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CONCEPTUAL AND OPERATIONAL
GUIDELINES FOR THE
IMPLEMENTATION OF INCLUSIVE
EDUCATION:

SPECIAL SCHOOLS AS RESOURCE
CENTRES

2005

**EDUCATION WHITE PAPER 6
SPECIAL NEEDS EDUCATION
BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM**

CONCEPTUAL AND OPERATIONAL GUIDELINES FOR SPECIAL SCHOOLS AS
RESOURCE CENTRES

2005

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FOREWORD

This is one of a set of three booklets that emerge out of Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System. White Paper 6 introduces the notion of a full-service school, special school as resource centre and district-based support team.

Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System suggests a field-testing exercise over a three year period. Regarding implementation, the following will be done as part of short-term steps (2004-2006):

- a) Implement a national advocacy and education programme on inclusive education.
- b) Plan and implement a targeted outreach programme, beginning in Government's rural and urban development nodes, to mobilise disabled out-of-school children and youth
- c) Complete an audit of special schools and implementing a programme to improve quality and efficiency
- d) Designate, plan and implement the conversion of 30 special schools to special schools/resource centres in 30 designated school districts
- e) Designate, plan and implement the conversion of thirty primary schools to full service schools in the same thirty districts as (d) above
- f) Designate, plan and implement the district support teams in the same 30 districts as (d) above
- g) Establish, within primary schooling, on a progressive basis, systems and procedures for the early identification and addressing of barriers to learning in the Foundation Phase (Grades R-3)

This booklet focuses on special schools as resource centres and provides detail regarding definitions and the developmental issues. This booklet is not exhaustive and concepts and other ideas will be field-tested as part of the implementation of the short-term steps over the next few years. According to White Paper 6, in the short-

term, the establishment of special school resource centre will be field-tested in 30 nodal areas all over the country.

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Director-General

DEVELOPING SPECIAL SCHOOLS AS RESOURCE CENTRES: GUIDELINES FOR THEORETICAL DEVELOPMENT AND PRACTICE

1. INTRODUCTION

The role of Special Schools as Resource Centres (SSRCs) as described in Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (EWP6) suggests a radical transformation of the existing system and a new way of thinking. This document attempts to provide a new conceptual framework and suggests operational procedures that are consistent with Education WP6. Many of the suggestions also relate to SSRCs so that they will become solid support bases, together with district-based support teams, for full-service and ordinary schools.

EWP6 suggests this happens in the following ways:

- Systematically moving away from using disabilities to segregate learners with disability and instead seeking ways to include them at every level of educational practice;
- Basing the provision of education for disabled learners on what is needed to support them best;
- Supporting learners through full-service schools which have the capacity to assist learner with particular disabilities;
- Directing how the initial facilities will be set up and how the additional resources required would be accessed;
- Indicating how learners with disabilities would be identified, assessed and incorporated into special, full-service and ordinary schools;
- Introducing strategies and interventions that will assist teachers to cope with a diversity of learning and teaching needs to ensure that difficulties are overcome;
- Giving direction for the Education Support System needed; and
- Providing clear signals about how current special schools will both serve identified disabled learners on-site as well as be a resource for teachers and schools in the area.

The conceptual framework that informs SSRCs makes reference to three critical changes in thinking and practice. These include shifts from the medical model to an Inclusive Education model, from categorisation to support, and the role of a special school as a resource centre. This last shift includes a focus on high-intensity support as well as performing an important role regarding curriculum implementation, learning support material development and assessment. Therefore, this document contains: (i) a conceptual framework, (ii) an operational framework and, (iii) various new roles for SSRCs.

2. CONCEPTUAL FRAMEWORK

2.1 Inclusive Education Model

This section focuses on moving away from disabilist theories, assumptions, practices and models to a non-disabilist, inclusive system of education.

Educationists are aware of the impact of psychological theory. Indeed, the majority of special education discourses are located within educational psychology frameworks and departments. Many psychological theories of understanding learning breakdown believe that problems are located within learners. For example, very little is said about system deficiencies, social systems and their problems, exposure to intellectual work and poverty.

