



Province of the  
**EASTERN CAPE**  
EDUCATION



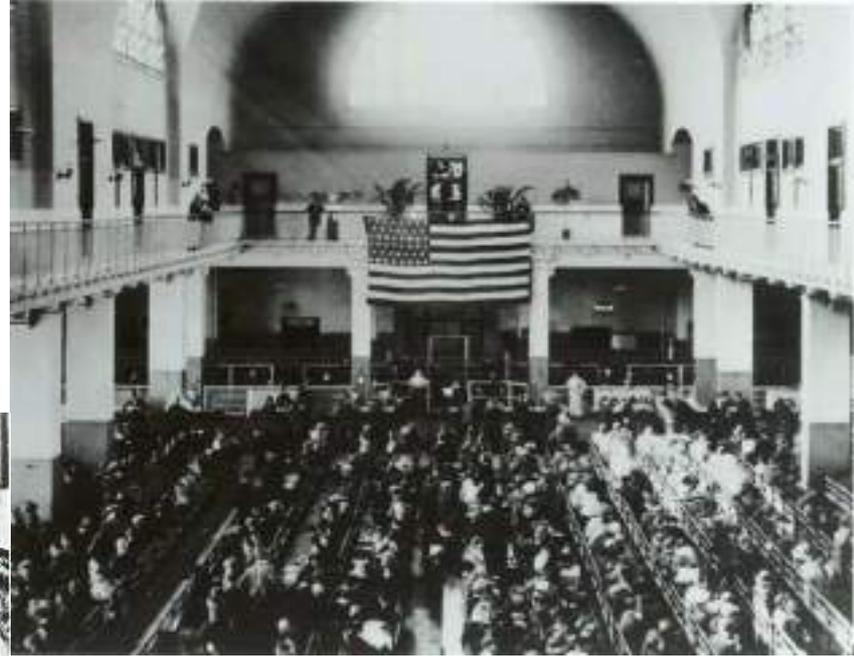
# Eastern Cape Department of Education

**INCLUSION INDABA**  
**13 MARCH 2019**

# Mandating Frame

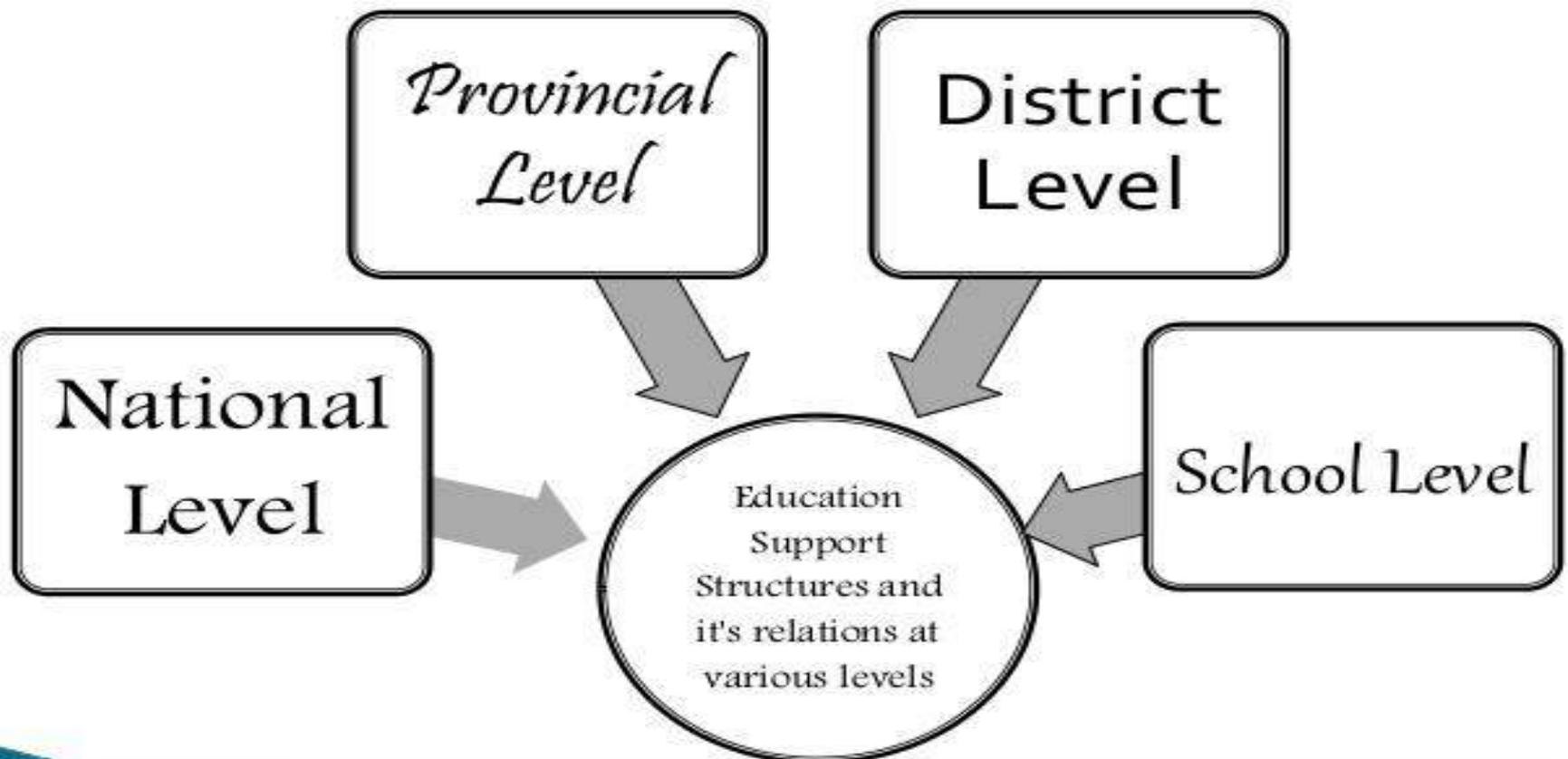
- **Basic education:** Vision 2030 of providing quality education to all children
- **Constitutional obligation:** Ensure that every learner in the province has access to quality education and can become a productive citizen.
- **Inclusion Policy:** Facilitate the inclusion of vulnerable learners and reduce barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out
- **Political call:** Education's pivotal role in unifying society around the common goal of preparing for the future of our children

