



Inclusive education in South Africa - policies

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Outcomes

- Understanding and contextualizing inclusive education policies in South Africa



Inclusion within an African perspective

- Saying in Sepedi: a person is a person because that person exists among others, not in isolation (Mahlo, 2017).
- **It takes a village to raise a child.**
 - Whole school community,
 - parents, elders, wider families and cultural custodians
 - Togetherness,
 - sharing and reciprocity
 - acknowledgement of every child's identity, history, cultures and experiences that they bring to school (Phasha, Mahlo & Dei, 2017; Mahlo, 2017).

South African classrooms



South Africa background

- Video – education in South Africa
- <https://www.youtube.com/watch?v=nPeJXG6GqPE>
- Classrooms = **Diverse**
 - Race,
 - ethnicity,
 - culture,
 - religion,
 - language - 11 official languages
 - abilities.
- This in itself represents **inclusivity**.
- The focus of inclusive education in South African
 - Not only be disability-centred,
 - Broader purpose of **social inclusion** and addressing diverse learning needs.

South Africa background

- Poor **human rights** history
- **Discriminatory** policies and practices segregated learners based on race and disability.
- Special schools mostly accommodated white learners and were well-resourced.
- Few under-resourced special schools for black learners with disabilities - included by default into mainstream education.
- Access to special schools - a battery of tests by different health professionals (e.g. doctors, psychologists, speech-and-or occupational therapists or social workers)
- Only learners with organic or medical disabilities and severe behaviour problems - attend special schools.
- Nearly 240 000 learners with disabilities were out of school (DoE, 2001).

South Africa laws and policies

- South African Constitution (1996)
- South African Schools Act (1996)
- National Education Policy Act (NEPA) of 1996
- Integrated National Disability Strategy (INDS) (1997)
- White Paper on the Rights of Persons with Disabilities (WPRPD) (2015)
- National development plan (NDP) 2030 (2011)
- National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) report (1997)
- Education White Paper 6 (EWP6) (2001)
- Admission of learners to public schools (2001)
- Department of Education (DoE). Draft conceptual and operational guidelines for the implementation of inclusive education. (2002)

South Africa laws and policies

- Department of Education. Conceptual and operational guidelines for special schools as resource centres. (2005)
- Department of Education. Conceptual and operational guidelines for district based support teams. (2005)
- Department of Education. Guidelines for inclusive learning programmes. (2005)
- Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (Department of Education, November 2007)
- National Minimum Norms and Standards For School Infrastructure (2009)
- Department of Basic Education (DBE). Guidelines for full service/inclusive schools (2010)
- Guidelines for Inclusive Teaching and Learning (Department of Basic Education, 2010)

South Africa laws and policies

- Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements (Department of Basic Education, 2011)
- Policy on Screening, Identification, Assessment and Support (SIAS) (2014)
- General legislation –
 - Promotion of Equality and Prevention of Unfair Discrimination Act 2000
 - Children’s Act 2005
 - Mental health care act 2002
 - Criminal Law (sexual offenses) Act 2007
 - National youth development agency act 2008

Constitution

- **Constitution** (1996:6), article 9 (3) that no **unfair discrimination** “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” will be tolerated.
- Article 10 “Everyone has inherent **dignity** and the right to have their dignity respected and protected” (1996:6).
- The **right to basic education** for everyone - article 29 (1).

South African Schools Act and National Education Policy Act

- The **South African Schools Act** (SASA) (1996)
 - no person may **unfairly discriminate** against a learner and that all learners shall enjoy **equal treatment** before the law and shall receive equal **protection** and benefits of the law.
- **National Education Policy Act** (NEPA) of 1996, article 4 (d)
 - no person may be denied the **opportunity** to receive an **education** to the maximum of his or her ability as a result of a physical disability.
 - every person must be **protected against unfair discrimination** within or by an education department or institution on any grounds and that the right to basic education and equal access to education institutions are guaranteed (National Education Policy Act of 1996)

White Paper on an Integrated National Disability Strategy and White Paper on the Rights of Persons with Disabilities

- 1997 - **White Paper on an Integrated National Disability Strategy (INDS)**
 - people with disabilities are excluded from mainstream society and consequently experience difficulty in accessing fundamental rights.
 - Vision of the INDS was to **integrate disability issues in all government** development strategies, planning and programmes, as well as capacity building and wide public education on these issues (INDS, 1997).
- 2015 - **White Paper on the Rights of Persons with Disabilities (WPRPD)**
 - **Accelerate transformation** and redress with regard to **full inclusion, integration** and **equality** for persons with disabilities.
 - UN Convention on the Rights of Persons with Disabilities (UNPRD) is embedded in this white paper

