

MODULE NAME: INCLUSIVE EDUCATION A

MODULE CODE: ETH302S

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Define tomorrow.

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OUTLINE THE PRESENTATION

- Barriers to learning
 - Intrinsic factors that cause learning barriers
 - Extrinsic factors that cause learning barriers



BARRIERS TO LEARNING

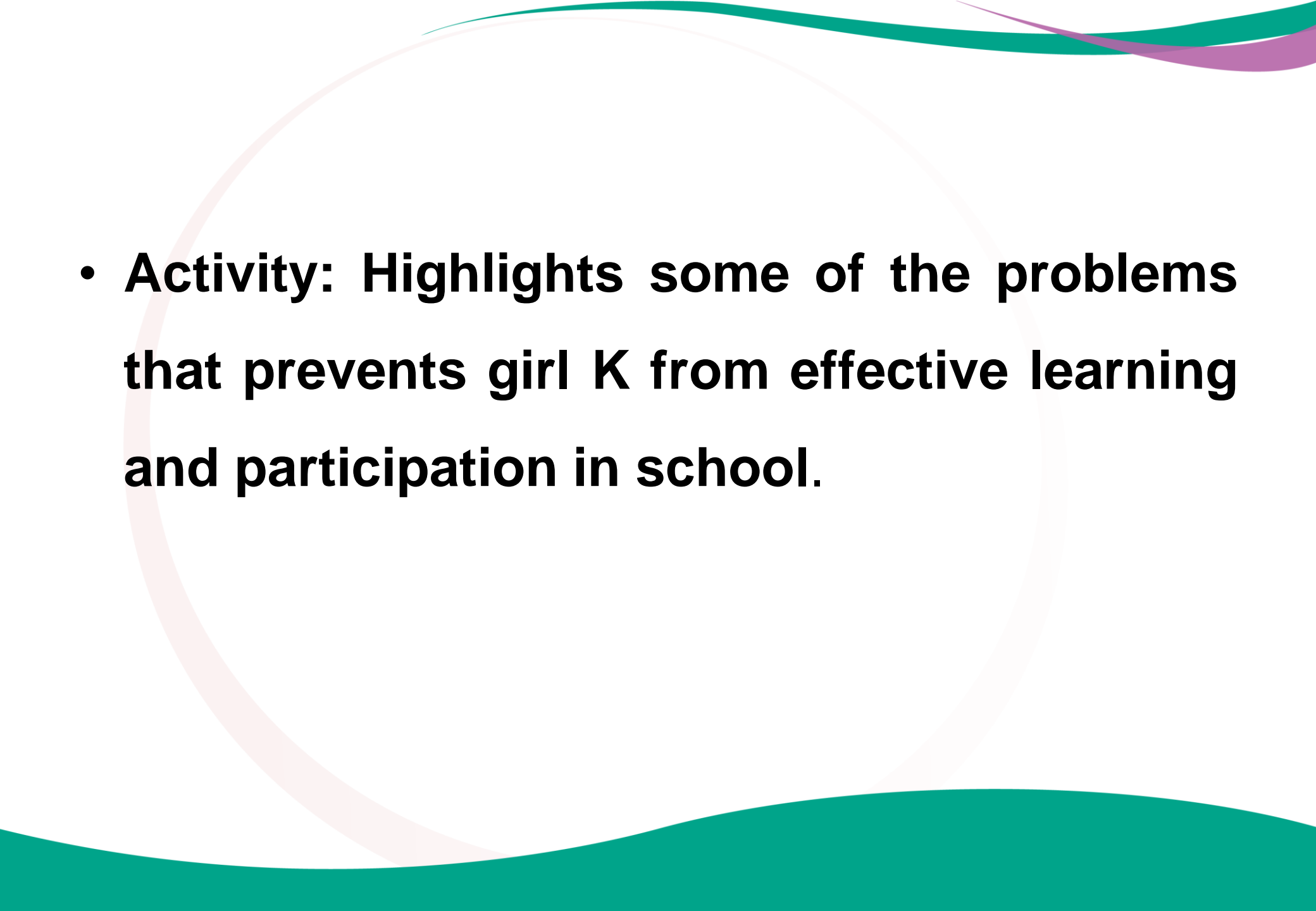
Read the following case study

Girl K

Girl K is a 12 year old girl who used to live with both her parents in the Limpopo province (LP). When her parents separated, her mother moved to Johannesburg. Girl K now lives there with her mother in a very poor and densely populated suburb. Girl K's father still lives in LP and rarely sees his daughter. Her mother has a sleep-in job as a domestic worker. She rents a small room in the back yard of relative strangers. Girl K stays alone in this room during the week. Her mother has arranged for her meals to be provided by the landlord. Her mother returns home at the weekends. Girl K attends the school around the corner from her home. She is in Grade 4. At 12 years, she is a little old for her grade. This school has about 1 200 learners and 35 teachers. The teacher/learner ratio ranges from 40 – 50 learners per teacher.

