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
Legislative and Policy Framework

- 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
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
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
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
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
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
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
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
Challenges

- Organisation of government
- View of role of schools
- Fluidity of local context
- Change management
- Increased workload for teachers
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**
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.*
Thank You!!!!
Questions and Comments