



Inclusive
Education
SOUTH AFRICA

2018



ANNUAL REPORT

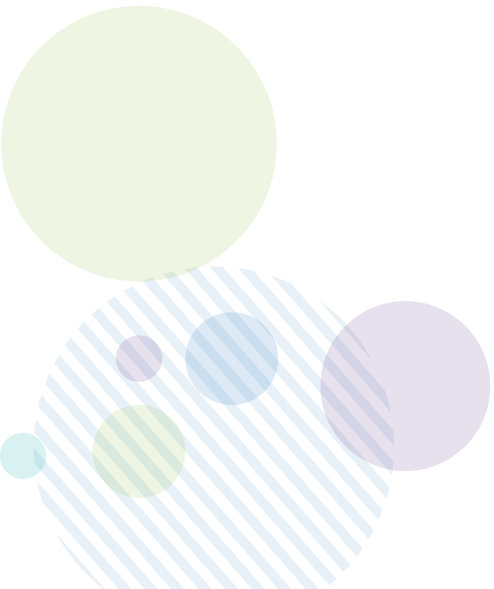
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RAMSAY DAVIDS

LETTER FROM THE CHAIRPERSON

IESA thanks and acknowledges our past Director Robyn Beere for her enormous contribution over eight years to the growth and development of this organisation. The New Teacher's Induction Programme is being hailed by other stakeholders as a major achievement. There has been much greater awareness of inclusive practices and principles in our target areas over this period.

We are very happy to welcome Bertha Magoge who joined us on April 1st as the new Director. Bertha joins our team with a wealth of experience in the NGO field, having been the Director of two previous NGO's. She has an honours degree in Social Work from the University of Zimbabwe, and is busy completing her Masters of Social Work (Research) at the University of Kwa Zulu Natal (UKZN). Bertha hails from KZN and has relocated her family to Gauteng in order to head up Inclusive Education South Africa. In a few short months Bertha has already made a positive contribution to IESA.

Most of the key roles in the organisation have now been filled and our Gauteng office now functions as the Head Office of IESA with Cape Town being a branch office. This has led to the reinforcement of our strategic plan to extend our services throughout the country. We have had considerable success with our work in the Western Cape. We are still challenged, however, by the huge need to develop services in the rural areas and to address mistaken beliefs which build barriers and continue to exclude children from accessing quality education and opportunities.

While we are delighted with the progress which inclusive thinking has made in our schools and early childhood development centres, we should never lose sight of the fact we are hoping to build an inclusive society where tolerance and acceptance of difference prevails at all levels and in all walks of life. Our history of prejudice and exclusion is still evident in many areas of our country and the challenge facing all of us is to adopt inclusive behaviour in every aspect of our lives.





BERTHA MAGOGUE

**I FEEL EXCLUSIVELY
PRIVILEGED TO JOIN AN
ORGANISATION THAT
CONTINUES WITH MY
LIFELONG PASSION OF
ADVOCATING FOR THE
INCLUSION OF ALL CHILDREN
AT ALL LEVELS OF LEARNING
AND FOR PURSUING THE
IDEALS OF A WORLD IN WHICH
CHILDREN ACHIEVE THEIR
FULL POTENTIAL.**

FROM THE DIRECTORS DESK

I am honored and excited to be joining Inclusive Education South Africa (IESA) as its new Executive Director from the 1st of April 2018. I have an immense passion for children's rights for which I have been dedicated over the past 19 years of my professional career. I have worked regionally across the Sub-Saharan Africa on child programming, policies, and advocacy for vulnerable and orphaned children. In the past 7 years, I have served as the Director of Training and Resources in Early Education (TREE) in Durban, where I was responsible for the strategic and partnership development for the organisation.

I bring with me a wealth of child rights programming as well as an impressive record as a networker and advocate. I feel proud and honored to make those networks and resources a part of this great organisation. I am a builder at heart, and firmly believe in the principle of building a heritage for the next generation. I look forward to working with IESA Board, staff and all stakeholders who share a passion for the establishment of an inclusive education system, and indeed an inclusive world.

IESA's mission is "to ensure that families, educators and service providers of children experiencing barriers to learning have access to information and are introduced to support networks and services that can facilitate inclusion into ordinary neighborhood schools. The work that IESA has accomplished in this financial year has been nothing short of outstanding. As you read this Annual Report there are scores of practical examples and stories of significant milestones that have been reached by our organisation in both programme and service delivery to individual schools, children and families, who experienced diverse forms of exclusion and an infringement to the basic right to education. The Information, Research & Knowledge sharing as well as Advocacy work streams have also

made an incredible contribution to the advancement of inclusive knowledge and practice as well as information dissemination across all sectors of our society. IESA has used different platforms including radio, print, social media as well as appropriate parliamentary processes to inform a wide cross-section of audiences including rights holders; of the state of inclusion in South Africa.

In the current financial year, IESA has focused on launching a national footprint and a strong IESA Brand. In this endeavor, we aspire to include our current partners and stakeholders as well as to create opportunities to bring in new networks and new funding conduits that will further deepen our inclusion work. Although IESA has been around for a considerable length of time (23 years), the organisation is still not reaching the majority of children with diverse learning barriers and other disabilities. There are some corners of our society where we have not even begun to shine our radar in terms of access to quality service delivery and influence. It is for this reason that I seriously believe in ramping our efforts to partner government, as well as other like-minded organisations including CBOs, so that IESA can spread and deepen its influence in inclusive education and advocacy to meet the need across South Africa.

It would be remiss of me if I did not take this opportunity to pay tribute to my predecessor Robyn Beere, who together with her excellent team has contributed to the significant growth we see today in

IESA. I want to commend her especially for the hard work and dedication that led to the development of the New Teacher Induction Programme which is today one of IESA's finest achievements and contributions to the Inclusive Education sector. Thank you Robyn!

As I conclude this key message, I want to reiterate our belief that the practice and implementation of inclusive education contributes to the realisation of a democratic society and facilitates real transformation that promotes the principle of education as a basic human right as enshrined in the Constitution. For this vision to become a reality in South Africa, IESA recognises the critical need for sustainable partnerships and collaborations. "It is only when we work to complement one another that we can together enable children to realize their rights ... and to realize them now."



We thus count on your support and partnership in this incredibly important journey!