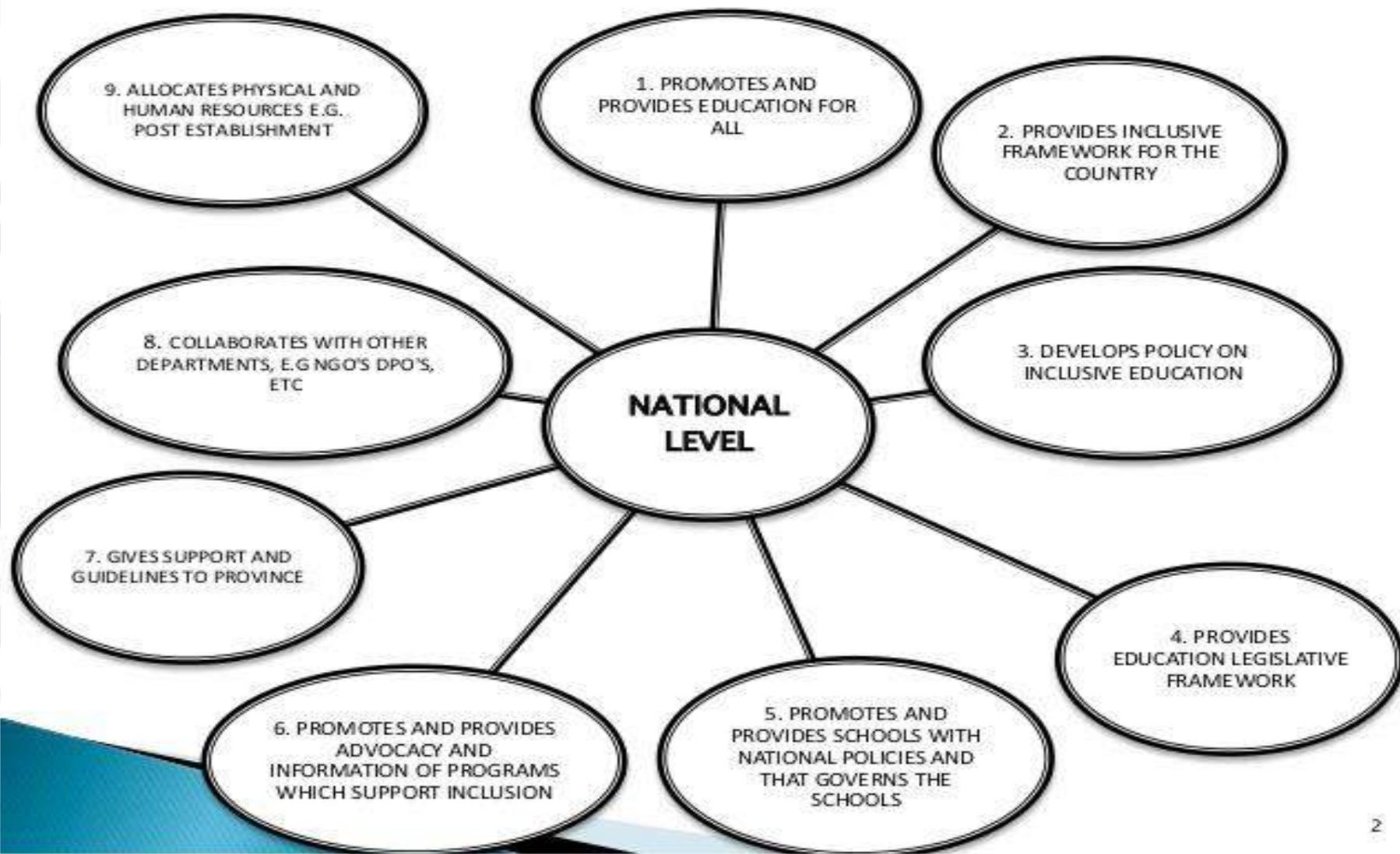
**Ellis Island- United States Immigration  
Filtering out those with an Impairment**



