to the importance of early interventions in the support and information gathering process. Clearly, this happens in various ways in different faculties, with some faculties still grappling and fine-tuning this process.⁴⁴ For example, a support and academic staff member tried to explain the importance of early intervention and information related to students with disabilities who apply to SU as a way of ensuring early support once registered:

So iewers sal ek graag wil sien dat ons 'n meganisme het waar ons in die graad 12 jaar of die jaar wat die studie vooraf gaan, alreeds mense kan identifiseer en die behoeftes kan identifiseer sodat almal soort van hulle beplanning redelik vroeg dan begin doen. Dit is ideaal – ek weet dit is nie altyd moontlik nie. (SS7)
[English] So somewhere I would like to see a mechanism where in the grade 12 year or the year of previous study, people can be identified and their needs identified so that all can do their planning fairly early. That is ideal – I do not always know if it is possible.

The awareness that students have of the support services on campus prior to coming to SU seems evident. When students apply to the University and indicate a disability they are given information to complete which has the disability office number which they can contact should they be unaware of what support is possible. This knowledge emerges in the following statement:

⁴⁴ It has to be noted that in 2014, one of the bigger faculties developed further measures in collaboration with the Admissions Office and the OSSLN to receive early notification by prospective students selected to study in the faculty, of subjects intended to study, especially where departments needed more information about whether they could adequately support students with their special learning needs.

...I think in most cases, students who are disabled are aware in any event of services that are available to them. I think I am not entirely sure how it happens but I get a sense that they are made aware of the office when they register at the university. (SS5)

What was interesting was how the students themselves formed part of the collaboration and learning experiences for staff that were open to it. It is evident that when staff are exposed to more and varied needs of students, they broaden their knowledge base on how to support new and prospective students more effectively:

Want ons leer uit ondervindinge uit van huidige studente. As ons 'n student in neem, elke jaar is daar 'n nuwe uitdaging: ons het vanjaar 'n student wat met 'n kamera soort van in die klas moet sit, en sy notas...hy moet fokus op die bord en die kamera in zoom op die bord, en dan op 'n skerm pie voor hom kan sien wat eintlik daar staan. So dit 'n nuwe uitdaging, hierdie dokument kamera, wat nie vantevore daar was nie. Maar as ek weer volgende jaar so 'n student gaan kry, dan gaan ek weet hoe hanteer ek so 'n student; watter bank of watter sitplek gaan ek tipies reserveer vir so 'n student. So dit raak...ek wil nie sê makliker noodwendig nie... maar omdat ons 'n bietjie ondervinding het van wat vanjaar gebeur het of wat verlede jaar gebeur het, probeer ons dit in gedagte hou en so 'n bietjie vooruit beplanning doen. (SS7)

[English] Because we learn out of experience from our current students. If we accept a student, each year there are challenges: we have a student this year who sits with a camera in class, and his notes...he must focus on the board and the camera zooms in on the board, and then on a screen in front of him he can see what is there. So this is a new challenge, this document camera, which was not there before. But if I get such a student next year again, then I will know how I will manage such a student; which bench or which seat I will typically reserve for such a student. So it gets...I don't want to say easier necessarily...but because we have a bit of experience of what happened this year or what happened last year, we try to bear this in mind and do a bit of forward planning.

6.4.3 Successful inclusion fosters more inclusion on campus

Working collaboratively and having every staff member understand the importance of disability support is by no means simple. However, the rewards of changing

perceptions are evident, particularly when there is management buy-in and intervention at faculty level:

Ja, ek het in die verlede so 'n bietjie weerstand gekry, veral omdat sommige mense nie heeltemal verstaan dat dit is nou maar 'n gegewe dat ons gestremde studente of studente met leerbehoefte ook in ons klas gaan hê, om daai wanpersepsies te verdryf. En om seker te maak dat hier nou regverdig opgetree word teenoor die student, moes ons so bietjie hard praat en ons moes 'n bietjie voet neer sit om as 'n fakulteit vir onself te sê, hierdie student is welkom in ons fakulteit, en ons gaan daardie student akkommodeer in ons fakulteit en 'n platform skep vir so 'n student om suksesvol te studeer. So dit was wat nodig was in die begin. Maar wat ons gedoen het - ek het daai soort van kwessies (omdat ek dien op die bestuurskomitee van die fakulteit) op die hoogste vlak van die fakulteit soort van aangespreek. (SS7)

[English] Yes, I did get a bit of resistance in the past especially that some people did not fully understand that it is a given that we will have disabled students or students with special learning needs in our classes to drive away those misperceptions. And to make sure that there is fair treatment towards the student, we had to speak a bit harshly and we had to put our foot down to say as a faculty, this student is welcome in our faculty, and we are going to accommodate that student and create a platform for such a student to be successful. So this is what was necessary in the beginning. But what we did – I took those kinds of issues (because I serve on the management committee of the faculty) and addressed it on the highest level of the faculty.

Success breeds success is a credo that was particularly evident when staff members started to see that students with disabilities are academically like all other students. This seemed to break down the concerns they might have had about the abilities of students with disabilities. The filtering down of knowledge came from the management of the faculty, indicated below, to the individual level that was impacted on positively:

...ek het van my kant probeer om met die dekaan se hulp die voorsitters van die departemente te sensitiseer rondom hierdie studente met leerbehoefte, sodat hulle dit kon neem na hulle dag bestuur toe waar die dosente in hulle vak groepe is, sodat almal bewus en bedag moet wees op ons fakulteit se verbintenis om hierdie student te help om suksesvol te studeer. Ons wil die boodskap net

duidelik eintlik beklemtoon dat ons akkommoderend is... En wat interessant ook is, wanneer ons die student vra om die dosent te gaan ontmoet, dan breek dit die laaste muurtjie af wat daar ook al mag wees. Wanneer die dosent besef dat hierdie student presteer vergelyke met die res van die studente; die student is nie agter nie; die student presteer nie noodwendig swakker nie; die student presteer soos wat die gemiddelde student presteer (of self beter as baie studente), en dit het baie dosente se oë ook so bietjie oop gemaak en so aan. (SS7)

[English] ...I tried from my side with the Dean's help to sensitise the chairpersons of the departments about students with special learning needs, so that they could take it to their day management where lecturers are in their subject groups, so that all must be aware and conscious about our faculty's commitment to help these students to be successful. We want to emphasize the message clearly that we are accommodating...And what is also interesting, when we ask the student to meet the lecturer, then this breaks the last wall that might exist. When the lecturer realises that the student achieves on par with the rest of the students; the student is not behind; the student does not achieve worse; the student achieves such as the average student does (or even better than most students), and this opened many lecturers' eyes a bit and so on.

The respondent above shows how perceptions can be changed and continues below to indicate how sharing good practice can act as peer encouragement in the academic context and facilitate the changing of perceptions:

En ons dosente kom vorendag, veral as jy die behoefte van die student op die tafel sit, gewoonlik met heel innoverende maniere hoe hulle die student kan akkommodeer... En so wanneer ek 'n probleem ervaar met 'n dosent, dan kan ek ook hierdie dosente wat reeds ingekoop het gebruik en sê, as jy dalk wil weet hoe moet jy hierdie situasie hanteer, gesels gerus met professor so-en-so of doktor so-en-so, hy het 'n soortgelyke situasie. (SS7)

[English] And our lecturers come forward, especially when you put the needs of the student on the table, usually with quite innovative ways how they can accommodate the student... And so when I experience a problem with a lecturer, then I can also use these lecturers that have already bought-in and say, if you

want to know how to handle this situation, speak to professor so-and-so or doctor so-and-so, he had a similar situation.

It is clear that successfully learned behaviour through supporting students and increased exposure to them breeds a better understanding of students as well as altered perceptions.

6.4.4 Collaboration and support challenges

Systems do not come without challenges, and this is no different in the support systems on campus. This respondent noted challenges in the system of support which highlighted gaps in information and financial resources:

Wel, dit is 'n baie interessante sisteem. Ja rêrig, dit is die eerste keer in my tyd waar wel 'n leser en 'n skriba nodig is. Eksamen kantoor reel lesers en skribas vir eksamens, maar nie vir toetse nie. So vir die April toets hoor 'n mens hier so iewers in Maart dat die departement moet 'n skriba en 'n leser vind en betaal, drie keer hierdie jaar vir die student. Ek is nie gevra of ek daarvoor begroot het nie. Dis nie toe die student geregistreer het vir my gesê nie. My April begroting vir vanjaar moes ek hierso rondom einde Mei verlede jaar inhandig. Niemand sê vir departemente hulle moet begroot daarvoor nie. Jy kry jou ad hoc begroting, en dan kry jy 20% minder as dit wat jy gesê het jy nodig kry. En uit daardie 80% waarmee jy jou ad hoc personeel moet betaal om assistensie te gee...navorsings assistensie en so aan...moet jy ook van iemand af nou geld vat om vir die skriba te betaal, drie keer die jaar? (Stff13)

[English] Well, it is a very interesting system. Yes, really, it is the first in my time that a reader and scribe is needed. Exams office arranges readers for exams and not for tests. So for the April tests one hears somewhere in March that the department must get a scribe or a reader and pay for this, three times this year for a student. This was not said to me when the student registered. My April budget for this year had to be handed in around May last year. Nobody says to departments they must budget for this. You get your adhoc budget then you get 20% less than what you said you needed for assistance. And out of that 80% that you must pay your ad hoc staff for assistance...research assistance and so on...you must also now take money from someone to pay a scribe, three times this year?

This idea that inclusion comes at a cost resonated with other staff members who reiterated the fact that inclusion is not cheap. In contrast to this, some staff members felt that when planning is done adequately, the cost should not be a burden. These divergent views will emerge further in this study. In trying to promote disability inclusion particularly at faculty level, the importance of having a contingency fund to foster this on a day-to-day basis is alluded to below:

Jy sal so `n “contingency” fonds iets wees wat dalk dan vir `n verskeidenheid goed aangewend kan word...as sulke behoeftes sou ontstaan? Maar soos ek se, ek self is nie by die begrotings prosesse so betrokke en sal nie kan sê wat is haalbaar en wat nie. (SS6)

[English]

You will be able to use such a contingency fund for a variety of things...if such needs arise? But as I say, I am not so involved with the budgetary processes and cannot say what is doable and what not.

The respondent below had further problems around what she calls the non-disclosure of students' disabilities when they apply to the university as well as the fact that the faculties do not get certain information. This is highlighted here as according to this respondent, having this information would help in providing for successful preparation for students prior to their commencing their course:

Dis vir my `n probleem dat studente toegelaat word en hulle status, of hulle gestremd is of nie, is eintlik verskuil vir die departement, tensy hulle `n sigbare gestremdheid het. As die ou `n kogliêre implanting het en jy kan dit sien, goed; as die ou in `n rolstoel is, goed; of van krukke gebruik maak of `n steun stok, dit kan `n mens sien. Maar dan is daar `n klomp ander wat `n mens nie kan sien nie; `n gehoor apparaat wat in die oor is kan `n mens nie sien nie, angs versteurings kan `n mens nie sien nie, en ons kry dit toenemend. “Dyslexia” kan `n mens nie sien nie, tot jy die student se eerste werk begin merk nie. Ons het hierdie jaar die geval gehad dat dieselfde student wat die skriba en die lesers nodig het, is in `n rolstoel. Nou ons weet ons lokale word vasgemaak voordat studente registrasie finaal afgehandel is, so ons het `n lokaal gehad in die ou hoof gebou, nie die grond vloer nie, nie die tweede verdieping... Dit was sulke hout trappies...en daar is geen hysbak nie... Toeganklikheid was `n “issue”, maar dit word die

departement se probleem, en die student is woedend vir die departement omdat ons hom so swak ondersteun en ons kan dan sien dat hy in 'n rolstoel is...(SS7)

[English] It is for me a problem that students get accepted and their status, whether disabled or not, is actually hidden from the department, except if they have a seen (meaning obvious) disability. If the guy has a cochlear implant and you can see that, good; if the guy is in a wheelchair, good; or uses crutches or a support stick, that one can see. But then there are a whole lot of other things that one cannot see; a hearing apparatus that is in the ear one cannot see, anxiety disorders one cannot see, and we increasingly get this. Dyslexia one cannot see until you start to mark the person's work. This year we had the case where the same student who needed a scribe and readers was also in a wheelchair. Now I know our venues are determined before students' registration is finalised, so we had a venue in the old main building, not the ground floor, not the second floor... It was such wooden steps...and there are no lifts...accessibility was a big issue, but it becomes the departments problem, and the student is angry with the department because we support him so poorly and we can see that he is in a wheelchair...

Challenges with collaboration and the integration and process of support on campus are highlighted further. The fact that this respondent has to deal with matters that were regarded as beyond his or her scope and area of responsibility, seemed to be particularly troublesome. This is fuelled by matters of inaccessibility, generally for students, as well as having to cope with a range of disabilities yet not feeling the necessary staff support at this level of SU. The respondent notes:

...So volgens my is die toelating van gestremde studente nie die feit dat hulle toegelaat word natuurlik nie – ek is heeltemal vir diversiteit – maar die proses is volgens my die probleem. Die studente kan eintlik nie registreer wanneer die ander studente registreer nie want dit is te laat...Lokaal besprekings hang af van die toeganklikheid. Wanneer die lokaal bespreek is en toegeken is, dan is daar volgens my ander studente wat op grond van lokale besluite neem, maar studente wat nie as gestremde aangedui is nie. En as ons dan mos met daardie lokaal toekennings, dan is daar studente teenoor wie ons onsimpatiek staan, volgens my, en hulle is nie as gestremd aangedui nie so hulle kan nie eintlik kla nie. Studente het toenemend angste versteurings, en gehoorgestremde studente

word nie noodwendig in ag geneem wanneer lokale toegeken word nie. Die gestremde studente se proses moet volgens my vroeër afgehandel word sodat lokale in plek kan wees en nie geskuif word nie. (Stff13)

[English] So, according to me the fact that the admission of students with disabilities not the fact that they are admitted naturally – I am completely for diversity – but the process according to me is the problem. The student can actually not register when the other students register because then it is too late – venue bookings depend on accessibility. When the venue is booked and allocated, then there is according to me decisions made based on other students needing venues but not based on a disability. And if we then allocate venues then there are those students that we are unsympathetic to, according to me, and if they are not noted as disabled then they are not allowed to complain. Students increasingly have anxiety disorders, and hearing impaired students do not necessarily get taken into consideration when venues are allocated. The disabled student's process according to me must take place earlier so that venues can be sorted out sooner and not be shifted around.

The frustration of the staff member as the head of the department emerges further as there is added responsibility beyond their control. They have to provide answers when students approach them around issues of non-accessibility and this causes distress:

...So ons is dan op guns van die departement...dit is tog nie `n departementele voorsitter se verantwoordelikheid om hierdie tipe van dinge uit te sorteer nie. As ons as `n fakulteit gestremde studente toelaat om hier te studeer, moet ons toesien...waar die besluite oor toelating geneem word. As hierdie student toegelaat word, moet die student aandui wat die vak voorkeure is, en die student het dan ongelukkig nie (volgens my) die vryheid om van module te verander as die lokale ontoeganklik is nie want dan gooi ons weer ander studente omver, en dan prioritiseer ons gestremdhede. (Stff13)

[English] ...So we are then at the mercy of the department...it is surely not the departmental chairperson's responsibility to sort out this type of thing. If we as a faculty allow disabled students to study here, we have to see...where the decision for admission lies. If this student is accepted, the student must indicate what the subject choices are, and the students then unfortunately (according to me) the student does not have the freedom to change his modules if the venue

is not accessible because then we throw other students out, and then prioritise other disabilities.

The importance of good communication campus-wide is evidently not in dispute. However, the challenges of getting the networks to communicate with all the other departments on campus is what presents with a particular challenge. When this does not happen timeously, it can present problems for the students. In the extract below, timeously getting relevant information like construction work happening on routes that blind students use, is important for their safety:

Daar is baie keer beleid in plek...maar daar is soveel verskillende omgewings – kleiner omgewings binne in die universiteit en die goed is nie altyd geïntegreer nie. Ek dink in terme van iets soos infrastruktuur – ons het nou net gehoor van bou projekte op kampus waar hulle byvoorbeeld sypaadjies afsper omdat hulle werk op 'n gebou en dit is van die roetes...wat aan hulle gesiggestremde studente kommunikeer word...en dit is 'n roete vir hulle om te volg... (SS6)

[English] There is often policy in place...but there are so many environments – smaller environments within the university and the stuff are not always integrated. I think of something like infrastructure – we have just heard about building projects on campus where they block off sidewalks because they are working on a building and that is of the routes...which are communicated to their visually-impaired students... and that is a route for them to follow...

The campus has many departments and keeping the information flow relevant and timely, and enabling information to get to the relevant parties early enough needs concerted effort.

6.4.5 The value of having a coordinator within the faculty for disability support

As part of the systemic approach espoused by this study, the role of the person in the faculty who also sees to students with disabilities emerged as crucial. One respondent believed that there must be a lecturer who works as a faculty coordinator. Located within the faculty, this person would have a better understanding of the academic implications of the courses and would work together with the disability office to facilitate support to students:

...een ding is daar moet 'n fakulteitskoördineerder wees en die ander is dat daar moet 'n duidelike uiteensetting wees van wie watter pligte word by watter afdeling van die universiteit – byvoorbeeld as jy outjies in kry by Aspergers moet daar sielkundige ondersteuning wees - so dan is dit nou die departement self waar hulle swot – se maar nou die fakulteitskoördineerder, Marcia se kantoor en Studente Sielkunde – Studentevoorigting... dan is dit 'n samewerking tussen hierdie drie... (Stff 2)

[English] ...one thing is there must be a faculty coordinator and the other is there must be a clear account of who does what and for which department – for example, if you get students with Aspergers there must be psychological support – so it is the department itself where they study – so for example the faculty coordinator, Marcia's office and Student Psychology-Student Counselling...then it is a collaboration between the three...

The fact that the faculty needs a support person focused on disability was reiterated by the following respondent:

Ek dink die ondersteuningspersoon in die fakulteit speel 'n "crucial rol". Dit gaan oor fasilitering en toeganklikheid. Om studente selfvertroue te gee. Daar is iemand waarnatoe jy mag gaan, but the buck stops with the lecturer. Op die ou einde is die dosent – dit is die persoon wat voor in die klas staan se toeganklikheid wat 'n rol gaan speel. En ek dink my persepsie is die meeste dosente sal die ekstra myl stap... (SS1)

[English] I think the support person in the faculty plays a crucial role. This is about facilitation and access. To give students self-confidence. There is someone to whom you may go, but the buck stops with the lecturer. In the end the lecturer – this is the person who stands in front of the class where accessibility will play a role. And I think my perception is that most lecturers will walk the extra mile...

The value of a faculty representative getting specific information timeously to facilitate adequate support in the faculty is again highlighted by the respondent below:

En wat ek agtergekom het, en ek tel dit ook op in vergaderings, binne fakulteit en diesmeer, dat daar's 'n behoefte by die doserende personeel om vroegtydig in kennis gestel te word van watter persone wat gestremd is gaan by ons inskakel

en wat is die tipe gestremdheid sodat hulle dan vroegtydig reelings kan tref...(SS16)

[English] And what I realised, and I pick this up in meetings of the faculty and so on, is that there is a need from lecturing staff to be informed timeously of those persons who are disabled who will slot in with us and what the disability is so that they can make arrangements timeously...

The following was also noted:

...in die begin van hierdie jaar was daar situasies waar lokale moes verskuif word, daar moes omruiling en uitruiling tussen lokale gewees het om gestremde mense te kan hanteer. Die een geval wat ek nou spesifiek aan dink is, daar was 'n meisietjie wat haar been gebreek het...Toe het die departement aanpassings gemaak omtrent die lokaal om die persoon wat 'n gebreekte been het, te akkommodeer. En toe kom daar, nadat hulle daardie verskrywings gedoen het, toe kom dit onder hulle aandag dat hier is nou 'n persoon wat een of ander gestremdheid het (dit was 'n student in 'n rolstoel). (SS16)

[English] ...in the beginning of the year there were situations where venues had to be shifted, venues had to be swapped and exchanged to handle people with disabilities. The one case that I specifically think of is that girl who broke her leg...Then the department made adjustments regarding the venue to accommodate the person with the broken leg. And then after the shifts were made, it came to their attention that there is another person with one or the other disability (that was a student in a wheelchair).

It was clear that insider faculty stakeholder involvement was a very important factor noted by a few respondents. The importance of liaising with stakeholders within the faculty also emerged in the following extract:

...maar ons is betrokke wanneer dit by die identifisering by die studente met spesiale behoeftes kom, so ek sal wil byvoorbeeld betrek word...nou ons het 'n ruk 'n paar jaar gelede een student gehad wat byvoorbeeld swaksiende was. En ons moet ekstra gesprekke saam met die Vise-Dekaan onderrig sê nou maar en die departements hoof en die program koördineerders en ek help maar saam gesels...en dan soos hier ook administreer ons die ekstra tyd behoefte wanneer

daar sulke behoeftes ontstaan. So die eksamenkantoor resorteer onder my...(SS6)

[English] ...but we are involved when it comes to identifying students with special needs, so I would want for example to be involved ...now we had one student a while back who was visually impaired. And we had extra discussions with the Vice-Dean teaching, for example, and the departmental head and the programme coordinators and myself help to speak together...and then as administered here too the extra writing time needs when such needs arise. So the exams office resorts under me...

Collaboration whether in the faculty context or support services remains a crucial determinant of the extent to which staff in the faculty of department will understand the student. Their role is indispensable and they should be acknowledged for the critical role played to promote inclusion on campus. It is also clear that when collaboration occurs, challenges can also be experienced. These must be taken heed of to smooth out the processes.

6.4.6 The benefits of good communication networks on campus

In contrast to the views expressed above, staff members need to know what student needs are before their arrival at the university. The extract below clearly highlights how well some of the faculties work with support notification and communication within their faculties:

...Ekstra skryftyd. Met die goed kom alles hier verby en dan skakel ek met al die dosente wat betrokke is...kyk baie tyd kom daar goed vir ekstra skryftyd of spesiale versoeke, soos studente wat miskien gesiggestremd is dan vra hulle nou vir vergroting en so meer. So dan het ons minstens `n sentrale punt waar dit hardloop deur die fakulteit...Dan sal ek vir die dosente – via Professor Swart – sal ons `n versoek uitstuur en sê, “Hier hier, hier is die situasie”. Ek scan gewoonlik die dokumentêre bewyse en dan stuur ek dit vir hulle aan en sê, “Hierso is die bewyse - daar’s `n versoek dat julle hierdie vraestelle so bietjie vergroot na soveel font of wat die geval mag wees”. Ons het `n gesiggestremde student hier gehad (ek is nou nie seker of sy klaar is al of nie) maar sy het, voordat sy nog gekom het om `n B Ed programme te kom doen het, het sy al met ons kom gesels so ons kan dan die pad eintlik makliker ook maak om die dosente

te orienteer ten opsigte van dat daar so 'n student oppad is. Dan kan ons al die skakelwerk doen...die studente het nou baie hekkies in hulle pad – nie fisies nie maar...en dit maak dit net soveel makliker as hulle weet daar is alreeds inligting deurgegee aan die dosente en dan, as jy by hulle kom, byvoorbeeld weet hulle, “Okay, dis die persoon van wie ons gepraat het”. (SS15)

[English] ...Extra writing time. With these things everything comes past here and then I communicate with the lecturers that are involved...look many times there comes requests for extra time of special requests, like students who might be visually impaired then they ask for enlargement and so on. So then we at least have a central point where this runs through the faculty... Then I will ask the lecturers – via Professor Swart – we will send out a request and say, “Here here, here is the situation”. I usually scan the documentary evidence and send it to them and say, “Here is the evidence – there is a request that you enlarge this question paper a little to such a font or whatever the case may be”. We had a visually impaired student here (I am not sure if she is finished or not) but she had, before starting her B Ed programme here with us, she spoke to us so we could then make the road easier to orientate the lecturers that such a student was on the way. We can then do all the liaison work...the student has many hurdles in the way...and this makes it just so much easier if they know there is already information given through to lecturers and then, when you come to them, for example they know, “Okay, this is the person we spoke about”.

This respondent highlighted the importance of consultation with all role-players in the support of a student coming to university. This expressed a best case scenario which some might consider utopia:

Weet jy, ek dink hoe meer akkommodierend ons kan wees, hoe beter. Ek dink dis 'n wonderlike ding. Maar ek dink ook in terme van dit, moet mens net dood seker wees jy's prakties. So met ander woorde, ons moet byvoorbeeld kan dood seker maak dat as ons 'n student aanvaar met watter uitdagings ook al, dat ons vir daai student kan akkommodeer op elke vlak wat hy of sy nodig het. So ek dink die groot ding is maar net dat ons moenie beloftes maak die oomblik by aanvaarding, en dan realiseer dit nie. So alles in terme van fakulteit toegang, in terme van die wat nodig is in die klasse, in terme van fakulteit toegang, in terme van is daar koshuis plek gereel moet word, wat nodig is in terme van die eetsaal,

studies saal, kamer en badkamer - dat mens na al daai goed gaan kyk. En net basiese toegang: hoe gaan die persoon beweeg op kampus? (SS4)

[English] Do you know, I think the more accommodating we can be, the better. I think it is a wonderful thing. But I also think in terms of this, we must be absolutely sure that you are practical. So in other words, we must for example be sure that if we accept a student with no matter whatever challenges that we can accommodate that student on every level that he needs it. So I think the big thing is that we must not make promises when students are accepted and these do not realise. So everything in terms of faculty access, in terms of what is needed in the classes, in terms of the faculty access, in terms of whether there is replacement arranged, what is needed in the dining hall, study hall, room and bathroom – that one looks at all these things. And just basic things: how will the person move around on campus?

The support staff in the faculties as well as the support role of the disability office on campus is acknowledged below. This points to the importance of synergy between the two sets of stakeholders in this process on campus:

Ek is so bly om partykeer vir die kantoor te sien waar hulle studente met gestremdhede by die kantoor laat werk – ek is mal daaroor. Jy sien dit visueel – jy sien dit in die studente champions daarself en hul benader dit op `n heel ander wyse en dit `n bietjie van change agents waar hulle moet gaan om mense te verander en om met mense te praat en om die nodige bewusmaking en ek dink die kantoor doen baie goeie en just general awareness – dit is belangrik om bewustheid te kweek...Ek dink die ondersteuningspersoneel wat in die fakulteite is het `n baie belangrike rol – die effektiewe bestuur van die dienste in terme van die ondersteuning en ek dink hulle kan `n groot rol speel dat dit nie intrusive support is nie maar geïntegreerde...(SS1)

[English] I am so happy to see the office sometimes where there are students with disabilities that work at the office – I am mad about this. You see this visually – you see this in the student champions themselves and they approach this in a different manner and are change agents where they must go and change people by talking to people and to make the necessary awareness and I think the office does much.... I think the support staff that are in the faculty have a very important role – the effective management of the services in terms of the support and I

think they play a large role and that this is not intrusive support but integrated support...

A positive experience of the interaction with lecturers was expressed by the respondent below, although late planning by some lecturers tend to have a delaying effect on the output of work to students with disabilities (in speaking about getting timeous text conversion to students who are visually disabled or blind):

But I must admit, the majority of lecturers on campus are very pro-active and are very supportive and we've had some wonderful, wonderful lecturers who we have a real, real good working relationship with. And many of them will know at the start of the year: "This is a full year course so therefore, I'm going to have this student for the rest of the year". So, that means that they do get the materials earlier. We try and be pro-active as an Office.... Some lecturers are jacked-up as well and they know what they are going to be doing, but, unfortunately there are those who, even at this late stage, are not quite sure yet what they are going to be doing. (SS14)

Working across campus requires reaching out to role-players despite departments across campus working in very specialised areas. The value of building good networks are clear:

We've built up a relationship over the last year, but we still work very separately from them. So we tend to get a book from the library and we'll scan it and everything else... What they have said is that we should continue the way we are, approaching publishers ourselves. If we're having problems with the publishers, then we can approach them because they might have a good working relationship with the publisher. (SS14)

The openness and flexibility regarding module changes is evident from the registrar's office and is another way of being inclusive of students' needs:

En `n ander sy van die saak is dat persone met gestremdhede kom in en hulle kan enige tyd hulle vakke wysig. Nou ek weet daar is byvoorbeeld van die modules waar daar inhoude is in die module waar jy wel moet sig hê. So, ek weet nie. Ek dink op daai vlak sal julle miskien `n ander perspektief kry as wat ons aan hierdie kant het. Maar aan hierdie kant voel ek net, sal dit nogals personeel

bemagtig om te weet... as jy so 'n mate van 'n protokol, etiket, sensitisering het. (SS16)

[English] And another part of the matter is that persons with disabilities come in and they can change their subjects at any time. Now I know there are examples of the content of modules where you need sight. So, I don't know. I think on that level you might have another perspective that side than on this side. But on this side I just feel, it will empower staff to know...if you have a measure of protocol, etiquette and sensitisation.