ECD PROGRAMME

THIS YEAR WE TRAINED A TOTAL OF

1,208
ECD
PRACTITIONERS



Our vision is to train and equip ECD Practitioners to include all learners in their ECD learning program, ensuring all developmental abilities are accommodated.

TWO DAY ECD PRACTITIONER TRAINING

Our Two-Day ECD Practitioner Training targets 1,100 ECD Practitioners and is funded by the Western Cape Department of Social Development – ECD Directorate. The geographical areas that we cover include the West Coast, Overberg, Eden Central Karoo, Cape Metro and Winelands. The two day training workshop provides an introduction to inclusive education for ECD practitioners, both centre-based and non-centre-based. Participants include teachers, principals, centre managers, playgroup facilitators, home visitors and community workers. In order to reach as many practitioners as possible, we partner with ECD Forums, FET Colleges and ECD Service Providers.

STRENGTHENING INCLUSIVE ECD CENTRES

The Strengthening Inclusive ECD Centres Project is implemented in two ways. The first is a **one-year model** aimed at building the skills of ECD practitioners to include ALL children in early learning. The message of inclusion is shared via theoretical and practical levels models.

This one-year program was funded by the Western Cape Department of Social Development - Disability Directorate. Fourteen registered ECD centres were screened and selected through a thorough interview and assessment process, which included both staff and management of each of the centres.

A specific focus on mainstreaming disability was included in this project and three-hour Disability Awareness and Sensitization workshops were held in various areas. These workshops reached entre management, staff and practitioners as well as the wider community.

At each of our centres, we facilitated seven educational workshops, along with on-site support visits where we could assist with learners who needed additional support. Centres also received Parent Play and Passport to Learning workshops, and parents reported positively on these valuable opportunities to better understand the roles they needed to take in their children's education. Fourteen "Introduction to Inclusive Education" workshops were also held at local feeder primary schools, informing teachers of our inclusive educational journey at each of our project centres and providing an introduction to good inclusive practices in a primary school context.

The second ECD model is a **two-year Inclusive model**, which is aimed at strengthening inclusive ECD Centres in their practice once workshops are complete. This project is funded by ApexHi Charitable Trust and ten ECD centres were selected



IDENTIFICATION & SELECTION
OF 14 FCD CENTRES



7 EDUCATIONAL
WORKSHOPS PER CENTRE



7 ON-SITE SUPPORT
VISITS PER CENTRE



2 PARENT EMPOWERMENT
WORKSHOPS PER CENTRE



14 INTRODUCTION TO INCLUSIVE
EDUCATION WORKSHOPS AT
FEEDER PRIMARY SCHOOLS

TWO-YEAR MODEL

IMPACT INDICATORS:



STRENGTHENING CENTRE
LEADERSHIP TO DRIVE
INCLUSIVE CHANGE



BUILDING THE CAPACITY OF
ECD PRACTITIONERS



CHANGING ATTITUDES
TOWARDS DISABILITY



RAISING AWARENESS THROUGH
DISABILITY WORKSHOPS



STRENGTHENING PARTNERSHIPS
WITH EXTERNAL STAKEHOLDERS



ASSISTING WITH THE
DEVELOPMENT OF A MEANINGFUL
DAILY PROGRAMME



BUILDING RELATIONSHIPS
WITH PARENTS



0-3 TRAINING FOR EARLY
IDENTIFICATION AND
INTERVENTION

– 8 based in the Western Cape and 2 in the Free State. An extensive selection process took place at the beginning of this project, during which principals were interviewed and project centres were identified.

Workshop activities include meetings with principals to develop an understanding of inclusion and on-site support to develop the skills of ECD practitioners around the implementation of inclusive strategies. We also focused on establishing strong parent-centre partnerships through interactive parent meetings. This training empowers ECD Practitioners to provide individual support to children.

The two-year model allows for enough time to intensively monitor and evaluate our project in order to ensure that the intervention is sustainable beyond our involvement with the centre. We were able to provide intensive on-site support and skills development, specifically around the crucial topics of identifying barriers to learning, planning for intervention and providing differentiated learning activities.



ECD SERVICE PROVIDERS JOURNEY TO INCLUSION

Funded by the FirstRand Foundation and the Jim Joel Fund, this project is provided to ECD Service Providers and aims to assist organisations to infuse inclusion throughout all their programme offerings. The organisations in which the programme was implemented in 2017/18 were Tshepang Educare Trust in the Free State, Ntataise in Gauteng, Sikhula Sonke in the Western Cape, and Midlands and LETCEE in KZN. The project implementation model has 5 phases:

It is with great pleasure that we have recorded positive impact in all of our participating service providers, with the management of these organizations having taken the lead in driving the infusion of Inclusive Education through their programmes. In addition, the understanding of Inclusive Education has significantly improved, and this has resulted in widespread organizational policy changes.



PHASE 1

Organisational Entry – IESA has a consultation with management to understand the organisational functions.

PHASE 2

Capacity Building – We develop inclusive values, knowledge, skills and attitudes in a series of workshops with the whole staff.

PHASE 3

Developing inclusive practice through support visits and general programme reviews.

PHASE 4

Infusing inclusive practices in the organisation through management reviewing their programmes and policies, developing action and implementation plans and integrating these into their daily programmes.

PHASE 5

Monitoring and evaluation, organisational exit and support for the way forward.



Daniel's Story of Hope!

I started my intervention at Hope Educare Centre in June 2017. The centre has three classes and there are 55 learners in total. These learners come from the surrounding areas of Heideveld, Gugulethu and Welcome estate in the Western Cape. English, Afrikaans and IsiXhosa are the three languages spoken by the children attending.

During my time at the centre, I met a three-year old boy named Daniel, who did not speak and was part of the toddler class. Daniel seemed to be extremely frustrated as he was strapped down in his pram. The class teacher explained to me through the course of our time together the strengths and challenges that Daniel experienced. While he was unable to express himself verbally and refrained from making eye contact, he could make sounds. There were daily episodes of fighting with any child that came within reach of him. He could hear and understand what was said to him, but he had difficulty in following instructions.

Daniel could not enjoy and respond morning ring time in the same way as the other children. He would shut his ears when the volume of the children's singing irritated him and would hit the child in closest proximity to him. As a last resort, the teacher would then pick him

up and put him in his pram in order for the class to continue with the activity. I found that Daniel's day would be spent watching the other children play and if he wanted to draw their attention he would make sounds. It was very unfair that he did not have the opportunity to participate in exercises that would help him develop his muscles.