Special education theory is located within a predominantly functionalist paradigm and is concerned with both learners who experience learning breakdown and those who are regarded as disabled. The old thinking believed the system worked and any breakdown and failure of it was the fault of individuals within it. Inclusive Education means rethinking our attitudes towards disability.

The first step is to move from seeing disability only in medical terms to seeing it in terms of the rights of the disabled. Secondly, barriers to learning in the system need to be identified and interventions need to be made. In other words one needs to examine what impediments exist in the system that prevent disabled people from accessing

learning. These barriers could include poverty, ideology, physical inaccessibility to schools, an inflexible curriculum, inappropriate language and communication channels, lack of or inappropriate transport and similar factors. Arguably, there are some barriers that exist within children, for example, neurological, sensory, physical or intellectual impairments. But these barriers need to be addressed through pedagogical responses, not by carrying out psychometric tests that offer little in terms of programme planning.

“Barriers to learning” is a new theory of knowledge that must be imposed on any framework of thinking that relates to teaching and learning. It has already been asserted that barriers can be located within the learner, within the site of learning, within the education system and within the broader social, economic and political context. These barriers manifest themselves in different ways and only become obvious when learning breakdown occurs, when learners ‘drop out’ of the system or when the excluded become visible. Sometimes it is possible to identify permanent barriers in the learner or system, which can be addressed through enabling mechanisms and processes. However, barriers may also arise during the learning process and are seen as transitory in nature. These may require different interventions or strategies to prevent them from causing learning breakdown or excluding learners from the system.

The key to preventing barriers from occurring is the effective monitoring and meeting of the different needs among the learner population and within the system as a whole. If these needs are not met, learners may fail to learn effectively or be excluded from the education system. The EWP6 states that various barriers to learning exist within the system that make learners vulnerable to exclusion and learning breakdown. Some of these are

- Negative attitudes to and stereotyping of difference;
- An inflexible curriculum;
- Inappropriate languages of learning and teaching;
- Inappropriate communication;
- Inaccessible and unsafe built environments;
- Inappropriate and inadequate support services;

- Inadequate policies and legislation;
- The non-recognition and non-involvement of parents;
- Inadequately and inappropriately trained education managers and educators.

2.2 From category of disability to level of support

Special Schools as Resource Centres(SSRC) will move systematically away from using segregation according to categories as an organising principle for institutions. In other words, traditionally defined categories of disability for example, deafness, blindness, intellectual and physical disabilities are not regarded as referring to homogenous groups. EWP6 indicates that there is a need to base the provision of education for learners with disabilities on the intensity of support they need in any given context. SSRCs will be required to cater for learners who require high levels of support.

Further, the process of providing support is a dynamic one and makes provision for learners to move to SSRCs for intensive support and possibly to an ordinary school after receiving it. For example, a blind learner may be required to learn Braille and then move back to an ordinary or full-service school depending on other forms of support required. Information pertaining to the assessment procedures, programmes and resourcing will be field-tested during the first-steps of the implementation plan through commissioned research. The task of the assessment commission will be to establish the different levels of support in such a manner that it does not become exclusive. In other words, there must be flexibility in the rating system taking all factors into account.

2.3 Strengthening Special Schools

EWP6 clearly states that an evaluation will be made of the resources we already have within the system and how these existing resources and capacities can be strengthened and transformed to contribute to building an inclusive system. What would the qualitative upgrading of special schools entail?

Qualitative improvement means a review of curricula to ensure that all schools apply Outcomes Based Education and Revised National Curriculum Statement. Learning support materials must be developed in line with Revised National Curriculum Statement, and be adapted to meet the particular needs of disabled learners. All learners must strive to attain all outcomes, and not automatically be subjected to a watered-down curriculum because of disability. Curriculum adaptation does not mean a “separate” curriculum for learners with disabilities. Assessment practices must be in line with national policy guidelines and fully exploit the flexibility to accommodate diversity, which is an integral component for the guidelines.