Despite the challenges of integration in some departments, appreciation was shared for the support mechanisms and communication networks in place from a range of departments on campus:

Ons is tog die Universiteit in lyn met die groter visie van Stellenbosch. Om inklusief te wees het jy altyd waardering by menslike hulpbronne, by studentesake, by SSVO, en mense met wie ek daar skakel...en die sielkundiges – ek is net baie happy – ek sê altyd vir my is dit so lekker om 'n dekaan te wees want hier is in die fakulteit goeie steun meganismes ook ten opsigte van die tema. (Stff10)

[English] We are the University in line with the greater vision of Stellenbosch. To be inclusive you always have appreciation at human resources, at student affairs, at CSCD⁴⁵, and people with whom I liaise there...and the psychologists – I am just very happy – I always say for me it is nice to be a dean because here in this faculty there are good support mechanisms also in the light of this theme.

It is evident the good communication networks across campus only foster better working relations and an openness to address problems where these do occur.

6.4.7 Broad consultation needed with disability inclusion

There is a danger in asking a person with a specific disability to give insights into the needs of people with a range of disabilities, alluding to the fact that you cannot consult narrowly when planning for inclusion. The idea of UD has reference because when

⁴⁵ The CSCD is the Centre for Student Counselling and Development. In Afrikaans it is colloquially called the SSVO (Sentrum vir Studentevoorigting en –ontwikkeling).

design is done universally it includes all people with all ranges of abilities (which includes disabilities), and the largest range of people can then benefit if one consults in this way initially. With reference to consulting people with disability around issues of access, the following felt that this was not thought through enough:

Nie deurdag nie, ja. Jy weet, partykeer sulke goed, en dis waar die ouens partykeer vra...vra vir 'n persoon met 'n gestremdheid om bietjie inset te gee: my probleem is... Ek sê altyd vir die ouens hulle moet onthou, ek het 'n bietjie ondervinding, so ek kyk partykeer uit 'n visueel gestremde ou se oogpunt en so, maar ek kan nie al hulle pyne, om dit so te stel, sien nie, want ek is nou weer in 'n rolstoel. (SS18)

[English] Not thought through, yes. You know, sometimes such things, and that is where the guys sometimes ask...ask a person with a disability to give some inputs: my problem is... I always say to guys they must remember, I have a little experience, so I sometimes look from the perspective of a visually disabled person, but I cannot see all their pains, to put it that way, because I am in a wheelchair.

6.4.8 Residences as one of the role-players in the support process

Residences form part of the systems on campus and play a large role in supporting students who struggle with mobility or who have visual impairments or who are blind. They often apply for residence placement on campus. The following view is expressed about the accessibility of residences:

Weet jy, binne die koshuis omgewing spesifiek nou maar, is dit vir my dat ons studente letterlik kan akkommodeer volgens sy of haar behoeftes op elke vlak. (SS4)

[English] Do you know, within the residence environment specifically, it is so that we can literally accommodate students according to his or her needs on every level.

Despite noting that needs can be catered for on every level as stated above, particular challenges exist in the physical arrangements for students who are in private students' accommodation, as indicated below. These are students that do not stay in a university residence but who choose to travel from home each day and are regarded as private students. They are also arranged into private student clusters to foster integration

between the travelling students and the students in residences on campus. The respondent below gives a vivid account of how they were challenged regarding access for a student in a wheelchair who started studies on campus and how the student could be supported:

Ons het byvoorbeeld...tydens ons verwelkomings periode `n student in `n rolstoel gehad wat deel was van die privaat wyk, en sy kan omtrent letterlik niks vir haarself doen nie. Ek dink sy kan basies armpies beweeg, en dis omtrent dit. Sy kan byvoorbeeld nie op haar eie badkamer toe gaan nie. Sy het heeltyd versorging nodig. En dit is nou nog al `n eerste vir ons gewees in terme van `n privaat wyk, want daar is nie nou `n koshuis struktuur wat jou ondersteun nie...en haar pa het haar elke oggend in gebring. Hy wou aanvanklik die hele dag bly om te kyk of sy okay is, en haar dan weer terug vat. En sy het toe met die hoof student van daai privaat wyk, die primaria, het sy toe `n ongelooflike band gesmee en hulle kon toe vir haar letterlik dra deur verwelkoming, en sy het die ongelooflikste tyd gehad... En as sy moeg is gaan slaap sy in die HK Huis. Op die ou einde het ons vir haar toegang gereël in die badkamers by van die koshuise waar dit wel toeganklik was, want die HK huis kon haar glad nie akkommodeer met hulle badkamer nie... So toe moes ons nou reel dat sy in `n koshuis eet wat naby haar fakulteit is. (SS4)

[English] For example...during our welcoming period we had a student in a wheelchair who was part of the private student organisation⁴⁶ and she literally could not do anything for herself. I think she could basically move her arms and that is about it. She could for example not go to the bathroom on her own. She needs caring all the time. And this is now a first for us in terms of private accommodation, because there is now no longer a residence structure that supports you... and her father brought her in every morning. He initially wanted to stay the whole day to see if she was okay, and then take her back. And she then forged an unbelievable bond with the head student of that res and they could literally carry her through the welcoming period and she had the most amazing time... And when she was tired she went to sleep in the HK⁴⁷ house. In the end

⁴⁶ The private student organisation is the organisation students belong to when they are not part of the SU residences, but staying privately. They join this organisation where they can meet other students and do organised activities together.

⁴⁷ A HK house is the accommodation used by the House Committee of a cluster of residences who manage certain socially-oriented aspects of students within that particular residence cluster.

we arranged access for her to the bathrooms at the residence where it was accessible because the HK house could not accommodate her with their bathroom... So then we had to arrange that she could eat in a residence close to her.

6.4.9 Collaborative support beyond graduation

The systemic approach incorporated into this dissertation highlights the range of systems that work together and impact on people and in this instance, people with disabilities. The UNCRPD (UN, 2006), that would form part of Bronfenbrenner's chronosystem, points to all facets of society that need to be conscious of this particular group. The following respondent highlighted an important part of this systemic approach but also expressed a concern. Real life, according to the respondent, does not necessarily provide the kind of support that a university does. So while systemic support and collaboration might be helpful in the academic environment, there was concern about how a student might be further disabled if everything is done for the student at university and the needed support is not forthcoming on leaving university:

So if you now create an environment where all those needs are catered for and everything is done to try to assist those students with disabilities to the point where everything bends over backwards to assist them – my concern is that when they get out there in the real world then what will the situation be like for them out there? And so that is just my personal take on things. And I don't want to come across as being crass or insensitive now, because I am here to provide support and I want to be clear on that and I do support students who come to us and I will do anything in my power to assist them. (SS5)

It is clear from the data above that there are divergent views on collaboration in the context of systemic support that fosters inclusion for students with disabilities.

6.5 Theme 4: Complexities around inclusion campus-wide

In contrast to inclusionary practices that were expressed above by a range of respondents campus-wide, challenges were also highlighted. Respondents below highlight instances where the University was being exclusionary in its practices.

6.5.1 Perceptions and attitudes as exclusionary

Some staff members were not happy that some of their colleagues were not supportive of students with disabilities on campus. I noted in Chapter Four that I tried to get interviews from staff members who held negative views about students with disabilities. However, some respondents below did allude to such staff members and the challenges within departments:

Ek dink die beleid moet individueel ondersoek word. Ek het al departemente gehad wat net bontweg geweier het dat studente by hulle kom studeer – sonder bespreking – wil nie eers `n bespreking hê nie! Terwyl ander plekke sê kom ons gesels daaroor, ons hou vergadering dan kom ons agter dit gaan nie werk nie alhoewel hulle bereid sou wees en dan kyk ons verder. So daar is in die departemente...houdingsverskille ook onder en hoe tegemoetkomend hulle is (al dan nie). (Stff2)

[English] I think the policy must be investigated individually. I had departments already that just bluntly refused that students study with them – without discussion – do not even want a discussion! While other places say come and speak to us, we have a meeting then realise that this is not going to work although they would have been prepared to look further. So in the departments there are...attitudinal differences amongst them and how accommodating they are (or not).

The account below speculates about the impact that negative perceptions around students with disabilities can have, in addition to other more physical problems such as physical access or financial resources.

Hulpbronne sal ek sê. Miskien ook mense se persepsies oor wat moontlik is. Ek dink dit kan `n uitdaging wees, alhoewel ek nog nie rerig genoeg met mense oor hierdie saak gepraat het dat ek nou kan sê dat hulle persepsies verkeerd is, maar ek sou my kon indink dat mense dalk dadelik probleme sien en nie die geleenthede...ek dink dalk dit mag wees dat mense dalk prejudiced is...(SS6)

[English] Resources I would say. Maybe also people's perceptions about what is possible. I think it can be a challenge although I did not really speak to people enough about this matter that I can now say that their perceptions are wrong, but I could imagine that people will immediately see problems and not the opportunities...I think it probably will be that people will be prejudiced...

The following comment on exclusionary perceptions about residence being inaccessible regarding a blind student with a guide dog was noted below⁴⁸:

...een van ons blinde studente – sy het 'n gidshond en sy gaan nou trou, dink ek, en ek het dit nie besef nie, maar lyk, my universiteits verblyf maak, volgens haar, nie voorsiening vir n persoon met 'n gidshond. Of dit waar is, weet ek nie, maar ek praat nou bloot op grond van wat vir my gesê is. So, dit was nogals vir my 'n redelike mate van uitsluiting uit die studentekultuur. So ek weet nie, dit is dalk iets wat opgevolg kan word want ons het nogals baie blinde studente so ver wat ek sien. Ek kan amper nie dink dat 'n mens nie vir 'n blinde pesoon wat 'n gidshond het, universiteitsverblyf kan gee nie. (SS16)

[English] ...one of our blind students – she has a guide dog and she will get married, I think, and I did not realise this, but it seems as if university residences, according to her, does not allow for a guide dog. If this is true then I do not know, but I am speaking basically on the grounds of what was said to me. So, this was for me a reasonable measure of exclusion from the student culture. So I do not know, this is something that could be followed up because we have many blind students as far as I can see. I can almost not think that a person cannot give a blind person with a guide dog university accommodation.

Broader challenges and attitudinal barriers are alluded to in the responses below, which point to very deeply ingrained perceptions that are not easily amenable to change even though there is support from university management:

I feel there's moral support from the Rector – that things should be good and just. But, I suppose there's a long way to go for the road to be travelled at all levels and he can't help you – he's not always there and there are some very powerful people in the role of [**] who just need decades of education, in my opinion – re-education... Well, it's not just the implementation. That's part of it, but it's peoples' understandings. Powerful people!... There are some people who might never or you would never have the access to them that you'd need in order to

⁴⁹The University has a few students who do have guide dogs in residences. There is no prohibition of this. It could be that the particular residence did not have the facilities for this, such as having a room close to a garden area on the ground floor, which is best suited to the needs of dogs.

change their ideas. You can't put them through a workshop every five minutes!... I think people who are in single issue offices – it must be quite painful and why I probably prefer to be in Teaching and Learning rather than in an office for diversity or an office for language you know, because I think it must be so exhausting. I mean, it's exhausting enough trying to push the importance of Teaching and Learning. (SS20)

The fact, that there is still too much "silence" around the area of students with disabilities, seems to be foremost in the mind of the following respondent:

Ek dink daar word min gepraat daaroor...maar omdat dit dalk nie die mainstream groep mense is nie...so jy dink aan jouself jy sal daarmee deel wanneer dit oor jou pad kom. Ek dink ons sou meer daar wil doen in terme van bewusmaking...ek het nog nooit met my personeel by 'n personeel vergadering gesê kom ons praat oor studente met gestremdhede nie terwyl ons baie praat oor ras en broadening of access en sulke soort van goed en mens praat baie oor gender goed...so daar is nog baie silences...ek dink daar is pockets waar daar baie gedink en gepraat word en mense wat vir Marcia ken en die Eksamenskantoor en jy weet van haar kantoor se bestaan, maar ek is seker daar is mense wat glad nie eers weet daar is so 'n kantoor...so ek dink miskien bewusmaking, om te praat en dit kan informeel wees maar daar kan dalk meer gestruktureerde goed gedoen word...(SS6)

[English] I think little is spoken about this...but because it is not the mainstream group of people...so you think to yourself you will deal with it when it comes your way. I think we would want to do more there in terms of awareness-raising... I have never with my staff and at a staff meeting said come let's talk about students with disabilities, while we speak about race and broadening access and such things and people talk about gender stuff...so there are still many silences...I think there are pockets where much is thought and spoken and people who know Marcia and the Exams Office and you know her office exists, but I am sure there are people who do not even know there is such an office...so I think maybe awareness raising, and to talk and that can be informal but maybe more structured things can be done...

One interviewee had a concern about students pretending that they have a disability, thus taking chances to get extra support. One would not know whether this is due to a negative perception about disabled people and possibly stereotyped ideas about disabled people. This also raises the issue of the contested definition of a disability as discussed in the literature review in Chapter Two, where disability is debated from a medical and a social perspective. One is not sure whether the respondent expects to see a person with a disability that is visible as evidence that the person is genuine, as there is also the wide area of non-visible disabling conditions, such as debilitating mental health problems, or other health conditions:

Ja, I think I have some challenges though, with students who think they've got disabilities. Now this is sort of just not really disabilities, but students just like to use them as an excuse... Then they almost feel that they should be here and that you should give them special treatment you know. Where you get others that want to just keep on being normal. And so there's always that challenge too as to how to cope with those that want to make an issue of it and they often make an issue of it when it becomes a problem; when things aren't working, you know? And, we had another case of a student who's in a different kind of disability, so it's not like blind or deaf (and we've never had any wheelchair people here), but this was somebody who has Asperger's Syndrome and that's also quite disabling because they can't interact with people and... So that's also a challenge where you've got to find the balance between them also using it as an excuse for not coping and without then becoming unfair to other students, because students will always cook up something when it comes to exams. (Stff17)

While there are a number of inclusive practices that take place campus-wide, the views indicate that certain exclusions are taking place based on a range of reasons that are either in the external physical world or based on attitudinal differences and differences of perception about students with disabilities.

6.5.2 Physical access and mobility

While the above experiences relate to exclusionary practices linked to perceptions and attitudes, this section focuses on exclusions based on the physical environment. These range from the impact of barriers on students with permanent and temporary

injuries or disabilities to accommodations made during registrations. Issues around transportation and shuttle services on campus also emerged.

The respondent below felt a personal responsibility to this student as the student addressed the physical inaccessibility directly with the academic department as that was where the specific classes were taught. The respondent also expressed disappointment that her university allowed this to happen:

Dit moet genoem word. As 'n gebou nie toeganklik is nie, dan moet ons nie daarin klasse skeduleer vir studente met gestemdhede nie, en dan moet ons vooraf weet. Ek meen, ek kom heeldyd terug na dieselfde punt toe...dit was vir my frustrerend. Dit was vir my 'n absolute verleentheid dat my instansie 'n student toelaat en sê, jy is welkom by ons, ons kan jou en jou beperkinge en jou "disabling" eienskappe alles akkommodeer, en dan drie weke in die kwartaal in moet die student self vir die department sê, ekskuus tog, maar het julle al op gelet dat ek hier is? En het julle al gedink dat my rolstoel nie teen vier stappe kan op gaan nie? (Stff13)

[English] It must be noted. If a building is not accessible, then we must not have classes in it for students with disabilities, and then we must know beforehand. I mean, we come back to the same point each time...it was frustrating for me. It was an absolute embarrassment that my institution allows a student and says you are welcome here, we can accommodate you and your disabilities and your disabling circumstances, and then three weeks into the quarter the student must tell the department, excuse me, but did you notice yet that I am here? And have you thought that my wheelchair cannot go up four flights of stairs?

Although this department thought that they were being quite accommodating of students with disabilities (these were the students that they knew of with disabilities), they did not consider that some might have temporary injuries that could make mobility a problem. The respondent noted how in trying to accommodate a student with a physical disability in a building without lifts, they created a problem of lack of access for another student with a temporary disability and were cautious about discriminating against people with a range of disabilities:

...en toe kry ons 'n e-pos om te sê sy sal vir die res van die kwartaal nie klas kan bywoon nie – sy het 'n voet operasie gehad. Sy is op krukke en sy kan nie teen

daardie trappe op nie...Sy is tydelik gestremd. Sy is nie op die sisteem nie. Ons het na gegaan – is daar enige studente in die Toegepaste Engelse Taal Wetenskap module, en ons het gesien, ja, daar is een gesiggestremde student wat 'n herhaler is. Ons het vir haar gekontak voor ons die skuif gemaak het en gesê ons beplan om te skuif, kan jy asseblief vir ons na daardie lokaal toe gaan. (Stff13)

[English] ...and then we got an email to say she would not be able to attend class for the rest of the year – she had a foot operation. She is on crutches and she cannot go up those steps.... She is temporarily disabled. She is not on the system. We went over that – are there any students in the Applied English Studies Linguistics module, and we did see this, yes, there is one visually disabled student that is a repeater. We contacted her before we made the move and said that we planned to move, can you please go to that venue.

Another problem regarding physical access emerged with the registering of students in the Faculty of Science due to the lack of being able to enter that building if you are in a wheelchair. Registration then has to be done in an accessible building:

En die ander sy van die saak is ons kry baie keer dan kry jy 'n oproep en sê maar dit is 'n gestremde persoon – hulle kan nie elektronies registreer nie...[**] is nie vir hulle toeganklik. [**] is nie gebruikersvriendelik vir hulle nie. So dan sê ons maar okay, fine...kom registreer hier as julle hiernatoe wil kom...in ons werksomgewing kan ek eerlik waar sê dis vir ons maklik om vir hulle te akkommodeer. Wat vir my 'n groot negatiewe ding is ... die argitektuur ... Kyk, ons het 'n hyser in die gebou maar hierdie hyser is "tricky"...een van ons oud studente wat [**] het, het nou toevallig hier, seker so 'n week terug...ingekom om 'hello' te kom sê, ...en toe het hy nou in die hyser opgekom. Maar daar is nie eintlik instruksies van hoe die hyser gewerk moet word nie. Toe sit hy in die middle van hierdie twee verdiepings vas...nou goed die hyser mense het onmiddellik uitgekom ...ek ys altyd, as hier blinde studente is en hulle gaan teen hierdie styl trappe af...(SS16)

[English] And the other side of the matter is we often get a call and say it is a disabled person – they cannot register electronically...[**] is not accessible for them. [**] is not user-friendly for them. So then I say okay, fine...come register here if you want to come here...in our environment I can honestly say it is easy

for us to accommodate them. A big negative thing for me is... the architecture... Look we have a lift in the building but this lift is tricky...one of our ex-students that has [**], incidently, about a week ago...came in to say “hello”,...and then he came up in a lift. But there are not actually instructions about how the lift works. So he got stuck in the middle of two floors...well, the lift people immediately came out...I always worry that if blind students are here and they go down those steep stairs...

A staff member with a physical disability who uses a wheelchair noted the challenge of gravel roads and mud in winter when having to move between the parking bay and the office. Uncovered parking bays present a particular challenge too, be these for staff, students or visitors to campus:

Kyk, omdat ek redelik onafhanklik kan “operate” hierso, maar so hier-en-daar is daar `n paar frustrasies. Ek het nou een ding wat ek `n goeie voorbeeld kan gee. Die pad hier agter is `n grondpad, dis nou ten minste droog, maar in die winter is dit een groot gemors. Dis `n modder dam. En ek baklei nou al seker van 2007 af, dan’s dit die geld, en so gaan dit aan...Op die stadium, my een groot ding, net vir my om ten minste droog in-en-uit te kom daarso. (SS18)

[English] Look, because I operate relatively independently here, but here and there are a few frustrations. I have one thing that is a good example that I can give. The road behind here is a gravel road and it is at least dry, but in winter it is one big mess. It is a muddy dam. And I am fighting now probably since 2007, and then it is the money and so it goes on... At this stage, my one big thing, just for me to get in and out dry.

It is clear that concerns around physical inaccessibility are not just relevant to students but the argument for improving physical access is strengthened as not only students but also staff are affected with mobility difficulties. This point is succinctly captured below:

“Ag, ons gaan heel waarskynlik nie studente inneem (en ek praat van daai tyd) jy weet, wat gestremd is nie”, (got the response), “Wat van as jy nou in ‘n ongeluk was, as personeellid, as `n sogenoemde normale student en jy is vir `n tyd lank, jy weet, gestremd?”... Dit kan met enige van ons gebeur. En dit was nogal vir my

op daai stadium `n redelik eye opener sodat dit het my gehelp om sy boodskap nou vir die res van my lewe uit te dra. (SS21)

[English] The response received when the above-noted respondent said, “Ag, we are probably not going to accept students in wheelchairs (and I am talking of that time) you know, that are disabled”, got the response, “What if you were now in an accident, as a staff member, as a so-called normal student and you are disabled for a long time, you know?”...This can happen to any of us. And this was for me an “eye-opener” at that stage and this helped me to carry this message over for the rest of my life.

There is an awareness about the design of buildings in the past as opposed to the current discourse around access. The following two comments pointed to the design of buildings wayback and the lack of awareness around physical access to people with disabilities. Heritage buildings are prolific in Stellenbosch, being the second oldest town in South Africa after Cape Town. It spans a history in excess of 300 years and buildings have to adhere to specific building requirements. This presents challenges when buildings need to be made physically accessible to all.⁴⁹ Often it is difficult to build lifts in such buildings and the façade of the buildings cannot be altered:

My gevoel is dat oor die algemeen die geboue of die fasiliteite nie noodwendig altyd met die gestremde student in gedagte opgerig was nie. (SS7)

[English] My feeling is that in general the buildings or the facilities were not necessarily constructed with the disabled student in mind.

The challenge of adhering to heritage imperatives of buildings as laid out at municipality and council level, and the usability and accessibility of the buildings for all is also echoed below:

... we have quite a nice old heritage house which is inaccessible to anyone who has any mobility issues...we have a student or two that have come. There was a girl who had a little bike, but it was like a little motorised little vehicle she had to get around in. And it was quite... luckily she could walk...so she would walk

⁴⁹ <http://www.stellenbosch.gov.za/>

The Greater Stellenbosch is a place of great character and beauty. This is not only due to its dramatic natural setting but also because of its many monuments, architectural and historical important areas and rich, diverse history stretching over more than 300 years. After Cape Town, Stellenbosch is the oldest town in SA.

around the side... It was precarious. It made me feel quite bad. She had to park her expensive bike outside and we were always scared someone would walk off with it then we let her move her bike into our passageway. Basically it boiled down to a position where we were not really user-friendly. (SS 8)

On the other hand, the view below cautions against attempts at making the physical environment accessible without factoring in the wider spectrum of disabilities, nor adhering to the required building regulations⁵⁰ in South Africa:

Ek dink daar's meer 'n ingesteldheid, en sover ek verstaan, dis een van die boksies wat getick moet word as 'n gebou gerestoreer word of 'n nuwe ding beplan word. En jy kan dit tog sien by nuwe geboue wat opgaan. Want so hier-en-daar is daar partykeer vir my 'n vraagteken waar ek dink hulle het nie 'n honderd persent gekyk na die goed nie. Of die ouens is geneig om te sê nou maar moet 2.4 wees, jessie, ons het nie lekker spasie nie, maar 2.1 sal seker doen. Maar die ouens besef nie...dat daai bietjie spasie beteken ek kan nie met 'n elektriese rolstoel of 'n gemotoriseerde stoel inkom, maar die volgende ou kan nie inkom nie want hy kan miskeien nie diep genoeg inkom om die deur toe te maak nie. So dit beteken daai fasiliteit is eintlik niks werd nie, alhoewel ek hom kan gebruik, maar net ek kan hom gebruik...dis nie universeel nie. (SS18)

[English] I think there is more of an awareness, and as far as I understand, it is one of the boxes that must be ticked when a building is restored or a new thing is planned. And you can see it with new buildings that start up. Because here and there is sometimes a question mark where I think they did not look at these things one hundred percent. Or the guys are inclined to say okay it should be 2.4 and we do not have enough space, so 2.1⁵¹ will do. But the guys do not realise...that that little space means I can't come in with an electric- or motorised wheelchair, but the next guy cannot come in because he cannot come in deeply enough to enable the door to close. So that means that facility is not worth anything.

⁵⁰ Current building regulations SANS 10400-5 (2011) in South Africa provide guidelines for accessible buildings. Stellenbosch University Accessibility Guidelines also exist to guide access on campus.

⁵¹ 2.4 and 2.1 refers to measurements – those involved in building work make arbitrary decisions about measurements such as the size of a door entry (for instance), which can have a negative impact on access for someone in a wheelchair trying to enter a room.

The impact of physical obstacles on mobility and the difficulty with transportation emerged in the excerpts below. The safety of people was a concern:

I think our biggest issue always is often the physical obstacles which we discover for blind and other disabled students. You know, as you go around campus and man, oh man, you know? And I think that those things become a problem for us, you know? There's a brick out of the pavement or there's a hole in the pavement or something like that and you think, "Somebody could get hurt here", you know? And it's one of those things where you can make it known, but it's not always followed up, you know? Or the latest thing now is cars parking on pavements and you've got people in wheelchairs trying to get through and they can't get through because there's a jolly car on the pavement! So, those are the issues which have become, I suppose, the headaches for us. (SS14)

Mobility on campus for students who have physical impairments in particular is echoed as a problem by a few respondents. Accessible transportation on campus appeared as a barrier to ease of mobility:

Ek dink die ander groot ding...is vervoer op kampus vir persone met gestremdhede. Dit is maar 'n "groot" issue, hetsy jou visueel gestremde mense wat partykeer in die aande met toetse moet oor-en-weer, of dan nou jou persone in rolstoele wat partykeer nou maar moet rond-en-bont moet beweeg, spesifiek in die winter of in die aande. In die dag is daar altyd mense wat jou kan "help" of so, maar dan begin dit altyd 'n bietjie van 'n probleem raak om dan rond-en-bont te beweeg. En dit het weer koste implikasies, so dit is nog 'n ding wat 'n mens na sal moet kyk - hoe kan 'n mens rondom daai ene kom. Want ek weet in die Kaap byvoorbeeld het hulle daai Dial-A-Ride sisteem - 'n bussie - en dit het op 'n stadium goed gewerk... (SS18)

[English] I think there is another big thing...it is transportation on campus for students with disabilities. It is a big issue for visual disabled students that write tests some evenings and have to move around here-and-there, or your persons in wheelchairs who sometimes have to move around, especially in winter or the evenings. And that again has cost implications, so this is another thing that a person must take into consideration – how can one get around that one. Because I know in the Cape, for example, they have that Dial-A-Ride system – a bus – and that worked well at some stage...

The lack and inaccessibility of transportation for people with disabilities on campus is also noted below – the status quo is that a partial shuttle service exists but these are not accessible for students who use wheelchairs:

Hoeveel van hierdie “shuttle services” is ingerig om mense met rolstoele te ry? Kyk hier’t mos `n hengse projek begin. Ek weet nie. Ek vra maar net die vraag. Ons sê mense moet daar gaan parkeer by DF Malan en agter die Ingenieurswese Fakulteit. Nou hier kom die ou met sy kar en sy rolstoel. Hoe kom hy van daar af by die klas?...die “shuttle service” wat in plek is of die busdiens of wat ook al, moet toeganklik wees... Miskien elke tweede of elk derde “shuttle”, afhangende van hoeveel hier is...maar hy kan daar stop soos enige ander student inklim en...ek dink as...jy dit so kan draai, sal persone met gestremdhede ook baie makliker aanvaar word in die normale samelewing, want hy’s eintlik, soos ek en jy, net met fisiese gestremdheid...maar die omgewing moet teogankilk genoeg vir hom wees waar hy tuis voel, kan hy “operate”...maar ek weet nie of parkeerbeleid al aan hulle gedink het nie. (SS18)

[English] How many of these shuttle services are geared to ride people with disabilities? Look a big project started here. I do not know. I am just asking the question. We say people must park there at the DF Malan and behind the Engineering Faculty. So here comes the guy with the car and the wheelchair. How does he get from there to his class?...the shuttle service that is in place or the bus service or whatever must be accessible... Maybe each second or third shuttle, depending on how many are here...but it can stop there and like any other student get in... I think if...you can turn it like that, people with disabilities will also be accepted easier in normal society, because he is actually, like you and I, just with a physical disability...but the environment must be accessible enough for him where he feels at home, where he can operate... but I do not know if parking policy has thought of them already.

The following respondent touches on the value of universal access so that design is accessible to all (Burgstahler & Cory, 2010) and does this by stating how we inadvertently discriminate regarding the usage of our buildings:

...ons wat nie gestremd is nie kan die fasiliteite van gestremde persone gebruik maar nie anders om nie. (SS16)

[English] ...we that are not disabled can use the facilities of disabled people but not vice versa.