It was evident that he loved his teacher and they had established an understanding as he would calm down when his teacher spoke, repeating herself at least 3 times.

I soon made time with the teacher to talk through some interventions that could help him. I was interested in his Road to Health book, as it would give insight into his development. Together with the teacher, we discussed his daily pattern of behaviour and planned some alternative sub-activities to accommodate Daniel during a 20-minute activity slot. We made the time to communicate the new change in routine to the rest of Daniel's class, and we used the opportunity to involve learners in forming teams that would rotate to play with Daniel during his activity time. It was a wonderful opportunity for each of them to learn the importance of social skills (waiting their turn, becoming team players etc.)

Some interventions that helped were:

- Allowing him to be part of the morning ring when they sang-lower tone songs/rhymes
- Placing him furthest away from the music-centre
- Having his favourite toys at hand to allow him to remain calm and stimulated while the others continue to enjoy the rest of the 20-minute main activity
- Regularly adding new toys to keep him interested
- Work on developing his vocabulary and effective communication
- Talking slowly, softly and repeating phrases as Daniel was able to understand cognitively but just needed time

His class teacher made it her priority to implement changes in her teaching methods and classroom lay-out, and she changed her tone of voice. His peers became more patient towards Daniel and they enjoyed the DAILY-HELP team game. Daniel grew to love stacking and playing with play dough - and he now had a daily dose of small muscle development.

He became less frustrated because his energy had been channelled into activities he was able to do and enjoyed. He even participated voluntarily at snack-time. He would mimic his teacher by putting the spoons into the bowls. Outdoor play was no longer a nightmare.

The learners had learnt how to accommodate Daniel.

The greatest highlight by far was that the pram was no longer an option, as Daniel was now actively learning through play! The teacher's shift in attitude towards inclusion had made this happen. What was most gratifying to me was when Daniel's father expressed his delight that for the first time at the Centre's school concert, he was able to witness his son in action on the stage.

IT IS ALWAYS WONDERFUL TO SEE IMPACT, ESPECIALLY WHEN IT REACHES THE FAMILIES OF THE CHILDREN WE HAVE THE OPPORTUNITY TO MEET. I HAVE SEEN THAT THE EDUCATIONAL RESOURCES AND INCLUSIVE PRACTISES THAT WE SHARE DURING MONTHLY SESSIONS AND SITE VISITS AT OUR PROJECT CENTRES HAVE TURNED LIVES AROUND. THE STAFF ARE EQUIPPED WITH ALTERNATIVE WAYS TO IMPACT THEIR LEARNERS' BEHAVIOUR AND THIS IS WHAT EMPOWERMENT AND INCLUSION IS ALL ABOUT!

Ashleen Marcus



TEACHER STELLA



SCHOOLS PROGRAMME

**OUR INCLUSIVE
SCHOOLS
PROGRAMME
AIMS TO ACHIEVE
THE FOLLOWING
OBJECTIVES:**

- TO BUILD THE CAPACITY OF TEACHERS TO DIFFERENTIATE THE CURRICULUM, CLASSROOM ENVIRONMENT AND ASSESSMENT
- TO BUILD THE CAPACITY OF TEACHERS TO IDENTIFY DIVERSE LEARNING NEEDS
- TO STRENGTHEN SBSTS TO CO-ORDINATE THE SUPPORT NEEDS FOR LEARNERS AND TEACHERS
- TO STRENGTHEN THE SGB TO REVIEW THE POLICIES OF THE SCHOOL THROUGH AN INCLUSIVE LENS
- TO PROMOTE POSITIVE BEHAVIOUR INTERVENTION STRATEGIES. IMPROVE PARENT/TEACHER PARTNERSHIPS.

Our programme activities are guided by what we would like to see as the outcome in our schools. Some indicators of this impact include: The improved inclusive knowledge, skills and attitudes of teachers, improved and coordinated support offered by SBST, the ability of the SMT to drive inclusive transformation, improved parental involvement and increased learner motivation.

GRAHAMSTOWN

IESA has partnered with 8 schools in the Grahamstown District since we started working in the Eastern Cape in 2015. All of the schools are situated in different townships around Grahamstown, most within Fingo Village, in under-resourced communities.

The 2017-18 financial year was the last year of the first funding cycle, during which time we worked with six primary schools: Samuel Ntsiko Primary, Fikizolo Primary, Archie Mbolekwa Primary, George Dickerson Primary, St Mary's Primary and Good Shepherd Primary.

In January 2018, two new schools were identified for the next three-year period. These schools were Makana Primary and Tanti Primary, and IESA will support them until the end of 2020. Our working in the schools is all

about promoting inclusive practices through a range of activities including workshops, on-site support to individual teachers, the school management team, the school based support team and the School Governing Body. The establishment of Professional Learning Communities (PLCs) has also benefited teachers tremendously as it is a platform to share good practices and support to one another. Parents were invited as part of the project to attend sessions where we promote an understanding of inclusion and their role in supporting their children's learning.

CAPE WINELANDS

Two schools in the Cape Winelands were identified to receive Inclusive Education intervention. Langabuya Primary is an ordinary Public school and Mbekweni is a Full Service School in the area - both are located in Mbekweni township outside Paarl. It is such a pleasure to see the impact the project has had in these schools in the short time we have worked with them. The most notable impact has been the huge change in attitude! At the beginning of the project, teachers were negative and wanted to refer difficult learners out of the school. When the project came to a close, they were promoting the rights of all learners to be supported to learn at the school and continue trying their best to come up with intervention strategies.



PORT ELIZABETH

Our work in Port Elizabeth has been funded by HCI, Stanlib and Mary Oppenheimer & Daughters. Our two project schools are all situated in the township of Motherwell and we are currently in the second year of support to Canzibe and Dumani Public Primary Schools. Elundini, a Full Service School (FSS), received one year of intervention from IESA. Learners in these schools, in particular at Elundini FSS, have very diverse learning needs. Teachers, parents, prefects, the School Management Teams (SMTs) and the School Governing Bodies (SGBs) of the schools were involved with us on the project, attending meetings and workshops and receiving support on-site.