**12 million immigrants passed  
through from 1890 to 1930's  
100,000 were turned back.**



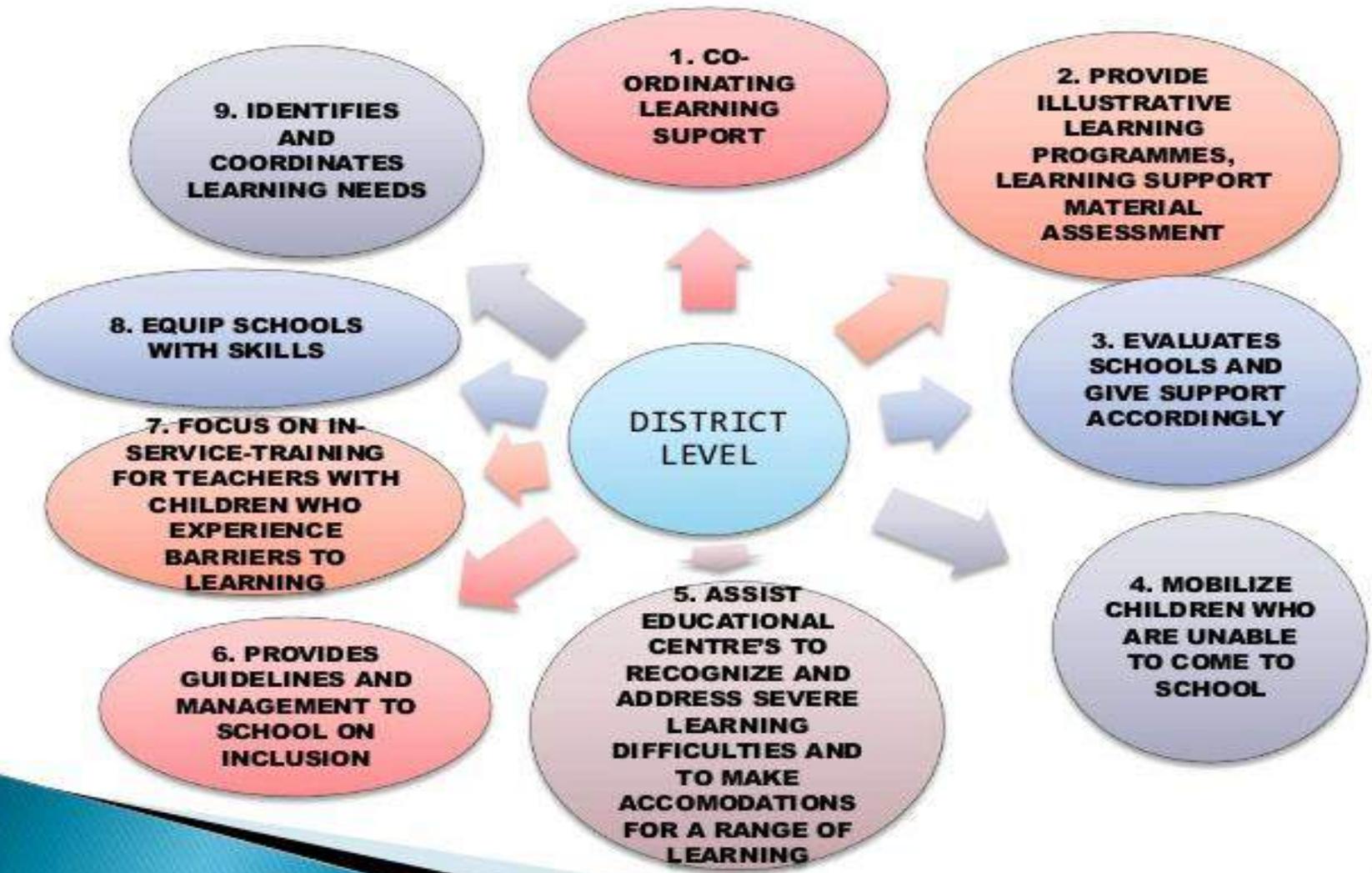




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# SCHOOL LEVEL

**1. ENSURES PARENTAL INVOLVEMENT**

**2. DEVELOPS STRATEGIES TO ADDRESS THE NEEDS AND BARRIERS OF LEARNING THROUGH THE SUPPORT FROM THE DISTRICT**

**3. SUPPORTS TEACHERS AND LEARNERS THROUGH THE INVOLVEMENT OF THE DISTRICT**

**4. IDENTIFIES AND ADDRESSES LEARNER AND INSTITUTIONAL NEEDS AND BARRIERS THROUGH SCHOOL-BASED SUPPORT TEAM**

**5. ESTABLISH NETWORKS THAT PROMOTE EFFECTIVE COMMUNICATION BETWEEN LEARNERS, TEACHERS AND PARENTS, AS WELL AS NGO'S; AND THE WELFARE**