Despite physical inaccessibility, there are constant attempts to accommodate students. Below is an example of how environments can be accommodating where issues of inaccessibility or inconvenience arise:

Sommige goed het hy vir ons vooraf gesê, soos dat hy 'n plek nodig het naby aan die gebou om af gelaai te word. Sy ouers moet hom bring of sy helper moet hom bring – dit vat lank. Dit moet onderdak wees want dit gaan nog reën. Sy ma-hulle of die assistent kan nie in die reën (staan)...ons praat nie hier van sekondes nie, ons praat van 'n baie lang tyd...hy het dit onder ons aandag gebring baie vroeg. Ons het onderdak parkeer plekke hierso, en die dekaan het gereël dat dit gereserveer word vir studente met sulke behoeftes. (Stff13)

[English] Some things he said to us beforehand, such that he needs a place to be offloaded close to the building. His parents or his helper must bring him – it takes long. It must be under-roof because it will still rain. His mother or the assistant cannot (stand) in the rain...we are not speaking here of seconds, we are speaking about a long time...that he brought this to our attention very early. We have under-roof parking here, and the dean arranged that it be arranged for students with such needs.

The physical environment continues to present challenges. In Stellenbosch, given its history, these challenges are amplified.

6.5.3 The contested area of the costs of inclusion

The reasons for exclusionary practices are often cited as linked to the perceived high costs of inclusion. The physical and financial readiness to practice full inclusion is contested below:

You know, I think a lot is being done to include them. Obviously one needs to consider different disabilities, and some of them are more difficult to include than others...There's definitely degrees of inclusion...but we're not talking about one or two rand here – it's thousands of rand to create spaces in which, for example, deaf students can be accommodated... Budget is a huge issue. (SS3)

The cost of being truly inclusive is raised again where it is stated that money needs to be put behind inclusion to make it work. But is the issue only about money? How does planning to be inclusive fit into the wider University and governmental goal to increase access?

Jy moet 'n institusionele kultuur ook vestig en as ons dan nou praat van 'n verwelkomende kultuur op die oomblik is die sterk aandag wat ons gee aan transformasie, praat ons ook van hoe ons 'n verwelkomende kultuur ontwikkel. Dan moet ons ook vra hoe verwelkom ons gestremdes...want jy sal moet sê hoe ons sal moet voorsiening maak vir diversiteit van behoeftes...weet die universiteit hoe duur is diversiteit?... “We must put our money where our mouths are...” want jy sal moet sê hoe ons voorsiening maak vir die diversiteit van behoeftes...(Stff10)

[English] You must establish institutional culture too and if we now talk of a welcoming culture at the moment and the strong attention that we give to transformation, we also talk of how we develop a welcoming culture. Then we must also ask how we welcome our disabled...because you will have to say we make provision for diversity of needs...does the university know how expensive diversity is...We must put our money where our mouths are...because you will have to say how we make provision for diversity of needs...

This common view about the costs of inclusion is echoed further where the question is asked about who pays for inclusion and the note of caution that only rich people can afford support for their children. The view held is that government should pay for this kind of support:

Enige iemand dink ek het in beginsel toegang maar wie betaal vir al die ondersteuning wat nodig is, want as jy sê weet jy wat, die ouers moet betaal, dan beteken net die ryk mense se kinders kan swot. Eintlik moet die regering dit betaal. Dit is wat ek soek. Die regering moet dit betaal. Want ons praat nou weer oor uitsluiting. Die mense het nie gelyke kans nie. (Stff2)

[English] Everyone thinks they have access in principle but who pays for all the support that is needed, because if you say you know what, the parents must pay, then it means that only the rich peoples' children can study. Actually the government must pay. That is what I am looking for. The government must pay.

Because we now talk again about exclusion. The people do not have an equal chance.

In contrast to the views about the high costs of inclusion as expressed above, the view below presents an alternative view to the high costs of inclusion stated above. What is stated about inclusion and costs is that:

...it's complete nonsense...a lot of people say that it's expensive (and it isn't), but it actually opens up spaces. (SS3)

The respondent below goes further to liken inclusion as a way of showing care in society. It takes the argument away from costs as a prohibitive factor:

...an environment which caters caringly for people who have care needs, automatically cares for people who have care responsibilities elsewhere, so people who have to look after their parents or siblings...so I think inclusion means thinking about an environment that provides everybody with the opportunity to contribute...it's not primarily about an opportunity and sort of, ag shame, we're going to get something extra to make it easier for people, and that does force us into difficult questions. (Stff11)

In addition to the sentiments of care above, new wisdoms appeared on the part of the university which the respondent states could be due to the culture of human rights within which we operate in the twenty-first century:

Ek dink daar word bewustelik van die kant van die universiteit af byvoorbeeld daaraan gewerk om by veral nuwe geboue in te rig en toeganklik te maak wat ek dink goed is, maar dit sou ook baie snaaks wees as die universiteit dit nog nie gedoen het terwyl die bewustheid van menseregte in die algemeen nou al behoort om al tweede natuur te wees... (SS21)

[English] I think from the side of the university for example, there is constantly work on especially equipping new buildings and making these accessible which I think is good, but it would also be very funny if the university has not done this yet while the awareness of human rights in general now has to be second nature already...

The idea of the ethic of care was also noted by respondent SS20 who had heard of the idea and compared this with “a political ethic of care”. This changes the discourse around costs to one of care that is manifested in the way that the state treats the people it serves to foster the human rights culture. A discussion of this occurred in Chapter Three.

6.5.4 Special contentious cases of exclusion

Some practical realities emerged during the course of the study that are not necessarily exclusionary per se but do present real challenges that are experienced by staff members who fully support students with disabilities in their quest to be inclusive. These revolved around acceptance into specific courses, students not coming for the support that they request, for example, not showing up for extra tutoring, how to address people with disabilities and the location of the disability office. No straightforward answers emerge around these in the literature and this was echoed in the responses below.

6.5.4.1 Acceptance to a course depending on your disability

The issue around fair discrimination emerged in the following extract where the inherent qualities of a particular work field was stressed in relation to the course of study. A limited view of work possibilities is presented in relation to certain courses of study. Certain courses are cited to illustrate which students must be excluded from doing certain courses:

Mens kan nie `n spelling konsessie gee vir iemand wat tale swot nie. Dit werk nie ...en dat ons dan ook twee weke voor die toets gaan hoor, O! hierso is `n student wat nie hoef te kan spel nie, maar die student word `n woord werker... Dit is net soos jy nie `n student sonder boonste ledemate kan toelaat om fisioterapie te swot nie, nie omdat jy diskriminerend is teen die persoon nie, maar omdat jy aan die einde van die vier jaar van fisioterapie tog iemand af lewer wat by die beroepsraad geregistreer word as iemand wat “kompetent” is in die behandeling van allerhande toestande waarvoor jy jou boonste ledemate nodig het om die behandeling te kan uitvoer. Jy kan nie sê dat tegnologie sal so verbeter, as iemand net vir hom die elektrodes posisioneer, dan kan hy self met sy kennis...jy kan nie `n fisioterapeut raak wat daai kwalifikasie het, en dan net sommige goed kan doen nie. Jy kan kies om net sommige goed te doen soos

wat jou belangstelling of jou geleenthede jou toelaat... Ja, ek kan nie iemand `n graad gee met...taal wetenskap is een van die derdejaars vakke, wat nie kan spel nie. Die student kan geologie swot; die student kan teologie swot; die kan filosofie swot – daar's `n klomp ander goed – maar as jou stof waarmee jy werk...(Stff13)

[English] One cannot give a spelling concession to someone who studies languages. It does not work...and that we hear two weeks before a test, Oh! Here is a student that does not need to be able to spell, but the student becomes a word worker⁵²... It is just like you would not allow a student without upper limbs to study physiotherapy, not because you are discriminatory towards the person, but because at the end of the four years of physiotherapy you must deliver someone who can register at the professional board as someone who is competent in the handling of all kinds of conditions that you will need your upper limbs for do the treatment. You cannot say that the technology will improve if someone just positions the electrodes for him then he can use his knowledge...you cannot become a physiotherapist that has that qualification and then can only do some things. You can choose to only do certain things as your interests or opportunities allow you...Yes, I cannot give someone a degree with...Language Science⁵³ is one of the third year subjects, who cannot spell. The student can study geology; the student can study theology; it⁵⁴ can study philosophy – there's a whole lot of other things, but if the material that you work with...

Another respondent focused on the differences in the following way:

Ek beskou `n gestremdheid as `n andersheid en ek voel dit moet geakkommodeer word binne perke. Mens moet weet wat die ramifikasies is. Ek kan nie, voorbeeld gestel ek wil `n student in `n rolstoel toelaat om sport wetenskappe te studeer waar hulle die aard van hulle kursus baie prakties is of fisiologie as die persoon in `n rolstoel sit. Sal hulle werklik op die ou ent `n kind kan help?...of kan ek `n blinde student toelaat om Chemie te doen as hulle

⁵² The reference is to someone with a spelling problem who will eventually work with words in his profession one day.

⁵³ The subject is actually called Linguistics but Language Science if translated literally.

⁵⁴ Meaning he/she – the student being referred to and the course of study.

potensieel baie gevaarlike chemikale kan laat mors – so mens moet kan laat sit en elke geval individueel beskou en jy moet elke geval individueel beskou. Want dit help ook nie jy gee vir iemand `n opleiding wat hy nie kan gebruik nie. (Stff2)

[English] I view a disability as a difference/otherness, and I feel it must be accommodated within limits. One must know what the ramifications are. I cannot for example admit a student who is in a wheelchair to do sport science where the nature of their course is very practical or physiology if the person is in a wheelchair. Will they really be able to help the child in the end?...ok can I allow a blind student to do chemistry if they potentially mess very important chemicals – so one must be able to sit and view each case individually. Because it does not help that you give a person an education that he cannot use.

The perceptions about people with disabilities, what they can and cannot do, runs deep in higher education and presents complex arguments around inclusion and exclusion.

6.6 Theme 5: Advocacy work regarding disability

In this section, contestations around disability terminology emerged. Where advocacy should happen is argued as well as the impact that personal experiences with disability have on staff perceptions and how they support.

6.6.1 Disability as a contested term

Another complexity that emerged was regarding the contested term “disability” and the disability discourse, as discussed in the Literature Review in Chapter Two. The respondent below highlights the uncertainty caused by the fact that how people identify themselves as disabled people also differs. Amongst disabled people, the term is contested too, and this causes confusion on the part of non-disabled people. The respondent noted:

...as jy sê “people with disabilities” dan kritiseer hy dit. As jy sê “people living with disabilities” dan kritiseer hy dit...en hy skiet net elke uitdrukking af wat ons gebruik. So jy ontmagtig ons totaal. Wat moet ons gebruik? En het vir hom vies geword – “my heart gets cold when I hear somebody says this”...maar help ons dan...`n mens moet ook nie enige kategorie mense romantiseer nie – ons maak almal foute – en daar moet gestremdes ook vir ons help – die meeste

gestremdhede wat ek ken is baie, ag nee man, dit is nie so belangrik hoe jy dit nou sê nie. Of as jy praat verkies ek dat jy dit of dat sê en moenie dit gebruik nie. Maar gestremdes moet ook probeer om sogenaamde nie-gestremdes dan te help ook...(Stff10)

[English] ...if you say “people with disabilities” then he criticizes it. If you say “people living with disabilities” then he criticizes it...and he just shoots down each expression that we used. So you disempower us totally. What must we use? And got angry at him...my heart gets cold when I hear somebody says this...but help us...a person must also not romanticise any category person – we all make mistakes – and there the disabled must help – the most disabled that I know are very, oh no man, it is not so important how you say it. Or when you speak, I prefer it if you say this or that and don’t use this. But disabled must also try to help so-called non-disabled...

People with disabilities do not identify themselves in a homogenous way (about their disability). Some see their identity intertwined with their disability. Others see the environment as disabling whilst they have an impairment. Others see themselves as differently abled. Still others see the disability as only a part of the many characteristics that make up their identity – they are therefore not defined only by their disability. A writer such as Watermeyer (2013a) who is partially sighted, refers to disability as part of our common humanity and therefore not a difference but part of our humanness. He suggests that the, “Disability struggle is a human struggle, no more, no less” (p. 148). It is part of the human experience. It is more about understanding the individual psychological experience as opposed to the social constructs and how this defines disability. The respondents below show specific constructions of how they view people with disabilities:

So I mean it’s a natural way of me to engage with people and I just think that the fastest way to disassociate to not make disability the big picture – that is a reality it is what you are, it is what you have to deal with but it is not you. You are not a disabled person – you just have that as a particular challenge. I try to push the disability out of the way and look at the person and so that is kind of what I am trying to do and this is my approach to why I am trying to treat them the same and this is no reason why you should not treat them the same barring you having to make a plan with what you do. (SS5)

A contrasting view sees disability as an “otherness” that must be accommodated within limits. This presents a limited view:

Ek beskou `n gestremdheid as `n andersheid en ek voel dit moet geakkommodeer word binne perke. (Stff2)

[English] I view a disability as an otherness, and I feel it must be accommodated within limits.

6.6.2 People with disabilities and low levels of employment

The complexity around the employment of people with disabilities was also raised. In the context of employment equity in SA, the focus is usually largely on race and colour, but what about disability as a key criterion? There is still much work to be done in SA regarding this⁵⁵. The University represents a microcosm of the South African landscape regarding the low employment rate of people with disabilities:

As ons oor temas soos diversiteit praat of transformasie of ons kultuur – definitief seker maak dat die gestremdes meer eksplisiet deel van die diskoers is. Ons sal baie keer vra, jy weet, hoe “relate” jou getalle van aanstellings dan...etnisiteit en gender, maar ek dink nie ons vra met soveel – ons kan dalk meer vra – het ons probeer om te kyk vir daai pos of ons dalk `n gestremde persoon kan aanstel? Ons werf nie noodwendig gestremde persone nie en stop eintlik net by gender en by kleur. (Stff10)

[English] If we speak about themes of diversity or transformation or our culture – definitely be sure that the disabled are more explicitly made part of the discourse. We will often ask, you know, how do your scores of appointments relate...ethnicity and gender, but I do not think we ask with so much – we can possibly ask more – did we try to look for that post if we could appoint a disabled person? We do not necessarily recruit disabled people and actually stop at gender and colour. (Stff10)

⁵⁵ The Report of the Special Rapporteur on the rights of persons with disabilities (UN, 2016) highlights continuing challenges around the employment of people with disabilities.

6.6.3 Disability location, awareness and advocacy work

The complexity around advocacy work and awareness-raising and where the onus lies is a contested area. No benchmark exists regarding its location. Some perceive advocacy and awareness to be part of the work of the disability unit. Others feel it is best done from the position of the dean of students. The following emerged:

Physical access...I probably don't know much as I need to know about these details. I think people do constantly need to be made aware of what it means in reality, but I wonder how you'd be made aware because there's so many different dimensions of it...But on the other hand you need someone like Marcia to come and say, but if you don't have ramps and if you don't have Braille and you don't have this, students won't apply to come to this university in the first place. So, that's a more structural institutional barrier. I'm not sure how we're doing on those. I wouldn't be able to comment. So I see it as an institutional response and things need to be put into place and there's also the individual lecturer-type level where a lot of this plays itself out. (SS20)

The locus of control for disability inclusion on campuses in South Africa is a contested area. However, in line with the UNCRPD (UN, 2006), there needs to be a societal and widespread response, in line with the social model, discussed in the Literature Review in Chapter Two. This would mean that all sectors of society would need to examine their response to disability and put plans in place to enable inclusive environments. So too would educational institutions need to work at disability inclusive environments. Many respondents have alluded to the disability office and their role in advocating, alerting the university to pertinent issues as these pertain to students with disabilities and being the harbinger of disability policies.

No benchmark exists regarding the location of the disability office at universities. Various scenarios exist, with some offices being part of student counselling centres, student affairs, the registrar's office, academic departments or transformation centres (FOTIM, 2011). The respondent below reflects on the wider role and the locus of control of disability representation on campus as well as the location of the disability office, which is not uniform across campuses:

By `n hele paar van die universiteite val die soort van counselling en die Office for Disabilities en so aan, direk onder the studente-dekaan... Vir die ouers en

mense daar buite is die studente-dekaan of Studentesake die plek waar hulle aanklop, jy weet, vir hulp met navrae en so aan...en dis vir my baie belangrik jy weet, om daai bewusmaking vanuit my posisie te doen. Ek is ook (amper sê ek 'gelukkig'), om 'n lid van die Rektor se bestuurspan te wees (alhoewel saam met 'n paar andere in 'n adviserende hoedanigheid)⁵⁶ maar, jy weet...so ek kan dus die saak van studente met gestremde ook op 'n vlak soos daardie, jy weet, verder neem en dit is wat ek gedoen het, jy weet, byvoorbeeld met die bouwerk... So, ek dink, in 'n sekere sin dus (al wel nie direk betrokke nie), het ek 'n sterk advocacy rol wat ek speel...omdat studentevereenigings ook onder my resorteer het ons mos nou die Dis-Maties Vereeniging⁵⁷. (SS21)

[English] At a few universities this sort of counselling and the Office for Disabilities falls directly under the student dean... For the parents and people out there, the student dean of Student Affairs is the place where they knock, you know, for help with enquiries and so on...and it is very important for me you know, to make that awareness out of my position. I am also (I almost say "lucky"), to be a member of the Rector's management team (although along with a few others in an advisory role), but you know...so I can therefore make the case for students with disabilities also on a level like that, you know, take it further and that is what I did, you know, for example with the building work... So, I think, in a certain way therefore (although not directly involved), I have a strong advocacy role that I play...because student organisations also resort under me we also have the Dis-Maties Society. (SS21)

To not become complacent by having a disability office and be able to tick off the box is a caution expressed by the following respondent. We need to create a culture of awareness that is pervasive throughout campus was acknowledged:

"But it is not sufficient! It's for me, it's cultivating a culture of awareness, of inclusion, of recognition,"..."equity also"... en ek dink dis 'n voorganger dan...ons het 'n kantoor en ons het heel waarskynlik beleide om daarmee saam te gaan en ondersteuning in 'n groot mate...(SS21)

⁵⁶ This position as Dean ceased to exist in 2013.

⁵⁷ Dis-Maties Vereeniging – this is the Dis-Maties Society that is the society for students with disabilities that mentors other students and arranges social activities and raises disability awareness. The Society consists of disabled and abled students.

[English] But it is not sufficient for me, it's cultivating a culture of awareness, of inclusion, of recognition...equity also...and I think it is a precursor then...we have an office and we most likely have policies to go with this and support to a large extent...

In the systemic approach discussed in this study, it is imperative that the range of systems and levels on campus work together to create awareness that fosters successful inclusion.

6.6.4 Impact of personal experiences with and responses to disability

Some respondents had very personal experiences with disability. This was either in their personal lives or in the family context. This type of experience comes with a particular understanding of what students must be experiencing. This places staff members in a better position to understand the importance of support, particularly with unseen disabilities. Reaching out for support is a complex area particularly when you do not appear to be overtly disabled and when you are in this developmental age, as described below. The psychological implications regarding disclosure can be disarming. One respondent reflected as follows:

...I look at students who are between the ages of 18 and 24 – you know the period where I was immersed in...and I notice how different their lives are from how mine was at that time which is a bit poignant. But I also wonder these days what sort of support is available for people who would have been in my situation who have serious debilitating conditions which is exhausting because I mean it was hard getting around campus back in those days. In those days there wasn't any help or anything and I wonder what would be available now for the students. If I imagine myself at the age of 18 going to the writing lab, I mean I could get a consultation that would be fine...but I would need more help on campus and I don't know. I am sure there must be things available now... And also I remember...one thing that struck with me was I remember how at that age I was reluctant to share my experiences with others. I wanted to keep it to myself. I did not want to show people I was weak and vulnerable. I reached out one or two occasions and people did not understand and I found that very frightening and I just thought that I better not tell them because then they would think that I'm

defective. They will think that I am mentally not able to cope or something so I will just pretend that everything is just fine. (SS8)

In speaking about the disability of a family member, a respondent noted that the family member never needed to be treated differently:

It was not expected that the world would treat the family member differently. (SS5)

In referring to the way that support was given to students from a personal perspective, juxtaposed the lack of enthusiasm of some staff members with the enthusiasm of a staff member in the faculty who is more personally involved with children with medical conditions:

Yes, well some colleagues aren't enthusiastic about much, apart from their own stuff so you know, if it's a bit out of the ordinary, it's like not their problem. I'm afraid that's how some academics think. So, as the Head of Department it is your role to try and find a way in which you can identify the appropriate person, because not everybody will be able to deal with this. It takes special people to deal or to even have children that have disabilities and this lady actually has children who are or who have their own health challenges. So, I think she's even in her work, it sort of fed into the work she was doing, so it kind of all linked up. So she was the natural person. And she just sort of stepped forward, so it wasn't like we had to go begging her to do this. She said that it just felt like the natural thing to do...(Stff17)

The respondent expressed positive feelings about students with disabilities and could identify with the negative perceptions expressed at times:

Ek is baie positief hieroor. Ek moedig dit sterk aan. Ek het in my eie familie gestremde kinders en ek sien hoe hulle stoei en wat die pyn en uitsluiting hulle ervaar en watse vooroordele teen hulle bestaan...sy is byvoorbeeld doof, maar om te sien hoe mens haar dikwels as verstandelik minderwaardig ook behandel. As so 'n kind op 'n universiteit kom studeer, daai deur moet oopgemaak word en ons moet maatreels tref om te sê ons universiteit se beleid is tog toegang met sukses. (Stff10)

[English] I am positive about this. I encourage it strongly. I have in my own family disabled children and I see how they grapple with this and the pain and the exclusion they experience and what prejudices they have to face...she is for example deaf, but to see how people often treat her as mentally inferior as well. If such a child comes to study at university, that door must be opened and we must put in place procedures to say our university is access with success.

The theme of understanding the situation of disabled people impacts on ones' life in general particularly when it stems from early growing up exposure in the home, as echoed by the following respondent:

...ek het grootgeword met 'n ouma wat in 'n rolstoel is...iets wat my laat rooi sien, van kinder dae af, is byvoorbeeld mense wat op gestremde mense se parkeer plekke parkeer! ...Dit is nie net my ingesteldheid nie. Ek weet dit is in my omgewing – hier is dit nogal 'n algemene ding. Dit is die outomatiese ingesteldheid van mense hier. (SS16)

[English] ...I grew up with a grandmother that is in a wheelchair...something that makes me see red, from my childhood, is for example people who park on disabled peoples parking bays!... This is not just my demeanour. I know it is in my environment - here it is a general thing. It is the automatic attitude of people here.

Respondent SS16 above further explores her stance towards people with disabilities using the context of her family as the reason for her empathic attitude:

...ek het 'n verskriklike sagte plek vir gestremde mense. My ouma was 'n artritis leier en sy was, in haar laaste jare – ek het haar net geken in 'n rolstoel. Sy kon nie meer loop nie en ek het 'n swaer gehad wat ook in 'n rolstoel is.... Ek het blootstelling gehad aan mense met gestremdhede en ek besef hoe moeilik die lewe is vir hulle, so ek dink dan sensiteer dit jou oor hoe jy optree teenoor gestremde mense. Maar ek dink tog, in die end is dit 'n menslike ding... Maar ek dink nie iemand wat nie blootstelling gehad het...ek kannie dit vir my indink dat iemand wat nie blootstelling gehad het onsensitief kon wees teenoor 'n gestremde mense nie. (SS16)

[English] ...I have an extremely soft spot for disabled people. My grandmother was an arthritis sufferer and she was, in her last years...I only knew her in a

wheelchair. She could no longer walk and I also had a brother-in-law that was in a wheelchair... I had exposure to people with disabilities and I understand how difficult life is for them, so I think then it sensitises you about how you act towards people with disabilities. But I still think, in the end, it is a human thing...But I do not think that someone that had no exposure...I cannot imagine that someone who had no exposure can be insensitive towards people with disabilities.

Personal reflections of having someone with a disability in the home further informed this respondent to the realities of the real world:

...I think my view and maybe this comes from my personal background that kicks in, is that unfortunately the world is a hard place and unfortunately, the majority of the world out there does not treat people with disabilities fairly and often people with disabilities are treated less equal than others. (SS5)

The value of closer interactions and exposure to a diverse range of people can only enrich ones' experience:

...ek dink net dit is fantasties as mense met gestremdhede wel `n hoofstroom opset akkommodeer kan word – ek meen toe ek self `n student was...het ons `n student – ek dink het van sy ledemate verloor, en hy was blind...was vir my inspirerend om so iemand in die klas te hê... (SS6)

[English] ...I just think it is fantastic if people with disabilities can be accommodated in the mainstream – I mean when I was a student...we had a student – I think he lost some of his body parts, and he was blind...was inspiring for me to have someone in class...

The same respondent as above went on to say that:

Ek voel as `n mens studente probeer akkommodeer moet jy rerig voluit gaan daarvoor. So ek voel dan moet jy as universiteit sê ons moet dit doen en nie halfhartig doen...as jy hom of haar inlaat in `n sisteem en dan soort van nie “put your money where your mouth is” ... ja, so ek dink rerig waar ons behoort as ons sê ons wel `n vriendelike omgewing wees vir studente met spesiale leerbehoefte en rerig waar moeite te doen om in alle opsigte van infrastruktuur tot goed in plek te sit...mense nie altyd besef hoe duur dit kan raak as jy rerig goed in plek moet sit... (SS6)

[English] I feel if people want to accommodate students you should really go all the way. So I feel you as university must say we must do this and not do it half-heartedly...if you let him or her in the system and then sort of not “put your money where your mouth is”...yes, so I think really we need to if we say we want to have a friendly environment for students with special needs and really make an effort to do everything in all aspects of infrastructure until things are put in place...people do not always realise how expensive things can get if you really put things in place...

According to the following staff member, it was felt that SU has made its mark in the field of disability in this country:

But the thing that's exciting for me...is that Stellenbosch is known as a university in this country to attend if you have some or other disability and there is openness and inclusiveness and that's encouraging (SS14).

6.7 Theme 6: Staff training

As staff grapple with the implementation of inclusive practices, many examples of good practice occur. Some staff members have shown a natural capacity to support, still others used creativity in the process. However, there does remain room for more systematic training of staff, as becomes evident in the responses below.

6.7.1 The need for training

The need for more training opportunities regarding students with disabilities was expressed by the respondent Staff 9. This respondent also commented on the existing induction process but noted the need for being better equipped with knowledge to effectively support students, and was distressed about the distance between some lecturers and students. There was an awareness from respondents to incorporate alternative and adapted teaching and assessment practices into their teaching and learning process. An acute awareness of a lack of adequate support existed and the challenges with resources needed at times to support them and students. Despite the lack of training opportunities, a remarkable creativity emerged as indicated by the respondent below:

...I feel that sometimes the induction course for lecturers does not really prepare us adequately to deal with these challenges, or to cater for them. I don't recall

anybody ever talking to me about how I deal with a visually-impaired student. You are just thrown in at the deep end, and you have to use your creativity to come up with material immediately. I don't just mean about big lectures. The big lectures are not such a challenge because the material there is very easy. It's PowerPoint or it's notes that one can put on webCT⁵⁸, or that one can send to the blind office⁵⁹ and then they translate that into Braille. But for something like a course that I teach (the elective), students love it. And I cannot say, well, I don't know what kind of activities to give to you, so I cannot admit you to this course. I can't do that. I have to accommodate the student: I have to come up with exciting, interesting material, sometimes on the spot, ja, so it's kind of a challenge. And believe me, every year there's a student (who cannot see) out there who wants to do my creative writing course.... I think it just bothers me that we get this induction and we're just sitting there, faaaaar away, far away from reality. (Stff9)

Despite the challenges, a measure of resilience and creativity is evident in the teaching process by some lecturers who think of innovative ways to conduct their classes:

I guess I'm the kind of person who thinks on my feet, and being in a creative field I kind of try to come up with various things that I could do to interest the student. So I really don't have a lot of challenges, except in the creative class where I want to show students some material, and if I have a visually impaired student who cannot see the material...makes it difficult for me. So I don't know, I've looked on the internet and I see sometimes that there are programmes that one can use to support them. I don't know, I think it's a field that I need to delve more into. I don't know what's out there. And while I'm researching for other mainstream students...(Stff9)

6.7.2 Complexities of teaching visually-impaired students

The complexity of teaching students with visual disabilities is echoed by the following staff member too. The extract also refers to the inaccessibility of books in general to people who are visually impaired:

⁵⁸ WebCT was the old electronic learning platform via which lecturers provided course study material, powerpoints of the lecturers, articles, etc for their students to download.

⁵⁹ The blind office refers to the Braille Office where texts are converted into accessible formats for blind students or those with low vision.