FREE STATE

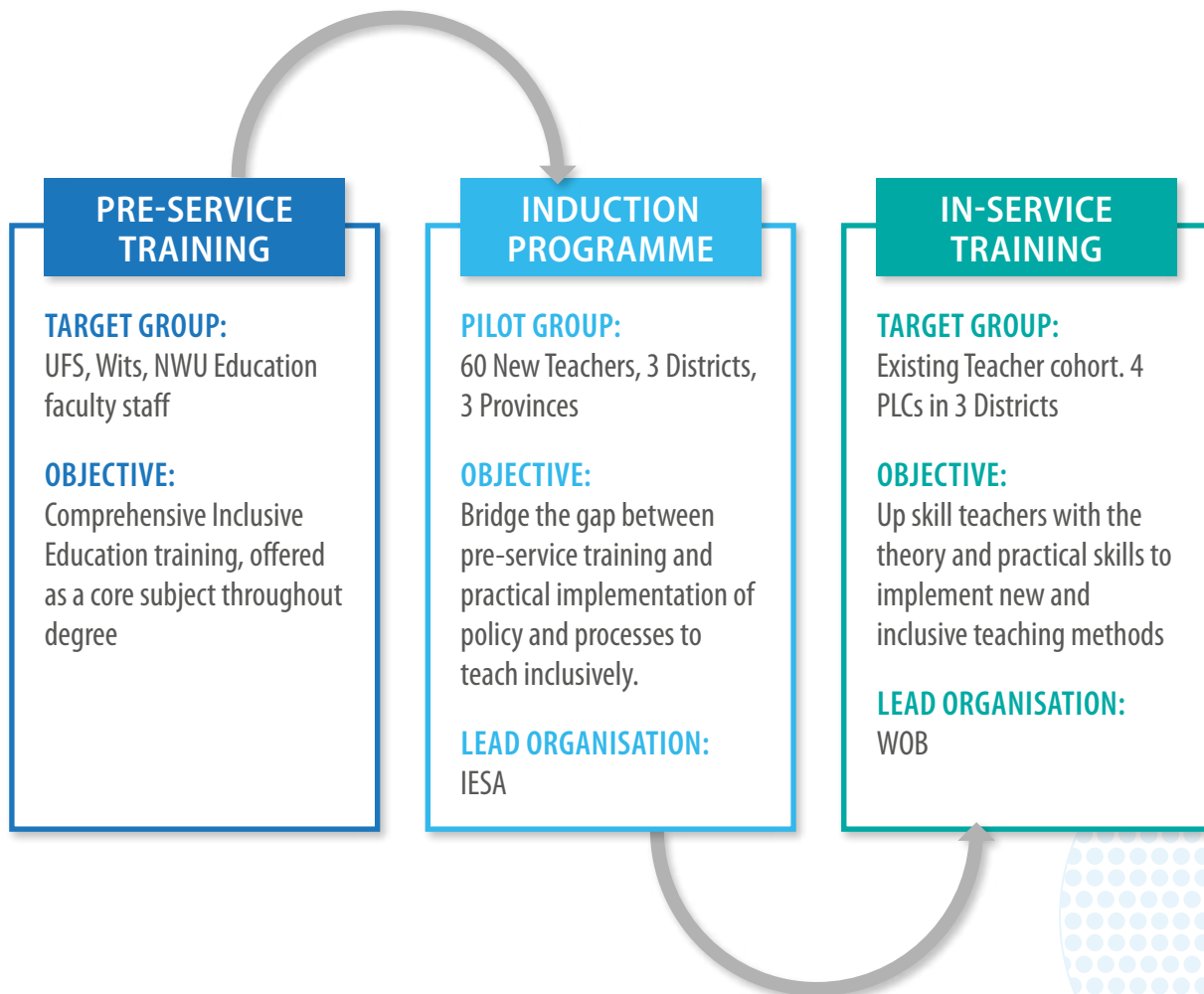
This Inclusive Schools project was implemented in Botshabelo and Thaba Nchu, in the Motheo District of the Free State. The project was funded by the Kagiso Shanduka Trust and saw 36 schools participating. The basis for this phase of support to each of the schools was to establish two Professional Learning Communities (PLCs) among the schools in the neighbouring areas. Three types of PLCs have been established in the area: those which consist of School Management Team members; others consisting of School Based Support Teams and finally, those that are made up of Foundation Phase teachers. The project was evaluated against the following indicators – the support of the SMT to drive inclusion in their schools, improved understanding of inclusion by educators, established PLCs, attendance of PLC meetings and improved understanding of inclusion by PLC members.

NATIONAL TEACHER INDUCTION PILOT (NTIP)

IESA, in partnership with VVOB and the Department of Basic Education, has piloted an innovative and ground breaking new teacher induction programme. The pilot took place in the Free State, the Northern Cape and North West Provinces. One district per province was identified and there are currently 29 schools and 72 new teachers involved in the project.

The NTIP will be evaluated against a wide range of indicators to assess whether the programme has achieved its objective to provide personal, professional and social support to new teachers to develop inclusive teaching skills. Some of these indicators include: developing expected values and the standard of skills

and knowledge required for inclusive teaching; support to teachers by a school based mentor, professional expert input on inclusive education through online, blended or face-to-face short courses or Professional learning Communities (PLCs).



A Journey to Inclusion

LUVUYO'S STORY



My name is Zonke Williams and I am a grade four teacher at Archie Mbolekwa Primary School. I met Luvuyo in January 2017. He was fourteen years of age, a good-looking boy and was neatly dressed in school uniform. He came from an English medium school and he did not learn isiXhosa in his previous school. When Luvuyo introduced himself to the class, he spoke isiXhosa fluently. I was glad to hear that because I thought he was sure to cope with isiXhosa lessons if he is able to speak the language.

At school, I teach isiXhosa Home language to Grade 7. One day I asked learners to do prepared reading. Each learner was to come to my table and read a paragraph. When it was Luvuyo's turn to read, I noticed that he was able to read but he was having some difficulties in pronouncing other Xhosa words. I underlined the words that he was battling with in my own reading book. I wrote the words down in my observation book during my spare time. My next lesson was a comprehension test but I used a different text from the listening one.

