Education support structure and its relations at various levels:

National level

- Promotes and provides education for all
- Provides inclusive framework for the country.
- Develops policy on inclusive education.
- Provides education legislative framework.
- Promotes and provides schools with national policies and that governs the schools
- Promotes and provides advocacy and information of programs which support inclusion
- Give support and guidelines to Province
- Collaborates with other departments, e.g. department of Health for wheelchairs for learners, etc.
- Provides clear policy to all stakeholders,
- Allocates physical and human resource

Provincial level

- Allocates funds from national for building of schools
- Facilitates the employment of Educators as per school establishments in line with the national requirement.
- Controls and monitors school budgets through the districts.
- Provide experts who acts as consultants through the districts.
- Ensures that policies are implemented as expected
- Ensures that budget/money received from central government/national department for education is properly spend

District level

- Coordinate learning support
- Provide illustrative learning programs, learning support material assessment
- Evaluates schools and give support accordingly
- Mobilize children who are unable to come to school

- Assist educational centre's to recognize and address severe learning difficulties and to make accommodations for a range of learning
- Provides guidelines and management to schools on inclusion
- Focus on in-service-training for teachers with children who experience barrier to learning
- Capacitates (equip with skills) schools
- Identifies and coordinates learning needs

School level

- Ensures parental involvement
- Develops strategies to address the needs and barriers of learning through the support from the district.
- Supports teachers and learners through the involvement of the district.
- Identifies and address learner and institutional needs and barriers through school-based support team.
- Establish networks that promote effective communication between learners, teachers and parents, as well as NGO;s and the welfare
- Monitor standards of learning and teaching in classrooms

Classroom level:

- The classroom should adopt practices that reflect high values with respect to both diversity and inclusiveness.
- The classroom atmosphere should value and recognize the different backgrounds and cultures of its learners.
- Teachers must create harmony between the learners' learning styles and their teaching styles; they should make provision for the different learning preferences of the learners.
- Encourage regular and effective interactions between learners and the teacher, and ensure that communication methods are accessible to all participants.
- Ensure the activities, facilities, materials and equipment are physically accessible
- The classroom space should be accessible by learners who are in a wheelchair,
- The teachers should use multiple, accessible curriculum content and teaching strategies
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The reasons to Move towards inclusive education

1. Under the apartheid education system, education for learners who experienced learning difficulties and learners with disabilities, was marginalized, under-resourced and segregated. It was known as special education. These learners were known as learners with special education needs.

2. Special education and support services had been provided mainly for a small number of learners with special education needs, in special classes in ordinary schools or in special schools.

3. Special education and support services were provided on a racial basis with the best resources going to the white learners.

4. Most learners with disabilities were either not in special schools or had never attended school. A few were in ordinary schools unable to adequately meet their needs.

5. In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of school, or fail at school.

6. While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected.

The core functions of the District Based Support Teams (DBST)

- To assist teachers in institutions in creating greater flexibility in their teaching methods and the assessment of learning.

- To evaluate programmes, diagnose their effectiveness and suggest modifications.

- Through supporting teaching, learning and management, they will build the capacity of schools to accommodate a range of learning needs.

- To provide direct interventionist programmes to learners in a range of settings, and/or, serve as 'consultant-mentors' to school management teams, classroom teachers and school governing bodies.

- To foster the development of effective teaching and learning, primarily through identifying and addressing barriers to learning at all levels of the system.

- To develop an on-going support of local institutional-level support teams in schools, colleges, early childhood and adult learning centres.

- To support the capacity building of schools/education institutions; identifying and prioritising learning needs and barriers to learning in their local contexts.

- To identify the support needed to address these challenges, and pursuing these within a strategic planning and management framework.

- To provide indirect support to learners through supporting teachers and school management, with a particular focus on curriculum and institutional development.

School-based support team (ILST)

- The ILST serves as a consultative forum for teachers at the school level.

- It provides mentoring functions for teachers.

- It is a link between the DBST and the school.

- It has power to refer learners to the district for additional support.

- It guides the school on inclusive education.

- It monitors the progress on learner development and teacher readiness.

- Ensure parental involvement

- Develop strategies to address the needs and barriers of learning

- Support teachers and learners

- Identifies and addresses learner and institutional needs and barriers to learning.

- Establishes networks that promote effective communication between learners, teachers and parents, as well as NGO;s and the welfare

- Monitor standards of learning and teaching in classrooms

- Identify the school's needs.

Full-service School

- A full-service school is an ordinary primary school that is converted to become an inclusive school.

- It caters for a wide range of learner needs.

- A full-service school should be equipped and supported to provide for a broad range of learning needs.

- A full-service school understands that barriers to learning are not only intrinsic, (internal: impairment) to learners, but can also be extrinsic (external: environment) cultural and systemic.