It's complicated...I have tried to teach a group of people, including people who are blind, how to use a spreadsheet. You try teaching a blind person how to use a spreadsheet and you have no computers – not easy. But it's an interesting question: why are all the metaphors that we use visual? There's a very nice handbook for community developers on a hundred activities to do in community development projects. I think of those 100 activities, 99 of them involve being able to see things. Does that mean that community development is only for sighted people? You know, these are the interesting questions, and this is what inclusion is, it's about asking these interesting... (Stff11)

The respondent below expresses the challenges of diversity training with staff and alludes to the placement of disability in the diversity context. This is noted:

...it is not easy to engage with people on the broad issues because, where do you put it? Like I say, we had this four-day course for new lecturers. We have this section on diversity. Or is it something that should be, you know, underpinning the entire course? So, I've done sessions on diversity and they've been okay but they haven't been brilliant. I've never been happy with it. I mean, it's just as simple as that...(SS20)

An example of the challenges and the kind of tension that can occur amongst staff during diversity training is clear in the following extract. This occurred during a staff training session on diversity:

...I was talking and then this one Afrikaans, White male lecturer went and stood there and said, "Ja, but the problem is, or the reality is, with a subject like Actuarial Science, the Black students do worse. You can't pretend it isn't you know". So then this other Coloured lecturer sort of said, "I'm tired of this thing of people saying I'm not the same and we're not good enough". And then he tried to defend himself and then I don't know how I should have handled it, but the skill required to handle those things...because then he says, "That's not what I meant. I was misrepresented!" (you know – the White guy). And so, do you just sweep it under the carpet and leave everyone dissatisfied or do you take more time to deal with it? (SS20)

The issue of defensiveness emerged with the difficulties in diversity training around topics such as race and difference. Respondent SS20 went further to say that:

Those are just conversations and scripts that seem to be inevitable and have to be followed and not everybody embraces that and this university as well – there's not a desire for the good fight. They're too quiet about it. So those things are also cultural things. Some people think it's good to have a good fight and others think, "Oh, no. Don't go there. That's politics."

The need for training around the cultural changes which are more deep-rooted is reiterated again by this respondent who stated, in relation to disability competence:

...die ouens praat van 'n "cultural competence", maar hoe "competent" is ons om met mense in daai situasies te werk? hoe praat jy met 'n blinde persoon wat nie vir jou kyk nie?...die eintlike punt wat ek bedoel by die "competencies" is...is my "skillset" om met jou met 'n gestremdheid te kan werk...jy sal moet begin met die kultuur. So miskien is dit 'n goeie ding as Marcia 'n program skryf van Menslike Hulpbronne⁶⁰... (SS19)

[English] ...the guys talk of a cultural competence, but how competent are you to work with people in those circumstances?...how do you speak to a blind person who does not see you?...the actual point that I mean by competencies is...is my skillset to work with you with your disability...you must start with the culture...So maybe it is a good thing that Marcia writes a programme for Human Resources...

Despite resistance shown by some staff to talk about "broad issues" as noted above and to avoid talking about diversity issues, the following extract exemplifies a staff member who is very keen to engage more around issues that are challenging in the teaching and learning context. There seems to also be a need to talk more about the challenges experienced by staff who teach. Respondent Stff 9 was relieved at being able to speak about the challenges:

Well, I got some things off my chest, things that bother me. Because we don't talk about things enough. We do seminars, but we don't really talk about

⁶⁰ The Employee Wellness section of Human Resources department facilitated HIV, Gender and Disability workshops for about the past 3 years using the expertise of the SU HIV Office and the SU Disability Unit. In 2014 it continued under the auspices of the Centre for Inclusivity. The tendency is that mainly support services staff attend the 3-day workshop. Another strategy needs to be sought to include mainly academic staff with disabilities into this programme.

challenges in our teaching spaces...we don't have a forum for that... We need to talk... We need to create a "bosberaad" of some sort where we can talk about our challenges, successes and what we do, sharing notes and stuff.

6.7.3 Suggestions for training

Respondent Stff 9 goes further by reflecting on what she thinks the "blind office" should do beyond the text conversion that is currently done. This implies a training approach rather than only the technical information session to staff, the latter being the current case. In discussion with the head of the Masaryk University Tereisias Centre (2013)⁶¹ their approach to text conversion is much more prescriptive regarding what is the best format for the student. In accordance with this approach, the staff member below expressed a need for more direct intervention from the Braille Office to assist with making lectures more accessible:

It's almost like I wish that the blind office⁶² would become a resource that can teach us how do we approach these students. You know, they should have more resources that can teach us how do we approach these students. You know, they should have more resources than just us sending them stuff. They should have programmes – they should have things that are interactive – because I feel we don't challenge the students enough.... For example, I'm creating a poetry game, and this poetry game uses extracts from poems. So to introduce that game to the class, I took some poetry and I e-mailed it to them, and I asked them to create little cards so that the blind student can also participate. And she had a wonderful time just experimenting with the others and feeling engaged, and feeling the cards and finding the cards. You know, it's like a game...feeling like she's part of it, and not me e-mailing something to them and saying, okay, give it to her. You know, there's that distance between me as a lecturer and the student, but here she's getting something directly from me to say, here, there are cards for you...and she felt included and she was very excited. So I feel that the office should become part of our training. All the new lecturers, in line with their teaching and learning centre, they should work closely so that when lecturers are

⁶¹ The Tereisias Centre is the disability unit of the Masaryk University in the Czech Republic. They believe that they know the best way to make texts and lectures accessible to people with disabilities and they give very strong guidance to what is best for the students (personal communication).

⁶² The blind office refers to the section of the Disability Office that does text conversion work in the SU context.

inducted they are made aware of the facilities that the office can offer, and how we should work with them... what kind of documents. Because I feel, ja, you are kind of thrown in at the deep end; you find things as you go along. (Stff9)

In speaking about teaching and having workshops where there are disabled students, a staff member had this to say about a workshop experience with the student. This points to the lack of information about students' needs prior to a workshop regarding a disability as well as the need of the student to not be treated differently or not to be othered.

... she had a hearing impediment but I wasn't quite sure how to handle things. In fact, I did not realise this in the workshops and I tend to move around in a workshop and at the tea break she said to me that she could not hear and she had to lip-read. So I stayed in front of the class where she could see me then and I asked her and said to her I wished she had told me this earlier. Because it was halfway through the workshop at that point and she said I don't because otherwise people treat me as if I am stupid and speak very loudly using small words or else they treat her like a china doll...and she said she didn't want special treatment. She just wanted to understand what was going on so all I wanted was to make sure I faced her when I speak and I asked her to tell me if she was struggling and I asked her to tell me if she was not hearing. (SS8)

Further to the training of staff and having the information be as supportive as possible when having students with disabilities in class, the question around where the onus lies for training and imparting information to staff was raised:

...I think that people lecturing and presenting classes have the responsibility to find out and I haven't (about inclusive teaching practices)....We are aware of Marcia's unit... I think people need to make themselves aware of what's available... I think it's important to be able to talk to the students or with the students...you know everybody is clear about what is actually needed here. You know what people are struggling with and so on. (SS8)

The following respondent continued to say that if the respondent was a lecturer, there would be a sense of feeling empowered enough to find resources for the different impairments that students have. Ongoing training would be appreciated too:

So ideally that's what I would like to be able to do but I don't know. Something I think it would be nice to have training in different ways of teaching. Regarding training, instead of ad-hoc training, training should be structured and ongoing. (SS8)

The respondent did not want to be able to diagnose or prescribe but rather know how to be of help to the student.

6.8 Conclusion

Inclusion with its exclusionary counterpart continues to present itself in complex ways that lie on a continuum ranging from easy to include to more complex issues around inclusion. The endeavour to make the campus disability inclusive is clearly a long process that involves a range of stakeholders:

...al die jare op Stellenbosch en 'n paar ander wat ons al gebattle het, sypaadjies word na gekyk, parkering word na gekyk, geboue word meestal gekyk na, sulke tipe van dinge. So die buite omgewing is ook al bietjie beter' (SS18).

[English] ...all the years at Stellenbosch and few others that we battled, pavements are being seen to, parking is being seen to, buildings are mostly being seen to, such kinds of things. So the outside environment is already a bit better.

Staff members expressed views that could add much value as we move forward towards a disability inclusive campus and more involvement of all. Apart from expressed views on the physical infrastructure that continues to need growth, as well as the creation of a disability inclusive culture campus wide, and having more information and training regarding how to be universal in practices, this staff member noted the need for more involvement from students with disabilities:

Ek sou graag wil sien dat daar meer gestremde studente na vore tree – waar daar geleentheid is vir leierskap onder studente. Ek sien nog te min daarvan... en ek wil sien dat daar meer mense wat gestremd is deur die universiteite in diens geneem word want dit is dikwels die een manier hoe daai bewusmaking kon stook word. (SS21)

[English] I would like to see that more students step forward where there are opportunities for leadership amongst students. I still see too little of that...and I

want to see that there are more people with disabilities that are employed at the university because it is often the one way that awareness could be fired up.

The filtering down of policies from top management throughout the system would enable better integration and implementation of inclusion. It is well stated as:

...ek dink die groot ding is dat die goed moes afsak... Ek dink as 'n mens nou gesels met die...top bestuur...dan is ek seker hulle sal dit honderd persent steun en dat dit ook...heel waarskynlik in beleid ingeskryf sal word.... Maar dis nou 'n volgende ding om te sien wat gaan implementeer word en dat, weereens in terme van aanstellings, mense oral moet begin werk...(SS21)

[English] ...I think the big thing is that the stuff must filter down.... I think if a person now speaks to...top management...then I am sure they will support it hundred percent and that it...most likely will be written in policy.... But that is now a next thing to see what will be implemented and that, again in terms of appointments, people must begin to work all over...

If students from the bottom up and management from the top down with staff as facilitators come together, amicable solutions can be sought to fulfil the vision of SU: to be innovative, future-thinking and inclusive, in a systemic way. This would pave the way for thinking disability inclusion across campus and move towards implementation and inclusion.

Themes highlighted in this chapter were: (1) knowledge of the disability policy environment; (2) staff discourses around inclusion; (3) the value of deeper collaborations campus-wide; (4) complexities around inclusion campus-wide; (5) advocacy work around disability; and (6) staff training. Disability inclusive and exclusive practices emerged. These will be discussed in Chapter Seven.

CHAPTER SEVEN: SUMMARY AND DISCUSSION – STUDENTS AND STAFF

In this chapter, I draw on the data that are outlined in Chapter Five and Chapter Six from the following respondents:

User group (students): Surveys (62 students)

User group: One focus group of 7 students

User group: One individual interview

Non-user group (students): Surveys (49 students)

Non-user group: One individual interview

Individual interviews: 26 staff members: support services, administration and faculty.

I present the findings and discussion with the literature and conceptual framework of this dissertation in mind. The human rights approach that endeavours to address disability inclusion, with specific reference to the higher education context, is drawn from in this dissertation.

The medical model of disability presented us with ways that students are excluded from taking part in the various parts of society. These range from unconscious attempts to conscious attempts at exclusion. This model is no longer viewed as acceptable. As we move towards a socially just and inclusive society, we need to challenge current practices.

The preferred model in this dissertation views the WHO biopsychosocial model as conducive to creating a more just and systemic society that works together and impacts each other in a positive way. The systemic approach is also espoused by Oliver (1990, 2009) and Bronfenbrenner (1979). The political and psychological experience of disability, as elaborated on by Garland-Thomson (1999), Shakespeare and Watson (2007), and Watermeyer (2013a) who cites the importance of the personal and psychological experience of disability, are also considered in this chapter.

The findings present: (1) students' constructions of their support and the support received; (2) why some students who do disclose a disability do not come for support

once registered at SU; and (3) staff views on practices of inclusion and exclusion. Within the SU context, I hereby seek to explore transformative disability inclusive and exclusive practices against the background of the systemic approach. In this way it can be ascertained what we need to do to become a more disability-inclusive campus.

The findings are presented as follows (Inclusionary and exclusionary practices are randomly outlined in the tables):

7.1 Inclusionary and exclusionary disability practices of students using support (Users of support)

7.2 Inclusionary and exclusionary disability practices of students not using support (Non-users of support)

7.3 Inclusionary and exclusionary disability practices from the perspectives of staff that support students

7.1 Inclusionary and exclusionary disability practices of students using support

The findings of the disability inclusionary and exclusionary practices that emerged in the student data of the support user group are presented below. Table 7.1 shows the summarised version of the findings as gleaned from the surveys, focus group and interviews.

Table 7.1

Inclusionary and exclusionary disability practices of students using support

<i>Inclusionary disability practices</i>	<i>Exclusionary disability practices</i>
Being able to stay at a university residence improves campus mobility.	The process of applying for test and exam concessions.
Students self-advocating and declaring their disabilities fostered access and support.	Lecturers that need to be reminded to send text conversion material for blind students.
Having staff who understand and support appropriately, especially lecturers and tutors.	Inaccessible buildings and parking bays and obstructions in pathways.
The existence and work of support offices on campus such as the disability unit, Braille office, and student counselling.	Less visible disabilities not seen as credible.

Support levels the playing fields.	Negative attitudes and stereotypes about people with disabilities.
The impact of disability policy on practice.	Having to inform lecturers of their specific needs is seen as degrading and too exposing to some students.
Receiving support such as test and exam concessions such as extra time.	
A good systemic approach whereby lecturers are notified of needs.	

7.1.1 Practices of disability inclusion at SU for the user group

7.1.1.1 The University and its facilitation of support

The University has a range of support systems firmly in place to support students with disabilities and with whom networks have been built over the years (also indicated in Chapter Four). The students in the survey were generally satisfied with the support received as gleaned from their qualitative comments as well as their rating of the support received in the quantitative part of the survey completed, noted in Chapter Four).

The traditional support departments were described as welcoming. Some students expressed satisfaction with the pre-registration information and support, as well as last-minute support that was sometimes facilitated by departments on campus. A large part of the support received was extra writing time and there was general satisfaction with this, except where some students felt that the process was too tedious and that it expected people to prove their disability even though some conditions were obvious. Some also felt that the University sometimes expected unremediable conditions to be remediated. This means that some were asked to take remedial actions such as receive reading support when they had a diagnosed reading disorder, for instance.

Some students liked the fact that the various departments at the University were informed of the support that they needed. This took much stress off the students and they could proceed with optimising their learning and focus on their academic success. This is in contrast to students who preferred to keep their disability private, as emerged in the student data in Chapter Five.

7.1.1.2 How support levels the playing fields

The student profile is becoming more diverse on campus, as gleaned from the SU statistical profile in Chapter One. With this in mind, it is important to address our practices of teaching and learning. Findings indicated that support levels the playing fields for students who process information slowly, who read slowly, who have neurological conditions and who have sensory problems, as examples that emerged from the data. This support was practiced in a way that did not make students feel “othered” and that fosters their psychological wellness. It was found that students like to be engaged with regarding their disability and their specific supports when the lecturers speak to them about their disabilities and how these can be supported. Some students felt empowered and did self-advocacy that enabled engagement with their lecturers and tutors, evident in the student data in Chapter Five. This was sufficient to engage lecturers about their specific academic needs, be these psychological or academic.

7.1.1.3 The experience of lecturer support

Many students felt included and supported without feeling singled out by the lecturer. This finding counted for many tutor assistants as well, where the students felt they had sufficient support. The feelings of being welcomed and been treated with empathy was strong amongst a few students.

7.1.1.4 Policy and inclusionary practices

The importance of the macro system in policy formulation at government level and its impact on practice is a crucial affirmation of how policy can have a positive effect on practice. Positive findings emerged around inclusion policy and how students with disabilities experience this at SU. They found the University to be very inclusive in its practices in general. There was a sense that the various systems within the University were well-integrated and that staff throughout the system were informed about their students’ support needs. Academic supports were in place as well as inclusive and supportive assessment practices. As far as residence policy and practice was concerned, at the University level, it was found that residences were accommodating of most students support needs.

7.1.2 Practices of disability exclusion at SU for the user group

7.1.2.1 The process of applying for support

The laborious process that was involved in applying for support such as extra time was often a frustration to students. To have to prove a disability or the expectation at the University that some of the conditions are remediable caused dissatisfaction amongst some. This indicates the benefit of universal extra time that could be implemented for all students without having to go through the process of attaining collateral information to prove their disability. By the time most students get to University, whatever condition they have is likely to be longstanding, with very little to no remediation possible, and which then requires support. The idea of UDL resonates well with how support can be approached if we acknowledge the diversity in students, how they process information and that they will work at different speeds. A more flexible approach to assessment is therefore suggested, as this will mean that students do not prove that they need extra time on tests and exams. They will automatically get more time if we view assessment differently and allow for different ways that students can show their learning.

7.1.2.2 Lecturer support

While overwhelmingly positive responses were received regarding how lecturers supported, there was some concern about some lecturers who needed constant reminding regarding how they need to support students. This could be regarding the timeous receipt of classroom material that needed text conversion for blind students, or students needing the lecturer to understand the language challenges of a hearing impaired student.

With the increasing diversity amongst our students, it is evident that students do not process information at the same rate; they work at different speeds and practice a range of other academic activities in a range of ways. The fast speed at which some lecturers work given the volume of work was found to be challenging to some students, creating a measure of exclusion for some students.

7.1.2.3 The out of classroom experiences

The physical environment forms an important part of the systemic space within which students need to operate. The finding that the physical environment often presents

barriers to students in a range of ways is evident in the data. Apart from inaccessible buildings due to the lack of lifts and ramps where buildings go beyond the ground level, signage for people in wheelchairs that indicate where to access a lift is lacking. This is a simple aspect to fix, yet remains a huge challenge in accessing information needed regarding accessibility.

The illegal parking of cars on pavements and in disability parking bays remains an ongoing problem on campus. The renovating of buildings that result in obstructions for students in wheelchairs or those who are blind continues to pose a barrier and a safety risk to students. About the lack of accessible buildings, a staff member noted in Chapter Six: "... it must be noted. If a building is not accessible, then we must not have classes in it for students with disabilities".

7.1.2.4 Less visible disabilities and the use of support

The findings show that students who have less visible disabilities are often viewed with scepticism and experience much frustration and often withdrawal from seeking further support. Students with psychiatric conditions and physical illness such as epilepsy, migraines and severe anxiety, that become debilitating or that need support, are therefore often not supported in the academic context, unless the students go through the usual process of applying for support. Students who process information slowly and who have specific learning disorders are often doubted as to their ability to do a university degree. Social facilitation to promote inclusion is in line with social justice imperatives at a macro level in SA. More inclusive practices were found to be needed within the residence context too with regard to students with disabilities.

7.1.2.5 Financial exclusion

Financial support for students with disabilities needs to be more publicised. Students are not always aware of financial support available specific to the support of students with disabilities. Also, some students who might need to get supporting collateral information to prove their disabling condition cannot afford the costs of specialists to complete this task. This emerged when a student stated in Chapter Five: "The costs of psychiatrists are exorbitant"; "Needing medical proof each time for lecturers for recurring medical problems is expensive". Having to prove a disability each time was problematic.

7.2 Inclusionary and exclusionary disability practices of students not using support

The findings of students registering their disability but not using support are presented below. Table 7.2 is a summarised version of this.

Table 7.2

Reasons students who disclose a disability do not come for support

<i>Inclusionary disability practices</i>	<i>Exclusionary disability practices</i>
Some students do not need further support from the University as they manage their conditions on their own or using private support.	Certain students were not sure of the support on campus.
There are students who cope on their own as they do not want attention drawn to themselves. These are personal preferences.	The process of applying for support was seen as laborious by some students.
Residence placement on campus makes further support unnecessary for some students. Buildings were also experienced as accessible as well as the existence of ramps and lifts.	Some students noted being discriminated against as they do not have access to past medical reports or were not previously assessed. This disadvantaged them from getting further support.
Some departments adapt the curricula to be inclusionary of their needs so they do not need further support.	Some students noted that lecturers do not always understand so this prohibits them from seeking further support or help.
Some students do not see their disability as a disability. They just see this as another aspect of themselves therefore do not seek support.	Lack of lifts in some buildings.
	Less visible disabilities such as psychiatric conditions and deafness make lecturers forget or doubt the need for support.
	Students sometimes want to appear normal so do nothing to create awareness around

	their disability, hereby excluding them from the experience of support.
	The perception of high costs of support is conducive to being exclusionary.

7.2.1 Practices of disability inclusion at SU for the non-user group

7.2.1.1 Students' adaptations to the environment

The biopsychosocial model espouses that the environment in its broadest sense must be critical of how it is inclusive of the diversity of people. This means it needs to examine, on many levels, as espoused by the ICF (WHO) and Bronfenbrenner (1979) that various systems and levels exist in society, and we need to focus on the interactions, relations and functioning of people within these various layers and how accessible these are. We must also not forget the person in the process. How does the environment adapt to persons with impairments and not become disabling in the process? It is not the person with the impairment that must adapt, according to this framework of thinking.

Where some students know that the environment is not accessible, they adapt as a coping mechanism. In this way, they do not request support as they adjust to the environment. For some with hearing impairments, their positioning in the class might make hearing much better by using their hearing aids as a support. Some also changed the sport they practiced to suit their disability. SU has a strong maties paralympic team, so adapting to such an environment is possible and allows for inclusivity in a sense.

7.2.1.2 Students and mobility on campus

Students with enough mobility to enable them to move around on campus found residence placement on campus to be very convenient. Also, inner campus shuttles enable better access to lectures and the library where students have some mobility impairment. This is another reason why a disability would be noted, but because a shuttle service exists for academic purposes, they do not have to request special support. It is worth assessing how accessible the shuttle is to the range of disabilities on campus.

7.2.1.3 Students' constructions of disability

The evidence emerging from the study suggest that how students construct themselves in relation to their disability impacts on their agency in seeking out and accessing the needed support. Where students have a strong sense of agency, they will request accommodations directly from lecturers. However, where they have issues regarding disability identity, and there is a negative psychological impact of their disability on their psychological wellbeing (Watermeyer, 2013a), this could prevent them seeking support. Previous negative experiences could also affect their support-seeking behaviour on campus, as is evidenced by a student below who noted: "...the University makes you feel like an idiot when you complete forms for extra writing time...questions that you are asked are offensive and belittling. They make a normal ADHD student feel like it is some kind of deadly diagnosis where there is not hope and completely out of the ordinary, which is not true for one moment". Such perceptions can hinder support seeking behaviour.

7.2.1.4 Disability advocacy

When there is strong advocacy on campus around students with disabilities, this leads to a sense of belonging and understanding with peers in similar circumstances, including non-disabled students. This is a finding that must be developed. Already, Dis-Maties exists on campus as an organisation that fosters the social sense of belonging of students with disabilities at SU. The role of Dis-Maties emerged in Chapter Six as follows: "So, I think, in a certain way therefore (although not directly involved), I have a strong advocacy role that I play...because student organisations also resort under me, we also have the Dis-Maties Society". Inclusion is fostered through this kind of sharing of experiences and networks of communication on campus. Students want to be more involved in decision-making processes regarding support, giving life to the slogan used in the disability world of "Nothing about us without us".

7.2.2 Practices of disability exclusion at SU for the non-user group

7.2.2.1 Unsure of support on campus

Despite information forthcoming in the welcoming week programme of the University and the information on the SU website, students were still unsure of the kinds of support available on campus and where to go for that support. The various systems

with which the students interact were not effective in communicating the necessary information.

It seems too that some students did not want attention drawn to them, which prevented them from seeking the necessary support. Psychological issues around disability identity or developmental stage of the students could have presented micro factors within the student that prevented them from seeking help. Some also seemed to be concerned about the laborious process required by the system in attaining support, thus preventing them from accessing support.

The idea of UD resonates with the issues raised above. If students know where to go for support at the outset, and this is echoed at institutional as well as faculty and departmental level, then students might be clearer about the process of getting the needed support. This indicates the possible value of UD and universal assessment practices that would then make it easier for students to access support according to their respective needs. Creating a welcoming atmosphere on course outlines could facilitate students at the departmental level seeking out the necessary support. This in interaction with the psychological factors that make seeking support difficult, could facilitate easier access for the student, rather than present a barrier.

7.2.2.2 Physical and mobility barriers to access

The lack of lifts in certain buildings was a physical barrier excluding students from academic participation, unless other arrangements were made for them to access the classroom. It was found that some buildings have ramps to enable access to the building, but not all had a lift to access the floors above the ground floor. Only certain floors have disability accessible bathrooms for use by students.

Bigger venues pose possible problems for students with hearing impairments as the acoustics in the room have an impact on the level of hearing. Students are often reticent to complain or are not certain whether they are hearing everything or not (this refers to deaf students who often claim to be hearing everything in class, but this is not certain to be the case). Possible gaps in the information flow would occur, which could have a negative impact on their academic achievement.

7.2.2.3 Academic and support staff constructions of support

The systemic model that involves a range of stakeholders on campus has the SU staff as key to the support process. It was found that staff do not always understand the impact of a student's disability on the teaching and learning process. Sometimes they doubt the support requested from a student because the student looks "normal". Questions are raised around conditions such as learning disorders and mental illness. These are not always visible and can result in doubt on the part of the lecturer, especially when no acting out or visible behaviour or features are evident.

7.2.2.4 The cost of support

This finding emerged in the student data as a prohibitive factor which prevents support seeking behaviour. The perceived costs that might have to be borne by the student or SU sometimes prevent support seeking behaviour. The cost of support also emerged in the staff data as a contentious issue. A student noted that it "will be too expensive or just unattainable". In certain instances, the cost of support can be expected to be higher, especially where extra software might be needed for a student or extra tuition or invigilation, but largely, these costs are negligible in comparison to supports that most students might need.

7.3 Inclusionary and exclusionary disability practices from the perspective of staff who support students

Table 7.3 presents a summarised version of the inclusionary and exclusionary disability practices from the perspective of staff who support students.

Table 7.3

Staff disability inclusionary and exclusionary experiences of support to students

<i>Inclusionary disability practices</i>	<i>Exclusionary disability practices</i>
The knowledge that the university has a disability policy and that there are national and international policies, makes disability more visible and encourages staff to be inclusive in their practices.	Some staff members do forget to provide support requested of students.

Staff who have personal involvement with disability are more prone to be understanding and supporting.	Some staff members still have negative stereotyped ideas about disability and this poses barriers to supporting students.
Staff who understand the conceptualisation around disability, what caring institutions are, inclusion, diversity and universal design augur well for developing campus-wide inclusion.	Inaccessible buildings and parking bays are still problematic and cause academic staff to have to make alternative arrangements.
Collaborating with offices across campus which can facilitate appropriate support is helpful.	Not enough collaboration campus-wide to facilitate support leads to gaps in information.
Early identification of support needs prior to registration is crucial in removing possible barriers when at the University.	Not enough engagement and talking about the challenges perpetuates exclusionary actions.
Learning from students with disabilities helps to make staff more inclusive regarding future practices.	Notions of the costs of inclusion aggravate inclusive practices and participation.
Receiving support such as test and exam extra time helps students.	Course exclusion is sometimes based on what the course coordinators feel is an inherent requirement for the job one day.
Having a faculty coordinator that is also an academic fosters better understanding within the faculty when support is needed by a student.	Lack of training and information on disability.

7.3.1 Disability inclusionary practices

7.3.1.1 The disability policy environment and disability conceptualisation

Staff generally indicated that they were aware of policy as these relate to non-discriminatory policies. There was a general awareness of relevant national policies more so than international ones around disability inclusion. However, many saw the disability policy of the university as residing with the disability office. Some respondents were not sure if there was any policy regarding disability on campus. There was a need to make this policy better known across campus. A respondent noted: "At university level there is the office that handles this (reference to the disability office). There are policies but I think it is articulated poorly to the academic

departments and personally I feel there is antagonism between their office and lecturing staff. It is actually unnecessary, but it exists". The discussion regarding disability policy and the disability unit is discussed in Chapter Three as well as Chapter Eight as this is a contentious issue. The current disability policy was developed to support the establishment of the disability unit, and had its merits at the time.

However, this led to an over-reliance on the disability office and the notion that it is the harbinger of all that relates to disability. This led further to departments and faculties not taking enough ownership and responsibility for their students. This has led to a belief at the university that there is a disability policy and that that policy resides with the disability unit. The university therefore has no overarching policy concerning disability to which the various departments and faculties have to adhere and be guided by.

More focus exists regarding policy and plans pertaining to language and race. The knowledge of policy and the current transformation efforts led to some staff members conceptualising diversity and disability in a way that made them more knowledgeable hence more supportive of the needs of students.

7.3.1.2 Staff personal involvement with disability

Where staff had family members with disabilities, there was a greater awareness around care and support for students with disabilities. These staff members did not regard support to be a burden or an extra, but rather took on the supportive role with ease.

7.3.1.3 Cross campus collaboration

The importance of liaising across campus and assessing student needs prior to acceptance to the University was identified. Coupled with this was the importance of early intervention, with specific reference to prospective students and how these students would be included. To foster this, staff expressed a need for information regarding the needs of students in order to collaborate with the necessary systems on campus to optimise support.

7.3.1.4 Students as teachers of support for staff

Experience proved to be very significant for staff when exposed to students' needs that were not "common". With the increasing numbers of students coming to higher education, needs are more diverse and often new to staff. If a student requires seating space in the front of class due to a sensory disability, then this experience is often new for a staff member and they are best guided by the student and possibly staff from the disability unit as to how this can reasonably be done. A few staff members noted how empowering this was for them and they could then rely on previous experience to support the next student with similar or varying needs.

7.3.1.5 Receiving support such as extra time and other concessions

Staff often viewed extra time and other concessions as positive support for students and one of the few supports that they could actually manage. There were nominal staff who expressed negative sentiments, this related to chancers or students pretending to have special needs.