In practice, policy implementation will concentrate on:

- Making existing special schools part of an integrated education system;
- Encouraging schools to operate within a disability rights framework;
- Upgrading capacity to provide quality services to learners with high intensity needs;
- Upgrading physical facilities in schools in previously disadvantaged areas;
- Training of and re-orientating all teachers to inclusive education;
- Training staff for new roles as part of DBST in skills like networking, community development, developing school-based support teams, teamwork, mentoring, counselling and transferring knowledge and skills to educators who teach in large classes, for example.
- Increasing capacity to assist the process of de-institutionalisation and promoting placement of learners in neighbourhood schools

The notion of strengthening special schools does not necessarily mean that more and more special schools should be built. Within the framework of delinking site from support, it would be much better to make more support programmes available at local level in full-service schools and through site-based support teams to ordinary neighbourhood schools. Consideration can even be given to eventually transform some existing special schools into full-service schools if there are too many such facilities in one area.

2.4 Role of Special Schools as Resource Centres

EWP6 explains that the future role of SSRs is critical in the transformation to inclusive education. It also indicates that these schools will be upgraded through staff training and a response to the needs of schools based on a quantitative and qualitative audit. Ultimately the SSRs will collaborate with district support teams to provide support to full-service and ordinary schools.

The incremental way in which all changes will be introduced into the system will ensure stability in the workforce as well as for the learners. All changes in conditions of service and role functions (e.g. devoting part of working hours to the functions of a district-based support team) will be duly discussed and negotiated. In this process, representative bodies for both teachers and professional support staff will play key roles in ensuring that the changes become positive moves towards new opportunities and broadened horizons for all involved.

3. OPERATIONAL FRAMEWORK

3.1 The inclusive education model

Structures, practices, assumptions, models, theories and attitudinal changes are preceded by philosophical shifts. Thus certain changes need to take place to implement the philosophy and practice of EWP6. A new operational framework will also have to be implemented consistent with these concepts. Table 1 highlights what shifts need to take place. A new service cannot be delivered within an old system. As mentioned earlier, special education theories were located predominantly within the medical paradigm and, in order to ensure that consciousness changes, there is a need to move towards an Inclusive Education model. Inclusive education like OBE has to do with rethinking issues of theory, pedagogy, assumptions, practices, tools, models, race, class, disability and gender.

Table 1: Shifting from Special Education to Inclusive Education

Theory	Special Education Theory	Inclusive Education Theory
Assumptions	- Pathological - Deficits within the child	- Barriers to learning - Barriers in the system and

	- Categories	environment - Levels of support needed, e.g. high, moderate and low levels of support
Practices	Segregation of learners into special facilities	Includes all learners and reorganises support
Tools	Standardised tests	Criterion referenced tests Teacher produced tests Assessing the potential to learn
Model	Special Education Act	The South African Schools Act
Pedagogy	Limited pedagogical possibilities	- Pedagogy of possibility, taking into consideration barriers to learning, multiple styles of intelligences and learning - High expectations, expanded learning opportunities

The changes could, or would, mean the following:

- a shift from pathological medical/individual explanations to an understanding of the system's deficiencies and Barriers to Learning. For example, realising that a deaf learner's difficulty to engage with the curriculum might be because it is inappropriate to him/her rather than thinking the problem is with the learner only.
- a shift from organising services according to disability categories to rather determining the level of support needed;
- a completely new approach towards admissions, based not on category of disability but on whether learners really require high levels of support;
- a shift from standardised tests, mainly psychometric, to predominantly teacher-produced diagnostic ones that determine a child's learning potential and identify how it can be improved;

- a shift from the Special Education Act to the South African Schools Act;
- a shift from a pedagogy of exclusion to one of possibilities that takes into consideration barriers to learning, different intelligences and learning styles;
- an end to discriminatory admission procedures which impede access to schools on the basis of language, race and severity of disability.

3.2 Shifting from Category towards Support

Discussion in relation to the above-mentioned shift was explained earlier on. The research task is to develop assessment procedures and plans relating to intervention programmes for learners. In addition, determine the intensity of support and resources for programmes which shift from categorising disability towards determining the level of support needed. For this purpose, during the field testing on the short-term steps in EWP6, a research team on assessment will be commissioned to address: (i) procedures to determine intensity of support needed and how to translate this into resourcing formulae for programmes; and, (ii) the range and nature of intervention programmes which need to be available for learners in a variety of sites.