Case study (Continue)

Staff are struggling to cope with the many learning and developmental needs of their learners, especially since they have so many learners in their classes. Many learners are poor and come from communities with high unemployment. Many of the teachers consider that certain children have disabilities of some kind, and do not consider it their job to help these particular children. Girl K misses her friends and father, and finds it very hard to integrate and feel at home in this new school. She did not do very well at her last school either, but at least she had a few friends there. Her teachers think she is not very able intellectually, and tend to not bother with her much in class, especially since she rarely does class work or homework. The work she does do seems to suggest that she does not read or write well. Her classmates pick up on the teachers' attitudes, and tend to ignore her, or even abuse her verbally. Girl K is demotivated and quiet. Her withdrawn behaviour also contributes to the way her teachers neglect her.

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- **Activity: Highlights some of the problems that prevents girl K from effective learning and participation in school.**

Inclusion in the South African context

- Did not develop in vacuum
- History of South African specialised education – political and philosophical issues
- Gross inequalities and inconsistencies
- Also supported by the **Right to Basic Education** and the following policies:

South African constitution (Act 108 of 1996)

South African school Act (Act 84 of 1996)

From exclusion to inclusion

- Documents that mandates inclusion are:

South African constitution (Act 108 of 1996)

Policy: South African school Act (Act 84 of 1996)

Report: The National Commission on Special Educational Needs and Training and The National Committee on Education Support Services (1997)

Policy: Education White Paper 6: Special Needs Education: building an inclusive education and training system (2001)

History of IE in S.A

- After 1994, there has been major transformation in the South African Education System.
- In October 1996, the ministry of Education appointed two bodies: **The National Commission on Special Needs in Education and Training (NCSNET)** and the **National Committee for Education Support Services (NCESS)**



Education Support Services include all human and other resources that provide support to learners and to all aspects of the system (schools, teachers, etc). These services aims at minimising or removing barriers to learning and development



Support required by learners or the system could include: teaching and learning; provision of assistive devices (e.g. Braille facilities, specialised communication devices, etc); general and career guidance and counselling; various forms of therapeutic support (medical, psychological, occupational, speech, physiotherapy); nutritional programmes; social interventions; parental support; teacher training and support; organisation development; and curriculum development



The role of the 2 bodies was to investigate and make recommendations on all aspects of 'special needs' and support services in education and training in South Africa.

The focus of the investigation was on the development of education to ensure that the system becomes more responsive to the diverse needs of all learners.

SCOPE COVERED

This investigation covered all levels or bands of education:

- early childhood development
- general education and training SPECIAL ED included
- further education and training
- higher education
- and adult education

Major findings of the investigations included:

- Specialised education and support services have predominantly been provided for small percentage of learners with disabilities within special schools
- Where provided, specialised education and support were provided on racial basis— with best human and physical resources reserved for white learners

Major findings of the investigations included:

- Most black learners with disabilities have either fallen out of the system OR been mainstream by default
- The curriculum and the whole education system failed to respond to diverse learning needs of the learner population = this resulted in massive drop outs, and failures

ALSO

Important point to remember: Schools were separated on:

Racial and cultural background

Schools for whites (English speaking)

Schools for Whites (Afrikaans speaking)

Schools for Blacks (Sepedi or Zulu speaking)

2. Socio economic status (*Rich and poor*)

3. Learners functioning levels (*Mainstream schools and Special schools*)

FINALLY

- Learning needs of most of the learners were **IGNORED**
- Most of Learners were excluded in the education system based on their characteristics and socio economic background.
- **MANY LEARNERS EXPERIENCE BARRIERS TO LEARNING**

BARRIERS TO LEARNING

A barrier is an obstacle or circumstance that impact negatively towards the child's learning

Classification of learning barriers

- Intrinsic: Barriers within the child
- Extrinsic: Barriers from the child's environment