7.3.1.6 Having a faculty coordinator who is an academic

This matter was raised by a staff member who is an academic and involved in supporting students. To have a staff member as faculty coordinator presupposes insight into the teaching and learning dynamic within faculties, and thus an understanding of the kinds of support required by peers. There was positive evidence of the impact of this in one faculty, where a staff member and academic was allocated to the support of particular students in a faculty. This proved to be a very good practice of how inclusion can be fostered at faculty level, using the expertise of an academic.

7.3.2 Exclusionary practices

7.3.2.1 Staff who forget to provide support

This aspect was a serious problem for students as they were less prepared than other students who had quicker access to information. For example, blind students needing to have their course material converted into an accessible format found it frustrating to have delays in material being converted, particularly when staff members delayed sending the information for text conversion. Non-visible disability such as deafness or students with psychiatric conditions were easily dismissed or ignored by some staff members, as these needs were easily forgotten by staff.

7.3.2.2 Negative stereotypes that are barriers to inclusion

When lecturers felt that students were taking chances or that certain students with specific disabilities could not study specific programmes due to their disabling conditions, this presented a barrier for students. Staff were not willing to support such students or consider curriculum adaptation.

7.3.2.3 Inaccessible physical environments

This aspect presents barriers that take longer to correct. Staff members were unhappy when they had to intervene as academics, in matters relating to facilities. This was found to be degrading by some staff members and disabling to the students. It was seen as an indictment on the students with physical disabilities, who are accepted to study at the University, yet have to struggle with challenging physical situations that prevent access to them.

7.3.2.4 Insufficient campus-wide collaboration

It seemed as though certain departments and faculties were more collaborative than others. Others felt more needed to be done by the disability unit. Yet the disability unit felt at times that they did what they could and that some matters were curricular specific or for specific departments, such as Facilities Management that needed to correct aspects of a physical nature. There was a need for more communication across the various systems at the University to foster better support.

7.3.2.5 Insufficient conversation, engagement and training regarding disability

Staff did often not know how to support students. There was also a sense that staff are uncomfortable speaking about matters such as diversity, transformation, race, language and disability. Their conceptualisation about disability as linked to diversity was not always clear. Insufficient training and information regarding disabilities resulted in a lack of knowledge and practice. This lack emerged several times. Particularly, academic staff felt out of their depth in knowing how to support. This area needs systemic intervention campus-wide to create a disability inclusive campus.

Staff development and training on campus regarding disability is currently offered but staff do not have to attend. They can attend as part of other diversity training initiatives on campus. The disability unit also works with staff on a case-by-case basis.

7.3.2.6 The notion of the high costs of inclusion

This matter was contentious. Some staff members felt that inclusion comes at a high cost and that the University needs to put its money where its mouth is. This could result in a state of inertia, where the prohibitive costs stall the pursuit of inclusion. However, retrofitting can be costlier. Planning for inclusion is preferable. This can be a phased-in approach. The notion of UD needs to be incorporated into the overall design on campus, where during planning stages, inclusion as a principle is always factored in. This ranges from IT, to how learning material is created and communicated, to how the University communicates with the prospective student community as well as to how facilities are planned.

8. Conclusion

This chapter summarised the findings of the student and staff data by highlighting the inclusionary and exclusionary practices as these related to disability at SU. This was achieved by examining the views of students and staff involved in the network of support. The views of students who noted a disability but who did not take up support in the 2012 -2013 student cohort were also expressed in this chapter. The following chapter highlights conceptualisations of what can be considered to make SU a fully disability inclusive campus, in line with its mission of inclusion.

CHAPTER EIGHT: RECOMMENDATIONS & CONCLUSION

In this chapter, I conclude by discussing the findings (from student and staff data) in this study, using the backdrop of the conceptual framework expounded on. I draw on pertinent themes from the data and make recommendations for future research. Limitations of this study are also discussed. As a reflective practitioner with insider professional experiences of the work I do on campus, I reflect on practices and processes that ran parallel to the period of study. I conclude with a glimpse to the future as I focus on inclusion from a disability perspective at SU and how this can inform the changing of the institutional culture from a disability perspective.

To reflect, I researched how students with disabilities were supported, by considering disability inclusive and exclusive practices from the perspective of students with disabilities and staff who support them. Conclusions and recommendations are made from data that emerged in Chapters Five and Six, and the conceptual framework that is posited in Chapters Two and Three, which are outlined in broad themes below:

- 8.1 Access, inclusion and disability.
- 8.2 Caring institutions.
- 8.3 Transforming institutions and disability.
- 8.4 Structures and processes.
- 8.5 Constructions of disability identity and meanings for support.
- 8.6 Policy, management and implementation.

8.1 Access, inclusion and disability

Views regarding access, inclusion and disability have been noted in the preceding chapters and highlight the intersections that exist between these social constructs in higher education today. Access and inclusion of students are explicitly stated in the SU Institutional Intent and Strategy (IIS 2013-2018) (SU, 2013). However, the extent to which access and inclusion translates into intent around disability is not explicit in the SU strategy.

Evidence that emerged in this study points to contrasting and subtle ways in which access from a disability perspective is facilitated as well as made challenging. This manifests in students feeling included or excluded, from a disability support

perspective. On the one hand students feel welcomed: “The support of the University of Stellenbosch has been incredible. They have made me feel more at home here especially because I know that there are people I can go to when I have a problem”. In contrast to this, expressions of frustration were evident: “Unfortunately, I often have to remind each individual lecturer many times before they remember to send things. This results in getting my work late and then I need to ask for an extension, which some lecturers do not look favourably upon”.

Despite the University’s pursuits to include a diversity of students, inclusive of racial and language demographics, a comment such as the University “...only factors in the privileged which is what I am guessing Stellenbosch used to look like in the past, however, more students of all backgrounds are coming here and they need help too”, was evident and is a cause for attention. This related to accessing support, which largely still follows a medical model, as opposed to the biopsychosocial model espoused in this dissertation. Students who had access to the best support during their schooling, are largely advantaged in the current system.

There is awareness that inclusion on campus includes disability, and not just race or gender, but this is not strongly promoted at an institutional level regarding how we plan for this diversity. This would need to be re-thought at a strategic level, to foster an inclusive approach in a systemic way, at a number of the levels within the Bronfenbrenner (1979) systemic framework. We would need to consider how we embed disability inclusion in everything that we do. A staff member stated that, “...disabled students are also part of the inclusion criteria and so therefore, we need to be very aware when planning, organising...or building a new building, that we’ve got to include everybody... I do sometimes think that, when planning happens, that it’s thought about in terms of race maybe and gender...but perhaps not thinking, ‘Hang on, what about blind students or what about someone who’s in a wheelchair? What about someone who’s deaf?’... So, I think we’re heading that way”. Inclusion and access from a disability perspective is clearly multi-faceted.

Clearly, more attention needs to be focused on how inclusion can be a better reality for all our students systemically. Students are not automatically included and accommodated when it comes to extra support, and it is still incumbent on the student

to prove their disability and then request support. There are still too many barriers and retrofitting for the University to be disability inclusive. Inclusion is not yet built into the practice of most staff and departments on campus. Students are still excluded from some courses because coursework is not accommodating and inclusive enough of students' specific needs.

Campus-wide we need to examine how we embed and domesticate disability. A human rights approach is argued for in this dissertation. We need to look at our daily practice throughout the University. As one respondent in this study noted, we need to be, "...thinking about what the University is about, what your teaching is about, your learning is about and your research, and making sure that those things are accessible to everyone. It's not about helping peripheral people. So it's a much more fundamental thinking through of what scholarship is, actually."

Paradoxically, the medical model is still present as the University pursues an approach that is more in line with the social model, that endeavours to look at how the curriculum, assessment practices and the environment best fits the students. There is not enough pro-active planning and still too much retroactive activity as we pursue inclusion. We need to look more broadly at the student, by considering the biopsychosocial realities of the student, at the same time bearing in mind cultural, spiritual and socio-political realities of our students.

8.2 Caring institutions

In Chapter Three, I cited Tronto's argument for five factors that epitomise caring institutions and the pursuit towards developing such institutions. In short, these centre around inclusive citizenship adding to social cohesion; inclusive practices to accommodate all; costs should not be a prohibiting factor; the approach should not be one size fits all; and students' feedback of experience is valued and welcome. These factors emerged as contentious in the data from both staff and students. Both student and staff groups in the study voiced both the value of care and how the presence or lack thereof impacted on their functioning at SU. Staff members also alluded to the ethic of care and how adopting this could be valuable to SU.

Notions about caring and its universality emerged when a respondent stated, "...an environment which caters caringly for people who have care needs, automatically cares for people who have care responsibilities elsewhere, so people who have to look after their parents or siblings...so I think inclusion means thinking about an environment that provides everybody with the opportunity to contribute...". Tronto (2010) speaks of a no one size fits all approach which implies an environment that gives the best possible fit and options for the broadest range of people, and not for the average person, as also cited in the idea of UD, which designs for most and not the average person. This does not exclude the need at times for special accommodations or the use of assistive technologies.

In contrast to this is the fact that people cite costs of inclusion to be prohibitive. However, if an institution really cares, would costs not be considered as an investment in people? One respondent noted, "...but we're not talking about one or two rand here – it's thousands of rand to create spaces...". The cost question remains difficult.

There are encouraging signs of inclusion and care at SU. When collaboration happened across campus and between departments, students felt well included and cared for. There is a feeling of being included when you feel cared for. However, an assumption why many students who note a disability but do not come to the Disability Unit or the academic department for support, could be that they feel stigmatised and too vulnerable to expose themselves to what might not go well, should they request support. In an openly declared caring institution, this would be less of a problem, though it is important to note that issues of stigma and discrimination exist in society as a whole and students bring their past experiences into how they interact with SU. SU needs to do all it can to foster a climate in which students would feel welcome to give feedback and engage with their needs. Costs can be budgeted for over a period of time in planning for inclusion, and retrofitting is more costly.

A proposition emanating from the idea of universality and declaring an institution truly caring is the idea of UD. This concept is discussed in Chapters Two, Three and Six, and emerged in the data of staff in particular, where this was understood by some to be a good way to promote inclusive practices. The idea of prohibitive costs was contentious, where some staff members thought that inclusion is not unduly

expensive, while others thought that inclusion is expensive, and the university will have to put its money where its mouth is if it really wants to be inclusive. Stellenbosch University was positioned in Chapter Three as being a more privileged University (historically) and therefore as having access to many more resources than most universities in South Africa. It often does not cost that much to be inclusive in teaching and learning approaches. Infrastructural costs are high, but when planned for, these can be systematically catered for.

The UD of curricula, assessment practices and physical spaces would be conducive to improve access and inclusion for students with disabilities, as described in Chapters Two and Three in the section on UDL. The Salamanca Statement (UNESCO, 1994) and the UNCRPD (UN, 2006), expanded on in Chapters One, Two and Three on a global level, espouses inclusion and better access for people with disabilities. Kroeger and Muller (2016) state, “Disability service providers in higher education are very influential in shaping how campus communities define and conceptualise disability” (p. 26). Disability services can possibly play a role in guiding the process of disability inclusion, a role that has been outlined in this dissertation with referral to the role of disability units, in particularly Chapters One and Three.

Universal access and UDL are ways of thinking about inclusion that promote practices that benefit all, are welcoming and show care. In higher education, this would translate into curricular design, tests and assessment practices, the design of information technology support and the design of physical spaces accessible to the largest range of people (staff, students and campus visitors). This design happens in a way that is conducive to ease of access for all, and not a special accommodation for a disabled person. Bruner (2016) reiterates the extent to which UDL can provide a meaningful framework that facilitates a malleable approach to the representation, the expression and the engagement with learning material. Universal design offers us a more welcoming approach to most users of services and environments.

A caring institution will therefore think about capital outlay in a way that it focuses on its investment in people and human rights, and not the costs only, hereby using high costs not to promote inclusion. Caring institutions would teach in a way that catered for all and deliver services in a way that cared for all. In contrast to this, the realities of

costs cannot be underestimated, especially looking at the situation at most universities in SA. The context of SA today with the #feesmustfall⁶³ movement as one factor, is that students are demanding free education at higher education level. Added to this, disability funding is currently not ring-fenced to make environments more inclusive and higher education is vying for a small pool of financial resources. The current realities therefore have to be factored in.

SU should consider the notion of care and how it really cares for all students and staff, especially given the current discourses around particularly language, race and gender. How can engagement be broadened to consistently include disability, inclusion, universal access and design – this is important. The data showed that staff members who were integrally involved in disability, mainly on a personal level or in their families, showed a great deal of care towards students. Such staff members provide good leadership in their departments and are champions whose expertise can be further engaged regarding how we show care at institutions.

8.3 Transforming institutions in the context of disability

The current discourses on campuses in SA, such as the #feesmustfall and #rapeculture⁶⁴ movements, are highlighting the urgency for universities to transform in a way that recognises the diversifying profile of students, and their need to engage with current social discourses. Some of these discourses imply the de-colonisation of curricula. These social discourses impact on daily living and university life. These discourses have intersections with disability, as indicated in Chapter Three in particular, where disability is part of the narrative of exclusion, social isolation and marginalisation. Institutions need to engage in these micro-cultures and global and national human rights discourses as a means to establish social justice and social cohesion. Universities are microcosms of what is happening globally and nationally. The approach in this dissertation is a biopsychosocial approach with Bronfenbrenner's five ecological systems, which argues for the broadest possible thinking regarding the impacts and influences on life, in this dissertation, using disability at its main theme.

⁶³ A higher education student-led campaign that advocated for a 0% tuition fee increase for 2016.

⁶⁴ A higher education student-led campaign that advocates for an end to all forms of male dominance and patriarchy especially on higher education campuses.

At SU, there is an awareness of diversity and disability as part of transformation and inclusion. There is also a recognition that there is a big focus on language and its transformation to reflect the social realities of SU (SU being historically an Afrikaans and White privileged university). The data from staff in Chapter Six does focus considerably on issues of transformation, inclusion, race and culture. As the following respondent noted: "...I think it is very important that the University reflects society. And we are busy with big plans also now with the strategy and Vision 2030 which Council has approved...".

However, culture change and cultural competence at a systemic level was seen as lacking (despite good intentions) by a staff member in Chapter Six. The need to do more work campus wide around transformation and a changed way of thinking was expressed. These point to looking at cultural change in a subtler way. What are the hidden messages that students feel that come through in what happens or not on campus? Staff referred to this as deeply psychological in nature. In the ICF model (WHO, 2001) espoused in this dissertation and elaborated on in Chapter Two, the biopsychosocial model of disability, and the work of Watermeyer (2013a) and Garland-Thomson (1999), we are reminded of the deeper psychological processes that occur where people are disabled and how these play out in ways that include or exclude, and manifest in how people with disabilities experience support.

8.4 Structures and processes

The range of structures and departments on campus and the processes followed in the cycle of support came in for much scrutiny in the data. Subtle exclusion emerged when not enough information about students was shared or known at the different levels and structures on campus. This also resulted in staff not having sufficient information early enough to budget for student support. Physical buildings also presented as structures that excluded students, for example, as well as the lack of lifts in certain buildings. This added to a sense of not being supported and being excluded, which could be construed as a micro-aggression for some people.

Institutional structures and processes therefore served as barriers or proponents to inclusion as recorded in the data in Chapter Five and Six. The institution should not present hurdles which students have to negotiate. Despite barriers, some staff found

innovative ways to address these barriers. There was evidence of academic staff being innovative in making visual classroom material accessible for blind students, as an example. In a subject area such as sports science, practical courses have been made accessible in a way that students could participate in the curriculum, albeit in an adapted form. In the Faculty of Science, two blind students enrolled and studied Computer Science for the first time. Innovative ways were found to include them in academic, residence and social life on campus. One of the students has found work after completing a Master's degree in 2016, and the second student is currently doing PhD research (in 2016).⁶⁵

Across departments, there was a need for collaboration. Disability was regarded too much as being a “disability office thing”, and not a campus-wide integration of responses. A respondent stated: “...there needs to be a collaboration between us all...not only for us as a disability office, but for academic departments, for facilities management, for support services, for administration... How are we going to make everything accessible to everybody?”. This thinking is in line with the systemic approach espoused in this dissertation and the proposition to work more closely and collaboratively.

The idea regarding having more in-depth information before the students begin their academic year was also voiced so that planning could happen earlier: “So somewhere I would like to see a mechanism where in the grade 12 year or the year of previous study, people can be identified and their needs identified so that all can do their planning fairly early...”. This type of activity will have a win-win outcome for all, although students can sometimes make changes to their subjects soon after registration. During the course of the dissertation, attempts to get more information from students prior to coming to SU were developed, with the constant challenge of not transgressing confidentiality and sensitivity around students' diagnoses and conditions. This remains a concern as students might be discriminated against depending on the interpretation of the information they provide.

⁶⁵ <http://www.news24.com/SouthAfrica/News/Blind-computer-scientist-makes-the-impossible-possible-20150917>

<http://www.news24.com/SouthAfrica/News/blind-computer-scientist-capped-20160314>

The Protection of Personal Information Act (POPI) (Republic of South Africa, 2013b)⁶⁶ provides guidelines regarding information about disability in a way that serves to protect people and the processing of information about them in the private and public space. Personal information according to POPI “means information relating to an identifiable, living, natural person, and where it is applicable, an identifiable, existing juristic person, including, but not limited to information relating to...disability” (p. 14). This legislation further suggests that if the aim of disclosure is to inform parties of relevant information to make informed decisions about functioning or how they can be supported, then this is helpful. Information must be transparent and its use clear. A concern is raised about the interpretation of data, especially where diagnoses are shared amongst persons who do not understand the information.

Another suggestion that emerged as a way of working with student information and needs would be to have faculty coordinators in each faculty that are also academic staff or who have deep insight into the academic work as they might have lectured previously. A respondent said, “...there must be a faculty coordinator and ... there must be a clear account of who does what and for which department...” The idea of processes and roles of people in the system recurs and is an important consideration for going forward. The challenge is how to use information functionally as captured at the prospective students’ level in a way that reverberates throughout the many systems at the University, to speed up processes and improve communication between systems.

8.5 Constructions of disability identity and implications for support

Disability identity was a contested term. No homogenous approach was evident in how people with disabilities preferred to be identified. Likewise, in referring to people with disabilities, conflicting constructions were evident. Frustrations around terminology were voiced, where people with disabilities often challenged non-disabled people about how they were referred to or how they preferred to be referred to. No consensus exists around the issue of disability identity.

⁶⁶ Protection of Personal Information Act (2013b) was passed by the South African government in 2013.

In this study, one of the research questions considered why students who noted a disability did not request support. Data showed that some did not view their context as being that of a person with a disability – that was their own means of identifying with disability. Some students felt they could cope so did not have a need to identify themselves as disabled.

What was also evident is that non-disclosure can have consequences just as using support when you have a disability can have negative repercussions. For example, if a visually-impaired person prefers not to use a white cane, feeling that they can cope without one, non-disabled people would not be able to identify them as disabled, possibly resulting in negative consequences, such as bumping into a person whom you assumed would know to move out of the way as nothing identified the person as having a visual disability.

Some people were grateful for their disability as this enabled them to understand others with disabilities better. On the other hand, data showed that some respondents did not see disability as equivalent to an impairment, as espoused by the Social Model in Chapter Two, where the institution with its inaccessible structures were viewed as barriers and disabling to students. Some were proudly disabled and voiced this.

Frustrations around terminology were voiced, where data showed people being confronted by persons with disabilities about how they refer to them. The UNCRPD (UN, 2006) confirms contestations around terminology given its evolving nature. It does however agree that *people with disabilities* is the accepted terminology, in the absence of universal access.

One respondent stated: “I view disability as a difference/otherness, and I feel it must be accommodated within limits”. This view is very limiting to people with disabilities and is indicative of subtle discrimination. This respondent also said that certain courses should be off limits to people with disabilities, citing that, “...it does not help that you give a person an education that he cannot use.” This is a highly contested argument that may be construed as exclusionary and does not further the biopsychosocial and caring approach espoused in this dissertation. In each case and

course of study it is important to consider possibilities for how people with disabilities may use adaptations and accommodations to practice a wider range of occupations than commonly thought “appropriate” to them or the specific occupation.

It is clear that, in some cases, the way in which disability is constructed, contributed to seeking support or not. It also contributed to the way others thought about support. When a disability is not visible, then it is easy for people to doubt its presence and the need for support.

8.6 Policy, management and implementation

There is evidence that the university is moving in the right direction regarding policy changes and incorporating students with disabilities as part of its diversification and inclusivity profile. The IIS (2013-2018) (SU, 2013) SU strategy reflects the innovative and future-focused vision of inclusion at SU. Respondents expressed the need to accommodate more students with disabilities, but some cautioned that we are not yet fully able to provide the necessary support.

At present, the disability policy of the disability unit is seen as the SU disability policy. The University currently does not have a universal access or specific disability policy that guides students and staff with disabilities. The Disability Unit does have a policy that is approved by the University, and that is a policy specifically geared towards students with disabilities and how to support them. This policy is not an overriding policy for all departments and faculties to base their implementation plan for disability on. This is a shortcoming as it gives the impression that disability inclusion resides with the Disability Unit. It detracts from the systemic inclusion that is characterised by universal access and advocated for in this thesis.

The idea regarding universal access is that products, services and information, as examples, are designed in a way that is accessible for all (Burgstahler & Cory, 2010: Burgstahler, 2015) as discussed in Chapter Two and Three. This implies that the various areas in higher education should address universal access, be this, for example, in information technology, physical spaces or teaching and learning practices.

When policy is located centrally at the top management level, then its management happens from a central place and each department and faculty will then align itself with the central University policy in its implementation of disability inclusion. The Disability Unit, in this scenario, should be a consultative body on disability inclusion on campus. This policy and its implementation will then flow in a bi-directional way as systems work with each other to impact each other, as shown in Bronfenbrenner's Ecological Systems Theory and the impact that one level of a system has on another.

What emerged in the study is that with respect to disability, a respondent noted that "...the management feels soft about this, but I do not think there are firm actions that are put in place...". These point to lack where implementation is concerned. There is not enough systemic policy emphasis on this and disability is still largely, in the eyes of management and University departments, seen as an aspect handled by the Disability Unit.

About policy, one respondent echoed the existence of policy, but alluded to the challenges around implementation and integration: "There is often policy in place...but there are so many environments – smaller environments within the University and the stuff are not always integrated...".

The role of top management cannot be underestimated in ensuring that policies, their management and the implementation are integrated and embedded into the operations of SU. Currently, not enough of this happens. One respondent aptly notes: "I feel there's moral support from the Rector that things should be good and just. But, I suppose there's a long way to go for the road to be travelled at all levels and he can't help you – he's not always there...and there are some very powerful people...who just need decades of education, in my opinion...".

Implementation implies a process of training that would need to happen from top management and which filters down to all departments and staff, in a systemic way. In this way, inclusion from a disability perspective can be integrated into each department's way of planning and work. In this way too, we create a disability inclusive SU that is rights-based and that has gone through a process of critique, true to the writings of Nussbaum where the creation of a global citizen is promoted, one who

critiques traditions and who does this by engaging in intellectual debates about the status quo.

8.7 Conclusion

Tronto (2010) is cited in Chapter Three, stating that a good characteristic of a caring institution is that it welcomes feedback from those using its services. The current moment in higher education is marked by the voice of students, and this is an opportune time for students to reflect and speak out and have their voices heard regarding access, and in particular access from a disability access perspective. This study has shown that students want to have the space to voice their experiences. The voice of staff and the enthusiasm that came through in this study to take disability to the next level reverberated throughout the study, and in general, through queries and meetings that arose as the study progressed, and thereafter. Although we have come a way in the area of inclusion, we do still have a way to go. It is incumbent on us as staff to hear the student voices and listen to our own voices, as we charter the way forward at SU. We have a critical role to play in ensuring that disability is part of an integrative approach on campus by planning systems and processes that are conducive to inclusive practices.

8.8 Limitations of the study

Four major limitations could be identified in the study, and may be cues for further studies of this nature. Firstly, the survey data gained from the students (user and non-user groups) was not rich and comprehensive enough to deeply explore some of the experiences noted in the survey responses. Students did not generally give long protracted answers that delve into their full experiences, although the one focus group did give rich descriptions and insights. Surveys are meant to get a general overview of experience and this was the experience in this study. A large number of in-depth interviews with student groups might yield rich data for a study of such a nature.

Secondly, the non-user focus group did not take place as there were not enough students to form such a group. Many students indicated that they could manage their disability. The lack of a focus non-user group could be that students did not feel the need to be in such a group as they were not using any support at SU. Possibly these

students did not access support for the same reasons that they did not want to participate in a focus group.

Thirdly, it would have been optimal to hear more of the dissenting voices of staff – those staff members who experienced difficulties with students with disabilities, and who made access for such students problematic. Repeated attempts to hear their voices yielded no responses from them.

Lastly, I did not include top management in my study, apart from the student Dean at the time of the study. The student Dean was part of the Rector's Management Team at the time of the interview. The focus of my study was on students and staff experiences. Yet, given the systemic nature of support on campus, it would have been optimal to hear all the voices, including the top management.

8.9 Recommendations for further study

It would be good to track how support is implemented when top management and the management within departments and faculties understand disability inclusion, universal access and UD. It is advised that a follow-up study be conducted that focuses on comprehensive training of all staff regarding UD, and that subsequent implementation take place following policy renewal and structured training.

Not enough of the staff who had problems with students with disabilities on campus, were part of the study. It would be beneficial to have a study that focuses on this group of staff as invaluable insights can emerge to guide future training. This area of concern requires attention. Today it would be unlikely that a staff member would be prepared (whatever their private feelings may be) to voice misgivings about training Black or Women students at SU, or to deny the importance of access and support on the basis of race or gender. This dissertation represents a small step along the path to a position where staff, and the institution as a whole, would take it as a given that similar inclusion is the right of students with disabilities.

8.10 Personal practitioner reflections

Some insider (personal reflections) about this study

This section provides some of my insider reflections and insights on working in disability in higher education and more specifically in the disability unit, launched in 2007 (thus in existence for nine years in 2016) and since registering for my PhD study in 2012. My work as an educational psychologist as well as a manager of the disability unit has been challenging, as I navigate between being a practitioner, managerial responsibilities and conducting research based on the work that the disability unit does.

Schön (1984) and Townsend (2010) reflect on how learning happens not only in research but also in practice. Once one is in the field practising, real-world scenarios create challenges. Schön (1984) refers to reflection-in-action. For any practitioner, challenges have to be addressed in process and as these emerge, at best creating solutions and exploring better practices in real ways. The theoretical world of the researcher does not take precedence at this stage. The researcher-practitioner may not be confronted with textbook cases and there may be no benchmarked processes that can offer solutions. The reflective practitioner, must engage critically with these issues as they arise. In this way, the practitioner gets involved organically in practice that stays rooted on the ground. Schön (1984) aptly state that:

In the geography of professional practice, there is a very dry, high ground where you can practice the techniques and use the theories on which you got your PhD. Down below there is a swamp where the real problems live. The difficulty is to decide whether to stay on the high ground, where you can be rigorous but deal with problems of lesser importance, or go down into the swamp to work on problems you really care about but in a way you see as hopelessly unrigorous. It is the dilemma of rigour or relevance. You can't have both, and the way in which people choose between them sets the course of their professional lives.

A few observations and processes of relevance are highlighted here as these either improved during the period of the study or presented interesting opportunities to reflect on what is happening on campus. These opportunities and insights often guided me in ways that improved practices or helped me understand positions taken by staff and students in the course of work at the disability unit on campus.

The unconscious space of some staff in relation to students with disabilities

Given my 11 years of experience at SU while working in the area of student support, most staff and students embrace the diversity of students with disabilities. However, some staff members still harbour reservations which are implied in their actions or comments. Some still feel that certain students are burdensome and when experiences emerge that are difficult to manage, they refer to the experience as an “old problem”, which might mean that on an unconscious level, feelings that students are a burden still exist and their presence or the experience with them is still seen as troublesome. They have not fully embraced the notion of inclusion at its many levels. Other staff members explain that they do not have the expertise to deal with such students, even though they are presented with the available avenues of support on campus. It seems to be an automatic response to say that they do not know how to offer support. Staff who came from special schools were more inclined to understand students, but there are few such staff at universities.

Remnants of the apartheid legacy and disability at SU

SU still faces remnants of the legacy of apartheid which is omnipresent in its institutional culture. These are tangible through experiences shared by staff and students. The *Luister* video narratives which were mentioned in Chapter Three bear testimony to that. With reference to disability, negative and questioning attitudes and not being conscious of spaces such as designated disability parking, the lack of lifts in certain buildings, and unconsciously omitting to provide reasonable accommodation all point to the same marginalisation and exclusionary practices that students experience regarding racial and language exclusion. If the university will be 100 years soon, and we are 21 years into a post-apartheid SA, we can expect to still engage constructively around disability inclusion, given the other issues such as racism and sexism, which still pervade our institution and society.