**6. MONITOR STANDARDS OF LEARNING AND TEACHING IN CLASSROOMS**

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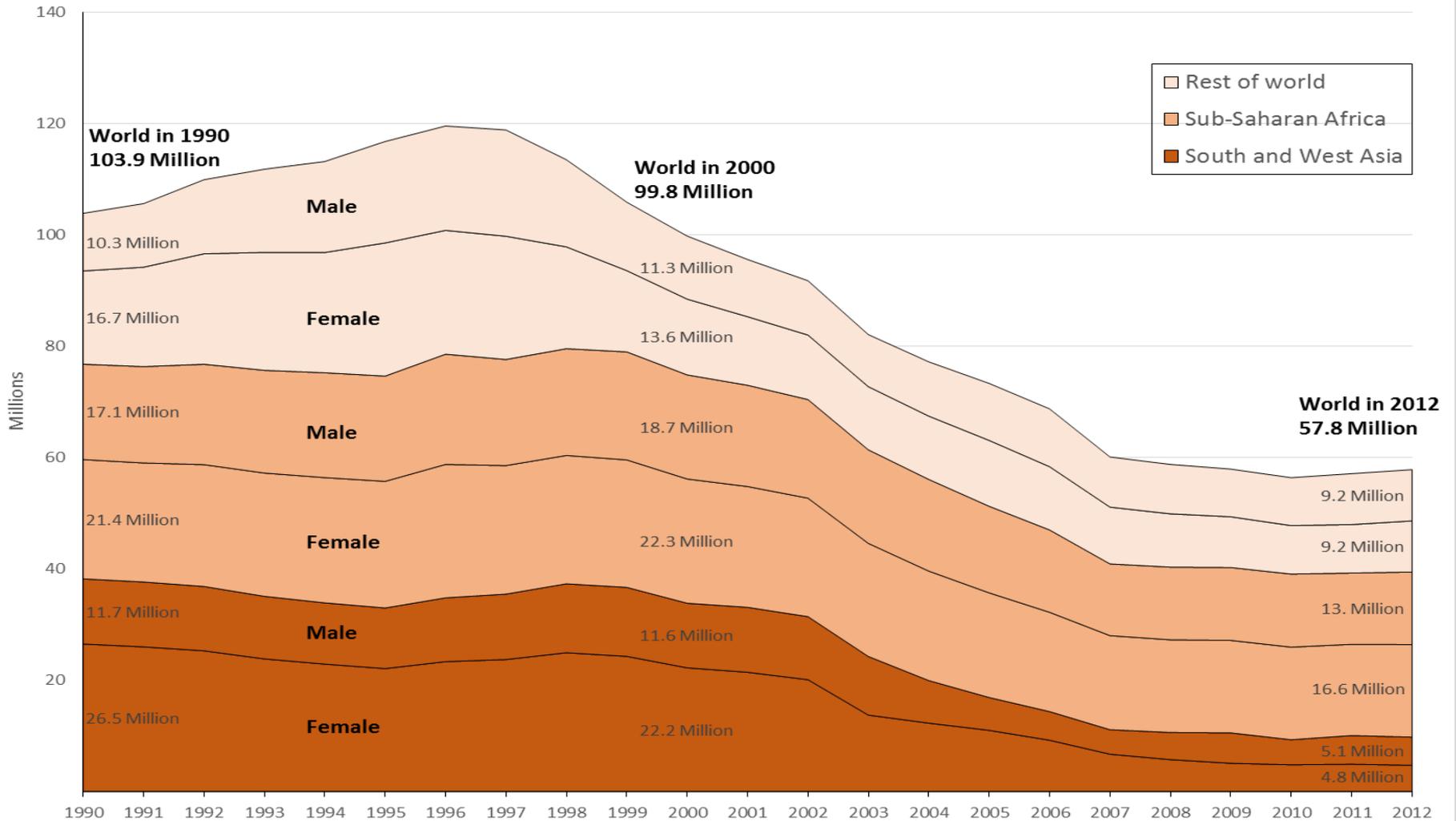
# Where do we come from?



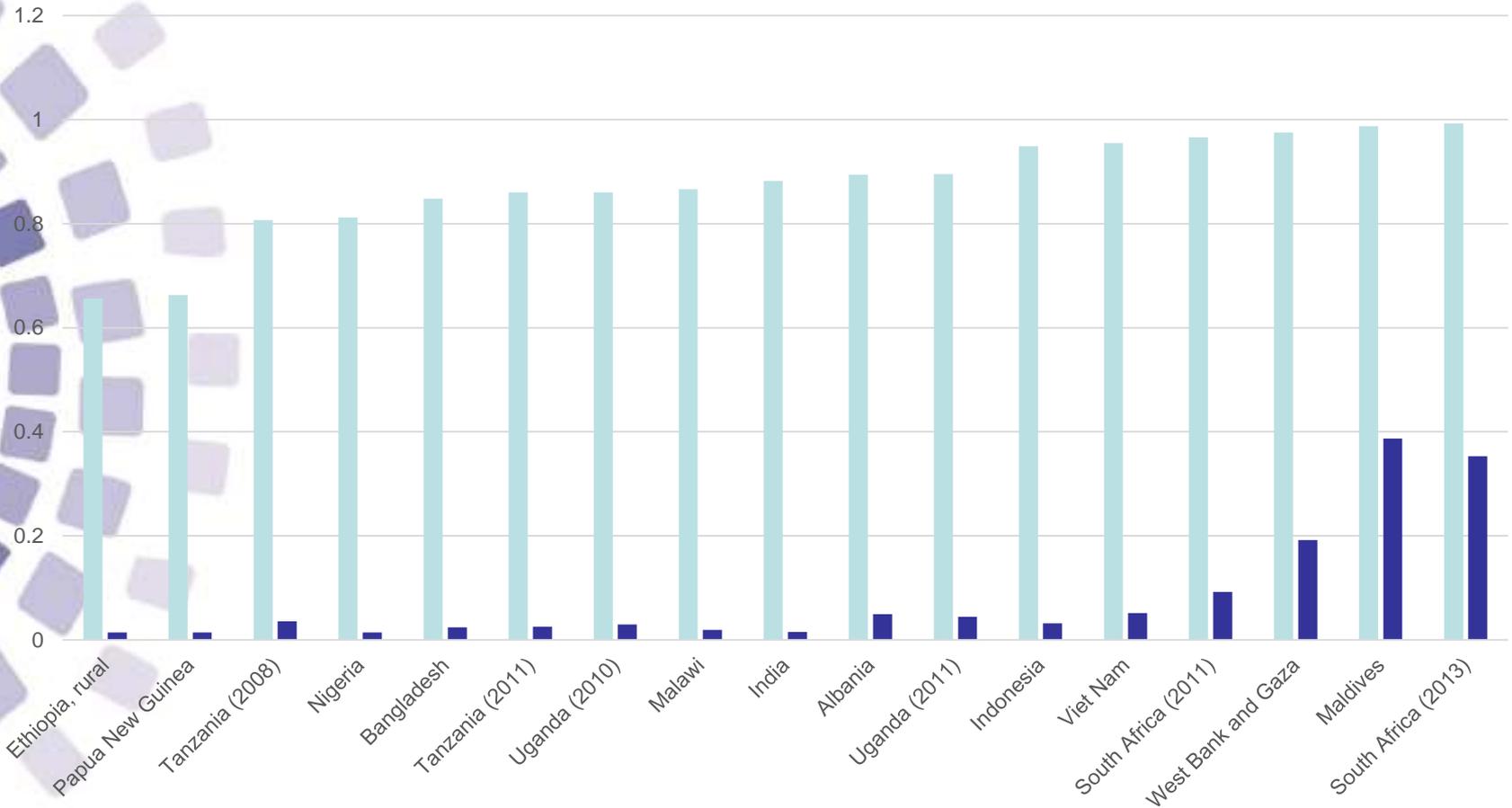
<b>MEDICAL MODEL THINKING</b>	<b>SOCIAL MODEL THINKING</b>
<b>Person is faulty</b>	<b>Person is valued</b>
<b>Diagnosis</b>	<b>Strengths and Needs defined by self and others</b>
<b>Labelling</b>	<b>Identify Barriers and develop solutions</b>
<b>Impairment becomes Focus of attention</b>	<b>Outcome based programme designed</b>
<b>Assessment, monitoring, programmes, of therapy imposed</b>	<b>Resources are made available to ordinary services</b>
<b>Segregation and alternative services</b>	<b>Disability Equality Training for All</b>
<b>Ordinary needs put on hold</b>	<b>Encourage Social Relationships</b>
<b>Re-entry if normal enough OR Permanent Exclusion</b>	<b>Diversity Welcomed Disabled Person is Included</b>
<b>Society remains unchanged</b>	<b>Society Evolves</b>