- A full-service school aims at inclusion in the way it is organised with regards to structure (physical layout), school policies, school practices, pedagogy(the way of educating) and culture of diversity.

- A full-service school should have additional support programmes and structures for teaching and learning.

- A full-service/inclusive school is prepared to explore and address challenges of everyday school life through capacity building among educators and on-going institutional development aiming at transforming the whole school.

- Full-service/inclusive schools should be aware that practices which exclude learners need to be addressed, removed or reduced so that learning and development can happen

- A full-service/inclusive school affords all children in the locality opportunities at school to realise their potential by ensuring accessibility.

- It is a place where both learners and educators feel safe and supported.

- It is an environment where educators are motivated and supported in their work, where learners feel a sense of belonging and are able to engage in the learning process.

- It has a collaborative approach to service delivery.

Special schools

- Educate children who need high-intensity support.

- The special school as a resource center should function as an integrated and coordinated part of the district-based support team.

- provide specialized professional support in curriculum, assessment and instruction to neighboring schools.

- assist in the mobilization of children and youth who are outside the school system and who have no access to schooling.

- coordinate support from the community such as health and welfare, disabled people's organizations, the business sector

Addressing intrinsic (internal) barrier

- Identify the intrinsic barrier, e.g. visual impairment.

- Consult the ILST.

- Consult relevant policies from the Department, e.g. EWP.

- Request support from the district to assist on teaching this kind of a learner.

- Plan curriculum adaptation.

- Request support from the neighbouring special school.

- Ensure that buildings are easily accessible.

- There is proper and effective consultation with the district.

- Teachers are well trained and have relevant study material , e.g braille, etc.

- He creates proper partnerships with other stakeholders' e.g social workers, nurses, Local Municipality and etc.

Parental Involvement

A parent can become a resource to a teacher

Parents' observations and comments can lead the educator to find the exact nature of the barriers that a learner experiences

. They could contribute to this process through formal and informal meeting they could assist by;

• Making all records for learner profile available when the need arise

• Provide information regarding developmental history, health, home behaviour, emotional state, personality etc.

• Monitor and report on progress of the learner at home.

• Avail themselves for all parents meetings and for one-on-one interviews with educators**.**

Advantages of Curriculum adaptation

- It is a learner cantered approach.

- It is in accordance with the learner ability.

- It is based on learner pace.

- It allows for flexibility or adjustment to suit the learner.

- It is responsive to the learner needs.

- It accommodates diversity.

- It helps the teacher to differentiate and accommodate the ability of learners.

- It allows for small chunks of work according to learner needs.

Special School as a great resource to neighbouring schools.

- Special schools are a great resource in inclusive education and to Other schools, e.g. full-service schools, get resources from the special school e.g assistive devices, etc.

- Special schools assist full-service schools to develop inclusive pedagogy.

- They assist full-service schools to adopt appropriate method of teaching learners who experience barriers to learning.

- The special school serves as consultants to other neighbouring schools

- Special schools support the neighbouring schools by providing resources.

- Serves as a mentor for the full service schools

- It provides assistive technology resources

The Principal is Key to creating inclusive environment

- The principal should have an overall concept of what inclusion means, e.g. that there is education for all.

- They should formulate school policies that are not marginalizing and excluding, e.g. they cannot refuse admission to other learners on the basis of disability, etc.

- The principal must create the inclusive ethos of the school.

- He must have inclusive admission policy.

- He must arrange for his teachers to be trained on accommodating diversity when teaching, his teachers must be trained on teaching learners with visual impairment.

- He must have a positive attitude towards learners who experience barriers to learning.

- He must provide adequate resources and assistive devices for those learners who need them, e.g. braille for learners who are blind.

- The principal should be sensitive to the diverse learner needs, e.g. that learners use different styles and require different devices.

- The principal must be able to respond to a wide range of learner needs.

The teacher is key in creating an inclusive environment

- Assign group tasks and activities every once in a while. Let the students participate in the discussion.

- Be a confident teacher. Don't allow students (or even parents, to an extent) bully you into doing what they want.

- You are the teacher. Be professional. Set your rules, follow your plans and stick to them.

- Do not discriminate learners.

- Be accommodative regardless of the learners' situation.

- Include the parents. (I think it would be great if the parents can be updated as to how their child is doing whether or not it is very good or not. After all, the parents are also a key to the child's learning)

- Nurtures, and educates all children regardless of their gender, physical, intellectual, social economic, emotional, linguistic, or other characteristics.

- Classroom organization can be a big factor in whether students feel included in the classroom.

Five implications of Inclusive Education:

1. **Acknowledge that all learners can learn and need support:**

   - Focus on what the learner CAN DO
   - Focus on their strengths and abilities

2. **Overcoming barriers in the system so that a full range of learning needs can be met.**

   - All learners are different
   - Different learning needs arise
   - System must adapt so learners can reach their full potential

3. **Includes those who are previously disadvantaged**

4. **Focuses on the learner as he/she is**

5. **Addresses the causes of barriers to learning and development**

   - Overcoming those barriers
   - Prevention
   - Barrier-free context and a barrier-free environment
   - Access to full facilities and services available to all

Challenges faced by educators:

- Support inclusion.

