

Removing Barriers to Learning and Teaching- Making Inclusive Education a Reality

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Introduction

- Background
 - Understanding the challenge
 - Legislative framework
 - Interventions
 - Mainstreaming Care and Support : A Case
 - Benefits
 - Challenges
 - Lessons learnt
 - Final thought
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Legislative and Policy Framework

- The Constitution of the Republic of South Africa, 1996
 - National Education Policy Act 27 of 1996
 - National Policy on HIV & AIDS for Learners and Educators
 - Employment of Educators Act
 - National Curriculum Statement
 - School Health Policy & Implementation Guidelines, 2003
 - HIV and AIDS STI Strategic Plan 2007-2011
 - White Paper 6: a Policy for Inclusive Education
 - White Paper for Social Welfare, 1997
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However....

- Vulnerable children still did not access quality education
 - What contributes to vulnerability
 - Poverty
 - HIV and AIDS and TB
 - Rurality/informal settlements
 - Crime and violence
 - Lack of access to schooling
 - Illiteracy
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Government targeted response

- Addressing Poverty and Access to Education
 - Improving the Quality of Learning and Teaching
 - Dealing with social barriers
 - Hostel Strategy
 - Mass Literacy campaign
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Poverty alleviation

- Social grants (elderly, child support grant, HIV and AIDS)
 - The National School Nutrition Programme (NSNP)
 - School Feeding
 - School Gardens
 - Nutrition Education
 - The No-Fee Schools Policy
 - The National Student Financial Aid Scheme (NSFAS)
 - Uniform policy
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Improving Quality of Learning and Teaching

- ❑ Quality Improvement, Development, Support and Upliftment Programme (QIDS-UP)
 - ❑ Teachers
 - ❑ Early Childhood Development
 - ❑ ABET and Literacy
 - ❑ Curriculum reform and Maths and Science improvement
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Removing social barriers

- Safety programmes
- HIV and AIDS
- Teenage pregnancy prevention programmes
- GEMs and BEMs
- Prevention of Gender based violence

How do these all come together???

Mainstreaming Care and Support

- SADC initiative in partnership with MIETA, UNICEF, Swiss Agency for Development
 - Schools mobilised to function as hubs of integrated service delivery for children
 - Focus on removing barriers
 - Systemic barriers
 - Societal barriers
 - Pedagogy barriers
 - Intrinsic barriers
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Mainstreaming Care and Support

- At institutional level, schools
 - Identify vulnerable children, assess them and meet their needs
 - Make systems more effective to facilitate access to education
 - Build capacity of teacher, care givers and children to respond to challenges
 - Promote greater community involvement and partnership that strengthen school communities
 - Improve coordination and communication and establish systems for referral
 - Create gender sensitive environment free from stigma, discrimination and abuse
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Benefits

- More children accessing education and staying in school
 - Inter-governmental cooperation (link between social grant and education)
 - Greater involvement of parents and care-givers in school based projects
 - Survival and skills for community members
 - Schools really becoming centres of community life
 - Mobilisation of local NGOs in support of schools
 - Tolerance within schools
 - Re-organisation and resourcing of schools
 - Greater awareness of all kinds of barriers to learning
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Challenges

- Organisation of government
 - View of role of schools
 - Fluidity of local context
 - Change management
 - Increased workload for teachers
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Lessons Learnt

- Policies and legislation not sufficient to assure access, for children both in and out
 - School leadership key
 - Link between clinical observations and retention
 - When introducing SCCS, NB to understand local context (socio economic status, policy environment, resources etc)
 - Model promotes culture of ownership and responsibility
 - Research Development and Knowledge Management
 - **Innovate, Innovate, Innovate**
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Final thought

- ❑ Bring to surface the needs of learners and struggles of educators
- ❑ Educational performance is the goal
- ❑ Systems planning critical and non negotiable
- ❑ Strive for the equilibrium (decrease vulnerability improve ability of learners to make positive choices)

If children are to access education, stay in education and succeed, the role of the school has to change.



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Questions and Comments