**(Adapted from Micheline Mason 1994, R. Rieser 2005)**

## Number of out-of-school children of primary school age, 1990-2012



## Net Attendance Rate vs % of OOSC who have a disability



# Out of school children in the EC

- 14.7% of 16-18 year olds in the Eastern Cape do not attend school at all
- 16.2% of 7-15 year old children with special educational needs do not attend at all
- Despite expanded expenditure on Early Childhood education, gaps in access still exist
- 8,1% of persons with no schooling highest compared to the national figure.
- Highest number of persons with incomplete secondary education for both Eastern Cape and South Africa



# Concepts and principles

# MEANING

- *“Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language.”*



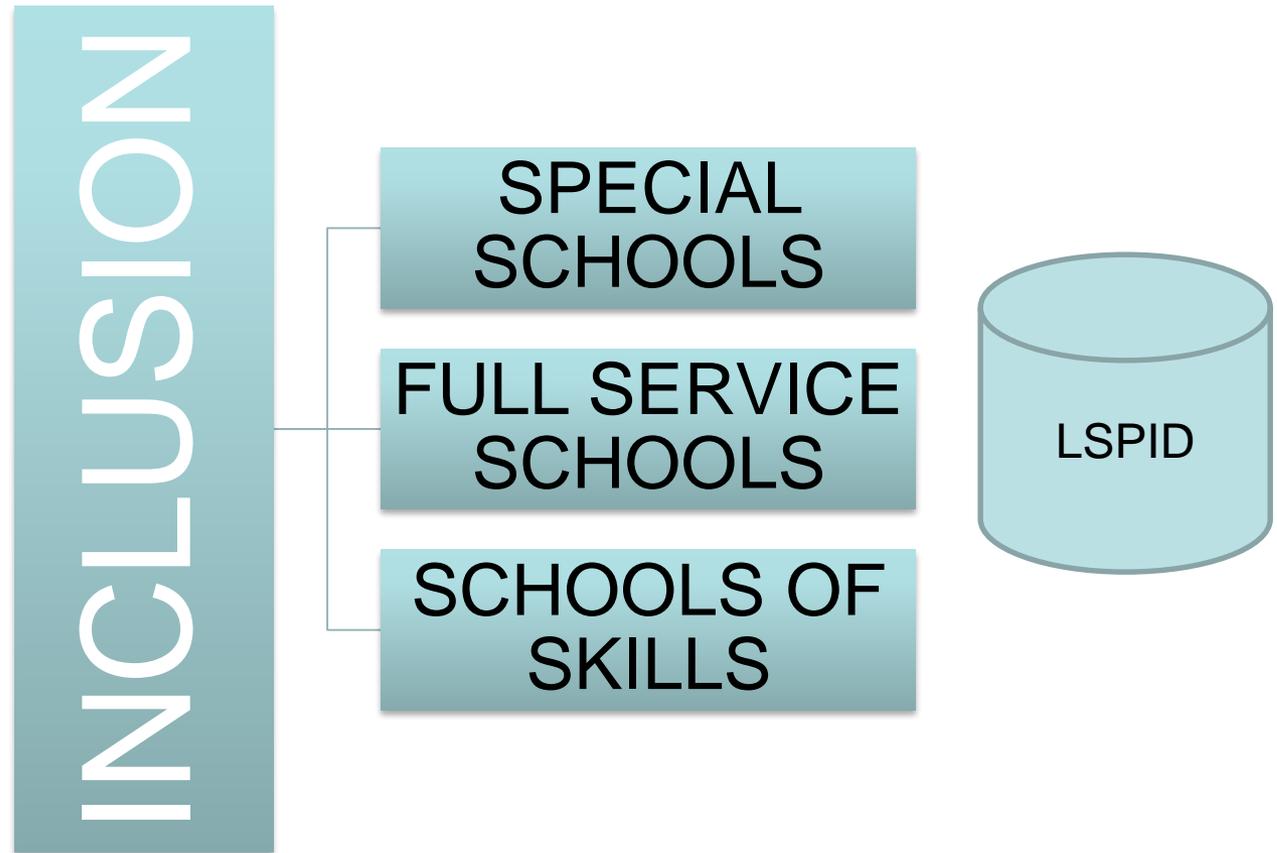
(NCSNET,1997,SOUTH AFRICA )