National Development Plan 2030

- **National Development Plan (NDP) 2030** (South Africa, 2011)
 - disability often leads to poverty and
 - people with disabilities face multiple discriminatory barriers.
 - **quality education and equal employment** opportunities should be a priority.
 - *“inclusive education should be provided that enables everyone to **participate effectively in a free society**. Education provides knowledge and skills that people with disabilities can use to exercise a range of other human rights, such as the right to political participation, the right to work, the right to live independently and contribute to the community, the right to participate in cultural life, and the right to raise a family. Ensuring that all children with disabilities have access to **quality education** will help South Africa meet its **employment equity goals** in the long run (NDP, 2011: 304)*

National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) - 1997

- In 1996 - National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS)
- Findings
 - (i) small percentage of learners with disabilities within 'special' schools and classes;
 - (ii) on a racial basis;
 - (iii) fallen outside of the system or been 'mainstreamed by default';
 - (iv) failed to respond to the diverse needs of the learner population, = massive numbers of drop-outs, push-outs, and failures
 - (v) learning needs are not appropriately considered and are in many instances seen as "ineducable", particular those with mental disabilities

National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) - 1997

- Recommendations
- transforming all aspects of the education system
- integrated system of education
- infusing 'special needs and support services'
- barrier-free physical environment and a supportive and inclusive psycho-social learning environment
- developing a flexible curriculum to ensure access to all learners
- promoting the rights and responsibilities of parents, educators and learners
- providing effective development programmes
- fostering holistic and integrated support provision through intersectoral collaboration
- developing a community-based support system
- funding strategies that ensure = redress and access

South Africa Education White Paper 6 (EWP6)

- Education White Paper 6
- Principles prominent in inclusive education – for all learners:
 - human rights
 - social justice for all learners;
 - participation
 - social integration;
 - equal access to a single, inclusive education system;
 - access to one curriculum;
 - equity and redress; and
 - community responsiveness

South Africa EWP6

- Education White Paper 6 definition of inclusive education
 - *Is about acknowledging that **all children and youth can learn** and that all children and youth need support*
 - *Is accepting and respecting the fact that **all learners are different** in some way and have **different learning needs** which are **equally valued** and an ordinary part of our human experience*
 - *Is about **enabling** education structures, systems and learning methodologies to meet the needs of all learners*
 - ***Acknowledges and respects difference** in children, whether due to age, gender, ethnicity, language, class, disability, HIV status, etc.*
 - *Is **broader than formal schooling**, and acknowledges that learning occurs in the home, the community, and within formal and informal modes and structures*
 - *Is about **changing attitudes, behaviours, methodologies, curricula** and **environments** to meet the needs of all children*
 - *Is about **maximising the participation of all learners** in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning*

Terminology

- History of discriminatory and exclusionary practices - words/terminology can have a significant impact.
 - Harm, label and stereotype or
 - carry over a message of inclusion and belonging.
- Special educational needs (SEN), disabilities and impairments - label and categorise learners.
- Categorised according to the disability/impairment
- Separated from mainstream education and placed in special education settings.
- Believe that these learners will not be able to achieve success in a mainstream academic and working world since these disabilities are judged as arising from within the learner

Barriers to learning

- *Learners experiencing barriers to learning and development*
 - *anything that stands in the way of a child being able to learn.*
- ***Extrinsic barriers to leaning and development*** are circumstances outside of the learner that result in learning difficulties.
 - caused by the societies in which learners live or by the school system itself.
 - socioeconomic barriers
 - poverty;
 - a dysfunctional family;
 - abuse,
 - crime,
 - gangs,
 - violence
 - lack of basic amenities such as water, electricity, proper housing, and ablution facilities;
 - gender issues in cultural groups and in society as a whole; and
 - a home language that differs from the language of learning and teaching.

Barriers to learning

- Within the school system
 - lack of basic and appropriate learning support materials;
 - inadequate facilities at schools;
 - overcrowded classrooms; and
 - a dysfunctional management system.
 - poor teaching and/or
 - teachers that are not properly trained;
 - insufficient support from teachers;
 - inappropriate and unfair assessment practices;
 - an inflexible curriculum (e.g. not relevant to learners' pace, prior knowledge, learning styles);
 - teachers not being able to deal with a diversity of learning needs;
 - poor classroom management