Student campaigns in 2015 and the silence around disability

During the process of completing this dissertation, a number of student campaigns (#feesmustfall, as an example) which pointed to the legacy left by apartheid emerged on campuses in South Africa. SU was not exempt from these student campaigns. These included challenges around high university fee increases, the campaign to eradicate paying university tuition fees, the campaign concerning poor treatment of

outsourced workers at the university, the exclusionary nature of the language of tuition and ethos/culture at SU (which is Afrikaans with a strong Afrikaner culture) and racial issues between White and Black staff and students on campus. These all played themselves out during the period of this study. The voice of the students with disabilities around disabilities remained fairly quiet with small pockets of discussion around disablism and how we exclude people with disabilities. In 2016, the voices of students are becoming increasingly vocal, with a memorandum being handed over to management about the current lack of support in certain areas related to disability.

The improving facilities on campus

During the course of this dissertation, the Department of Higher Education and Training put out a call to higher education institutions in South Africa for proposals to improve infrastructure to make campuses fully accessible, particularly to persons with disabilities (approximately 2013). At Stellenbosch University, proposals were submitted for pressing issues on campus, such as the lack of lifts in certain buildings as well as the quest to improve technology for universal access to students in lecture halls. This led to a lifts project being instituted by the Facilities Management department of the University as well as the improvement of technology in various lecture halls. This project is still in place and has disability representation. The improving of sound technology in some lecture halls has led to a deaf student being able to get real-time lecture access in class. However, the improvement in technology for universal access still has a long way to go. Lifts were installed in several buildings during this time, including in the Faculty of Science, the Faculty of AgriSciences, the Faculty of Medicine and Health Sciences and the Faculty of Economic and Management Sciences.

Admissions Office

There were repeated calls from staff to be informed earlier about the academic needs of students before they come to the university, as far as this is possible. The system of having more information at the prospective student stage, has been improved. A stronger collaboration was put in place via the Admissions Office (charged with the enrolment and acceptance of students with disabilities) in collaboration with the academic departments and the Disability Unit. Students who indicate a disability on application to the university fill in a separate support form to get a better assessment

of their support needs. This separate support form accompanies their application to faculty, who scrutinize the prospective student's application. At this point, the faculty assesses whether they will be able to support the applying/prospective student should they be accepted into the programme. A copy of this information is put on sharepoint with limited access given the confidential nature of the information. The disability unit has access to this information to determine the support needs of students and for follow-up purposes.

Test and Examinations concessions

With the increasing numbers of students with disabilities entering the post-school system and the diversifying needs of the students who present for support, the system regarding application for extra time and other concessions was streamlined. The process was developed into a semi-online system where students need to download the application forms for such concessions once registered at SU. Previously, the CSCD could not manage the influx of students enquiring about test and exam concessions. The Registrar's Office of SU delegated the consultation around extra time to the CSCD. The application process is now predominantly a paper-based system. Individual consultations are held as needed with students, especially where high support needs are requested, to enable us to provide the best support, given our resources.

Awareness and advocacy

In the course of this dissertation, the HIV, Gender and Disability staff courses were developed by the various offices who work with gender, HIV and disability on campus. This programme was funded by the Human Resources Wellness Division and run by the different sectors, including disability. The trend was that mainly support staff and administration attended these courses, with few academic staff present. This developed into a staff programme offered by the newly established Transformation Office, where the staff training was broader than just HIV, Gender and Disability, and included issues regarding race, micro-aggressions, de-colonisation, heteronormativity and disablism, to name a few of the new and emerging discourses on campus. These were open to any staff member on campus to attend and academic staff in particular were invited to apply and form part of creating a new norm at SU. In addition to these courses are the Sign Language awareness programmes which run for six-weekly

sessions twice per year. There is also involvement in Casual Day⁶⁷ each year and in 2015, the disability unit and AfriNEAD/Centre for Rehabilitation Studies coordinated the institution-wide event and brought in the expertise of Employee Wellness and Maties Parasport⁶⁸. This was done to improve campus-wide collaboration between the organisations on campus that work more directly with aspects of disability.

Ongoing talks regarding student support are held with individual staff in faculties on an ad hoc basis. These need to be developed into formalized and tailor-made courses with faculties taking into account their specific needs. During 2015, a first meeting was held with the faculty support staff of all the faculties to discuss test and exam support. This culminated in a small working group around this matter. In 2016, two faculties were identified to form part of the committee that reviewed the students' test and exam concession applications. A third faculty currently reviews student requests for support, which expedites the recommendations made by the committee.

Partnerships outside SU

To further cement the relationships between SU and the town of Stellenbosch in which it is located (and in line with our systemic approach), we (as the disability unit) became part of a Stellenbosch Disability Network in conjunction with the Stellenbosch Municipality and the Helderberg Association for People with Physical Disabilities. In this forum, expertise and events are shared, the goal being to improve the disability services sector in Stellenbosch. We discuss general disability issues facing the greater Stellenbosch area. This collaboration was initiated by a previous Rector to SU, Prof Chris Brink who can be considered as one of the first proponents to consider transformation issues at SU (Botha, 2007). Meetings were also held with the Traffic Department to focus specifically on disability and issues around cars parking on

⁶⁷ Casual Day takes place on the first Friday of September each year. Funds are raised throughout South Africa. This is a fundraising campaign for persons with disabilities and is the flagship project of the National Council for Persons with Physical Disabilities in SA (NCPDSA). Casual Day 2015 information can be found at <http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/Documents/Disability%20Unit/FINAL%20-%20SU%20Casual%20Day%20Report%20Eng.pdf>

⁶⁸ Employee Wellness has a staff member assigned to see to the wellbeing of staff with disabilities. Maties Parasport have been involved in disability sport and events for a long time and do this with great enthusiasm and much expertise.

pavements and in disability parking bays, which cause obstructions to people using those areas when they are in wheelchairs, blind or mobility impaired. There were also meetings with the Boland FET colleges via HEDSA movement that engages with disability related matters across HE campuses. A HEDSA symposium was held in Stellenbosch under the chairpersonship of the dissertation writer and during her term as chair of HEDSA during 2012-2014. This symposium focused on professionalizing the disability unit and was held with different universities and FETs in SA.

Finances and bursary support

Increased liaison with the Bursary Office, NSFAS through HEDSA and the Development and Alumni Relations Office which seeks funders took place with some positive changes in the provision of support to students with disabilities. Private companies are slowly starting to increase their funding to students with disabilities in higher education.

Higher and Further Education Disability Services Association (HEDSA)

During the course of this dissertation, I was the secretary of HEDSA for about a year and a half as well as elected chairperson during 2012 - 2014. This afforded me the chance to get a national view of disability in higher education, which was a most rewarding experience. The non-standardisation of support became more apparent during my tenure as well as the diversity of our higher education institutions.

However, it became clear that certain services and collaborations were needed in all institutions: a disability space/disability office/DU; staff that were facilitators of support to students, be this directly or indirectly via other systems that operate on and off campuses, depending on student needs; strong links and relationships systemically from top management of the university to all the departments on campus were important. Departments such as residences, the bursary office, facilities department, exams department, all faculties, support services, psychological and health services, transportation on campus, registrar's office and the admissions – these departments all had critical roles to play and formed part of collaborations needed for successful access with success.

During my tenure on the HEDSA exco, a meeting was held with the Minister of Higher Education and Training regarding disability in higher education. This meeting was a

valuable opportunity to engage with the Minister regarding their strategy and the needs of the sector. At the biennial HEDSA symposium, there was also a chance to engage with the Deputy Minister of DHET who opened the symposium. It was useful to get an update of the ministerial activities and policies. Policies developed during the time of this dissertation by government departments, that relate to disability, include the *White Paper on Post-School Education and Training* (2013); the *Framework for Disability in HE: DHET* (currently working on this policy which will more explicitly guide disability in the post-school sector); and the *White Paper on the Rights of People with Disabilities (2015) - Department of Social Development* (which mainly guides government and state departments regarding disability inclusion).

Dis-Maties

Better organised student bodies dedicated to disabilities, in the SU case, Dis-Maties, are increasingly noting the barriers they face. This shows their growing voice in this sector. They constantly bring up issues about facilities, shuttle services, parking facilities and matters relating to finances.

Disability Unit (of which I am the head)

Finally, the disability unit is increasingly and systemically working with departments and other offices, for example, the Transformation Office, the Admissions & Residence Placement office that works more specifically with prospective students, Facilities Management, Bursary Office. Also, the offices in charge of procuring funding, disability research offices, disability studies departments on campus and the Centre for Teaching & Learning Technologies, to name a few.

Certain faculties and departments have been drawn in for closer collaboration with their support staff and lecturers due to the nature of the problems experienced. Given that educational psychologists are integrally involved in test and exam concessions, as a Centre for Student Counselling and Development outcome, we identify key educational-psychological matters that need addressing at Faculty level. To this end, our office has been involved in deeper liaising with certain faculties where we find that many of their students present to us for test and exam concessions. It became evident that the problem of the non-completion of tests and exams for instance, was often outside of the student's control rather than being the student's responsibility.

Aspects such as exam and study technique, and reading skills development in particular, was evident as an area needing more intensive intervention. Our role is often to be alert to areas needing development and then liaising with faculty to find solutions to problems raised by students.

The hope of the DU is to have provision and care for students and staff with disabilities included in all departments and faculties of SU. We would like to see clearer plans by faculties and departments regarding their support and investment in the students, rather than the DU being what is unfortunately sometimes seen and experienced as the “dumping ground” for all matters relating to disability. We will freely advise as we develop disability inclusion on campus so that disability is conscious and present in the minds of all staff and students going forward.

REFERENCES

- Americans with Disabilities Act (ADA). (1990). Retrieved from <https://www.ada.gov/pubs/ada.htm>
- Anastasiou, D., & Kauffman, J. M. (2011). A social constructionist approach to disability: Implications for special education. *Exceptional Children*, 77(3), 367-384.
- Babbie, E. (2010). *The practice of social research*. Wadsworth Cengage Learning. International Edition.
- Babbie, E. & Mouton, J. (2015). *The practice of social research*. Goodwood: Oxford University Press.
- Barnes, C. (1991). *Disabled people in Britain and discrimination: A case for anti-discrimination legislation*. C. Hurst & Co. Publishers.
- Barnes, C., Mercer, G., & Shakespeare, T. (1999). *Exploring disability: A sociological introduction* (pp. 182-210). Cambridge: Polity Press.
- Bell, D. (2013). *Investigating teaching and learning support for students with hearing impairments at a university in the Western Cape* (PhD dissertation). Retrieved from <http://scholar.sun.ac.za/handle/10019.1/80004>
- Biewer, G., Buchner, T., Shevlin, M., Smyth, F., Šiška, J., Káňová, Š., & Díaz, S. R. (2015). Pathways to inclusion in European higher education systems. *ALTER-European Journal of Disability Research/Revue Européenne de Recherche sur le Handicap*, 9(4), 278-289.
- Bloor, M., Frankland, J., Thomas, M., & Robson, K. (2001). *Focus groups in social research*. London: SAGE Publications.
- Bornman, J., & Rose, J. (2010). *Believe that all can achieve: Increasing classroom participation in learners with special support needs*. Pretoria: Van Schaik.
- Botha, A. (2007). *Chris Brink: Anatomy of a transformer*. Stellenbosch, SA: SUN MeDIA.
- Bozalek, V., & Boughey, C. (2012). (Mis)framing higher education in South Africa. *Social Policy & Administration*, 46(6), 688-703.
- Bozalek, V., & Leibowitz, B. (2012). An evaluative framework for a socially just institution. In B. Leibowitz (Ed.), *Higher education for the public good: views from the South* (pp. 59-72). Stellenbosch, SA: Trentham & SUN MeDIA.

- Bronfenbrenner, U. (1970). *Two worlds of childhood: US and USSR*. New York, USA: Russel Sage Foundation.
- Bronfenbrenner, U. (1979). *The ecology of human development*. USA: Harvard University Press.
- Bronfenbrenner, U., & Mahoney, A. (1975). *Influences on human development*. Illinois, USA: The Dryden Press.
- Bruner, D. (2016). Universal design for learning: Academic access for diverse learners. *Journal of Inclusive Practice in Further and Higher Education*, 7, 4-8. Retrieved from <http://nadp-uk.org/journal/>
- Burgstahler, S.E. (2015). *Universal design in higher education: From principles to practice*. Massachusetts, USA: Harvard Education Press.
- Burgstahler, S. E., & Cory, R. C. (2010). *The universal design in higher education: From principles to practice paperback*. Illinois, USA: Dryden Press.
- Center for Universal Design. (1997). *The principles of universal design, version 21.0*. Raleigh: North Caroline State University. Retrieved from https://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm
- Chataika, T. (2010). Inclusion of disabled students in higher education in Zimbabwe. In J. Lavia, & M. Moore (Eds.), *Cross-cultural perspective on policy, practice. Decolonizing community context* (pp.116-131). New York: Routledge.
- Chataika, T. (2013). *Cultural and religious explanations of disability and promoting inclusive communities in Southern Africa*. In J. Claassens, L. Swartz & L. Hansen. (Eds.), Conference proceedings in: Searching for dignity. Conversations on human dignity, theology and disability (pp. 117-128). Stellenbosch, SA: SUN MeDIA.
- Chataika, T., McKenzie, J. A., Swart, E., & Lyner-Cleophas, M. (2012). Access to education in Africa: Responding to the United Nations Convention on the Rights of Persons with Disabilities. *Disability & Society*, 27(3), 385-398.
- Chetty, R., & Knaus, C. (2016). *Why South Africa's universities are in the grip of a class struggle*. *Sunday Times*.
- Claassens, J. (2013). *Job, theology and disability*. In J. Claassens, L. Swartz & L. Hansen. (Eds.), Conference proceedings in: Searching for dignity. Conversations on human dignity, theology and disability (pp. 55-65). Stellenbosch, SA: SUN MeDIA.

- Creswell, J. (2009). *Research design. Qualitative, quantitative and mixed methods approaches*. California, USA: Sage Publications.
- Creswell, J. W. (2011). Controversies in mixed methods research. In N. Denzin, & Y. Lincoln (Eds.), *The SAGE handbook of qualitative research*. Thousand Oaks, California, USA: SAGE Publications, Inc.
- Creswell, J. W. & Clark, V. L. P. (2011). *Designing and conducting mixed methods research*. California: SAGE Publishing Inc.
- Cunnah, W. (2015). Disabled students: Identity, inclusion and work-based placements. *Disability & Society*. Retrieved from <http://dx.doi.org/10.1080/09687599.2014.996282>
- Dalton, E. M., McKenzie, J. A., & Kahonde, C. (2012). The implementation of inclusive education in South Africa: Reflections arising from a workshop for teachers and therapists to introduce universal design for learning. *African Journal of Disability*, 1(1), Art. #13, 7 pages.
- Dalton, B., Proctor, C. P., Uccelli, P., Mo, E., & Snow, C. E. (2011). Designing for Diversity: The role of reading strategies and interactive vocabulary in a digital reading environment for fifth-grade monolingual English and bilingual students. *Journal of Literacy Research* 43(1) 68–100.
- Dalton, E. M., & Roush, S. E. (2010). Assistive and educational technology standards and teacher competencies in relation to evidence-based practice: Identification and classification of the literature. *Journal of Special Education Technology*, 25(2), 13-30.
- Davis, L. (2006). Constructing normalcy. The bell curve, the novel, and the invention of the disabled body in the nineteenth century. In L. Davis (Ed.). *The disability studies reader*. (pp.3-16). New York: Routledge.
- De Cesarei, A. (2015). Psychological factors that foster or deter the disclosure of disability by university students. *Psychological Reports: Disability & Trauma*. 115(3), 665-673. Retrieved from <http://www.Amsci.com>
- De Villiers, W. (2015). *Transformation at Stellenbosch University: What the future holds*. Retrieved from <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=2978>
- Denzin, N., & Ryan, K. (2007). Qualitative methodology (including focus groups). In W. Outhwaite, & S. Turner (Eds.), *The SAGE handbook for social science methodology* (pp. 578-594). London, UK: SAGE Publications Ltd.

- Department of Education (DoE). (1997a). *Higher Education Act*. Retrieved from http://www.che.ac.za/media_and_publications/legislation/higher-education-act-101-1997
- Department of Education (DoE) (1997b). *Education White Paper 3. A programme for the transformation of higher education*. Pretoria: South Africa. Retrieved from http://www.che.ac.za/sites/default/files/publications/White_Paper3.pdf
- Department of Education (DoE). (2001). *National Plan for Higher Education*. Pretoria. Retrieved from <http://www.education.gov.za/LinkClick.aspx?fileticket=umHqDeAFo4A%3D&tabid>
- Department of Higher Education and Training (DHET). (2013). *White Paper on Post-School Education and Training. General notice. No. 2014*. Retrieved from <http://www.dhet.gov.za/SiteAssets/Latest%20News/White%20paper%20for%20post-school%20education%20and%20training.pdf>
- Department of Higher Education and Training (DHET). (2001). *Education White Paper 6. Special needs education: Building an inclusive education and training system*. Pretoria, South Africa: Government Printer.
- Department of Social Development (DoSD). (2015). *White Paper on the Rights of People with Disabilities*. Pretoria: South Africa. Retrieved from http://www.gov.za/sites/www.gov.za/files/39792_gon230.pdf
- Donohue, D., & Bornman, J. (2014). The challenges of realizing inclusive education in South Africa. *South African Journal of Education*, 34(2), Art.#806 (14pp).
- Engel, G. (1977). The need for a new medical model: a challenge for biomedical science. *Science*, 196, 126-129.
- Engelbrecht, P., & Forlin, C. (1997, September). *Training teachers for inclusive education: a psychosocial problem?* Paper presented at the Third Annual Congress of the Psychological Society of South Africa. Durban.
- Engelbrecht, P., Nel, M., Nel, N., & Tlale, D. (2015). Enacting understanding of inclusion in complex contexts: classroom practices of South African teachers. *South African Journal of Education*, 35(3), 1-10.
- Fernie, T. & Henning, M. (2006). From a disabling world to a new vision. In M. Adams, & S. Brown. *Towards inclusive learning in higher education. developing curricula for disabled students*. Oxon: Routledge.

- Finkelstein, V. (1980). *Attitudes and disabled people: Issues for discussion*. New York, International Exchange of Information in Rehabilitation.
- FOTIM. (2011). *Disability in higher education project report 2009-2011*. Funded by the Ford Foundation. Retrieved from http://uct.ac.za/usr/disability/reports/annual_report_10_11.pdf
- Fondazione Giacomo Brodolini. (2013). Comparative report on 'Europe 2020 Strategy and People with Disabilities'. Informative sessions in Spain, Lithuania, and Greece: opinions and perceptions by people with disabilities, activists, and experts. Retrieved from http://www.antigone.gr/files/en/projects/able20/Comparative_Report_EN.pdf
- French, S. (1993). Can you see the rainbow? The roots of denial. *Disabling barriers – Enabling environments*. London: Sage Publications/Open University.
- Fuller, M., Healey, M., Bradley, A., & Hall, T. (2004). Barriers to learning: A systematic study of the experience of disabled students in one university. *Studies in Higher Education*, 29(3), 303-318.
- Garland-Thomson, R. (1999). Narratives of deviance and delight: Staring at Julia Pastrana, the 'Extraordinary Lady'. *Beyond the Binary*, 81-106.
- Ghai, A. (2002). Disability in the Indian context: Post-colonial perspectives. In M. Corker, & T. Shakespeare (Eds), *Disability/Postmodernity* (pp. 88-100). London: Continuum.
- Gibson, S. (2012). Narrative accounts of university education: socio-cultural perspectives of students with disabilities. *Disability & Society*, 27(3), 353-369.
- Gibson, S. (2015). When rights are not enough: What is? Moving towards new pedagogy for inclusive education within UK universities. *International Journal of Inclusive Education*, 19(8), 875-886.
- Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education. *Qualitative Inquiry*, 21(3), 277-287. doi:10.1177/1077800414557827
- Goodley, D. (2011). *Disability studies. An interdisciplinary introduction*. London: SAGE Publications.
- Green, L., & Engelbrecht, P. (2009). An introduction to inclusive education. In P. Engelbrecht & L. Green. *Responding to the challenges of inclusive education in southern Africa*. Pretoria: Van Schaik Publishers.

- Grech, S. (2012). Disability and the majority world: A neocolonial approach. In *Disability and Social Theory* (pp. 52-69). Palgrave Macmillan UK.
- Gouws, A. (2015). *Listen to young people in talks on transformation* – Prof Amanda Gouws. Retrieved from <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=2904>
- Gronneberg, J., & Johnston, S. (2015). *7 Things you should know about universal design for learning*. Retrieved from <https://www.educause.edu/library/resources/7.things.you.should.know.about.universal.design.for.learning>
- Habib, A. (2016). *Universities remain at a tipping point*. Retrieved from <http://citypress.news24.com/Voices/adam-habib-universities-remain-at-a-tipping-point-20160207>
- Hall, T. E., Cohen, N., Vue, G., & Ganley, P. (2015). Addressing learning disabilities with UDL and technology: Strategic reader. *Learning Disability Quarterly* 38(2), 72-83. doi:10.1177/0731948714544375
- Harpur, P. (2012). From disability to ability: changing the phrasing of the debate. *Disability & Society*, 27(3), 325-337.
- HESA (2014). *South African Higher Education in the 20th year of democracy: Context, achievements and key challenges HESA presentation to the portfolio committee on Higher Education and Training*. Cape Town, 5 March 2014. Retrieved from [http://www.dhet.gov.za/summit/Docs/2010Docs/HESA_Portfolio%20Committee%20Presentation_5%20March%202014_Final%20\(1\)](http://www.dhet.gov.za/summit/Docs/2010Docs/HESA_Portfolio%20Committee%20Presentation_5%20March%202014_Final%20(1))
- Henning, E. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik Publishers.
- Howe, K. R. (1998). Against the quantitative-qualitative incompatibility dissertation or dogmas diehard. *Educational Researcher*, 17,10-16.
- Howell, C. (2005). *South African higher education responses to students with disabilities. Equity of access and opportunity?* The Council on Higher Education: Pretoria. Retrieved from http://www.che.ac.za/sites/default/files/publications/HE_Disability_Monitor.pdf
- Howell, C. (2015). *Guidelines for the creation of equitable opportunities for people with disabilities in South African Higher Education*. Cape Higher Education Consortium (CHEC).

- Howell, C., Chalklen, S., & Alberts, T. (2006). A history of the disability rights movement in South Africa. In B. Watermeyer, L. Swartz, T. Lorenzo, M. Schneider, & M. Priestley (Eds.), *Disability and social change: A South African agenda* (pp. 46-84). Cape Town: HSRC Press.
- Individuals with Disabilities Education Act (IDEA). (2004). Retrieved from <http://www.apa.org/about/gr/issues/disability/idea.aspx>
- Koch, C. (2010). *Sosiale aanpassing van studente met gestremdhede aan die Universiteit Stellenbosch* (Master's thesis – social adaptation of people with disabilities at Stellenbosch University). Stellenbosch University, Stellenbosch.
- Kroeger, S., & Muller, C. (2016). Thinking and practicing differently: How disability studies can inform service delivery. *Journal of Inclusive Practice in Further and Higher Education*, 7, 20-27.
- Lalvani, P. (2013). Privilege, compromise, or social justice: Teachers' conceptualizations of inclusive education. *Disability & Society*, 28(1), 14-27.
- Le Grange, L. (2016). Decolonising the university curriculum. *South African Journal of Higher Education*, 30(2).
- Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research design. *Quality and Quantity*, 43, 265-275.
- Leibowitz, B., & Bozalek, V. (2015). Foundation provision – A social justice perspective. *South African Journal of Higher Education*, 29(1), 8-25.
- Liasidou, A. (2014). Critical disability studies and socially just change in higher education. *British Journal of Special Education*, (41)2. doi:10.1111/1467-8578.12063
- Liebenberg, S., & Van der Walt, A. J. (2015). *Why Afrikaans doesn't qualify for special treatment at universities*. Retrieved from <http://mg.co.za/article/2015-12-09-why-afrikaans-doesnt-qualify-for-special-treatment-at-universities>
- Lincoln, Y. S., & Denzin, N. K. (2013). Toward a "Refunctioned Ethnography". In N. Denzin & Y. Lincoln (Eds.), *The landscape of qualitative research* (pp. 579-587). California: Sage Publications Inc.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lombard, A., Murray, C., & Dallas, B. (2013). University faculty attitudes towards disability and inclusive instruction: comparing two institutions. *Journal of Post-Secondary Education and Disability*, 26(3), 220-232.
- Linton, S. (2006). Reassigning meaning. In L. Davis (Ed.). *The disability studies*

- reader. (pp.3-16). New York: Routledge.
- Lomofsky, L., & Lazarus, S. (2001). South Africa: First steps in the development of an inclusive education system. *Cambridge Journal of Education*, 31(3), 303-317.
- Lorenzo, T. (2009). Developing leadership for disability inclusion in social policy processes: Enhancing teaching and research to promote graduate qualities of social justice and global citizenship. *Disability inclusion in Research Enhancing Curriculum Transformation (DIRECT) Project Proposal*. Cape Town: University of Cape Town.
- Lorenzo, T. (2015). *#Disablism must fall: Disability exclusion in higher education*. Unpublished article, University of Cape Town.
- Lourens, H. (2015). *The lived experiences of higher education for students with a visual impairment: A phenomenological study at two universities in the Western Cape, South Africa* (PhD dissertation). Stellenbosch University, Stellenbosch.
- Lovett, B., Nelson, J. & Lindstrom, W. (2014). Documenting hidden disabilities in higher education: Analysis of recent guidance from the Association on Higher Education and Disability (AHEAD). *Journal of Disability Policy Studies*, 1-10.
- Magnus, E., & Tøssebro, J. (2014). Negotiating individual accommodation in higher education. *Scandinavian Journal of Disability Research*, 16(4), 316-332.
- Majiet, S., & Africa, A. (2015). Women with disabilities in leadership: The challenges of patriarchy. *Agenda*, 29(2), 101-111.
- Maree, K. (2011). *First steps in research*. Pretoria, SA: Van Schaik Publishers.
- Maree, K., & Van der Westhuizen, C. (2011). Planning a research proposal. In K. Maree (Ed.), *First steps in research*. Pretoria, SA: Van Schaik Publishers.
- Marks, J. (2008). *Post-secondary education disability services in the United States*. Retrieved from http://www.dinf.ne.jp/doc/english/resource/dss_um.html
- McDonough, P. M., & Gildersleeve, R. E. (2006). All else is never equal: Opportunity lost and found on the P-16 path to college access. In C. F. Conrad & R. C. Serlin (Eds.), *The SAGE handbook of research in education. Engaging ideas and enriching inquiry* (pp. 59 – 77). Thousand Oaks: Sage Publications, Inc.
- McKenzie, J., Mji, G., & Gcaza, S. (2014). 'With or without us? An audit of disability research in the southern African region', *African Journal of Disability*, 3(2), Art. #76. 6 pages. Retrieved from <http://dx.doi.org/10.4102/ajod.v3i2.76>

- Mekoa, I. (2011). Discourses and politics of racism in Higher Education in South Africa. *Africa Insight*, 40(4).
- Merriam, S. (2009). *Qualitative research. A guide to design and implementation*. San Francisco, USA: John Wiley & Sons.
- Milic Babic, M., & Dowling, M. (2015). Social support, the presence of barriers and ideas for the future from students with disabilities in the higher education system in Croatia. *Disability & Society*, 30(4), 614-629.
- Möller, E. (2013). The experiences of people with disabilities in faith communities and suggestions to enhance their inclusion. In J. Claassens, L. Swartz & L. Hansen. (Eds.), *Conference proceedings in: Searching for dignity. Conversations on human dignity, theology and disability* (pp. 129-141). Stellenbosch, SA: SUN MeDIA
- Moodley, J., & Ross, E. (2015). Inequities in health outcomes and access to health care in South Africa: a comparison between persons with and without disabilities. *Disability & Society*, 30(4), 630-644. Retrieved from <http://dx.doi.org/10.1080/09687599.2015.1034846>
- Morgan, B., & Sklar, R. (2012). Sampling and research paradigms. In J. G. (Kobus) Maree (Eds.), *Complete your dissertation successfully: Practical guidelines* (pp. 69 – 80). Cape Town, SA: Juta & Company Ltd.
- Mosia, P. A. (2014). Threats to inclusive education in Lesotho: An overview of policy and implementation challenges. *Africa Education Review*, 11(3), 292-310.
- Mouton, J. (2011). *How to succeed in your Master's & Doctoral studies. A South African guide and resource book*. Pretoria, SA: Van Schaik Publishers.
- Naicker, S. M. (2005). Inclusive education in South Africa. *Contextualising inclusive education*, 230-251.
- Nieuwenhuis, J. (2011a). Introducing qualitative research. In K. Maree (Ed.), *First steps in research* (pp. 46 - 68). Pretoria: Van Schaik Publishers.
- Nieuwenhuis, J. (2011b). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (pp. 69-97). Pretoria: Van Schaik Publishers.
- Ntombela, S. (2013). *Inclusive education and training in South African higher education: Mapping the experiences of a student with a physical disability*. Retrieved from <http://dx.doi.org/10.1080/18146627.2013.853541> on 9 November 2015.

