



# **REFLECTIONS ON DAY 1: INCLUSIVE EDUCATION INDABA 14 MARCH 2019**

**S MAASDORP  
CHIEF DIRECTOR: ESSS**



Province of the  
**EASTERN CAPE**  
EDUCATION

# The Purpose of the INDABA

- The Purpose of the INDABA is for all invited Stakeholders to indicate what resources and support they can render to Special Schools and the Inclusive Education Sector, to restore the dignity of learners and the confidence in communities, in the Education Sector.



# MESSAGE FROM OUR SG AND DDG

- Real commitment from the top to a social model of disability and inclusion in its broadest sense
- Education is a Societal problem
- Every learners matters



# MESSAGE FROM ECDEET

- Mr Phetuka presented that “attitude” is the greatest barrier or resistance to change and inclusion, whether conscious or unconscious i.e. integration and inclusion are not synonymous
- Universal Design for Learning = an education approach highlighting the importance of creating flexible learning environments that can accommodate individual learning differences.



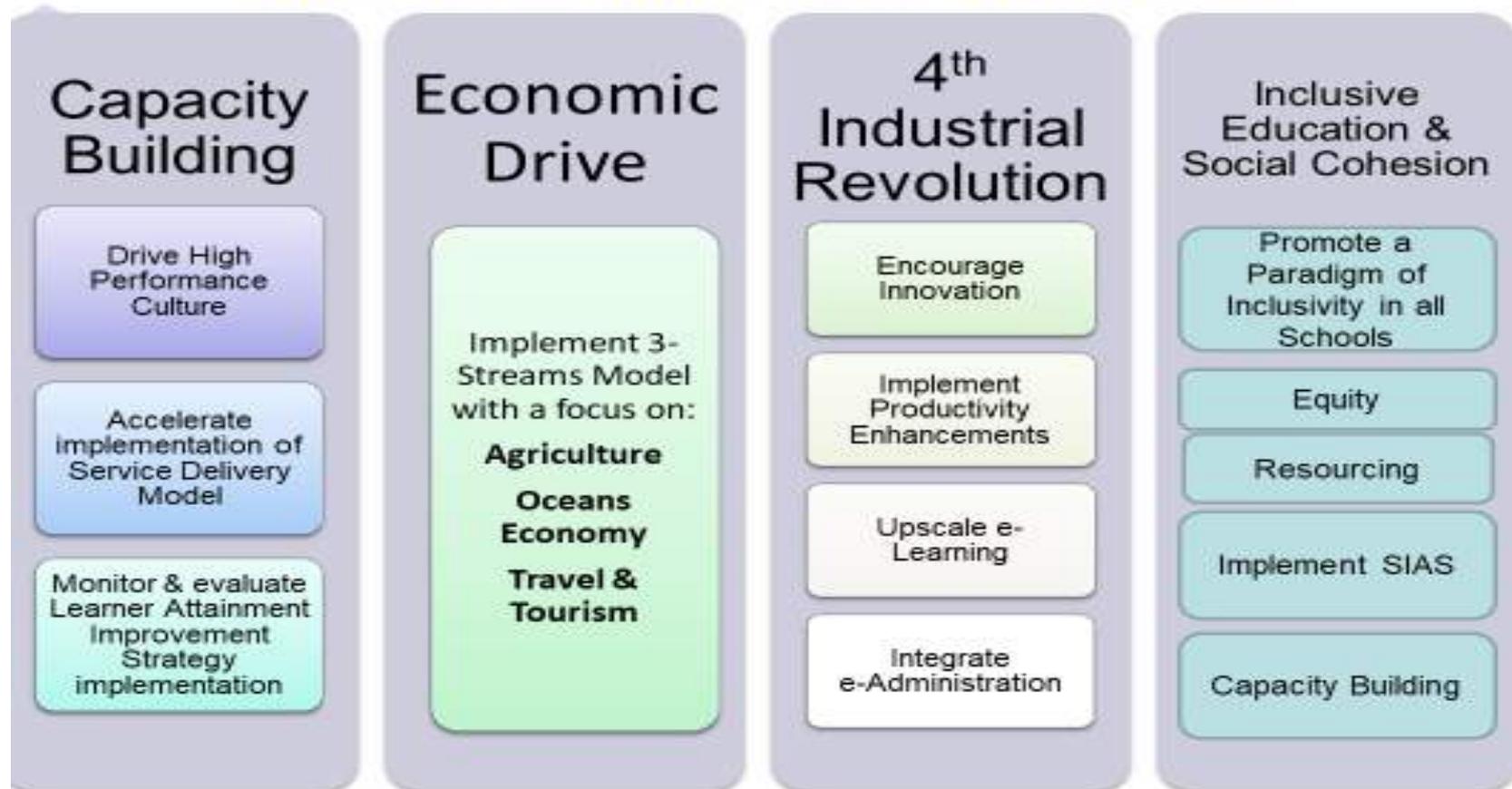
# MESSAGE FROM STRATEGIC PLANNING AND INCLUSIVE EDUCATION

- Mr Maseou and Mr Putter outlined the framework for the ESTP, and especially in relation to the 4th pillar