Barriers to learning

- *Intrinsic barriers to learning and development* correspond to conditions within the learner.
 - medical conditions and disabilities.
 - genetic, neurological, occur as a consequence of pregnancy or birth complications or they could be the result of accidents or illnesses.
 - cognitive disabilities,
 - sensory impairments such as visual and hearing impairments,
 - physical impairments (e.g cerebral palsy), and
 - neurological conditions (e.g. epilepsy or dyslexia)
- EWP6 (DoE, 2001) recognises that the terms SEN, disability and impairments are still internationally used
- SEN and LSEN continuous to be used in colloquial educational conversations
- Still classified as LSEN

Support structures

- Mainstream schools
- Full-Service Schools (Inclusive schools)
- Special Schools as resource centres
 - Now 500 000 learners on waiting lists for special classes/schools
- District Based Support Teams (DBST)
- School Based Support Teams (SBST)
- Policy on Screening, Identification, Assessment and Support (SIAS) – 2014

Report on the Implementation of Education White Paper 6 on Inclusive Education - 2015

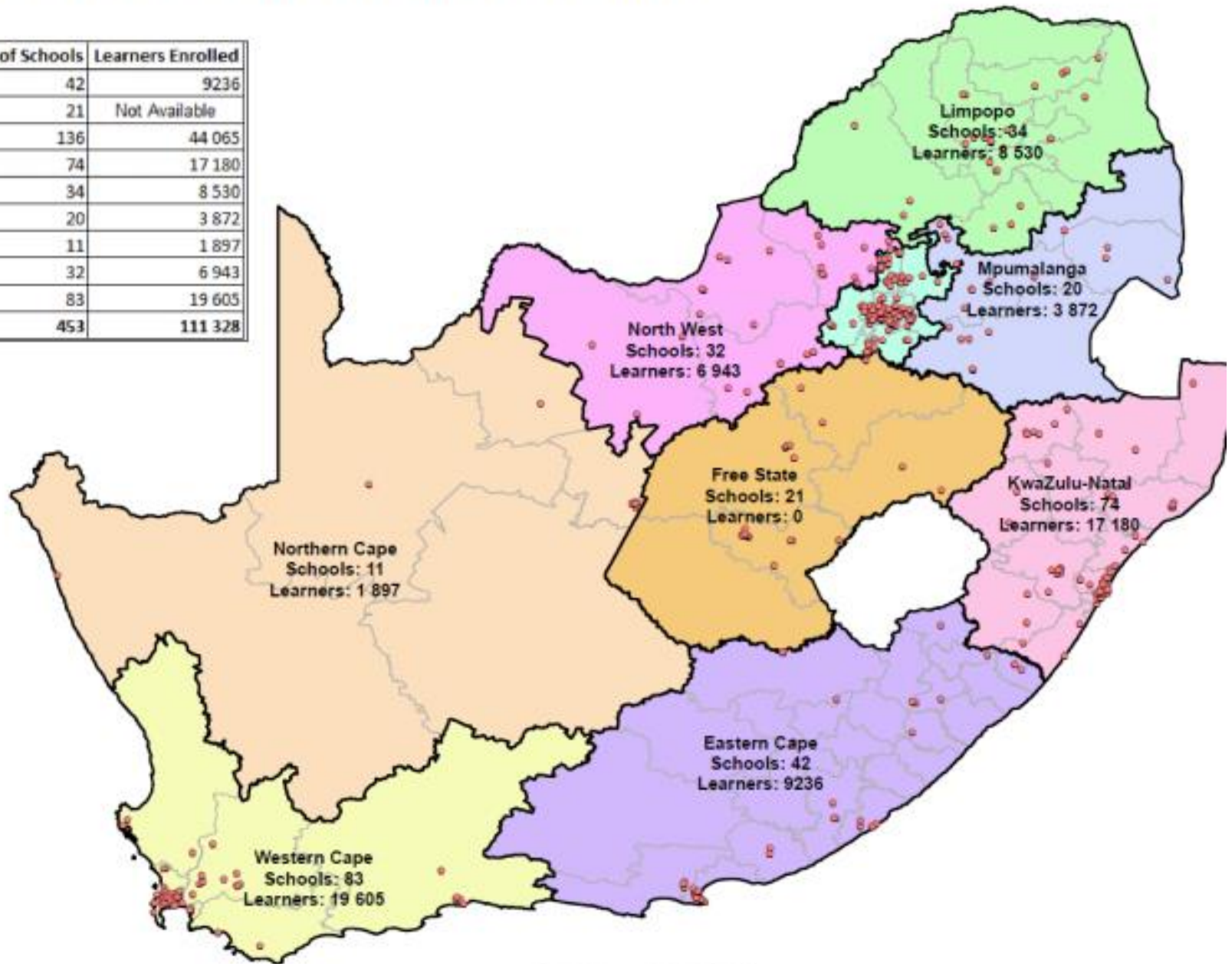
- Incoherent conception and understanding Inclusive Education and Training System
- Disparities across provinces in resourcing and improving access to education and support for children with disabilities
 - Support staff
 - Buildings
- Limited access to specialist support services particularly in public ordinary schools resulting in too many learners referred out (pushed out) to special schools or remaining in mainstream schools without any appropriate support.
- Large number of drop out of the system before they complete schooling;
- Early intervention including remediation (direct correlation between availability of support services and results in districts);