When I was marking their work, I noticed that Luvuyo was battling with his work. It was then that I realised that he had a language barrier. By this time, I myself was better equipped to identify barriers in my classroom thanks to the strategies taught to us by Inclusive Education South Africa. I completed my Intervention Plan and I tried to simplify his work by putting differentiation strategies in my lesson plan and implementing this in his work. For example, I changed his comprehension test by numbering his paragraphs. This way, when I asked him questions I was able to refer him to the number of the paragraph where he could find answers. I wrote some sentences in his text as well and would leave a space in order for him to complete the sentences by filling in the missing words.

I invited his grandmother and I told her about Luvuyo's performance. She gave me a little background about Luvuyo and she told me that he doesn't have a mother but that the father was supportive. I told her about what I am planning to do in order to make my lessons easy for her grandchild. She was happy about them and



told me that she is going to ask a grade 9 learner who is their neighbour to help him with his schoolwork. After speaking to his grandmother, I did my support plan for this boy and I wrote down the areas where support was needed. We wrote formal assessment tasks and tests for term one. Although he failed his term one, I wrote positive comments in his report telling his grandmother that things will be better next time.

At the beginning of the second term, I invited his grandmother and we discussed his results. I continued to put support initiatives in place, like adjusting my assessment to his level of understanding and differentiating my teaching methods. I also used peer teaching methods because I believe that children learn best from their peers.

As we were progressing to the end of term two, I saw a little improvement in his Xhosa work and I told him that he is getting there. We wrote midterm exams and he passed but he had just a little bit above 50% in Xhosa. We carried on with Luvuyo and he was making a good progress. Although he was not getting high marks he improved and has done much better than the first term. He was able to pass his term three and four work. I am thankful to IESA for supporting and assisting me by providing strategies that are allowing my children to feel included meaningfully in my classroom.



MS ZONKE WILLIAMS
Archie Mbolekwa Primary School

IESA HISTORY TIMELINE

THE WESTERN CAPE FORUM FOR INCLUSIVE EDUCATION IS ESTABLISHED

Founded by parents & NGO's working in the disability and ECD sectors in order to explore and promote opportunities for the inclusion of children with disabilities in mainstream education.

1995

A SPECIAL NEEDS RESOURCE CENTRE IS OPENED

This Resource Centre, the first of its kind, was opened with seed-funding from Nelson Mandela Children's Fund. The purpose was to provide support and outreach to parents, teachers and others via its information, advocacy & training programmes. A database, helpline and library was established.

1999

INFLUENCING INCLUSIVE EDUCATION LEGISLATION

Members contributed to the work of the National Commission on Special Needs in Education & Training, whose findings informed Education White Paper 6: Building an Inclusive Education & Training System (2001). This created a wider understanding of IE adopted for the South African context, acknowledging its relevance to the large numbers of children vulnerable to school exclusion or failure due to deprivation, abuse, chronic health problems, cultural or language differences, etc. as well as those with intrinsic disabilities or learning difficulties.

1997

IEWC'S FIRST TRAINING COORDINATOR APPOINTED

We did not wait for the policymaking process to catch up to the work that we were doing, and we began developing services based on the understanding that inclusive education in the South African context is not just about accommodating learners with disabilities in ordinary schools - but about creating schools that provide effective and supportive education for all learners who are experiencing any type of barrier to learning

2001

FIRST WORKSHOPS BEGIN

Grade R training programme in the Worcester district, as well as the Northern Cape, in partnership with Early Learning Resource Unit.

2002

PARTNERSHIP WITH THE DEPARTMENT OF EDUCATION

As a member of the Consortium for Inclusive Education with the Universities of Stellenbosch and Western Cape, the organisation undertook the first dedicated in-service teacher training in IE for the Western Cape Education Department (WCED). 200 Foundation and Intermediate Phase teachers were trained. Graduates of this programme received an award for best practice in Inclusive Education in 2006.

2004

ESTABLISHING THE INDEX FOR INCLUSION

Workshops on Inclusive Education for various sections of the WCED at district level took place, introducing to district personnel the Index for Inclusion, a set of materials to guide schools through a process of inclusive school development.

2004
TO
2007

2005

FIELD TESTING!

IEWC was chosen to be the lead organization for the Department of Education's Inclusive Education two-year field-testing programme in the Western Cape.

IEWC TURNS 20 AND CHANGES TO IESA

With a unique body of knowledge of inclusive education and the only NPO that has Inclusive Education as its primary objective, the organisation spreads its national footprint in our 20th year and changes its name to Inclusive Education South Africa.

2015

2016

ECD SERVICE SPREADS NATIONALLY

An ECD Service Provider pilot project was implemented at the Lesedi Educare Association in the Free State. The focus was to infuse inclusive practices into their training and service offerings. Through the pilot, we aimed to develop an inclusive model and set of resources to be replicated in other ECD organisations across the country. This project has now extended to five provinces with other ECD Service providers.

2017

EXTENDING THE FOOTPRINT

IESA opened a Gauteng branch as part of our broader national expansion planning. Based in the Education Hub in Parktown, Johannesburg, this branch has now become the Head Office of the organisation, enabling stronger relationships with the National Department of Education, major education funders and stakeholders.

IESA SUBMITS A SHADOW REPORT TO THE UNCRPD ARTICLE 24

As part of the Right to Education for Children with Disabilities (R2ECWD) coalition, IESA submitted an Alternative Report to the UN Committee on the Rights of Persons with Disabilities in response to South Africa's Baseline Country Report of March 2013 on the UN Convention on the Rights of Persons with Disabilities, with particular reference to the provisions of Article 24.

IESA TEACHER INDUCTION BEGINS

We embarked on an EU-funded New Teacher Induction Pilot Program in the Free State, North West and Northern Cape provinces. The objective is to bridge the gap between national pre-service training and practical implementation of policy and processes in order to equip newly qualified educators to teach inclusively.