Further, prior to the finalisation of the assessment plans and procedures, a short term objective will be to commission a task team comprising members of the National Co-ordinating Committee on Inclusive Education to develop an interim instrument that will stem the flow of learners to SSRCs in the short term as well as regulate the enrolment of learners to full-service schools.

The Assessment Task Team will be responsible for:

- Developing a framework for support services in line with the proposals in EWP6;
- Ensuring that individual diagnostic assessment tools and practices to determine the level and nature of support needed by individual learners are designed and used to understand how they can access the curriculum – an approach in line with the principles of Outcomes Based Assessment;
- Developing assessment indicators to determine the intensity of support needed according to certain criteria determined by the policy principles – moving to support;

- Developing indicators to assess contextual and systemic barriers;
- Developing a protocol for the administration of the assessment and identification procedures focusing on the roles of teachers, schools, districts, parents and learners;
- Describing the role functions of the various members of the District Based Support Teams as EWP6, within an integrated and holistic system;
- Drawing up a research plan for the field testing of the above in certain designated sites;
- Developing admission procedures for the short, medium and long term to ensure that access is provided to learners who have been excluded from facilities and support.

Once the instruments and procedures for assessing support needed have been developed, they will be field tested and refined. The final, revised instruments will inform the funding formulae being developed by the Department of Education for the range of support programmes, which must be available for each level of support (e.g. Level 1 - 5 with 1 requiring the least and 5 the most). The intended outcomes of the process will be to:

- Establish the ratio of personnel to non-personnel costs per level;
- Establish the budget allocation to Inclusive Education (both disability and learning breakdown with a bias towards poverty);
- Calculate the budget allocation per support level;
- Calculate the number of posts that the allocation could fund per support level;
- Distribute the basket of posts per support level based on the number of learners at each level.

3.3 The role of the Special School as Resource Centre

The new resource centres will provide improved educational services to targeted learner populations. Secondly, they will be integrated into district-based support teams so that they can provide specialised professional support in curriculum,

assessment and instruction to designated full-service and other neighbourhood schools. The former function could include several interventions. These include:

3.3.1 The SSRC as part of the district support system

How SSRCs, Full-service schools and other support resources such as special and aid class teachers should function as part of the District-based Support Team, will be field tested in the first stage implementation project in 30 districts throughout the country. The Commissions on Resourcing, Assessment and Assistive Devices will research how to establish the system in a wide range of contexts. Procedural arrangements will, in most cases, be determined by factors specific to each context (e.g. in districts where there are no special/resource schools).

While this project is underway, provinces will start a progressive process of the general orientation and introduction of management, governing bodies and professional staff to the inclusion model. (EWP6, p.43)

The premises for these first stage programmes will be the following:

Organisational measures:

- All teaching, as well as support, staff of SSRCs should be regarded as inclusive education branch staff and teachers should be able to interchange between mainstream and SSRCs;
- It would be advisable to have a single inclusive education manager in each district to manage SSRCs, district-based support teams and full-service schools;
- There would also be a need to involve the principals of the mainstream schools and SSRCs to ensure that clear arrangements are made and clear procedures put in place to regulate the collaboration and exchanges of staff between ordinary, full-service and special/resource schools;
- Meetings between the teachers and principals of the various schools should be held from time to time to exchange ideas and discuss common problems; it

will be necessary to establish interaction between mainstream and SSRCs as a condition of employment of teachers;

- Special education resource teachers and mainstream teachers should be involved in teaching and other activities that take place at the various schools;
- The above group also includes traditional “special class” and “aid class” teachers, who would become learning support instructors, assisting teachers and co-ordinating learning support programmes in their own and other schools, but no longer be attached to a permanent class. Taking learners out of classes should also be reduced to a minimum and the focus should be on supporting all teachers in curriculum adaptation and classroom management to support diversity. There should be no separate curricula because Curriculum 2005 and the NCS provide the necessary flexibility to accommodate all learners, irrespective of the barriers that they experience;
- Much thought and experiment will be required to develop this or a similar system of interchange but, if properly developed, it will remove the divisions between special and mainstream system and bring special education out of its isolation into being a normal part of education;
- Each ordinary and full-service school should be closely associated with an SSRC. District-based support teams should set up clusters.