Some learners may experience both intrinsic and extrinsic learning barriers

Common barriers to learning and development in South Africa

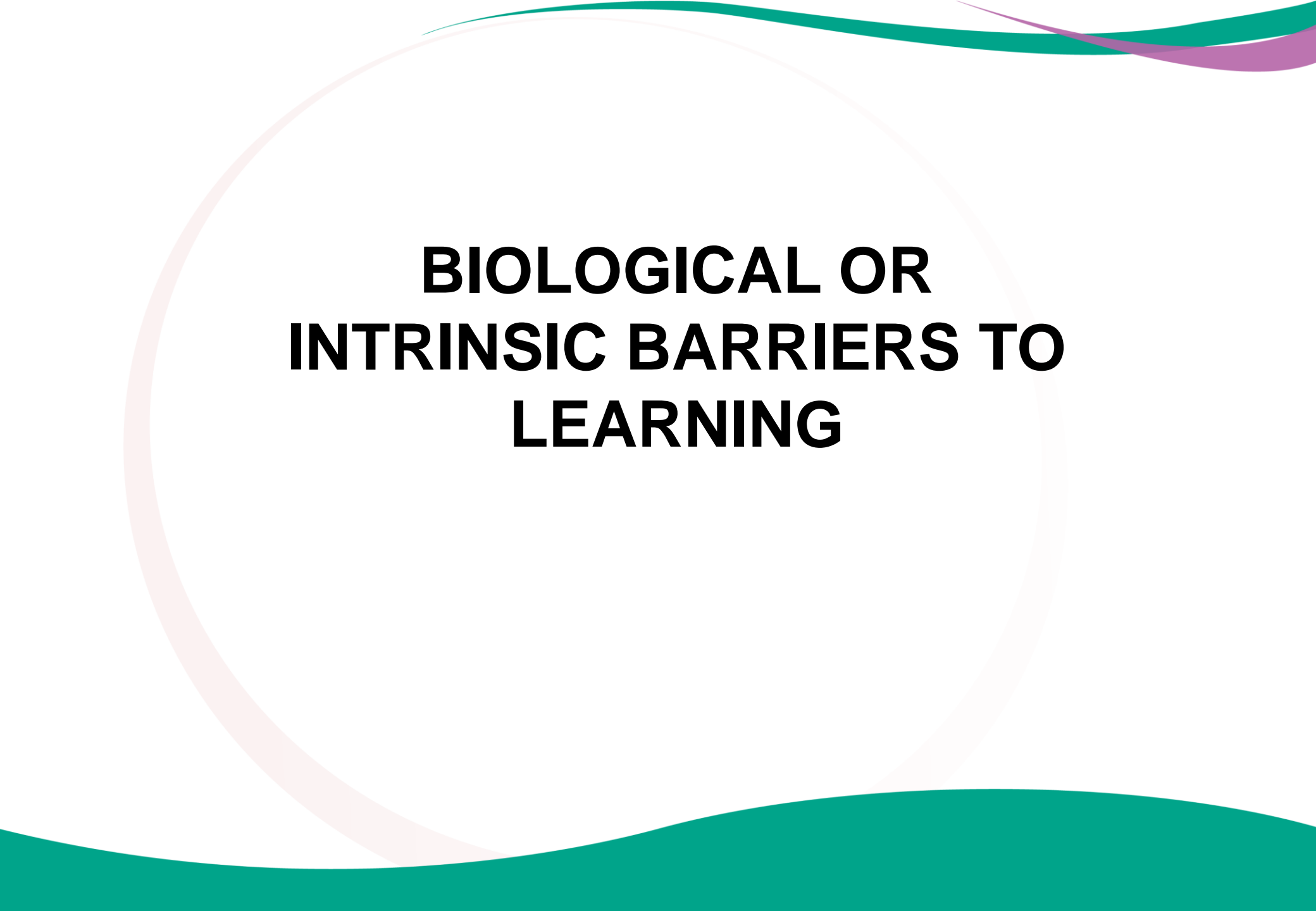
Biological
System

Socio-
economic
Systems

School
System

Home
System

Political
Systems



BIOLOGICAL OR INTRINSIC BARRIERS TO LEARNING

Intrinsic barriers

Intrinsic barriers are conditions within the child that have negative influence towards his/her learning and participation. Example:

- Illness and chronic conditions that demand attention or support
- Physical, sensory, communication or intellectual impairments as a result of genetic inheritance or an accident