IESA HELPLINE

ENQUIRIES

 **212** ENQUIRIES

 **191** CHILDREN

 **102** CHILDREN WITH
DIAGNOSED DISABILITY

STAKEHOLDERS ASSISTED

 **17** EDUCATORS

 **105** PARENTS

 **91** SERVICE
PROVIDERS

EPWP INCLUSIVE CLASSROOM ASSISTANTS PROGRAMME 2017-18

 **100** INCLUSION ASSISTANTS

 **43** ECD CENTRES

 **14** PRIMARY SCHOOLS

STRENGTHENING INCLUSIVE ECD CENTRES

ONE YEAR MODEL

112 PRACTITIONERS
TRAINED

350 PARENTS ATTENDING
WORKSHOPS

817 LEARNERS IMPACTED/
PAVING THE WAY
WORKSHOPS

350 TEACHERS
REACHED

TWO YEAR MODEL

650 PARENTS ATTENDING
WORKSHOPS

150 PRACTITIONERS
TRAINED

750 LEARNERS
IMPACTED

10 ECD
CENTRES

80 ECD STAKEHOLDERS
IMPACTED

JOURNEY TO INCLUSION PROJECT

5 SERVICE
PROVIDERS

32 MANAGEMENT
TEAM MEMBERS

112 STAFF
TRAINED

600 PARENTS
REACHED

20 000 CHILDREN
REACHED

NATIONAL TEACHER INDUCTION PROGRAMME



STRENGTHENING INCLUSIVE SCHOOLS

GRAHAMSTOWN



PORT ELIZABETH



CAPE WINELANDS



KLEINSEE

SCHOOL OF SKILLS:



HOSTEL:



KLEINZEE FULL SERVICE SCHOOL:





INFORMATION & COMMUNICATION

IESA'S INFORMATION & SUPPORT SERVICE AIMS TO INFORM AND MOTIVATE GOOD COLLABORATIVE SUPPORT TO VULNERABLE CHILDREN BASED ON AN IMPROVED UNDERSTANDING OF SOUTH AFRICA'S INCLUSIVE EDUCATION POLICY.

THIS IS ACHIEVED THROUGH:

- the dissemination of information to stakeholders via workshops, presentations, social media and other platforms,
- an advisory helpline that receives and responds to a wide range of enquiries from parents and professionals regarding educational access and support, and
- the provision of in-depth support that models and nurtures more inclusive practices in schools and educare centres wherever possible.

1. INFORMATION SERVICE

The Information and Support programme has sought to pro-actively provide information to stakeholders via a wide range of activities and platforms relating to all aspects of inclusive education, including: Inclusive Education policy, parental rights, navigating the education system and the roles and responsibilities of different role-players.

This year we have worked hard at improving and increasing our **online presence** as an organisation. This has helped greatly to highlight key awareness themes relevant to the inclusion of, and support for vulnerable children such as retention of at-risk youth and the SIAS policy.

WEBSITE

In September, we revamped our website in order to create a better platform for our users to access information and make contact with us. Monthly users increased from 551 in January to 895 in November.

SOCIAL MEDIA

We have focused extensively on Facebook as a key messaging tool. Our growth rate on this platform has increased by 44% between 1st January 2017 and 28th November 2017. We have also added two additional social media tools – Instagram to share images of our work in action, and LinkedIn in order to make our services more visible to professionals and corporates.



KEY THEMES EMERGING FROM ENQUIRIES

- Children under 4 years who have identified support needs
- Children of 5 to 6 years with identified support needs needing to find school placement
- Children in ECD Centres in need of support
- Learners of school-going age in mainstream schools and in need of support
- Queries for learners in Special Schools or Special Care Centres regarding levels of support requirements/ programmes
- Older learners transitioning from primary school to high school
- Out-of-school learners
- Out-of-school learners with a disability

RESOURCES

A highlight of this year has been the opportunity to create Open Educational Resources (OER's) for the purpose of sharing vital information with our stakeholders around the issue of Inclusive Education. This has added great value in our communication with stakeholders seeking advice, as we are now able to forward them tools that they can use to broaden their knowledge around the education system and be empowered in the process.

2. ADVICE HELPLINE

The IESA Helpline is a unique service that allows families, professionals and other service providers working with children to receive advice, information and support – free of charge. Predominantly it serves the Western Cape, but enquiries for first level information, advice and referral increasingly reach us from different provinces. The reach of our helpline has been supplemented by the recently revised and more user-friendly website. With the recent growth in litigation as a way of furthering policy, law centres engaging with the education field have joined our other professional service-users.

3. SUPPORT SERVICE

IESA has continued to complement the provision of information and advice with more in-depth support where possible, with a view to encouraging the wider implementation of good inclusive practice in schools and ECD centres, as well as at district level, and strengthening the advocacy voice for children left behind.

During this period, 39 cases were provided with further support in collaboration with parents, schools, other service-providers and education department personnel.





Out of School, but not "down and out"

SHAAKIRAH'S STORY



One of the highlights during our last financial period, was creating opportunities to share the stories of parents who had been struggling to access education. Shaakirah's family first made contact with IESA's Information & Support service in May 2015. Early in April, they were invited to share their story on ENCA news. Mom was feeling very nervous, so I promised to come around and sit with them before the interview. Shaakirah will be turning eleven this year and has never been accepted into the schooling system. Due to her parents perseverance she now attends the Carbanado Autism Centre, an NGO operating out of a local high school and so at last has the opportunity to be part of a stimulating programme and educated in a way suited to her needs.

As I sat in the home of this family, their humility and hospitality were so tangible. It was an experience that I will always treasure. As each of their five children woke up one by one and came to greet me one could sense the respect, warmth and love this family had for each other.

So many feelings and thoughts were shared during the interview, but as is the nature of the industry, the story was condensed into a few minutes. With that in mind, we wanted to give parents, Rifqah and Imran Haffejee the opportunity to share more with our readers and posed some questions to them.

TELL US A BIT ABOUT SHAAKIRAH – THE SPECIAL THINGS ABOUT HER THAT OTHERS DON'T GET TO SEE.

Shaakirah is very loving and caring, especially when it comes to her little brother. She enjoys watching her sisters sing for her. She does get irritated with all of us when we don't give her some space because we such a big family. She loves her music time she gets at school and she does it at home as well. She always makes sure all her siblings are together wherever we go. Shaakirah is very specific when it comes to going to certain places but her favourite trips would be to the beach, anywhere outdoors and she loves feeding the birds.

WHAT HAS THE JOURNEY TO TRY AND FIND SCHOOLING FOR SHAAKIRAH BEEN LIKE?

It was a very long, stressful and strenuous journey for all of us. One moment you have hope and the next you cry your eyes out as you have been disappointed yet again. It takes time to come to terms with the news that your child has autism, especially when she did the same things as her twin. You basically go from one specialist to another and they refer you to certain places you must go to, you try anything and everything just to help your child. Our journey was tricky as well because we have five kids and we have to give the others attention too. With one person working, it made it more difficult as specialists and schools don't come cheap.