- Nussbaum, M. (2002). Education for citizenship in an era of global connection. *Studies in Philosophy and Education*, 21(4), 289-303.
- Nussbaum, M. (2004). Liberal education and global community. *Liberal Education*, 90(1). Retrieved from <http://www.aacu.org/publications-research/periodicals/liberal-education-global-community>
- Nwadeyi, L. (2016). *US-konvokasie 2016: Courage, compassion and complexity – Reflections on the new Matieland and South Africa*. Retrieved from <http://www.litnet.co.za/courage-compassion-and-complexity-reflections-on-the-new-matieland-and-south-africa/>
- Office of the Deputy President, South Africa. (1997). *White paper on an integrated national disability strategy*. Pretoria: ODP.
- Ohajunwa, C., McKenzie, J., Hardy, A., and Lorenzo, T. (2014). Inclusion of disability issues in teaching and research in higher education. *Perspectives in Education*. 32(3).
- Oliver, M. (1990). *The politics of disablement*. Basingstoke: MacMillan.
- Oliver, M. (2009). *Understanding disability. From theory to practice*. London: Palgrave MacMillan.
- Organisation for Economic Co-operation and Development (OECD) (2008). *Reviews of national policies of education*. South Africa. OECD Publishing.
- Owusu-Ansah, F. E., & Mji, G. (2013). African indigenous knowledge and research. *African Journal of Disability*, 2(1), 5-pages. doi:10.4102/ajod.v2i1.30
- Pather, S., & Nxumalo, C. P. (2012). Challenging understandings of inclusive education policy development in Southern Africa through comparative reflection. *Journal of Inclusive Education*, 17(4), 420-434. Retrieved from <http://dx.doi.org/10.1080/13603116.2011.651821>
- Pawling, K. (2010). *Universal design for learning (UDL) & pre-service teachers' knowledge*. The International Society for the Social Studies Annual Conference.
- Polat, F. (2011). Inclusion in education: A step towards social justice. *International Journal of Educational Development*, 31, (50–58)
- Republic of South Africa. (1996). *Constitution of the Republic of South Africa, Act No. 2 of 1996*. Pretoria, South Africa: Government Printer.
- Republic of South Africa. (1997). *Integrated National Disability Strategy. White Paper*. Retrieved from

- http://www.gov.za/sites/www.gov.za/files/disability_2.pdf
- Republic of South Africa. (2000). *Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000* (PEPUDA). Retrieved from <http://www.justice.gov.za/legislation/acts/2000-004.pdf>
- Republic of South Africa. (2013a). *South African National Development Plan (NDP) (2030)*. Retrieved from <http://www.gov.za/issues/national-development-plan-2030>
- Republic of South Africa. (2013b). *Protection of Personal Information Act No. 4 of 2013*. Pretoria. Retrieved from <http://www.justice.gov.za/legislation/acts/2013-004.pdf>
- Rioux, M. H., & Pinto, P. C. (2010). A time for the universal right to education: Back to basics. *British Journal of Sociology of Education*, 31(5), 621-642.
- Riviou, K., & Kouroupetroglou, G. (2014). Designing an educational scenario using the principles of universal design for learning. In *2014 IEEE 14th International Conference on Advanced Learning Technologies* (pp. 732-733). IEEE.
- Rodesiler, C. A., & McGuire, J. M. (2015). Ideas in practice: Professional development to promote universal design for instruction. *Journal of Developmental Education*, 38(2), 24-26, 28-31.
- Rose, D. H., & Meyer, A. (2002). Teaching every student in the digital age: universal design for learning. *Alexandria, VA: Association for supervision and curriculum development* (pp.10-39). Retrieved from <http://www.cast.org/teachingeverystudent/ideas/tes/chapter6.cfm>
- Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in post-secondary education: Reflections on principles and their application. *Journal of Post Secondary Education and Disability*, 19(2), 135-151.
- Rubin, H. J., & Rubin, I. R. (2005). *Qualitative interviewing. The art of hearing data*. California, USA: Sage Publications.
- Sayed, Y., & Soudien, C. (2013). (Re)Framing education, exclusion and inclusion discourses: limits and possibilities. *IDS Bulletin*, 34(1).
- Schön, D. (1984). The architectural studio as an exemplar of education for reflection-in-action. *Journal of Architectural Education*, 38(1), 2-9.
- Sefotho, M. M. (2015). Mainstreaming disability in education beyond 2015. *South African Journal of Education*, 35(1), 01-08.

- Shakespeare, T. (2006). The social model of disability. In L. Davis (Ed.), *The Disability Studies Reader* (pp. 197-204). New York: Routledge.
- Shakespeare, T., & Watson, N. (2002). The social models of disability: an outdated ideology? *Research in Social Sciences and Disability*, 2, 9-28.
- Shakespeare, T., & Watson, N. (2007). Defending the social model. *Disability & Society*, 12(2), 293-300. Retrieved from <http://dx.doi.org/10.1080/09687599727380>
- Silverman, D. (2013). *Doing qualitative research*. London: SAGE Publications Ltd.
- South African History Online. (2015). *The freedom charter*. Retrieved from <http://www.sahistory.org.za/freedom-charter>
- Soudien, C. (2010). *Transformation in higher education: a briefing paper*. Pretoria: Development Bank of South Africa.
- Soudien, C., & Baxen, J. (2006). Disability and schooling in South Africa. In B. Watermeyer, L. Swartz, T. Lorenzo, M. Schneider, & M. Priestley (Eds.), *Disability and social change: A South African Agenda*. Cape Town: HSRC Press.
- Statistics South Africa. (2002). *SA Census 2002*. Retrieved from <http://www.statssa.gov.za/publications/SAStatistics/SAStatistics2002.pdf>
- Statistics South Africa. (2014). *Census 2011: Profile of persons with disabilities in South Africa*. Retrieved from www.statssa.gov.za
- Statistics South Africa (2016). Population. Retrieved from http://cs2016.statssa.gov.za/?page_id=270
- Stellenbosch University. (2000). *A strategic framework for the turn of the century and beyond*. Retrieved from http://www.sun.ac.za/english/Documents/Strategic_docs/statengels.pdf
- Stellenbosch University. (2013). *Institutional intent and strategy 2013-2018*. Retrieved from http://www.sun.ac.za/english/Documents/Strategic_docs/IP%20english%20website.pdf
- Stellenbosch University. (2014, 26 June). "SU accepts motion related to Centre for Inclusivity", Communication and Liaison, Stellenbosch University.
- Stellenbosch University (2016, 22 June). *Language Policy of Stellenbosch University*. Retrieved from

- <http://www.sun.ac.za/english/Documents/Language/September%20Final%20Language%20Policy%20June%202016.pdf>
- Stellenbosch University. (2016). *'Mission accomplished'* – Portfolio Committee. Retrieved from <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=3692>
- Stellenbosch University. (2016). *Research at Stellenbosch. Showcasing research excellence*. Retrieved from <http://www.myvirtualpaper.com/doc/stellenbosch-University/research-2015/2016062001/#1>
- Stellenbosch Statistical Profile. (2015). *Stellenbosch University*. Retrieved from www.sun.ac.za
- Student Information Systems Support (SISS). (2013). Stellenbosch University.
- Student Information Systems Support (SISS). (2016). Stellenbosch University.
- Swart, E., & Pettipher, R. (2011). A framework for understanding inclusion. In E. Landsberg (Ed.), *Addressing barriers to learning. A South African perspective*. (pp. 3-26). Pretoria: Van Schaik Publishers.
- Swart, E., & Pettipher, R. (2016). A framework for understanding inclusion. In E. Landsberg (Ed.), *Addressing barriers to learning. A South African perspective*. (pp. 3-27). Pretoria: Van Schaik Publishers.
- Swartz, L. (2014). Five challenges for disability-related research in sub-Saharan Africa. *African Journal of Disability* 3(2), Art.#149, 6 pages. Retrieved from <http://www.ajod.org> on 19 June 2016. doi.10.4102/ajod.v3i2.149
- Swartz, L., & Schneider, M. (2006). Tough choices: disability and social security in South Africa. In B. Watermeyer, L. Swartz, T. Lorenzo, M. Schneider, & M. Priestley (Eds.), *Disability and social change. A South African agenda* (pp. 234-244). Cape Town, SA: HSRC Press.
- Theron, L., & Malindi, M. (2012). Conducting qualitative research: Practical guidelines on fieldwork. In JG (Kobus) Maree (Ed.), *Complete your dissertation successfully: Practical guidelines* (pp. 96-108). Cape Town, SA: Juta & Company Ltd.
- Townsend, R. (2010). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. *Australian Journal of Adult Learning*, (50)2, 448-451.
- Tronto, J. (2010). Creating caring institutions. *Ethics & Social Welfare*, (4)2, 158-171.

- Trafford, V., & Lesham, S. (2008). *Stepping stones to achieving your doctorate: Focusing on your viva from the start*. Maidenhead: Open University Press.
- Tyler, I. (2015). Dis/ability studies: theorising disablism and ableism. *Disability & Society*, 30(4), 659-662. Retrieved from <http://dx.doi.org/10.1080/09687599.2015.1014669>
- Union of the Physically Impaired Against Segregation (UPIAS). (1976). *Fundamental principles of disability*. Retrieved from <http://disability-studies.leeds.ac.uk/files/library/UPIAS-fundamental-principles.pdf>
- United Nations. (1948). *Universal Declaration of Human Rights*. Retrieved from <http://www.jus.uio.no/lm/un.universal.declaration.of.human.rights.1948/portrait.a4.pdf>
- United Nations. (1983). *International Covenant of Human Rights*. Retrieved from <http://www.un-documents.net/a38r116.htm>
- United Nations (UN). (2006). *Convention on the Rights of Persons with Disabilities (UNCPRD)*. Retrieved from <http://www.un.org/disabilities/convention/conventionfull.shtml>
- United Nations Educational, Scientific and Cultural Organisation (UNESCO). (1990). *World Conference on Education for All*. Retrieved from www.unesco.org/new/en/education/.../education-for-all/.../jomtien-1990/
- United Nations Educational, Scientific and Cultural Organisation (UNESCO). (1994). *The Salamanca Statement and framework for action on special needs education. Adopted by the World Conference on Special Needs Education: Access and Quality*. Salamanca, Spain, 7-10 June. Retrieved from http://www.unesco.org/education/pdf/SALAMA_E.PDF
- Universiteit van Stellenbosch. (1995). Beleid ten opsigte van studente met gestremdhede. In: *Rapport van die Uitvoerende Komitee van die Raad Nr. 4/95*. Notule van die vergadering van die Universiteitsraad gehou in die Raadskamer op 18 September 1995 (P. 7, pp. 59-60).
- Vickerman, P., & Blundell, M. (2010). Hearing the voices of disabled students in higher education. *Disability & Society*, 25(1), 21-32.
- Watermeyer, B. (2013a). *Towards a contextual psychology of disablism*. Oxon: Routledge.

- Watermeyer, B. (2013b). *Silencing lives of struggle: how Disabled People South Africa has sacrificed the politics of protest*. Retrieved from <http://www.dailymaverick.co.za/opinionista/2013-09-19-silencing-lives-of-struggle-how-disabled-people-south-africa-has-sacrificed-the-politics-of-protest/#.Vq5Rq7J96M8>
- World Health Organization. (2001). *International Classification of Functioning, Disability & Health*. Geneva: World Health Organisation.
- World Health Organization. (2011). *World report on disability*. WHO Press: Geneva. Retrieved from <http://www.un.org>
- Wormnæs, S., Mkumbo, K., Skaar, B., & Refseth, Y. (2015). Using concept maps to elicit and study student teachers' perceptions about inclusive education: A Tanzanian experience. *Journal of Education for Teaching*, 41(4), 369-384.

APPENDICES

APPENDIX A: Users of support e-survey – English

STUDENTS WITH DISABILITIES: SURVEY QUESTIONNAIRE

(Users of support services)

According to the Stellenbosch University (SU) records, you are receiving (or received over the past 12 months) academic support because of a disability or special learning need of some kind. We would like to ascertain your experience of this support and would therefore appreciate your answering the following questions. Thank you in advance for doing so! This should not take more than 10 minutes of your time.

1. Please tick the checkbox marking your disability or special learning need.

Choose as many as are relevant to you:

- 1.1 Visual disability
- 1.2 Hearing disability
- 1.3 Physical disability (due to, for example, cerebral palsy, an accident or an illness)
- 1.4 Neurological disability (such as attention deficit disorder or attention deficit hyperactivity disorder)
- 1.5 Health
- 1.6 Learning disorder (such as slow reading or difficulty with processing information)
- 1.7 Motor difficulties (such as slow- or untidy handwriting)
- 1.8 Psychiatric condition (such as a mood-, anxiety- or eating disorder)
- 1.9 Multiple conditions that result in multiple needs
- 1.10 Unknown / Undiagnosed condition
- 1.11 Another condition not mentioned above

2. If you ticked 1.10 or 1.11 above, please tell me more about your condition.

3. What kind of support do you receive from the University? (Please indicate as many of the following types of support as are relevant):

- 3.1 Extra writing time
- 3.2 A scribe (someone to write down your test and/or exam answers for you)

- 3.3 The use of a computer to write tests and/or exams
- 3.4 Brailled tests and exams
- 3.5 Electronic tests and exams
- 3.6 Enlarged print
- 3.7 A special tutor
- 3.8 Permission to sit at the front of the class at all times
- 3.9 Permission to record classes
- 3.10 A separate room/a room with fewer students in which to write tests and exams
- 3.11 Special residence placement
- 3.12 Other

4. Explain “Other” if completed above.

5. How satisfied are you with the support that you have received from the University thus far?

- 5.1 Very satisfied
- 5.2 Moderately satisfied
- 5.3 Dissatisfied

6. Please discuss your experience of support or lack thereof in as much detail as you can.

7. Please describe how you experience your disability in the context of your studies.

8. The University has a policy of including students with disabilities or special learning needs in all aspects of University life as far as is financially possible. Judging by your experience thus far, to what extent do you believe this policy is being implemented successfully? Please explain fully.

9. Did you receive support at school?

- 9.1 Yes
- 9.2 No

- 10. Describe the support and your experience of it if you answered “Yes” above.**
- 11. We would like to interview a proportion of students who completed this questionnaire. Should you be willing to be interviewed, please provide us with your details so that we can contact you:**

Student number:

Cell number:

Thank you very much!

APPENDIX A (Users of support e-survey) - Afrikaans

STUDENTE MET GESTREMDHEDE: OPNAMEVRAELYS

(Gebruikers van steundienste)

Volgens die Universiteit se inligting ontvang jy (of jy het in die afgelope 12 maande ontvang) akademiese steun omdat jy 'n gestremdheid of spesiale leerbehoefte het. Ons wil graag vasstel hoe jy hierdie steun ervaar en sal dit dus waardeer indien jy die volgende vrae sal beantwoord. By voorbaat dankie daarvoor! Dit behoort nie meer as 10 minute van jou tyd in beslag te neem nie.

1. Merk asseblief jou gestremdheid of spesiale leerbehoefte op die “checkboxes” onder – kies soveel as wat relevant is.

- 1.1 Visuele gestremdheid
- 1.2 Gehoorgestremdheid
- 1.3 Fisiese gestremdheid (byvoorbeeld as gevolg van serebrale verlamming, 'n ongeluk of siekte)
- 1.4 Neurologiese gestremdheid (soos aandaggebreksteurnis of aandaggebrek-hiperaktiwiteitsteurnis)
- 1.5 Gesondheid
- 1.6 Leergestremdheid (soos 'n stadige leestempo of 'n probleem om inligting te verwerk)
- 1.7 Motoriese probleme (soos 'n stadige skryfspoed of slordige handskrif)
- 1.8 Psigiatrisie toestand (soos 'n gemoedsversteuring, angsversteuring of eetversteuring)
- 1.9 Veelvuldige toestande wat tot veelvuldige behoeftes lei
- 1.10 Onbekend/ongediagnoseerde toestand
- 1.11 'n Ander toestand (nie bo genoem nie)

2. Indien jy 1.10 of 1.11 bo aangeteken het, brei asseblief uit.

3. Watter soort steun ontvang jy van die Universiteit? (Merk asseblief ál die tersaaklike soorte steun hier onder)

- 3.1 Ekstra skryftyd

- 3.2 'n Skrywerder (iemand wat jou toets- en/of eksamenantwoorde vir jou neerskryf)
- 3.3 Die gebruik van 'n rekenaar vir die skryf van toetse en/of eksamens
- 3.4 Toetse en eksamens in Braille
- 3.5 Elektroniese toetse en eksamens
- 3.6 Groter lettertype
- 3.7 'n Spesiale tutor
- 3.8 Toestemming om te alle tye voor in die klas te sit
- 3.9 Toestemming om klasse op band op te neem
- 3.10 'n Aparte lokaal/lokaal met minder studente om toetse en eksamens in te skryf
- 3.11 Spesiale koshuisplasing
- 3.12 Ander

4. Brei asseblief uit oor “Ander” hierbo, indien voltooi.

5. Hoe tevrede is jy met die steun wat jy tot dusver van die Universiteit ontvang het?

- 5.1 Baie tevrede
- 5.2 Taamlik tevrede
- 5.3 Ontevrede

6. Beskryf asseblief jou ervaring van die steun of gebrek daaraan so uitvoerig moontlik.

7. Beskryf asseblief hoe jy jou gestremdheid in die konteks van jou studies beleef.

8. Die Universiteit het 'n beleid om studente met gestremdhede of spesiale leerbehoefte na gelang van finansiële haalbaarheid by alle aspekte van die Universiteitslewe in te sluit. Na aanleiding van jou ervaring tot dusver, in watter mate dink jy word hierdie beleid suksesvol toegepas? Verduidelik asseblief volledig.

9. Het jy ondersteuning op skool ontvang?

- 9.1 Ja
- 9.2 Nee

10. Beskryf die ondersteuning en jou ervarings daarvan, indien “Ja” hierbo aangedui.

11. Ons sou graag ’n onderhoud wou voer met ’n gedeelte van die studente wat hierdie vraelys voltooi het. Indien jy bereid is om met ons te gesels, vul asseblief jou besonderhede hier onder in sodat ons met jou kan skakel:

Studentenommer:

Selnommer:

Baie dankie!

APPENDIX B: Invitation sent to focus group participants – Afrikaans & English

Questions for focus group (below Appendix B)

Beste student (English below)

Jy het aangedui in die aanlyn vraelys oor gestremdhede dat jy bereid sal wees om deel te neem aan 'n fokusgroep onderhoud oor studente met gestremdhede se ervarings van insluiting en uitsluiting aan Universiteit Stellenbosch. Ek wil jou graag uitnooi na 'n fokus groep hieroor. Dui aan watter dag en tyd u die beste sal pas met 'n JA of 'n kruisie, en antwoord terug aan Cleophas@sun.ac.za:

1. VIR STUDENTE MET GESTREMDHEDE WAT WEL ONDERSTEUNING SOOS EKSTRA SKRYFTYD BY US KRY:

Dinsdag 4 Junie 10vm – 1nm (etes ingesluit) by SSVO of

Donderdag 6 Junie 10vm – 1nm (etes ingesluit) by SSVO

2. VIR STUDENTE WAT NIE ONDERSTEUNING BY US KRY NIE:

Dinsdag 11 Junie 10vm – 1nm (etes ingesluit) by SSVO of

Woensdag 12 Junie 1nm – 4nm (etes ingesluit) by SSVO

Dear Student

You indicated in an online survey about disabilities and support that you get at Stellenbosch University that you will be prepared to be part of a focus group regarding disability inclusion and exclusion at Stellenbosch University. I want to invite you to a focus group regarding this. Please indicate which day and date will suit you best with a YES or a cross/tick, and reply to Cleophas@sun.ac.za:

1. FOR STUDENTS WITH DISABILITIES THAT GET SUPPORT AT US SUCH AS EXTRA WRITING TIME:

Tuesday 4 June 10am – 1pm (eats included) at SSVO or

Thursday 6 June 10am – 1pm (eats included) at SSVO

2. FOR STUDENTS WHO DO NOT GET SUPPORT AT US:

Tuesday 11 June 10am – 1pm (eats included) at SSVO or

Wednesday 12 June 1pm – 4pm (eats included) at SSVO

QUESTIONS DERIVED FROM THE SURVEYS OF THE USER-GROUP OF SUPPORT

APPENDIX B

Focus Group questions – as gleaned from Disability Users Survey responses

- 1. More lecturer involvement in the disability and special need; they forget.**
- 2. Non-visual disabilities (some visual disabilities, mental health, medical) and a sense of agency / opening up to lecturers about it / involving staff in advocacy and awareness around disabilities generally on campus.**
- 3. More support: physical facilities, transportation/shuttles around campus, disability parking, siekeboeg/sick bay, residence placement, temporary concessions, quality of support services and possible improvements.**
- 4. Notification of changes in computer technology, roads, buildings.**
- 5. Coping mechanisms – EWT, electronic notes, learn life skills.**
- 6. Challenges – concentration, take long to read, take long to process, wait for text conversion, can't see well/at all, can't read on board, can't hear well.**
- 7. Noise of other students distract: classroom, test time.**
- 8. Thoughts on inclusion in disability context.**
- 9. Thoughts on exclusion in disability context.**
- 10. Affordability to do assessments to qualify for special needs.**

- 11. Lack of understanding of support structures – need for support group on Campus.**
- 12. Social / out of class / res experience and awareness raising.**
- 13. Inaccessible website for food bookings for blind people – still a problem.**

APPENDIX C: Ethics approval notice

Approval Notice New Application

20-Jul-2012

Lyner-Cleophas, Marcia MM

Ethics Reference #: S12/06/162

Title:

Staff and disabled students' experiences of disability support, inclusion and exclusion at Stellenbosch University

Dear Mrs. Marcia Lyner-Cleophas,

The **New Application** received on **21-Jun-2012**, was reviewed by members of **Health Research Ethics Committee 1** via Expedited review procedures on **20-Jul-2012** and was approved.

Please note the following information about your approved research protocol:

Protocol Approval Period: **20-Jul-2012 -20-Jul-2013**

Please remember to use your **protocol number** (**S12/06/162**) on any documents or correspondence with the REC concerning your research protocol.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

After Ethical Review:

Please note a template of the progress report is obtainable on www.sun.ac.za/rds and should be submitted to the Committee before the year has expired.

The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number projects may be selected randomly for an external audit.

Translation of the consent document in the language applicable to the study participants should be submitted.

Federal Wide Assurance Number: 00001372

Institutional Review Board (IRB) Number: IRB0005239

The Health Research Ethics Committee complies with the SA National Health Act No.61 2003 as it pertains to health research and the United States Code of Federal Regulations Title 45 Part 46. This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health).

Provincial and City of Cape Town Approval

Please note that for research at a primary or secondary healthcare facility permission must still be obtained from the relevant authorities (Western Cape Department of Health and/or City Health) to conduct the research as stated in the protocol. Contact persons are Ms Claudette Abrahams at Western Cape Department of Health (healthres@pgwc.gov.za Tel: +27 21 483 9907) and Dr Helene Visser at City Health (Helene.Visser@capetown.gov.za Tel: +27 21 400 3981). Research that will be conducted at any tertiary academic institution requires approval from the relevant hospital manager. Ethics approval is required BEFORE approval can be obtained from these health authorities.

We wish you the best as you conduct your research.

For standard REC forms and documents please visit: www.sun.ac.za/rds

If you have any questions or need further help, please contact the REC office at 0219389657.

Included Documents:

Protocol Synopsis Application Form Checklist

Sincerely,

Franklin Weber

REC Coordinator

Health Research Ethics Committee 1

Investigator Responsibilities

Protection of Human Research Participants

Some of the responsibilities investigators have when conducting research involving human participants are listed below:

1.Conducting the Research. You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research.

2.Participant Enrollment. You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use. If you need to recruit more participants than was noted in your REC approval letter, you must submit an amendment requesting an increase in the number of participants.

3.Informed Consent. You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

4.Continuing Review. The REC must review and approve all REC-approved research protocols at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research

expires, **it is your responsibility to submit the continuing review report in a timely fashion to ensure a lapse in REC approval does not occur.** If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

5. Amendments and Changes. If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, number of participants, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

6. Adverse or Unanticipated Events. Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to the REC within **five (5) days** of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the RECs requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Health Ethics Committee Standard Operating Procedures www.sun025.sun.ac.za/portal/page/portal/Health_Sciences/English/Centres%20and%20Institutions/Research_Development_Support/Ethics/Application_package

All reportable events should be submitted to the REC using the SAE Report Form.

7. Research Record Keeping. You must keep the following research related records, at a minimum, in a secure location for a minimum of fifteen years: the REC approved research protocol and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

8.Reports to MCC and Sponsor. When you submit the required annual report to the MCC or you submit required reports to your sponsor, you **must** provide a copy of that report to the REC. You may submit the report at the time of continuing REC review.

9.Provision of Emergency Medical Care. When a physician provides emergency medical care to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognized as research nor the data used in support of research.

10.Final reports. When you have completed (no further participant enrollment, interactions, interventions or data analysis) or stopped work on your research, you must submit a Final Report to the REC.

11.On-Site Evaluations, MCC Inspections, or Audits. If you are notified that your research will be reviewed or audited by the MCC, the sponsor, any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation.

APPENDIX D: Approval to do research with Stellenbosch University participants



UNIVERSITEIT

jou kennisvennoot

☐ STELLENBOSCH ☐ UNIVERSITY

☐ your knowledge partner

01 October 2012

Ms Marcia Lyner-Cleophas

Office for Students with Special Learning Needs (Disabilities) Centre for Student
Counselling and Development Stellenbosch University

Dear Ms Lyner-Cleophas

Re: Staff and disabled students' experiences of disability support, inclusion and exclusion at Stellenbosch University

Institutional permission is granted for proceeding with the above study. Stellenbosch University students and staff may be asked to participate in this study. Student and staff participation is completely voluntary. Participants may withdraw at any stage, without negative consequence. Responses must be collected anonymously. The researcher must act in accordance with Stellenbosch University's principles of research ethics and scientific integrity as stipulated in the *Framework Policy for the Assurance and Promotion of Ethically Accountable Research at Stellenbosch University*.

Best wishes,



Jan Botha

Senior Director Institutional Research and Planning Division

Afdeling Institusionele Navorsing en Beplanning

☐ Institutional Research and Planning Division

Planning Division

Privaatsak/Private Bag X1

☒ Afrika/South Africa ☐ 7602 ☐ Suid

Tel. +27 21 808 3967

☐ Faks/Fax +27 21 808 4533

APPENDIX E: Invitation sent to students with special learning needs – Afrikaans

UITNODIGING AAN ALLE STUDENTE MET SPESIALE LEERBEHOEFTE

Beste Student

UITNODIGING OM DEEL TE NEEM AAN NAVORSINGSPROJEK

U word uitgenooi om deel te neem in die navorsingsprojek van Marcia Lyner-Cleophas onder die supervisie van prof L Swartz. Ek onderneem hierdie navorsing as deel van 'n doktrale studie in die Sielkunde Departement (PhD) by Universiteit Stellenbosch (US).

U was geselekteer as 'n moontlike deelnemer vir hierdie studie omdat die navorsing die ervarings van insluiting en uitsluiting by studente met gestremdhede en spesiale leerbehoefte ondersoek. Met hierdie navorsing hoop ek om beter te verstaan hoe die US vaar met betrekking tot insluiting en uitsluiting.

Indien u bereid is om aan die proses deel te neem sal die volgende van jou verwag word:

1. Een opname oor jou gestremdheid en hoe jy ondersteuning op kampus ervaar;
2. 'n Uitnodiging om deel te neem aan 'n onderhoud of fokus groep om 'n dieper begrip van jou ervaringe te kry.

Alie inligting sowel as jou identiteit sal anoniem hanteer word in die data en bevindings. Al die onderhoude sal opgeneem word en sal met konfidensialiteit hanteer word. U is vry om enige tyd van die studie te onttrek sonder dat u enige redes hoef te verskaf en sonder enige nagevolge vir uself en die US.

Indien u deel wil wees van hierdie studie kliek asseblief "JA" vir toestemming en voltooi dan die opname. Dit behoort nie meer as 10 minute te neem nie en u kan 1 van 5 8 "GB USB Flash Drives" wen - indien u wil deelneem om te wen en deel van 'n

onderhoud te wees moet u u besonderhede onderaan die onderhoudvorm voltooi. Vir verdere navrae kontak asseblief vir Marcia Lyner-Cleophas by 021 808 3497 of cleophas@sun.ac.za of prof L Swartz (promoter) by lswartz@sun.ac.za

☐JA ☐NEE

APPENDIX E (Invitation sent to student with special learning needs) - English

LETTER OF INVITATION TO STUDENTS WITH SPECIAL LEARNING NEEDS

Dear Student

INVITATION TO PARTICIPATE IN RESEARCH PROJECT

You are hereby invited to participate in the research project of Marcia Lyner-Cleophas under the supervision of Prof. L. Swartz. I am undertaking this research as part of a doctoral study in the Psychology Dept (PhD) at Stellenbosch University (SU).

You were selected as a potential participant for this study, since this research aims to investigate the experiences of disability support, inclusion and exclusive practices by students with disabilities. Through this research, I hope to gain a better understanding of how SU is faring with regard to disability inclusion campus-wide and how we can better our services in the future.