Training:

- In-service courses and training initiatives will be organised to orientate teachers and support staff in SSRCs to their new roles;
- At the same time, they will gradually become involved in the training programmes of the district-based support teams aimed at mainstream teachers;
- Training to alter attitudes must be linked and interlinked with other processes and developments including training to deal practically with learners who experience barriers to learning and achieving success;
- Many teachers’ attitudes change when they work with learners who require support and then experience success because of it;
- Training, if linked to an overall resource/support network in the school, can be an effective method of bringing about change and progress;

- All levels in the educational system must be flexible;
- Flexibility is also required in professional roles, curriculum and teaching methods;
- Teachers in schools need to be flexible in order to develop confidence in their ability to meet barriers to learning. They need time and opportunity to develop relevant organisational and curriculum responses;
- Flexibility is required in order that teachers in existing SSRCs can experience and develop confidence in working within mainstream schools. One-year or one-term teacher-exchange schemes can do much to facilitate this and provide a valuable training experience for mainstream teachers.

3.3.2 The changing role of special/remedial/aid classes within the framework of district-based support teams

The core principle of making use of existing scarce resources in a more cost-effective way, which underlies the conversion of special schools into resource centres, is also applicable to special/remedial/aid classes.

The following incremental steps for the conversion of these classes and the creation of new roles for teachers with specialised training in this area, should be introduced over the next few years:

- All special/remedial/aid classes will be converted into learning support services;
- Teachers will not be attached to permanent classes but will provide a learning support service for everybody in the school;
- The main focus of such a learning support service will be to provide support to educators in all areas of curriculum and assessment adaptation, learning material development and advice on how to identify and address barriers to learning;

3.3.3 Specialised staff will be assigned as coordinators of site of learning-based teams and retrained, or reorientated, in skills appropriate to their new task;

- Pulling learners out of classrooms will be reduced to the minimum;

- The staff attached to such classes can become part of a pool of posts that are part of the district-based support team;
- District managers will decide on the most equitable and appropriate ways of optimally using these posts to the benefit of all learners in the district;
- As the classes are phased out, malpractices, such as testing learners for admission, will stop immediately;
- There will no longer be a separate curriculum: Curriculum 2005 and the NCS are considered to be flexible enough;
- The curriculum commission will develop practical guidelines on curriculum adaptation to accommodate the widest range of learning needs and styles.

3.3.4 *Provide specialised professional support in curriculum, assessment and instruction to designated full-service and neighbourhood schools relating to:*

- Guidance on translating Revised National Curriculum Statement learning programme guidelines into action on learners who require high, moderate and low levels of support to overcome behavioural, audial, intellectual, linguistic, visual and other barriers in all learning areas;
- Training regarding barriers to learning and development and providing clarity and relevance within different contexts;
- Management and organisation of inclusive classrooms;
- Different teaching styles to accommodate diversity of intelligences and pace of learning;
- Developing learning support material;
- Providing guidance as part of the District-Based Support Team regarding enrolment, identification and assessment (see new criteria above);
- Providing guidance relating to ECD, ABET, GET and FET programmes;
- Outreach programmes on parent guidance and early intervention for Grade R learners;
- Becoming involved in district programmes to promote more effective transition from school-to-work for learners in ordinary and special/resource schools (e.g. over-age learners). Establishing links with Department of Labour to facilitate learnerships, job placement and supported employment programmes

- Developing effective life-skills programmes, which will make learners who experience barriers to learning less vulnerable to abuse.

3.3.5 *Community-based support*

EWP6 calls for an alternate model: a community-based approach to support that is a departure from a highly specialised model of individualised, direct-service delivery. A community-based approach to support will enable all resources in the community to be utilised to develop and support education provision through a structured, collaborative approach. The strengths of existing support systems in schools and communities should be drawn on for optimum use. SSRs can help co-ordinate this.