# Education Systems Transformation Plan 2019 to 2023

## Focus Areas of the ESTP 2019-2023



# Education Systems Transformation Plan 2019 to 2023

The focus areas that form the Four Pillars of the ESTP 2019 to 2023 recognise that:

- The need to work together internally to enable to department to **function optimally**
- All learners require a **good foundation in reading, writing and calculating** for opportunities in school and after schooling
- Education needs to be **relevant and responsive to the provincial economy's** skill requirements
- The Fourth Industrial Revolution and the impact it will have on how the department operates and how we educate our learners to **prepare them to thrive in the future**
- The ongoing quest to ensure that **no learner is left behind in the province**

# We have committed to these guiding principles to enable the culture shift



# ESTP – Inclusive Education and Social Cohesion

- **Screening Identification Assessment Support Policy:** Implement an efficient system for early identification and intervention in addressing barriers to learning.
- **Curriculum Differentiation:** Teachers are to be empowered to teach and assess in a manner that takes into consideration the diversity of learner needs in the classroom. Capacity Building towards Competent Educators and Parents on supporting Inclusivity
- **South African Sign Language CAPS:** There is an urgent need to put programmes in place that will improve retention and completion rates of deaf learners.
- Sensitisation of Educators and Communities in all schools on the **principles of Inclusivity and advocacy with Stakeholders.**
- **Focus on an integrative system where special schools are not separated from mainstream schools**
- **Provision of infrastructure that adheres to the principles of Accessibility/ Universal Design**
- **Promote co-curricular activities, social cohesion programmes and safe school environments** for holistic development of learners to enhance their learning experience and maximise their performance

## **ESTP: INCLUSIVE EDUCATION AND SOCIAL COHESION OBJECTIVES**

- **Objective 1: Improve stakeholder engagement to promote inclusivity and social cohesion**
- **Objective 2: Infrastructure - increase access through universal design**
- **Objective 3: Capacity building**
- **Objective 4: Advocacy and sensitisation on inclusivity**
- **Objective 5: Develop guidelines and regulations to support inclusive education**
- **Objective 6: Ensure an efficient operating and accountable inclusive education system**
- **Objective 7: Monitoring and evaluation of the inclusive education system**
- **Objective 8: Expansion of full service schools**
- **Objective 9: Departmental subsidies and transfers to special schools**
- **Objective 10: Human resource provisioning**
- **Objective 11: Assistive device provisioning**
- **Objective 12: Differentiated curriculums**
- **Objective 13: Organisational design**
- **Objective 14: Organisational realignment – Circuit Management Cent**



# DIRECTORATE INCLUSIVE EDUCATION

- Emphasis within the Inclusive Education Framework of bringing the support to the learner, through effective DBSTs and capacitating SS as Resource Centres
- Emphasis on the capacitation of DBSTs to provide psychosocial support



# THE RIGHTS OF PERSONS WITH DISABILITIES IN RELATION TO EDUCATION

- Mrs Pretorius highlighted White Paper 6 on the Rights of Persons with Disabilities in relation to the challenges faced in the Education sector
- Equated INCLUSION to UBUNTU
- Take personal responsibility for inclusion





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Towards a Sustainable Future

- Adv N Mvambo presented on the Inclusion of People with Disabilities at the Acquisition Agency for Department of Defence
- - Bursary schemes
- Partnered with Eastern Cape Disability Economic Empowerment Trust (ECDEET) to provide Examination Preparation Programme and preparatory winter school for Grade 10 – 12 learners (45 learners with disabilities across EC)

# Our partners **ALL** a message of support for a successful **INDABA**

- Education sector unions
- Sister Departments
- Disability Sector, with its many partners
- ARMSCOR
- Dept of Defence
- Department of Science & Technology



# Assistive Devices and School Resourcing

- Zoe Michaelides from MicroEdit reminded us how children learn and the importance that assistive technology plays in giving children access to learning (video of baby and Old Mac Donald)
- Reminded us that we all use symbols!  
Need for AAC/multi-disciplinary assessment



theasterlock.com + 310911341



**ENKOSI  
KE YA LEBOGA  
THANK YOU  
DANKIE**

thank you