WHAT HAS BEEN MOST CHALLENGING TO DEAL WITH IN TRYING TO SECURE HER EDUCATION?

The most challenging has been the red tape to get children with special needs into schools. The process to get your child into a school is too demanding on the child and because they have special needs it's even harder for them to pass the tests these schools have. These kids need time to adjust and gain your trust before you can get anything out of them and the specialists should know this.

We feel the special needs schools that we have experienced (where Shaakirah has had the assessment) don't have the patience and passion for these children. It seems as if they want the children to be "normal". You get given false hope and only receive communication if you as a parent follow up. After many emails sent to the school the reply was that our child will not get a second chance for an observation and that she was taken off the waiting list. I just feel that there was no care and it was very blunt. If it wasn't for the support of organisations like Inclusive Education South Africa, Autism Western Cape, our Occupational Therapist, Fathima Ebrahim – and of course our saviour Sunkiree Verasaamy of Carbanado Autism Centre - we would still have been struggling.

HOW HAS ALL OF THIS IMPACTED YOUR FAMILY?

This whole journey was so exhausting and draining and it really tested us as a family. As a husband and wife we had to deal with a child who has become so frustrated being at home while her sisters are going to school. Through all of this we were also just trying to lead an “almost normal” or “our normal” life. We would probably always have to work around what Shaakirah loves doing but we still challenge and push her and include her in everything her siblings do and vice versa; and in that way everyone is happy. At the end of the day, we love to nurture them in order to blossom. This journey is a never-ending journey but with the help of the almighty we will succeed.

ANY WORDS OF WISDOM YOU WANT TO SHARE WITH OUR READERS?

“If they can't learn the way we teach, we teach them the way they learn”

These are the words that drive the centre Shaakirah now attends. And secondly we would say “Always believe in your child!”

“ALWAYS
believe in
your child!”

The experiences and emotions described by the Haffejee family are not unique. For many families of children with high support needs, acceptance into a special school seems beyond their reach. Alongside a growing understanding of their child's special needs comes a realisation that, despite a constitution that declares the right of every child to access education, in the current system this does not actually apply to all! Stories such as the Haffejees help us to better understand where the education system is failing children with disabilities, and we are grateful to them for sharing it.”







EPWP INCLUSIVE CLASSROOM ASSISTANTS PROGRAMME 2017-18

In June 2017, IESA embarked on our fourth year as a participating NPO in the Expanded Public Works Program (EPWP), a poverty alleviation initiative funded by the Department of Public Works.

This 9-month program enabled us to identify 100 unemployed people in the communities that we work in, and place them in our project schools and ECD centres as Inclusive Classroom Assistants on a paid monthly stipend.

The Assistants are on hand in the classroom to support teachers and ECD practitioners in a variety of different areas, ranging from individual learner support to assistance in group activities, thereby enabling the

educators to implement inclusive tools and strategies more effectively.

The placement of EPWP Assistants at these sites has been welcomed and we have been encouraged by the positive reinforcement that the program has provided to our project activities.

As in previous years, many Assistants have gone on to pursue their ECD Level 4 studies in order to build on the opportunity this programme affords them to build working skills and experience, and we look forward to continuing this valuable partnership with the Department of Public Works as we strive for a fully inclusive South Africa.



CLASSROOM ASSISTANTS 2017-2018





REMARKABLE PARTNERSHIPS FOR INCLUSION

WITHOUT INCLUSION BEING THE
CORNERSTONE OF EDUCATION
– FEW LEARNERS BENEFIT FROM
EDUCATIONAL INVESTMENTS,
WHICH IS EXCLUSION!

At IESA, we strongly believe in the power of collaborative partnerships to attain greater success and to reach the targets we have set ourselves. In this financial period, our organisation has seen many examples that illustrate the power and potential of partnerships. Partnerships that are helping us spread inclusive practices to the most marginalised communities in South Africa, ensuring that all children who experience barriers to learning are supported to learn to their full potential.

Our experiences demonstrate that partnerships offer great share-value opportunities for NPO's, donors and corporates. These range from building credibility, sharing of resources, reaching new audiences, brand raising, testing innovation, enhancing relationships, social entrepreneurship, demonstrating a bigger and collective purpose and most of all making an impactful difference. IESA has been privileged to maintain significant partnerships with a diverse range of corporate and social investment partners in South Africa, focusing on education. This includes significant investments in maths and science projects, classroom technology, reading programmes, teacher curriculum training, extra lessons and school infrastructure to mention but a few. However, despite this significant investment, the need for more robust and targeted funding in inclusive education strategies and roll out is still an urgent priority need for IESA and for South Africa.

Without inclusion knowledge and practice that addresses barriers to learning, our education outcomes will remain among the poorest in the world. Our aim is not to change education investments – but rather to strengthen them through inclusive approaches across the education value chain, ensuring all children benefit.

To this extent, IESA is creating models of good inclusive practice and building an evidence-based solution to our education system. Our goal is to create beacons of inclusion across South Africa, where the learner is the centre of the education system. We continue to make a clarion call to all our partners to join forces with us to support this critically important movement.

“QUALITY TEACHING
AND INCLUSIVE
EDUCATION ARE TWO
SIDES OF THE SAME
COIN”





PARTNERS & FUNDERS

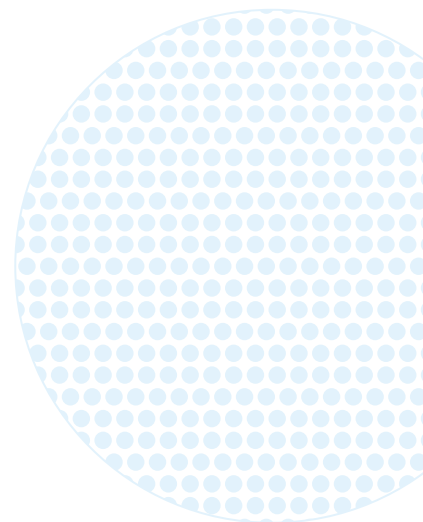
01 APRIL 2017– 31 MARCH 2018 FUNDERS

GOVERNMENT

- Department of Social Development – Disabilities
- Department of Social Development – Early Childhood Development
- Independent Development Trust (IDT)

