



Implementing Inclusive Education in South Africa

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What does White Paper 6 say?

- ◆ Move away from using segregation according to categories of disabilities as an organising principle for institutions
- ◆ Base the provision of education for learners with disabilities on the intensity of support needed
- ◆ Place an emphasis on supporting learners through full-service schools
- ◆ Strengthen district-based education support service
- ◆ Emphasize support for curriculum development and assessment, institutional development, and quality improvement and assurance

Barriers to Learning and Development...

- ✚ Impairment
- ✚ Psycho-social disturbances
- ✚ Different abilities
- ✚ Life experiences
- ✚ Socio-economic deprivation
- ✚ Lack of family care and involvement
- ✚ Negative attitudes and stereotyping of differences
- ✚ Curriculum
- ✚ Language of teaching and learning
- ✚ Communication
- ✚ Inaccessible or unsafe environments
- ✚ Poor teaching and classroom management

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IE STRUCTURES

- ◆ District Support Teams
- ◆ Resource centres
- ◆ Full-service schools
- ◆ ISTs

What is a full-service school?

- ◆ A full-service school is equipped and supported to provide for a greater range of learning needs.
- ◆ A full-service school aims at increasing learning and participation of all learners.
- ◆ A full-service school sees itself as an agent of transformation process in education by developing cultures, policies and practices that celebrate diversity, respect difference and value innovation and problem-solving.
- ◆ A full-service school works in collaboration with, and provides assistance and support to other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools.

What is the support available for the school?

- ◆ District-based support team
 - provides *indirect* support to learners through supporting educators and school management, with a particular focus on curriculum and institutional development, to ensure that the teaching and learning framework and environment is responsive to the full range of learning needs.
 - supports *capacity building* in schools/education institutions
 - identifies and prioritises learning needs and barriers to learning in their local contexts
 - *Links* schools with formal and informal support systems in the surrounding community so that needs and barriers can be addressed.

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◆ Special Schools as Resource Centres

- Provide specialist services to full-service schools, such as therapists; training in specific skills, e.g. Braille
- Provide expertise and support, especially in curriculum, assessment and instruction
- Advice in accommodating learners who require higher levels of support in full-service schools
- May provide intensive support for individual learners from full-service schools in particular skills on a short-term basis

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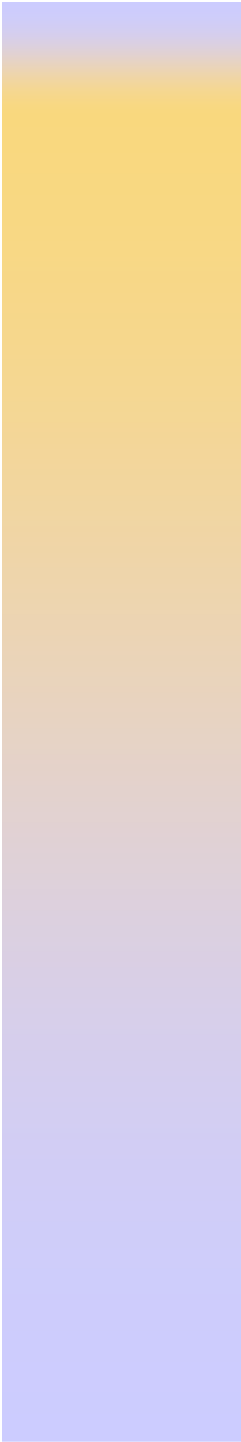
◆ Material and physical resources

- An audit of the current resources will determine the needs of the full-service school in terms of:
 - Accessibility
 - Furniture
 - Equipment
 - Assistive devices
 - Learning materials
 - Health and safety issues

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◆ Training

- As a part of the implementation of the White Paper 6, full-service schools will receive training on inclusive education
 - Situation analysis of the school
 - Addressing and responding to barriers to learning
 - Curriculum and inclusive education
 - Community participation
- Workshops arranged and offered by the District-Based Support Team

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How will we promote inclusive education in the community?

- ◆ Advocacy events by the Provincial Department of Education
- ◆ School-based meetings with families and community members
- ◆ Developing an inclusive and welcoming culture at the school
- ◆ Providing opportunities for community members to be a part of the school

What has already been done?

- ◆ Discussions and negotiations with the School Districts about the process
- ◆ Situation analysis of the schools
- ◆ Establishment of institution-based support teams
- ◆ Training
- ◆ Incremental upgrading / modification of the infrastructure (toilets, ramps, etc.); procurement of equipment, assistive devices, learning materials
- ◆ Experimenting and practicing new skills
- ◆ Documenting and evaluating the process

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-HOPE TO SEE YOU NEXT
TIME IN CAPE TOWN,
SOUTH AFRICA!

THANK YOU!