INCLUSIVE EDUCATION
A systemic perspective

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Historic overview – Special Needs Sector in SA

Pre 1994 – Unequal and discriminatory practices

Constitution, Sections 29 (1) and 9 (2,3,4&5). Focus – Access, Equity and Redress

1997 - NCSNET and NCESS – investigate and make recommendations – all aspects of special needs and support services
White Paper 6: Special Needs Education – Building an Inclusive Education and Training System

2001
WP 6:
(Govt Gazette No 22524 of 27 July 2001)

2004
Districts identify Special Schools as Resource Centres, Full-service schools

2004
National Audit: determine status of Special schools

2007 - 2007 - Interim Funding Principles for an Inclusive Education System

2010-11
DBE begins dev of norms for resourcing IE, based on field tests

2014
SIAS policy promulgated by July 2014
Norms and standards to be finalised June 2015

74 primary FSSs
2 secondary FSSs
30 Resource Centres
Capacity building
2 LSEs per FSS
Inclusion Focus Week
For the purpose of this document, the development of an inclusive education system as outlined in White Paper 6 is considered in conjunction with the following treaties, legislation and policy documents:

- The Constitution of South Africa (Act No. 108 of 1996);
- The South African Schools Act (Act 84 of 1999);
- **Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)**;
- **The Convention on the Rights of Persons with Disabilities (2006), specifically Article 24 as ratified by South Africa in 2007**;
- The Education White Paper 5 on Early Childhood Development (2001);
- The Children’s Act (Act 38 of 2005) as Amended;
- The National Curriculum Statement, Gr R – 12 (2011);
- HIV and AIDS in Education Policy;
- Integrated School Health Policy (2012);
- The Care and Support for Teaching and Learning (CSTL) Programme;
- School Nutrition Policy;
- Minimum Uniform Norms and Standards for Public School Infrastructure (2013); and
Why systemic implementation?

- Uniformity = monitoring and support
- Systemically identify learner needs + school needs
- Sustainability (danger of person based initiatives)
- Compliance to principles of inclusive education (not SIAS process) and minimum standards to ensure quality education and support.
<table>
<thead>
<tr>
<th>District name</th>
<th>Infrastructure</th>
<th>Teacher Readiness</th>
<th>Teacher Training</th>
<th>Staffing needs</th>
<th>Curriculum Management</th>
<th>Support programs</th>
<th>LTSM and specialised resources, Assistive Devices</th>
<th>Specialised staff support / processes</th>
<th>Early Identification and support of learners with barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX</td>
<td>Ramps and rails to be put in place with funds transferred to schools 3/10/2013</td>
<td>Monthly workshops by district to continually strengthen support programmes in school</td>
<td>LSE placed Name: Brenda Denga Twice a week: Mondays &amp; Tuesday School over enrolled in need of additional educators in order to provide effective support</td>
<td>Using library of resources CAPS diversity in the classroom documents trained on</td>
<td>SMT and SGB supportive of inclusion SBST active with support provisioning</td>
<td>Support from LSE circuit interventions on monthly basis Monthly cluster workshops on support provisioning</td>
<td>LTSM distributed, mediated and utilised on a daily basis by educators to increase support provisioning</td>
<td>Remedial support from LSE ILSPs Special Concessions 20 learners identified receiving needed support</td>
<td></td>
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_Inclusion does not commence when SIAS “kicks” in – it is an approach; a continuous constructive process_
80% Support, 20% Compliance


Basic Education Support Spaces

- Child Online Safety
- Children & Youth Literacy
- Dinaledi Schools
- Early Childhood Development
- Inclusive Education
- Information & Communication Technologies
- Mobile Learning
- Quality Improvement, Development Support & Upliftment Programme
- School Enrichment
- School Safety
- Social Cohesion Space
- Support for Matrics

Policy

Parents / caregivers

Learners

Teachers & Schools

Education managers

Success stories

Readings
Conclusion

There is nothing to be gained by waiting for a better situation. You see where you are and you do what you can with that.

Jacob K. Javits, (US Senator, 1957 to 1981)