Report on the Implementation of Education White Paper 6 on Inclusive Education - 2015

- Special schools do not have adequate specialist professional support staff and non-teaching staff;
- No structured stakeholder engagement and partnerships to advance the course of inclusion
- General Household Survey of 2013
 - 25.9% children with disabilities in the 5 to 15 year old group who are not attending an education institution.
- 2011 national census
 - 5.8% of children between the ages of 5 and 18 are disabled.
 - Could imply that more than 500 000 children with disabilities may in fact be out of school

Special Needs Education Overview

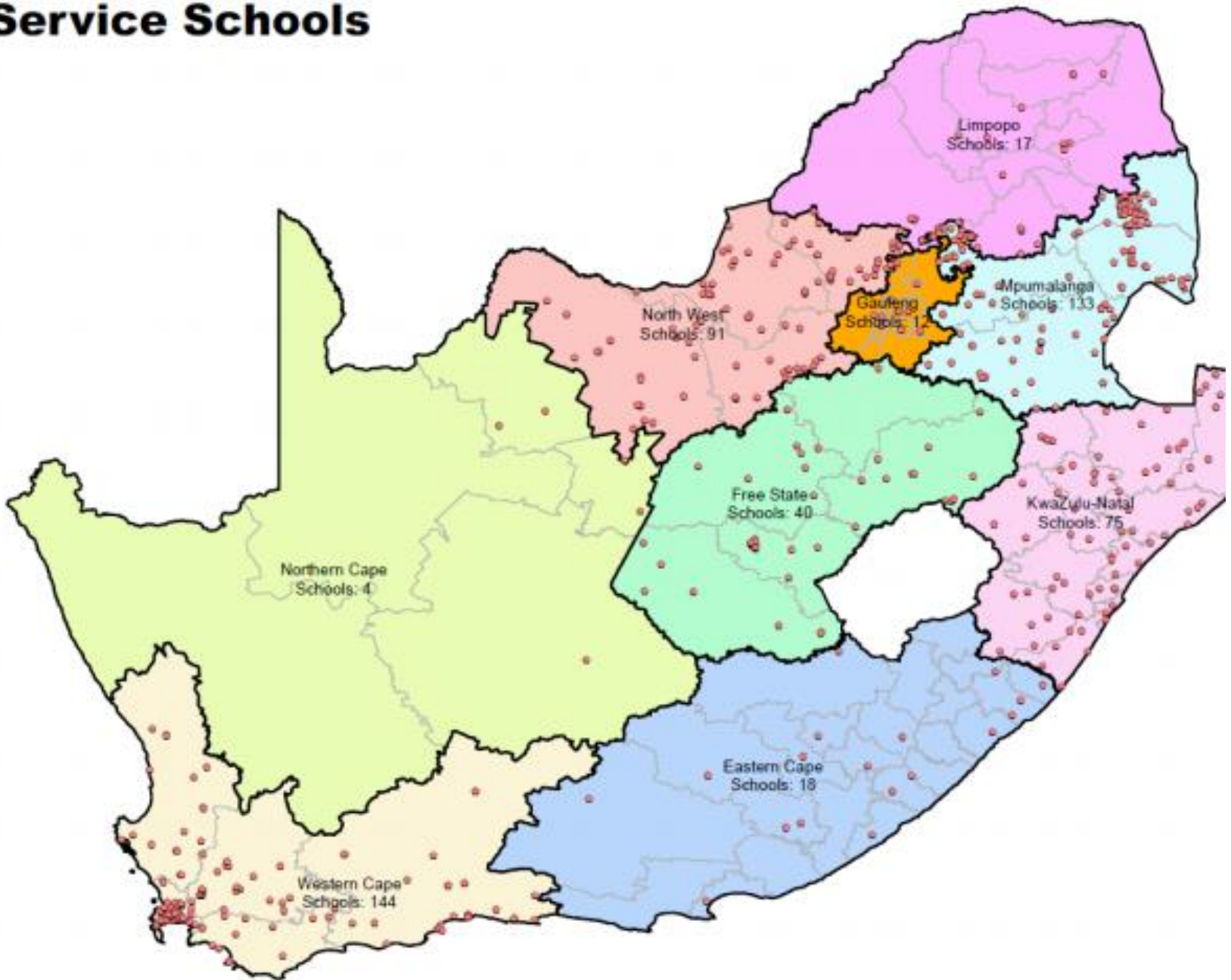
Province	No. of Schools	Learners Enrolled
EC	42	9236
FS	21	Not Available
GT	136	44 065
KZ	74	17 180
LP	34	8 530
MP	20	3 872
NC	11	1 897
NW	32	6 943
WC	83	19 605
SA	453	111 328