**Inclusive Education**

# PRACTICE OF INCLUSIVE EDUCATION

- ❖ *The practice of developing inclusive schools involves*
- ❖ *Understanding Inclusion as a continuing process, not a one time event.*
- ❖ *strengthening and sustaining the participation of all students, teachers, parents and community members in the work of the school.*
- ❖ *Restructuring the cultures, policies and practices in schools to respond to the diversity of pupils within their locality.*
- ❖ *Providing an accessible curriculum and appropriate training programmes for all (teachers and students).*
- ❖ *Identifying and providing support for staff as well as students.*

# Provisioning frame



# SPECIAL SCHOOLS

## LEARNERS WITH SPECIALS EDUCATION NEEDS (LSEN)

1

Provision of facilities in institutions with Learners with Special Education Needs for Different Facilities and Learners

- There are 4 Special Schools for learners who are Deaf
- There are 3 Special Schools for learners who are Blind
- There are 3 Special Schools of Skills, offering Technical Curriculum, Mild Intellectual Disability
- There are 7 Special Schools for learners in conflict with the law
- There are 2 Special Schools for learners with Specific Learning difficulties
- There are 22 Schools for learners with Severe Intellectual Disability
- There are 6 Special Schools for the Physically Disabled

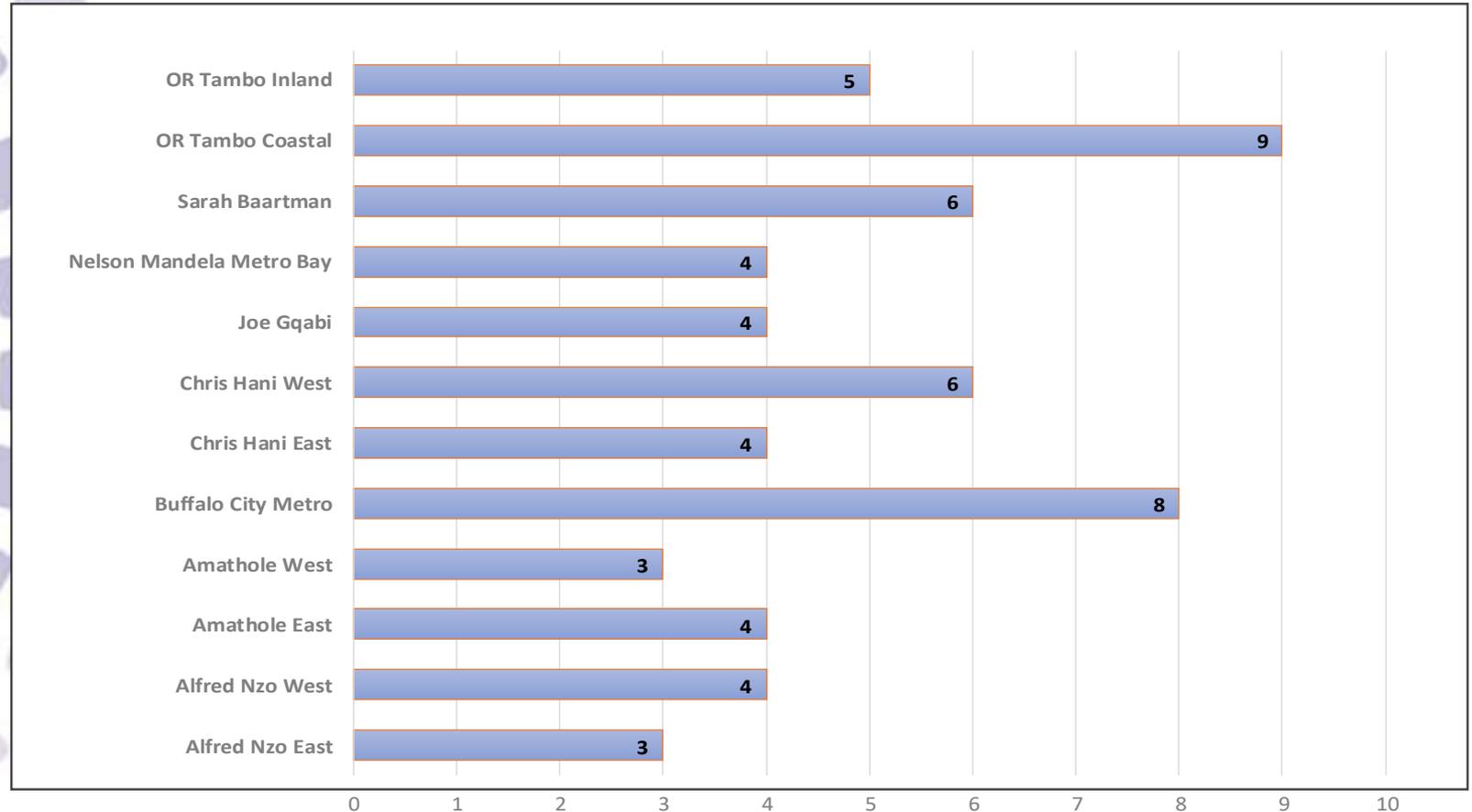
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Staff Provisioning