- Advocate and raise awareness.

- Embrace diversity.

- Change perceptions and attitude

- Address barriers or needs of all learners.

- Accept people who are facing challenges, accept people who are different.
  and stop discrimination.

- Identify and assess barriers to learning.

- Plan and implement a support program.

- Adapt teaching strategies.

Explain, with the aid of examples, how barriers to learning located outside the learner may manifest in your phase.

1. Administrative Factors:
   - Materials not available/accessible for educators/learners

2. Political Factors:
   – Discrimination

3. Inappropriateness:
   – Exclusion and marginalization of learners who experience barriers by educators/other learners

4. Environmental Factors:
   – Unsuitable classrooms

5. Governmental Factors:
   – No facilities or facilities don't meet the basic requirements

6. Social Barriers:
   – No empowerment and negative attitudes of learners/educators

7. Personal Factors:
   – Negative attitudes of educators or other learners

8. Economic Factors:
   – Rich/poor

Barriers located outside of the learner:

• The context: the environment that is not accessible, material that is not available in an accessible format, attitude of teachers and other learners, exclusions and discrimination against learners who experience barriers to learning. (Two paragraphs discussing this aspect is enough)

• Economic factors e.g. poverty

• Political factors e.g. war, unrest, discrimination

• Social barriers e.g. no empowerment, no facilities, negative attitude, social justice, discrimination.

The microsystem

- Pattern of activities, roles and interpersonal relations experienced between individuals and the systems in which they actively participate,

- Such as the family, the school, or the peer group.

- Immediate environment (physically, socially and psychologically)

- The education system at a school level

- The education system at a school level could become a barrier to learning when it does not fulfil its functions and provide proper support for the learner.

The mesosystem

- refers to the relationships that develop and exist between two or more of these microsystems at a given moment is the individual's life.

- A system of microsystems.

- At this level the family, school and peer group interact with one another, modifying each of the systems.

- The district level of the education systems.

- The district must provide support to all the schools within the local community as well as all of the teachers and learners.

The exosystem

- One or more environments in which the developing learner is not involved directly, but influenced by what happens in settings and relationships near him.

- All levels but mainly at a provincial level, health services, the media, a parent's place of work or a local.

The macrosystem

- Dominant social and economic structures and the attitudes, beliefs, values and ideologies inherent in the systems of a particular society and culture.

- Government, societies, school cultures and

- National level takes place.

The Inclusive Education system is a great move because it:

- Builds respect for one another

- Combats exclusion

- Provides equal learning opportunities for all

- Provides equity and equality

- Makes good education sense – unified and single system of education

- Makes good social sense

- Is a human right

- Justice notion

- Promote acceptance and diversity

- Promote right to learn and live together

Teachers can be motivated and encouraged to accommodate learner's in the following ways:

1. Equal participation

2. Acceptance of one another and Acknowledgement of differences

3. No labelling

4. Positive attitudes / thinking

5. Respect

Why parental/caregiver empowerment is important and to involve them.

- Parents/caregiver know more about their child/know them better.

- They can provide information on the history of the child since conception/adoption.

- If there are any sources of intervention that has been done on the child.

- Give information about the child's strengths and weaknesses

- They can serve as partners e.g. if a parent is a doctor – medical support/ bricklayer – volunteer to build ramps / retired grandmother – assist with reading / police – adopt a cop / pastor or counsellor – counsel learners.

Curriculum adaptation can be done in many ways:

Quantity:
Adapt the number of items that the learner is expected to learn or number of activities learners will complete prior to assessment for mastery.

Time:
Adapt the time chosen and allowed for learning, task completion, or testing.

Level of Support:
Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills.

Difficulty:
Adapt the skill level, problem type, or the rules on how the learner may approach the work.

Participation:
Adapt the extent to which a learner is actively involved in the task.

Alternate Goals:
Adapt the goals or outcome expectations while using the same materials.
.
Substitute Curriculum:
"functional curriculum" Provide different instruction and materials to meet a learner's individual goals.

Some of the advantages of curriculum adaptation for learners experiencing learning difficulties are as follows

- This approach to learning is student centered.

- It is in accordance with the student's ability.

- It is based on the learners pace and will not force the learner to move ahead if they are not ready or able.

- Students are also never left behind.

- It approach allows for flexibility or adjustment to suit the learner.

- It is responsive and open to the learners needs.

- This approach accommodates diversity within the system.

- It helps the teacher to differentiate and accommodate the ability of learners.

- It allows for smaller blocks of work according to the needs of the learner.