1. A questionnaire about your disability and special learning needs and how you experience support on campus;
2. An invitation to be part of an interview or focus group with the researcher to gain a deeper understanding of your experiences if you so wish;

All information will be anonymous as will your identity in the presentation of the data and findings. All interviews will be recorded and will be treated confidentially.

You have the liberty to withdraw from the study at any time without a reason for doing so and without any repercussions for yourself and SU.

If you want to participate in this study, kindly AGREE by clicking below and then you can access the questionnaire. It will take you no longer than 10 minutes and you stand the chance to win 1 of 5 8 GB USB Flash Drives. This questionnaire will be completed anonymously. However, if you want to be considered to win a USB flash drive, please

indicate your contact details at the end of the questionnaire so that you can be contacted should you win.

Contact Marcia Lyner-Cleophas at cleophas@sun.ac.za at 021 808 3497 or Prof. L. Swartz (promoter) at lswartz@sun.ac.za for any queries.

☐AGREE

☐DISAGREE

APPENDIX E: (online email cover letter of invitation)

Beste Student (English below)

Jy het ondersteuning soos ekstra skryftyd of ander ondersteuning vir jou spesiale leerbehoefte in die afgelope twaalf maande by Stellenbosch Universiteit ontvang. Ons wil weet hoe jy die ondersteuning ervaar het. Ons sal jou deelname waardeer.

Dear Student

You received support such as extra writing time or other support for your special learning needs in the past twelve months at Stellenbosch University. We want to know how you experienced the support received. We would appreciate your participation.

You have been invited to take the survey: Disability Users.

<https://surveys.sun.ac.za/Survey.aspx?i=67defd609f134230b4a634991d6e39fa>

APPENDIX F: e-survey sent to non-users of support – English**STUDENTS WITH DISABILITIES: SURVEY QUESTIONNAIRE****(Non-users of support services)**

According to the Stellenbosch University (SU) records, you indicated on your application form for admission to the University that you have a disability. We have noted, however, that you have not requested any support once you registered for your course. We would like to ascertain the reason(s) for this and would therefore appreciate your answering the following questions. Thank you in advance for doing so! This should not take more than 10 minutes of your time.

1. Please tick the checkbox(es) marking the disability or special need you indicated on application to SU. Choose as many as are relevant to you:

- 1.1 Visual disability
- 1.2 Hearing disability
- 1.3 Physical disability (due to, for example, cerebral palsy, an accident or an illness)
- 1.4 Neurological disability (such as attention deficit disorder or attention deficit hyperactivity disorder)
- 1.5 Health
- 1.6 Learning disorder (such as a slow reading speed or difficulty with processing information)
- 1.7 Motor difficulties (such as slow- or untidy handwriting)
- 1.8 Psychiatric condition (such as a mood-, anxiety- or an eating disorder)
- 1.9 Multiple conditions that result in multiple needs
- 1.10 Unknown / Undiagnosed condition
- 1.11 Another condition not mentioned above

2. If you ticked 1.10 or 1.11 above, please tell me more about your condition:

3. Please indicate as many of the following reasons as are relevant:

I am not using support because:

- 3.1 ... I can cope without it.
- 3.2 ... the University cannot offer me the support that I need.
- 3.3 ... I prefer to use support services outside the University.
- 3.4 ... I do not know where to go for the support that I need.
- 3.5 ... I want to keep my disability private.
- 3.6 ... other

4. **Please explain any other reason(s) for your not using the University's support.**
5. **Please describe how you experience your disability in the context of your studies.**
6. Did you receive support at school?
 - 6.1 Yes
 - 6.2 No
7. Describe the support and your experience of it if you answered "Yes" above.
8. **I would like to interview a proportion of students who completed this questionnaire. Should you be willing to be interviewed, please provide me with your details so that you can be contacted:**

Student number:

Cell number:

Thank you very much!

APPENDIX F (e-survey sent to non-users of support) - Afrikaans

STUDENTE MET GESTREMDHEDE: OPNAMEVRAELYS

(Nie-gebruikers van steundienste)

Volgens die Universiteit Stellenbosch (US) se inligting het jy op jou aansoekvorm om toelating tot die Universiteit aangedui dat jy 'n gestremdheid het. Ons let egter op dat jy nie enige steun versoek het nadat jy vir jou kursus geregistreer het nie. Ons wil graag die rede(s) hiervoor vasstel en sal dit dus waardeur indien jy die volgende vrae kan beantwoord. By voorbaat dankie vir jou deelname! Dit behoort nie meer as 10 minute van jou tyd in beslag te neem nie.

1. **Merk asseblief, in die "checkbox" watter gestremdheid jy op jou aansoekvorm aan die Universiteit aangedui het:**
 - 1.1 Visuele gestremdheid
 - 1.2 Gehoorgestremdheid
 - 1.3 Fisiese gestremdheid (byvoorbeeld as gevolg van serebrale verlamming, 'n ongeluk of 'n siekte)
 - 1.4 Neurologiese gestremdheid (soos aandaggebreksteurnis of aandaggebrek-hiperaktiwiteitsteurnis)

- 1.5 Gesondheid
- 1.6 Leergestremdheid (soos 'n stadige leestempo of 'n probleem om inligting te verwerk)
- 1.7 Motoriese probleme (soos stadige skryfspoed of slordige handskrif)
- 1.8 Psigiatriese toestand (soos 'n gemoedsversteuring, angsversteuring of eetversteuring)
- 1.9 Veelvuldige toestande wat tot veelvuldige behoeftes lei
- 1.10 'n Ander toestand
- 1.11 Onbekende/ongediagnoseerde toestand

2. Brei asseblief uit oor jou toestand (e) indien jy 1.10 of 1.11 selekteer het.

3. Merk asseblief alle redes hieronder wat vir jou geld.

Ek gebruik nie ondersteuning nie, want:

- 3.1 ... ek kan daarsonder oor die weg kom.
- 3.2 ... die Universiteit kan my nie die soort steun bied wat ek nodig het nie.
- 3.3 ... ek verkies om steundienste buite die Universiteit te gebruik.
- 3.4 ... ek weet nie waarheen om te gaan vir die nodige ondersteuning nie.
- 3.5 ... ek wil my gestremdheid privaat hou.
- 3.6 ...ander rede

4. Verduidelik enige ander rede(s) waarom jy nie die Universiteit se steun gebruik nie.

5. Beskryf asseblief hoe jy jou gestremdheid ervaar in die konteks van jou studies.

6. Het jy ondersteuning op skool ontvang?

- 6.1 Ja
- 6.2 Nee

7. Beskryf die ondersteuning en jou ervarings daarvan indien "Ja" hierbo aangedui.

8. Ons sou graag 'n onderhoud wou voer met 'n gedeelte van die studente wat hierdie vraelys voltooi het. Indien jy bereid is om met ons te gesels, vul asseblief jou besonderhede hier onder in sodat ons met jou kan skakel:

Studentenommer:

Selnommer:

Baie dankie vir u tyd!

APPENDIX G: Email invitation sent to staff to participate in interview

Dear Dr X/Sir/Madam

You have been selected by me to be part of my PhD research study. The study is titled, “Staff and disabled students’ experiences of inclusion and exclusion at Stellenbosch University”. Do let me know if you are willing to be interviewed. This should not take longer than one (1) hour of your time.

I have attached the interview schedule, consent forms, a synopsis of my study and my US institutional permission to do the study on campus.

I will not be the interviewer because I would not want to inhibit the expression of the authentic experience of staff regarding their support to students with special learning needs and disabilities. Charlotte Capri has been assigned to do the interviewing in this study.

Do let me know if you will be willing to be interviewed during November 2012.

Thanks so much for your time and have a good day further!

Marcia Lyner-Cleophas

Senior Educational Psychologist

APPENDIX G: (email invitation sent to staff to participate in interview)
(Follow up after invitation to lecturer/staff member to participate in study)

Dear ...

RE: Interviews – Staff and disabled students’ experiences of inclusion and exclusion at Stellenbosch University.

Happy new year, and all the best to you in 2013!

Thank you for your willingness to be interviewed on the abovementioned topic for Ms. Marcia Lyner-Cleophas’s study, the data collection of which we are commencing in 2013.

We would like to schedule an appointed time with you for the interview.

In the table below, please indicate the times you would be available by replying to this message. We will confirm the appointment with you as soon as we can. Should you prefer a morning appointment, do let me know and I will try to accommodate your request.

Date		14h00	15h00	16h00
Wednesday February	6			
Wednesday February	13			

It will be nice to meet you, and thank you for your participation in this important work.

Kind regards,

Charlotte Capri
Charlotte Capri (D.Phil)
Clinical Psychologist

MA (*cum laude*) Clinical Psychology and Community Counselling (Stell.)

BSocSci Hons (*cum laude*) Psychology (UCT)

Cell: +27 (0)84 441 5208

Fax: +27 (0)21 850 0980

APPENDIX H: Staff interview schedule – English

Staff and disabled students' experiences of support, inclusion and exclusion at Stellenbosch University – PhD study

SEMI-STRUCTURED INTERVIEW SCHEDULE

~~~~~

1. You have been selected because of your involvement in facilitating support to students with disabilities / special learning needs. Can you explain to me the nature of that involvement (your role; the disabilities; the courses of the students; other stakeholders engaged...)
2. How do you feel about students with disabilities being accepted to study at university?
3. What are your thoughts about students being accepted to university?
4. Are you aware of any policies at the university and in broader society (governmental) /globally around people with disabilities? (Tell me more about these policies. And if you are not aware of policies, do you think there should be policies? Why?)
5. What do you think about the implementation of these policies (related to 4 above)?
6. What do you understand by the concept "inclusion" as it relates to disabilities?
7. You mentioned your involvement earlier - how did you experience your interactions with the students and other role-players in trying to obtain the necessary support for the students?
8. Were there any challenges? (Practices of exclusion? Systems/Process problems?)
9. What could make the challenges above easier to handle?

10. Which practices, in your experience, support inclusion?
11. How do you as a staff member feel supported to support students?
12. If no support above, then what would enable you to support students better?
13. Are there other staff members who have different views on support/opposing views students with disabilities who I can interview?
14. Is there anything else you would like to mention?
15. What was it like for you to speak about your experiences with students with disabilities?

*Thank you very much for your time!*

## APPENDIX H: (Staff interview schedule) - Afrikaans

### Personeel en gestremde studente se ervarings van ondersteuning, insluiting en uitsluiting by Stellenbosch Universiteit – PhD studie

#### SEMI-GESTRUKTUREERDE ONDERHOUD SKEDULE

- ~~~~~
1. Jy was gekies weens jou betrokkenheid in die fasilitering van ondersteuning van studente met gestremdhede / spesiale leerbehoefte? Kan jy vir my verduidelik wat die aard van daardie betrokkenheid is (jou rol; die gestremdhede; die kursusse van die student; ander rolspelers wat betrokke was...).
  2. Hoe voel jy oor die aanvaarding van studente met gestremdhede by die universiteit?
  3. Wat is jou gedagtes rondom studente wat aanvaar word om by die universiteit te studeer?
  4. Is jy bewus van enige beleide oor gestremdhede by die universiteit en in die samelewing in die geheel (government) /internasionaal? (Brei uit oor die beleide. Indien jy nie van beleide bewus is nie dink jy dat daar wel beleide moet wees? Hoekom?)
  5. Wat dink jy oor die implementering van die beleide?
  6. Wat verstaan jy deur "insluiting" in verband met gestremdhede?
  7. Jy het jou betrokkenheid vroeër genoem. (Hoe was jou ervarings met studente en ander rolspelers in die fasilitering van ondersteuning?)
  8. Was daar enige uitdagings? (Praktyke van uitsluiting? Sisteem/Prosesse wat problematies was)?
  9. Wat kan die uitdagings bo makliker maak om te hanteer?
  10. Watter praktyke, in jou ondervinding, ondersteun insluiting?
  11. Hoe voel jy as personeellid ondersteun in die ondersteuning van studente?
  12. Indien geen ondersteuning hierbo, wat sal ondersteuning aan studente verbeter?
  13. Is daar ander personele wat verskillende sienings het oor die ondersteuning van studente met gestremdhede en met wie ek ook 'n onderhoud kan voer?
  14. Is daar enigiets meer wat u wil noem?
  15. Hoe was dit vir jou om met studente met gestremdhede te gesels oor hul gestremdhede?

Baie dankie vir u tyd!

## **APPENDIX I: Informed consent letter signed by all participants**

**(Except online participants, who answered YES/NO to take part in the study)**

### **PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM**

**TITLE OF THE RESEARCH PROJECT: Staff and disabled students' experiences of disability support, inclusion and exclusion at Stellenbosch University.**

**REFERENCE NUMBER: S12/06/162**

**PRINCIPAL INVESTIGATOR: Marcia Lyner-Cleophas**

**CONTACT NUMBER: 021 8083497: [cleophas@sun.ac.za](mailto:cleophas@sun.ac.za)**

**SUPERVISOR: Prof Leslie Swartz: [lswartz@sun.ac.za](mailto:lswartz@sun.ac.za)**

**ADDRESS: Stellenbosch University, Department of Psychology, Private Bag XI, MATIELAND, 7602**

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the investigator any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the **Health Research Ethics Committee at Stellenbosch University** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and the Medical Research Council (MRC) Ethical Guidelines for Research.

### **What is this research study all about?**

- *This study is conducted at Stellenbosch University and can involve participants from any of the 4 sites: US Business School, Stellenbosch Campus, Faculty of Medicine and Health Sciences and the Faculty of Military Science. All students who noted special learning needs for the 2012/2013 period of study will be approached. Approximately 300 students fall into this category. The experiences of staff members will also be investigated regarding inclusive and exclusive disability practices.*
- *This study will investigate the extent to which students with special learning needs and disabilities feel they are being given support for their special learning needs, campus wide. This study will also look at the reasons some students do not seek support even though they have noted a special learning need on their application to the university. Another aim of the study is to look at the experiences that staff have in the support of students with disabilities on campus. I am doing this study to gain a sense of how students experience support and how staff experience support given, with the view to identifying best practice and the areas that still present disabled students with exclusion, with the ultimate aim being to meet the aims of inclusion in education on campus. Students who noted disabilities will be surveyed by using CHECKBOX. The staff data will be accessed through individual interviews with them.*

### **Why have you been invited to participate?**

- *Staff will be invited to participate on the basis of their involvement with providing or facilitating support for students with disabilities.*

### **What will your responsibilities be?**

- *Staff will be interviewed individually.*

### **Will you benefit from taking part in this research?**

- *No payment will be received. The only benefit will be an improvement in service provision for students with disabilities, be that directly or through other training, like staff training.*

### **Are there any risks involved in your taking part in this research?**

- *None that I am aware of.*

**If you do not agree to take part, what alternatives do you have?**

- *The participant is free to not take part in any part of the research process, with no questions asked.*

**Who will have access to your records?**

- *All information will be treated confidentially. Only the researcher and the supervisor will have access to your information. All information will appear in code form in the dissertation.*

**What will happen in the unlikely event of some form of injury occurring as a direct result of your taking part in this research study?**

- *As this study will take place on campuses, the usual indemnities will apply as when any staff or student member registers to be part of Stellenbosch University. All due process regarding precautions will take place in the event of students with visual and mobility disabilities. I will endeavour to meet them on their own turf to prevent unnecessary travelling or mobility problems for participants.*

**Will you be paid to take part in this study and are there any costs involved?**

- *No, you will not be paid to take part in the study.*

**Is there anything else that you should know or do?**

- *As a staff member, you will be interviewed to ascertain your perceptions about inclusion and support to students with disabilities on campus. All information will be recorded and written down in note form by the researcher.*

**Declaration by participant**

By signing below, I ..... agree to take part in a research study entitled: **STAFF AND DISABLED STUDENTS' EXPERIENCES OF DISABILITY SUPPORT, INCLUSION AND EXCLUSION AT STELLENBOSCH UNIVERSITY.**

I declare that:



- I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 2013.

**Signature of participant    Signature of witness**

### **Declaration by investigator**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- I did/did not use an interpreter. (*If an interpreter is used then the interpreter must sign the declaration below*).

Signed at (*place*) ..... on (*date*) ..... 2013.

**Signature of investigator**

**Signature of witness**

**Declaration by interpreter**

I (*name*) ..... declare that:

- I assisted the investigator (*name*) ..... to explain the information in this document to (*name of participant*) ..... using the language medium of Afrikaans/Xhosa.
- We encouraged him/her to ask questions and took adequate time to answer them.
- I conveyed a factually correct version of what was related to me.
- I am satisfied that the participant fully understands the content of this informed consent document and has had all his/her questions satisfactorily answered.

Signed at (*place*) ..... on (*date*)  
.....

**Signature of interpreter**

**Signature of witness**

**APPENDIX I (This was the informed consent letter signed by all participants)**  
**Except online participants, who answered YES/NO to take part in the study**  
**(This was the Afrikaans informed consent letter signed by participants)**

**DEELNEMER INLIGTINGSBLAD EN -TOESTEMMINGSVORM**

**TITEL VAN DIE NAVORSINGSPROJEK: Personeel en gestremde studente se ervaring van ondersteuning, insluiting en uitsluiting aan Stellenbosch Universiteit.**

**VERWYSINGSNOMMER: S12/06/162**

**HOOFNAVORSER: Marcia Lyner-Cleophas**

**KONTAKNOMMER: 021 808 3497: [cleophas@sun.ac.za](mailto:cleophas@sun.ac.za)**

**SUPERVISOR: Prof Leslie Swartz: [lswartz@sun.ac.za](mailto:lswartz@sun.ac.za)**

**ADRES: Stellenbosch Universiteit, Departement Sielkunde, Privaatsak XI, MATIELAND, 7602**

**KONTAKNOMMER: 021 808 3497**

U word genooi om deel te neem aan 'n navorsingsprojek. Lees asseblief hierdie inligtingsblad op u tyd deur aangesien die detail van die navorsingsprojek daarin verduidelik word. Indien daar enige deel van die navorsingsprojek is wat u nie ten volle verstaan nie, is u welkom om die navorsingspersoneel daaroor uit te vra. Dit is baie belangrik dat u ten volle moet verstaan wat die navorsingsprojek behels en hoe u daarby betrokke kan wees. U deelname is ook **volkome vrywillig** en dit staan u vry om deelname te weier. U sal hoegenaamd op geen wyse negatief beïnvloed word indien u sou weier om deel te neem nie. U mag ook te eniger tyd aan die navorsingsprojek onttrek, selfs al het u aanvanklik ingestem om deel te neem.

Hierdie navorsingsprojek is deur die Gesondheidsnavorsing Etiek Komitee (GNEK) van die Universiteit Stellenbosch goedgekeur en sal uitgevoer word volgens die etiese

riglyne en beginsels van die Internasionale Verklaring van Helsinki en die Etiese Riglyne vir Navorsing van die Mediese Navorsingsraad (MNR).

### **Wat behels hierdie navorsingsprojek?**

- *Hierdie studie sal by Stellenbosch Universiteit plaasvind en deelnemers van enige van die 4 kampusse: US Besigheidskool, Stellenbosch Kampus, Fakulteit Geneeskunde en Gesondheidswetenskappe en Fakulteit Krygskunde, sal kan deelneem. Alle studente wie spesiale leerbehoefte vir 2012/2013 aangedui het, sal genader word. Ongeveer 300 studente val in hierdie kategorie.*
- *Hierdie studie sal die ervaring van studente met spesiale leerbehoefte en gestremdhede meet om te bepaal tot watter mate hulle voel hulle word ondersteun met betrekking tot hulle leerbehoefte. Die studie wil ook bepaal hoekom studente wat reeds spesiale leerbehoefte gehad het op die tydstip wat hulle aansoek gedoen het, versuim het om vir ondersteuning te vra. Nog 'n doelstelling is om te kyk na personeel se ervaring van ondersteuning aan studente met gestremdhede op kampus. Ek doen dus hierdie studie om 'n idee te kry hoe studente ondersteuning ervaar en hoe personeel die ondersteuning wat hulle en die universiteit bied, ervaar. Die einddoel is om uit te vind wat die beste praktyk is, en watter areas nog ontwikkel kan word sodat insluiting op kampus ten volle tot ry reg kan kom. Studente wat gestremdhede aangedui het, sowel as die wat dit nie aangedui nie, sal die opname op CHECKBOX doen. Onderhoude sal alleenlik met studente wat vrywillig hul deelname aangedui het, gedoen word.*

### **Waarom is u genooi om deel te neem?**

- *U is genooi om deel te neem omdat u op die een of ander manier betrokke is in die ondersteuning en fasilitering van ondersteuning aan studente met gestremdhede.*

### **Wat sal u verantwoordelikhede wees?**

- *Met personeel sal daar alleenlik individuele onderhoude gevoer word.*

### **Sal u voordeel trek deur deel te neem aan hierdie navorsingsprojek?**

- *Deelnemers sal geen betaling ontvang nie. Die verbetering van dienste aan studente met gestremdhede is die konkrete voordeel wat sal voortspruit uit die navorsingsprojek.*

**Is daar enige risiko's verbonde aan u deelname aan hierdie navorsingsprojek?**

- *Niks waarvan ek bewus is nie.*

**Watter alternatiewe is daar indien u nie instem om deel te neem nie?**

- *Dit staan die deelnemer vry om nie deel te neem aan enige aspek van die navorsing proses nie – geen vrae sal gevra word nie.*

**Wie sal toegang hê tot u rekords?**

- *Alle inligting word vertroulik hanteer. Dit sal alleenlik die navorser en die supervisor wees wat toegang tot die inligting het. Inligting in die tesis sal in kode vorm verskyn.*

**Wat sal gebeur in die onwaarskynlike geval van 'n besering wat mag voorkom as gevolg van u deelname aan hierdie navorsingsprojek?**

- *Omdat hierdie studie op die verskillende kampusse sal plaasvind, sal die normale vrywaringsproses van die Stellenbosch Universiteit (SU) van toepassing wees op studente en personeel soos wanneer hulle registreer by die SU. Versigting sal gehandhaaf word in die geval van blinde en mobiliteitsgestremde studente. Ek sal sover moontlik probeer om deelnemers op hul kampusse te ontmoet, om onnodige reis en mobiliteitsprobleme te verhoed.*

**Sal u betaal word vir deelname aan die navorsingsprojek en is daar enige koste verbonde aan deelname?**

- *Nee, u sal nie betaal word vir deelname aan die studie nie.*

**Is daar enigiets anders wat u moet weet of doen?**

- *Met personeel sal 'n onderhoud gevoer word om hulle persepsies oor insluiting en ondersteuning aan studente beter te verstaan. Alle inligting word deel van die rekords van die studie: wat jy skryf word 'n geskrewe rekord, en jou onderhoud sal op band opgeneem word. Die navorser sal ook notas neem gedurende die onderhoud.*

**Verklaring deur deelnemer**

**Met die ondertekening van hierdie dokument onderneem ek**

.....  
**om deel te neem aan 'n navorsingsprojek getiteld: Personeel en gestremde studente se ervaring van ondersteuning, insluiting en uitsluiting aan Stellenbosch Universiteit.**

Ek verklaar dat:

- Ek hierdie inligtings- en toestemmingsvorm gelees het of aan my laat voorlees het en dat dit in 'n taal geskryf is waarin ek vaardig en gemaklik mee is.
- Ek die geleentheid gehad het om vrae te stel en dat al my vrae bevredigend beantwoord is.
- Ek verstaan dat deelname aan hierdie navorsingsprojek **vrywillig** is en dat daar geen druk op my geplaas is om deel te neem nie.
- Ek te eniger tyd aan die navorsingsprojek mag onttrek en dat ek nie op enige wyse daardeur benadeel sal word nie.
- Ek gevra mag word om van die navorsingsprojek te onttrek voordat dit afgehandel is indien die navorser van oordeel is dat dit in my beste belang is, of indien ek nie die ooreengekome navorsingsplan volg nie.

Geteken te (*plek*) ..... op (*datum*) .....  
 2013.

.....  
 Handtekening van deelnemer

.....  
 Handtekening van getuie

### **Verklaring deur navorser**

Ek (*naam*) ..... verklaar dat:

- Ek die inligting in hierdie dokument verduidelik het aan  
 .....

- Ek hom/haar aangemoedig het om vrae te vra en voldoende tyd gebruik het om dit te beantwoord.
- Ek tevrede is dat hy/sy al die aspekte van die navorsingsprojek soos hierbo bespreek, voldoende verstaan.
- Ek 'n tolk gebruik het/nie 'n tolk gebruik het nie. (*Indien 'n tolk gebruik is, moet die tolk die onderstaande verklaring teken.*)

Geteken te (*plek*) ..... op (*datum*) .....  
2013.

Handtekening van navorder

Handtekening van getuie

### Verklaring deur tolk

Ek (*naam*) ..... verklaar dat:

- Ek die navorser (*naam*) ..... bygestaan het om die inligting in hierdie dokument in Afrikaans/Xhosa aan (*naam van deelnemer*) ..... te verduidelik.
- Ons hom/haar aangemoedig het om vrae te vra en voldoende tyd gebruik het om dit te beantwoord.
- Ek 'n feitelik korrekte weergawe oorgedra het van wat aan my vertel is.
- Ek tevrede is dat die deelnemer die inhoud van hierdie dokument ten volle verstaan en dat al sy/haar vrae bevredigend beantwoord is.

Geteken te (*plek*) ..... op (*datum*) ..... 2013.

.....  
Handtekening van tolk

.....  
Handtekening van getuie

## APPENDIX J: Example of coding and categories

### EXAMPLE OF CODING & CATEGORIES, HIGHLIGHTING INCLUSIVE & EXCLUSIONARY PRACTICES/EXPERIENCES

Qu 6. Please discuss your experience of support or lack thereof in as much detail as you can.

#### Responses:

inclusionary practices (+) are green highlights below

exclusionary practices (-) are red highlights below

1. I get help from the ssvo and the disability office as well as from the braille office +
2. Dit is goed
3. In the first year of my studies the office for students with disabilities was not there yet. So I had to fight a lot with a lecturer because they did not believe that I had a disability. In my second year the services and attitude were better but I still had to organise everything prior to the test and exam as well as insist on a scribe with medical knowledge instead of any one. [impact of no centralised disability office] --+
4. The university has been very accommodating, responding quickly to my application for extra writing time. I have not been making as much use of the facilities available as I am able to manage well on my own. [quick response to support applications] +
5. I have been granted extra writing time during tests and examinations and am thus satisfied with the support that has been provided by the university. [support good] +
6. Ek was elke keer dadelik gehelp gewees as ek hulp nodig gehad het. Almal was elke keer vriendelik en het uit hul pad gegaan om te help. [effort with support] +
7. I was given a room which is right for people with disabilities at Concordia. [residence accessible] +
8. I don't receive much support, and largely only use my assistance for exams. However, in a class and test environment, I don't really need it, nor do I ask for it. Any lack of support is due to my own neglect in terms of asking for it. [selective support] +
9. Baie goed +
10. I find the smaller classrooms for extra writing time very helpful, as well as the lack of stressful atmosphere. This helps me concentrate. [context for support good] +
11. I feel as if I am on par with all my fellow classmates now. [levels playing fields] +



12. Ek ervaar die ekstra skryftyd in eksamens as positief, want ons skryf in 'n aparte lokaal en ek kry vraestelle in groter teks, maar semester toetse weet ek nie heeltemal watter prosedure om te volg om ekstra skryftyd te kry nie. Ek sal in die vervolg voor die toets na die dosent toe gaan en hulle self in kennis stel. By die sportwetenskap departement ervaar ek dit baie positief dat hulle my met prakties akkommodeer deur bv. 'n groter krieket bal en verder vra hul altyd hoe hulle dit kan aanpas om my sig te konsidereer, maar hulle sonder my nie uit nie. Ek het toe gang tot Humarga se Braillekamer wat Zoom Text het wat alles vergrote. [faculty support and technology access] +
13. Great support +
14. Ondersteuning is goed, maar het jaar na jaar dieselfde probleme veral aan die begin van 'n nuwe semester. Wag altyd tot heelwat laaste vir nuwe tegnologie. Tegnologie word soms sonder ons medewete getoets en dan van ons verwag om dit te gebruik. Voertuie stop steeds op areas waar geen parkering is nie en mens skaars daar kan verby. Soms word veranderinge op kampus aangebring sonder dat ons daarvan bewus is en moet ons dan op vreemde maniere daarvan uitvind. Dit is veral wanneer ander studente ons daaroor vra en ons nie eers van die veranderinge of dalk verbouings bewus is nie. [technology access takes long and facility upgrades slow comms; vehicle obstructions in pathways] -
15. I have had extremely positive support from the university and university staff. The help I received from the university, (before I was even admitted), was amazing and led to me deciding to study at Stellenbosch when I initially wanted to go to UCT. [early support] +
16. Die US was baie professioneel ten opsigte van hulle benadering, en ek het regtig die hulp waardeur. Spesifiek ten opsigte van eksamens - waar Ekstra skryftyd studente in 'n aparte kamer geskryf het. [extra time support helpful] +