- Special Schools have 945 educators
- Special Schools have a learner enrolment of 9630
- Special Schools have 29 Social Work interns
- Special Schools have 1015 non teaching staff
- Special Schools have PPN for 2018 of 1107 educators
- 85 therapists and psychologists posts have been advertised and recruitment is underway
- 59 support staff posts have advertised and appointments made / 54 APPOINTED
- 60 Full Service Schools
- Full Service Schools will be resource with Remedial Educators, teacher assistance and also minor infrastructure challenges (ramps)



## FULL SERVICE SCHOOLS AS PER DISTRICT (Total number of 60 FSS)



## Schools of skills

### Suggested Model for Occupational Curriculum Provisioning for next 3 years

Type of school	Number of schools	Curriculum
<b>School of Skills</b>	3 (Baysville, Westview and Bergsig Special Schools)	Technical Occupational Stream (Grade 7 to 9) Differentiated Technical Occupational Stream – Grade 4 to 5
<b>Special Schools (SID)</b>	22	Differentiated Occupational Technical Stream Grade 1 to 3
<b>Full Service Schools</b>	60	Differentiated Technical Occupational Curriculum
<b>Mainstream Schools</b> (Technical High Schools)	6 (Adelaide, Alpendale, Fort Beaufort, Mthatha, Butterworth, Mbizana)	Occupational Stream (Grade 7 to 9) High level support program- moderate to mild
<b>Public Ordinary Schools</b>	Machlalan, Jourbertina, Belgravia and Vulindlela	Occupational Stream (Grade 7 to 9)
<b>Public Special Schools</b>	Vukuhambe Special School Gali Thembani Special School Zamokuhle Special School St Thomas Special School	Occupational Stream (Grade 7 to 9)

# LSPID GRANT TARGET GROUPS

## Target Group

### Primary

**Children** with SPID who function at the lowest levels of development.

#### 1. Caregiving staff

- Caregiving staff are responsible for basic personal care.
- The nature of the Learning Programme requires that these care tasks are integrated into the educational programme.
- Caregivers are therefore performing an important educational role for which they also need to be trained.

#### 2. Families

- Families are encouraged and trained to continue with the implementation of learning program at home.

#### School Community

- Including the provincial and district officials
- Incorporating the education of children with severe to profound intellectual disabilities within the provincial and district educational planning and funding.