Intrinsic factors causing learning barriers

Birth defects

Speech problems

Intellectual impairments

Challenging behaviour

Physical impairments

Medical conditions

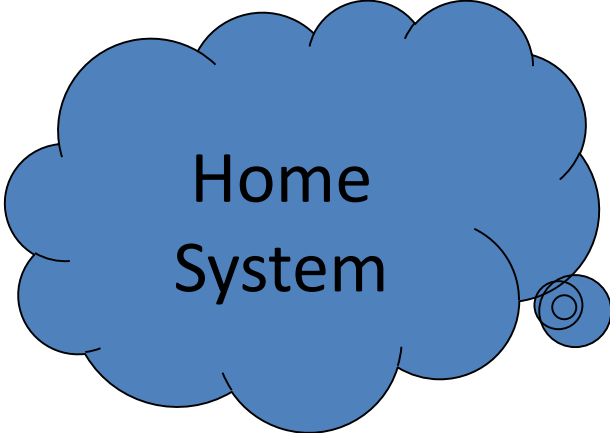
Sensory impairments

Neurological disorder



EXTRINSIC BARRIERS TO LEARNING

Extrinsic barriers to learning



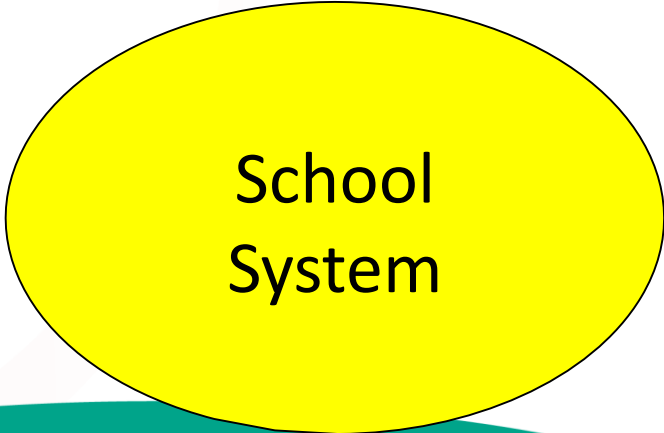
Home
System



Political
Systems



Socio-
economic
Systems



School
System



Extrinsic barriers

EXTRINSIC BARRIERS TO LEARNING

- Poverty
- Educational/systemic barriers
- Absence of school-family partnership
- Absence of school-community partnership.
- Inflexible curriculum
- Lack of resources
- Dysfunctional families
- Lack of parental involvement
- Unsafe environment

CAN YOU THINK OF OTHERS?

What is poverty

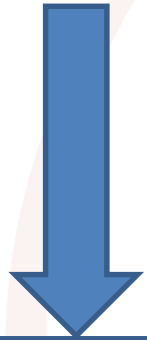
Limited access to:

- Shelter
- Food
- Clothes
- Basic services such as :
 - Clean water
 - Sanitation
 - Health services, and education

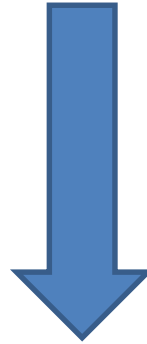
POVERTY IN South Africa = WHO IS AFFECTED?

Mostly children

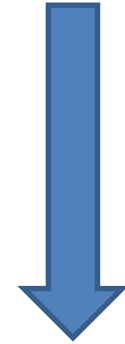
POVERTY = one of the socio-economic barriers to:



DEVELOPMENT



LEARNING



PARTICIPATION

Causes of poverty in S.A

- Overpopulation
- Unemployment
- Lack / poor education
- Lack of infrastructure in the country
- Lack of skills

Impact of poverty towards schooling: Schools, teachers, learners.

- Culture of vandalism
- Negative peer influence
- Non stimulation environment
- Poor orientation towards school
- Low level of education drive

Political Systems Barriers

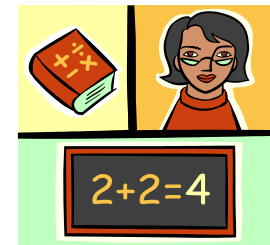
Historically education policies in SA **excluded** learners who were not seen as “normal”

New policy - Inclusive Education is built on political systems in line with our constitution

At school level policies need to become more inclusive such as admission procedures policy

School System Barriers

- The White Paper 6 identifies:
 - Negative attitudes
 - Inflexible curriculum
 - Language of teaching and learning
 - Unsafe built environments
 - Inappropriate support services
 - Non-involvement from parents
 - Inappropriately trained teachers



Are there any barriers you would want to **add** or **remove** from the list?

Home System / Social Support System

- Practical things done at home or school in order to make life easier for child.

E.g. food and shelter, preparing lessons, being fair in the classroom





Thank you

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