

**COMMISSION REPORT BACK**

**COMMISSION 1**

**INCLUSIVE EDUCATION**

# QUESTION 1

ISSUE DISCUSSED	KEY DISCUSSION POINTS	RECOMMENDATION	RESPONSIBILITY/ TIME FRAMES
<p>Learners with Special Needs are located either in mainstream schools, or Schools for Learners with Special Needs or Schools of Skill. The principle to be adopted is that <b><u>the standard of assessment for learners with special needs at these different sites of learning, should not be watered down, but the approach and methods of assessment needs to be modified to accommodate the learner’s barrier to learning.</u></b></p>			
<p>Is this principle a correct reflection of the goals and objectives of Special Needs Education in South Africa. If not, can this principle be amended to accurately capture the goals and objectives of Special Needs Education in South Africa.</p>	<ol style="list-style-type: none"> <li>1.Statement is not accurate due to usage of ambiguous concepts /terminology e.g. Schools of skill, disability vs learner with barrier, Levels of support (High medium low) SNE in ordinary as well as special schools</li> <li>2. GEC –challenges on same standards (concept but different assessment methodology ).</li> <li>3.Budget to address the increasing number of learners</li> </ol>	<ol style="list-style-type: none"> <li>1.Follow up on usage of terminology</li> <li>2.Though being a standard, the assessment should consider the learner, assessment method and curriculum covered in different Learning Programmes e.g CAPS for SID Gr R -6               <ol style="list-style-type: none"> <li>a. Assess on according what to teach</li> <li>b. Adapt assessment to</li> <li>c. Include accommodation &amp; concessions to follow the learner</li> </ol> </li> <li>3. Budget directly to accommodate concession</li> </ol>	
<p>If this principle is correct, to what extent are the South African schools meeting this principle.</p>	<ol style="list-style-type: none"> <li>1. CAPS with different formalised adapted learning programmes developed with focus on relative concepts (standardised) to prepare all learners to be inclusive in society (range from gifted to cognitive challenged)</li> <li>2. Yet not all programmes have formalised LTSM available that will provide different results</li> <li>2. School context and infrastructure not same</li> <li>3. Disability vs Barrier (intrinsic or extrinsic) - Special schools &amp; inclusive schools vs schools accommodating learners with disability</li> </ol>	<ol style="list-style-type: none"> <li>1. Standard LTSM for all learning programmes to be provided</li> <li>2. Schools must be audited for readiness /to meet the prerequisites for assessment</li> </ol>	
<p>What needs to be done to bring the South African schools to where they need to be in</p>	<ol style="list-style-type: none"> <li>1. Silo approach – Curriculum &amp; inclusive not aligned</li> </ol>	<ol style="list-style-type: none"> <li>1. Alignment to support adaptation of assessments etc</li> </ol>	

# QUESTION 2

ISSUE DISCUSSED	KEY DISCUSSION POINTS	RECOMMENDATION	RESPONSIBILITY/ TIME FRAMES
<p>In terms of the GEC assessment model, what are your suggestions relating to the modifications, adaptations or accommodations that need to be implemented for learners with special needs, with regard to:</p>			
<p>SBA – The Integrated Project and other summative and formative assessment tasks.</p>	<p>Cant be a standard project -Integrated to consider</p> <ol style="list-style-type: none"> <li>Context of school and class and way that they work</li> <li>Resources at school</li> <li>Time frame, and assessment methodology</li> </ol>	<p>Use what is already for learning programmes and support Align what is there to GEC assessment model</p>	
<p>The Curriculum Tests</p>	<p>Tests to follow learning programme Tests to be adapted to accommodations ..... Challenge is learner with barrier and cognitive disability Different formats – sectionalised</p>	<p>Tests to follow learning programme GEC Tests to be <b>adapted to include accommodations</b>: Different formats of testing based on category of learner barrier and cognitive disability e.g sectionalised, differentiated picture, words</p>	
<p>The Inclinations Assessment</p>	<ol style="list-style-type: none"> <li>Aim of inclination –to find the career path or streaming</li> <li>Assessment to be adapted to category of disability</li> </ol>	<ol style="list-style-type: none"> <li>Inclination implementation:</li> <li>Schools of skills This should be covered in year 1 and not year 4</li> <li>And earlier for focus schools</li> </ol>	

# QUESTION 3

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What are the challenges that will negatively impact the GEC implementation with regard to learners with special educational needs and how do you think these can be mitigated.

## Challenges

<ol style="list-style-type: none"> <li>1. GEC –expectation as an exit certification (aligned to NQF L1 qualification) for learners that leaves the formal education (DBE)               <ul style="list-style-type: none"> <li>• Schools of Skill</li> <li>• SID learners (no qualification but recognition of achievement/ credits )</li> </ul> </li> <li>2. Programme is developed without the SNE (G9A) in mind - designed for learners without disabilities and in public ordinary schools</li> <li>3. Silo approach – Curriculum &amp; Inclusive not aligned -</li> <li>4. Workshop with expected implementation exist               <ul style="list-style-type: none"> <li>• but without evaluation of expected implementation</li> <li>• Additional workload for teachers – negative attitude</li> </ul> </li> <li>5. Assessors &amp; moderators from these specialised areas</li> </ol>	<ol style="list-style-type: none"> <li>1. Special schools to have endorsed report on SA-SAMS that recognises achievement as a national report ??????</li> <li>• Advocacy to communities (business, industry and DHET) for credibility of certificate</li> <li>2. Consideration to include adaption to all disabilities</li> <li>3. Silo approach --               <ul style="list-style-type: none"> <li>• Subject advisor to focus on content &amp; differentiation of assessment</li> <li>• Inclusive to focus support programme – adaptation, methodology &amp; differentiation, therapeutic and counselling support.</li> </ul> </li> <li>4. Workshop with expected implementation exist               <ul style="list-style-type: none"> <li>• Systems e.g monitoring and evaluation</li> </ul> </li> </ol>	
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