### Secondary

### Third

# New Direction

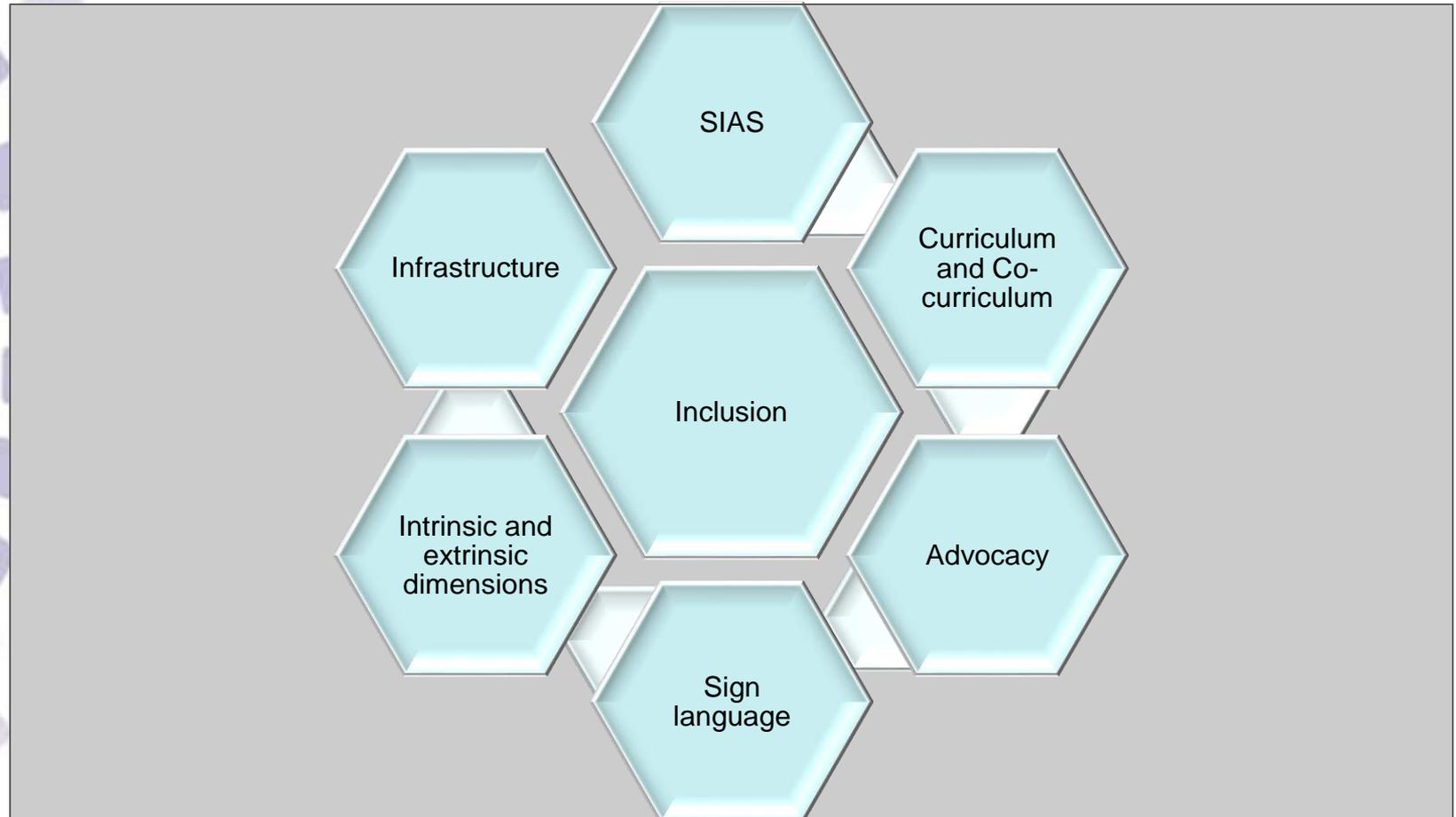


# Education Systems Transformation Plan 2019 to 2023

## Focus Areas of the ESTP 2019-2023



# System Transformation



# Focus Areas

1. **Screening Identification Assessment Support Policy:** Implement an efficient system for early identification and intervention in addressing barriers to learning. Implementation of streamlined Provincial Norms and Standards and the use of Technology for monitoring and evaluation of the Screening Identification Assessment Policy process in the province
2. **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
3. **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.
4. **Sensitisation of Educators and Communities** in all schools on the principles of Inclusivity and advocacy with Stakeholders.
5. **Provision of infrastructure** that adheres to the principles of Accessibility/ Universal Design
6. **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
7. **Address intrinsic** (physical, mental and health related) **and societal** (poverty, violence, alcohol and drug use) **barriers** within a larger collaborative and multifaceted response towards the multiple barriers to learning faced by vulnerable children

# Who would not have existed if we eliminate genetically and other carried impairments?

- Julius Caesar
- Pope
- Milton
- Beethoven
- Goya
- Monet
- Van Gogh
- Evelyn Glennie
- Stevie Wonder
- Che Guevara
- Cerrie Burnell
- Ray Charles
- Winston Churchill
- David Blunkett
- Gordon Brown
- Frida Kahlo
- Toulouse Lautrec
- Einstein
- Shrek or The Hulk
- Mr Magoo
- Howard Hughes
- Iris Murdoch



# Way-forward

## Moderate progress

- Legislation and policies

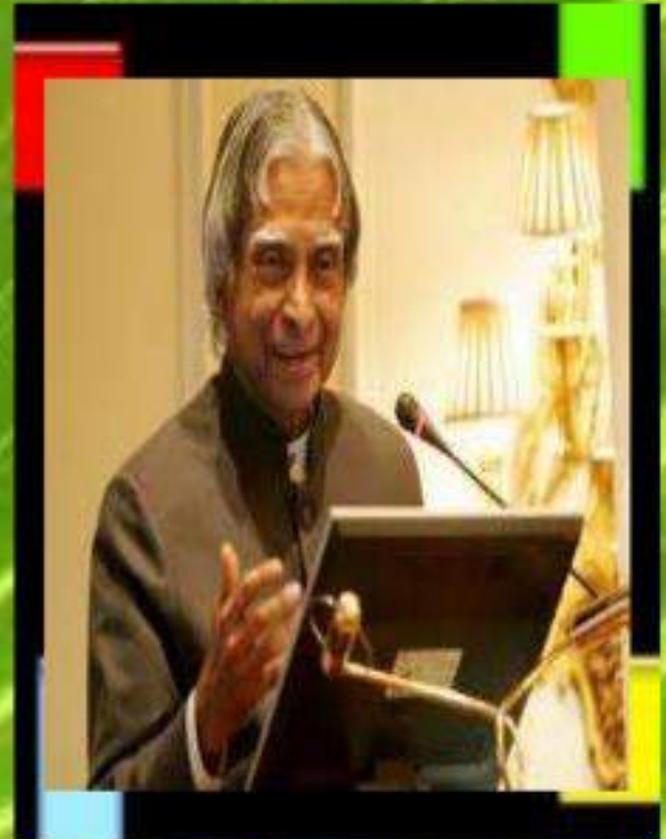
## Still some way to go

- Data collection
- Attitudes

## Serious Weaknesses

- Teacher training
- Accessible schools
- Learning materials

**WHEN LEARNING IS  
PURPOSEFUL,  
CREATIVITY BLOSSOMS,  
WHEN CREATIVITY  
BLOSSOMS,  
THINKING ENAMATES,  
WHEN THINKING ENAMATES,  
KNOWLEDGE IS FULLY LIT,  
WHEN KNOWLEDGE IS FULLY  
LIT,  
ECONOMY FLOURISHES.  
:- BY DR. APJ ABDUL KALAM**



# Thank you

If I don't  
learn the  
way you teach,  
then teach the  
way I learn!