Special Schools Resource Centres, 2016/17 Year

Province	Special Schools Resource Centres
EC	19
FS	5
GT	17
KZN	16
LP	5
MP	8
NC	5
NW	8
WC	25
Total	108

Full Service Schools



Designated Full Service Schools

Province	Designated Schools
EC	31
FS	175
GT	18
KZN	102
LP	17
MP	150
NC	11
NW	182
WC	39
Total	725

Policy on Screening, Identification, Assessment and Support (SIAS) – 2014

- **SIAS**
- A “*framework for the **standardisation of the procedures** to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school*” (DBE, 2014:1).
- A central aim of the SIAS policy is
 - to improve access to quality education for
 - vulnerable learners and those who experience barriers to learning
 - in ordinary and special schools
 - learning difficulties due to barriers such as family disruption, language issues, poverty, disability, etc. (DBE, 2014).

Challenges in implementing inclusive education

- **Good policies**
- Including learners with disabilities in a mainstream classroom are seen by many people in the South African society as still challenging and only an ideology.
- Bornman and Rose (2010, p. 7) : *“[a] general lack of support and resources, as well as the prevailing negative attitudes toward disability, all contribute to the general bewilderment in South African schools towards inclusion”*.

Challenges in implementing inclusive education

- Negative attitudes of society (including teachers)
- Large class sizes
- Learning needs that are too diverse in one class (e.g. different abilities, disabilities, languages, cultures, religions, socio-economic circumstances, etc.)
- Poor language proficiency in the Language of Learning and Teaching (LOLT) as a consequence of learners not learning in their mother tongue
- Poor socioeconomic circumstances of learners, resulting in social problems and inadequate resources
- Too many problematic home circumstances as a result of poverty, social problems, illnesses (such as HIV and AIDS and tuberculosis) and other reasons

Challenges in implementing inclusive education

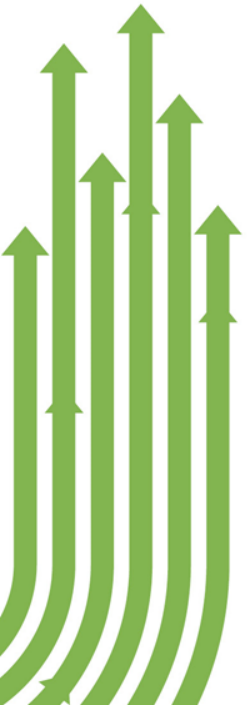
- Poor parental support
- Inappropriate and/or insufficient resources and learning materials, especially for learners with disabilities (such as Braille material for the visually impaired, hearing aids for learners with hearing impairments and mobility support for the physically disabled)
- Inadequate training of teachers who need to deal with diverse learning needs and barriers to learning
- Restricted financial resources
- Limited and poor functioning support structures
- Continuous curriculum changes
- Too many administrative duties for teachers
- Discipline and behaviour problems in classes

Challenges in implementing inclusive education

- Report on the Implementation of Education White Paper 6 on Inclusive Education (DBE, 2015)
- Large increase of learners with disabilities enrolling in schools it is estimated
 - Still more than 500 000 children with disabilities between 5 and 18 years old out of school, which are more than double the number that was initially identified in 2001.
- Reasons for this
 - Limited resources with regard to personnel provisioning (support staff and teachers) and
 - finance,
 - inadequate access to specialist support services,
 - insufficient processes and procedures to identify children with disabilities early and
 - a large number of drop-outs before these learners complete schooling (DBE, 2015; Mutukrishna et al. 2016).

- Teachers believe inclusive education is the “right thing to do”
- Human Rights
 - <https://www.youtube.com/watch?v=828QHy53JFQ>
 - Inclusive education in SA - video

Dank je wel
Thank you
Dankie
Kea le Boha



Resources

- Report on the Implementation of Education White Paper 6 on Inclusive Education 2015 <http://pmg-assets.s3-website-eu-west-1.amazonaws.com/160308overview.pdf>
- <http://www.optentia.co.za/symposium.php?id=Mg%3D%3D>
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