Community-based education support would comprise all the human resources and services that could support the system and work collaboratively to address priorities. Such a system may draw on the following human resources, depending on the context: teachers - including special education teachers; learners; parents; community members; psychologists; health workers; available therapists; community organisations such as disabled people's organisations; parent organisations; school governing bodies; school management staff; social workers; department of education personnel; community-based rehabilitation (CBR) workers; school nurses; medical doctors; community leaders; traditional healers; nutritionists; service, youth, religious and welfare organisations; other government services, NGOs; and the private sector. In view of the reality of limited human and material resources in the country, a collaborative model of service delivery is essential if schools are to respond to learner diversity.

Apart from a coordinating role, special/resource schools can also make their physical and human resources available to the community. Ways must be found to make well-equipped and under-utilised workshops and vocational training centres available to community and ABET training programmes. Therapeutic and psychological services that are currently mostly reserved for learners of the special/resource schools could be reorganised to function as outreach programmes for early intervention, parent counselling and mobilisation and counselling services. Such programmes will be run in collaboration with other initiatives of the DoE such as ones on whole-school development, health-promotion, effectiveness, safety, etc.

3.3.6 Special Schools as Resource Centres (SSRCs) can create the conditions for inclusion through school-based change and improvement

Addressing barriers to learning and participation is at the heart of school-based change and improvement. In implementing inclusive policies with the district-based support team, the aim should be to identify key aspects of whole-school development with which to engage. SSRC staff should be very familiar, through human resource development, with school-based change and improvement. In this regard their focus would include:

- Establishing a clear vision and an ethos for the school that values and affirms diversity and difference;
- Building the capacity within the schools to support learners, teachers, parents, and the community through, for instance, setting up and developing site-based support teams that involve all teachers and stakeholders;
- Finding ways to respond to diversity in the learner population;
- Setting achievable policy objectives linked to the overall vision for the school;
- Regular reporting on these;
- Engaging in ongoing staff development;
- Fostering collaborative ways of working within schools and between schools and the community;
- Accessing community resources;
- Collecting and using information to inform decision-making;
- Developing partnerships with the community.

This is a systemic and developmental approach to understanding problems and planning action. It is also consistent with EWP6's aim to provide quality education to all learners.

3.3.7 Materials and resources

The results of the audit and the work of an NCCIE commission should form the basis of the important task of identifying, extending and developing resources and materials that will be available to districts. Such a commission should also develop

comprehensive costing and application guidelines for the full range of assistive devices that can be used within the South African context. The programme and materials development process of the NCS will also include components related to Inclusive Education. Work should begin immediately and a report for NCCIE perusal should be available before the end of the year.

3.3.8 Composite roles of SSRs

Taking into account the above proposals, the key functions and role of the resource school will be to:

- Provide education for learners with diverse needs, who require high levels of support;
- Assist in the development of learning materials for learners with disabilities and those experiencing barriers to learning in mainstream schools;
- Provide education to the above;
- Develop a strategic plan to ensure that maximum use is made of existing physical and human resources;
- Develop a strategic plan to reduce the number of learners who require low levels of support, use current staff to support learners and educators in ordinary schools, motivate to the DoE for additional staff and resources, and develop information sharing initiatives.
- As part of the district-based support team, coordinate and organise professional development activities for educators, school management, and other staff in mainstream schools, full-service and ordinary schools;
- Develop a catalogue and data base of educational resources in the community to make them useful for educators in mainstream and full-service schools;
- Develop a flexible pattern of placement of certain learners with disabilities depending on the support required;
- Play a role in the professional development of educators in mainstream schools;
- Provide a network of support to mainstream schools in collaboration with other community-based support structures;
- Provide curriculum support, including assessment, specialised teaching methodologies and use of specialised equipment to educators and learners in

mainstream schools, who have to meet the needs of learners with disabilities such as blindness;

