

Providing effective development and support for educators, parents and learners

WHAT ARE THE MEDIUM-TERM GOALS?

- ✚ To transform further education and training and higher education institutions to recognise and address the diverse range of learning needs of learners, especially disabled learners.
- ✚ To expand the targeted community outreach programme to mobilise out-of-school youth and children in line with available resources.
- ✚ To expand the number of special schools/resource centres, full service schools and district-based support teams in line with lessons learnt and available resources.

WHAT ARE THE LONG-TERM GOALS?

- ✚ To expand provision to reach the target of 380 special schools/resource centres, 500 full service schools and colleges and district-based support teams and the 280, 000 out-of-school children and youth.

WHAT ARE BARRIERS TO LEARNING?

Barriers to learning are those factors that hinder teaching and learning. These can and do occur at all levels of the system and include:

CONTEXTUAL AND SYSTEMIC BARRIERS such as:

- Negative attitudes to and stereotyping of difference.
- An inflexible curriculum.
- Inappropriate languages or language 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.

INTRINSIC BARRIERS such as:

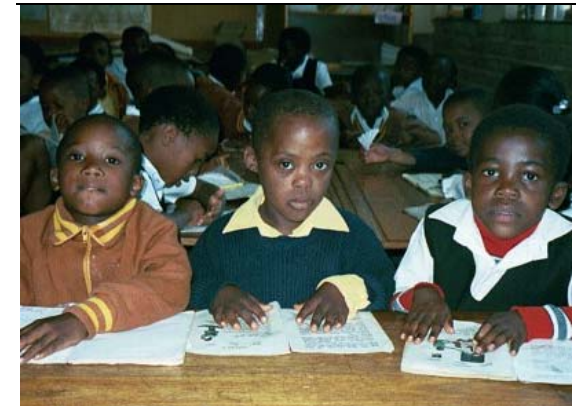
- particular life experiences.
- socio-economic deprivation.
- physical, intellectual, sensory, neurological and developmental impairments.
- psycho-social disturbances.
- differences in intellectual ability.

Let us build an education and training system that will contribute to establishing a caring and humane society in which difference is truly valued and respected

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BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM IN SOUTH AFRICA

Understanding Education White Paper 6



education

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WHAT IS INCLUSIVE EDUCATION?

Inclusive education is not simply a new name for ‘Special Needs Education’. It is much broader and can be seen as the core of what we as a nation want to achieve in terms of developing a transformed and integrated society in which there is tolerance and respect for diversity and the human rights of all people. Inclusion can be defined as:

- ❑ Acknowledging that all children and youth can learn and that all children and youth need support.
- ❑ Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- ❑ Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases.
- ❑ Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures.
- ❑ Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners;
- ❑ Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.

THE STRATEGIC LEVERS FOR INITIATING THE CHANGE

Education White Paper 6 outlines six strategic levers for change in the system as a whole:

STRATEGY 1 Within mainstream education, the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the targeting of early identification of learners who experience barriers to learning (including learners with disabilities) and intervention in the General Education and Training Band.

STRATEGY 2 Mobilisation of the large number of disabled and other vulnerable out-of-school youth.

STRATEGY 3 Phased conversion of 500 primary schools into full-service schools over 20 years to serve as models of inclusive practice and provide a full range of support.

STRATEGY 4 Establishing district-based support teams to provide an integrated, community-based support service.

STRATEGY 5 The improvement and strengthening of special schools to become resource centres that support neighbourhood schools and are integrated into district-based support teams.

STRATEGY 6 Engaging in advocacy and development of educators and all other stakeholders to understand the new approach and our programmes.

WHAT ARE THE SHORT-TERM GOALS?

- ✚ To implement a national advocacy and education programme on inclusive education.
- ✚ To expand access to a significant number of vulnerable learners who are not accessing education at present like children and youth in conflict with the law, children in child labour, children in need of care and out of school youth with disabilities.
- ✚ To designate, plan and implement the conversion of 30 special schools to resource centres in 30 designated school districts in all 9 provinces.
- ✚ To designate, plan and implement the conversion of 30 primary schools to full-service schools in the same 30 school districts.
- ✚ To designate, plan and establish 30 district-based support teams in the same 30 school districts as above.
- ✚ To establish systems and procedures for the early identification and addressing of barriers to learning in the Foundation Phase (Grades R to 3).
- ✚ To orientate and train all stakeholders in the above schools as well as in the selected reform schools and districts to manage diversity through the development of Inclusive Learning Programmes.