- Interact with various sectors in the DoE in order to ensure curriculum access for all learners, including ABET, Curriculum, Education Management (EMD), ECD;
- Assist in the ongoing evaluation and monitoring of learners with disabilities in mainstream schools;
- Provide therapeutic support to learners with disabilities in mainstream schools;
- Provide support to educators in curriculum assessment for learners with diverse needs, and use information obtained through assessment in programme planning;
- Assist educators to ensure that all learners are able to participate in Curriculum 2005, and that programmes for all learners reflect the 12 critical and developmental outcomes;
- Provide comprehensive education programmes that include life-skills training and programme-to-work linkages;
- Work collaboratively with district-based support teams and full-service schools to build a network of support at district level;
- Assist in the mobilisation of the 280 000 children and youth who are outside the system and who have no access to schooling;
- Assist in building the capacity of site-based support teams;
- Work collaboratively with other sectors including Health, Social Development (Welfare), Labour, Justice, Correctional Services, Transport, Safety and Security, to develop a network of support to schools;
- Work collaboratively and draw on the expertise and resources of community organisations and structures including disabled people's organisations, parent organisations, teacher unions, NGOs;
- Draw on community members as resources including traditional/indigenous healers, parents, grandparents and caregivers;
- Work with the community on advocacy and awareness-raising in the community aimed at changing attitudes and supporting inclusive education policy and practices;
- Continuously review the process of assessment in SSRs, and work with various role players, including educators and parents, to refocus assessment as the basis for curriculum development for learners.

4. CONCLUSION

It is quite clear that Special Schools as Resource Centres have a very important role to play as the implementation plans of EWP6 unfold. It is also quite obvious that given the history of the dual system of special and ordinary schools, as well as the ideological training of staff, there is a need for wide-scale human resource development. Further, physical- and material-resource development will need to supplement human-resource development.

The successful implementation of EWP6 depends to a large extent on the commitment of all. However, the Resourcing, Assessment and Assistive Devices Commission has an important task to shift from categorising disabilities to determining levels of support needed.

Ultimately, the success of SSRs will depend on their staff as well as those in full-service and neighbourhood schools and district-based support teams. They have a unique opportunity to deliver an equitable education service to South Africa.

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GLOSSARY

ANC:	African National Congress
CBO:	Community Based Organisation
CTP:	Committee Of Technikon Principals
CUP:	Committee Of University Principals
DOE:	Department Of Education
DPO:	Disabled People's Organisations
EWP6:	Education White Paper No. 6
FET:	Further Education And Training
GET:	General Education And Training
HE:	Higher Education
IDCC:	Interdepartmental Coordinating Committee
IE:	Inclusive Education
INDS:	Integrated National Disability Strategy
LOLT:	Language Of Learning And Teaching
MOLT:	Medium Of Learning And Teaching
NCCIE:	National Coordinating Committee Meeting
NCESS:	National Committee On Education Support Services
NCSNET:	National Commission On Special Needs In Education And Training
NGO:	Non-Governmental Organisations
NQF:	National Qualifications Framework
NSB:	National Standards Body
OSDP:	Office On The Status Of Disabled People
PCCIE:	Provincial Coordinating Committee Meeting
RPL:	Recognition Of Prior Learning
SAFCD:	South African Federal Council For Disability
SANASE:	South African National Association For Special Education
SAQA:	South African Qualifications Authority
SASA:	South African Schools Act
SASL:	South African Sign Language
SSRCs:	Special Schools as Resource Centres
SGB:	School Governing Body
WHO:	World Health Organisation

UNACCEPTABLE TERMINOLOGY

- Learners with ‘Special’ Education Needs
- Learners with barriers to learning
- Remedial
- The Deaf, the Blind, the Physically Disabled, the Mentally Retarded
- SMH – Severely Mentally Handicapped
- Slow learners
- Sufferers

TERMINOLOGY THAT IS ACCEPTABLE WITHIN THE NEW FRAMEWORK OF THINKING

- Learners who experience barriers to learning
- Describe the barrier rather than the person, e.g. Deafness, Blindness, Visual Impairment
- People first terminology: People who are Blind, Children with hearing loss
- People living with HIV/Aids
- People with Intellectual Disability, Down Syndrome, Autism, Physical Disability, Mental Illness
- Wheel-chair users