CORPORATES, TRUSTS, FOUNDATIONS & INTERNATIONAL FUNDERS

- Anglo American Chairman's Fund
- Apex-Hi Charitable Trust
- Vestas Empowerment Trust
- Bhabhathane
- First Rand Foundation
- First National Bank
- De Beers Ponahalo Community Trust
- HCI Foundation
- Momentum Fund
- National Lotteries Commission
- Grandslots
- Oppenheimer Memorial Trust
- Webber Wentzel
- The Johann & Gaynor Rupert Foundation
- Syringa Trust
- Kagiso Shanduka Trust
- Wiphold Investment Trust
- Stanlib
- Chief Rabbi CK Harris Memorial Foundation
- National Medical Supplies
- Maid Foundation
- Community Chest
- Jim Joel Fund
- Open Society Foundation
- European Union
- EM Conmer Hardidge Trust
- The Syfrets Charitable Trust
- Werksmans Attorneys
- Spoor & Fisher
- Murray and Roberts



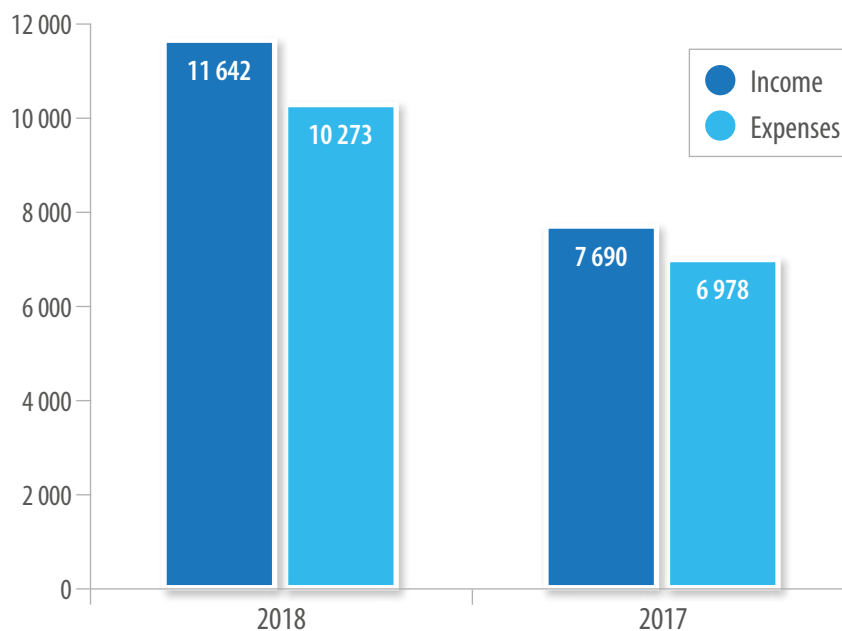




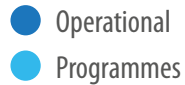
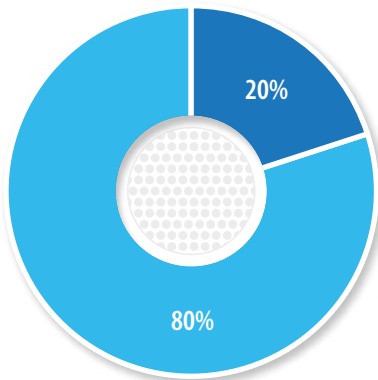
FINANCIAL REPORT

Inclusive Education South Africa has experienced significant growth in the 2018 financial year, with an increase of 51% in income. Expenses were well managed with 76% attributable to programme activities. The organisation has utilised 25% of the prior year sustainability reserve to fund the growing infrastructure of the national footprint and has retained a balance of R1,471,150. 89% of the assets of the organisation consists of cash funds. The organisation is looking towards further growth and programme expansion in the 2019 financial year.

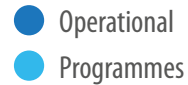
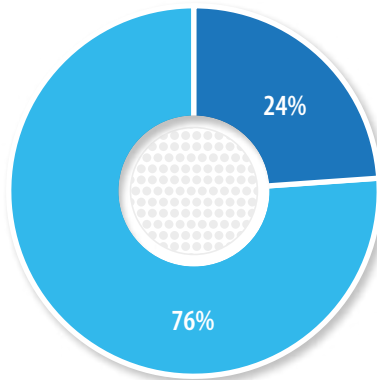
INCOME STATEMENT



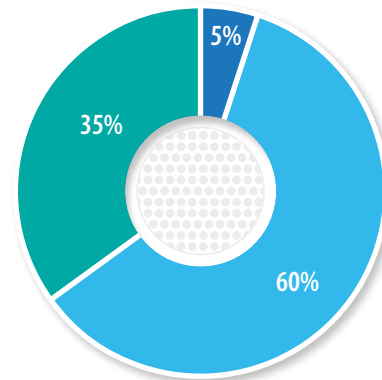
INCOME BREAKDOWN



EXPENSE BREAKDOWN



CASH ON HAND



BALANCE SHEET	2018	2017
TOTAL ASSETS	R4,735,493	R3,100,809
Cash on Hand	R4,237,156	R2,912,230
Solvency Ratio [Total Assets / Total Debt]	1.63	2.69
Defensive Interval [Fund Balances / Total monthly expenses]	3.80	4.88



STAFF MEMBERS



ELIZABETH FREDERICK

FINANCE MANAGER

"I believe the education of your children is the key to changing their future, I contribute by applying my financial skills and experience at IESA".



BERTHA MAGOGÉ

EXECUTIVE DIRECTOR

"All children have the right to a just and equitable education that maximizes their unique potential . . . in IESA, I help to open the door so that all children can claim and realise this Right!"



NISHEN NAICKER

IESA COMMUNICATIONS AND
ADVANCEMENT MANAGER

Investments made into SA's educational reform, without an inclusive approach – benefit few learners! We seek to ensure inclusive education is the cornerstone of our entire education system benefiting all learners!



CHARLENE PETERSEN

NATIONAL PROGRAMME MANAGER

The core of the what we do at IESA fuels one of the things that I am most passionate about . . . the empowerment and upliftment of young people in this country. I believe that every child deserves the opportunity to be the best they can be, to achieve their full potential and to play an active role in society. At IESA we seek to influence the education sector to create an enabling environment in which this can happen.



SMANGELE SIGASA

OFFICE ADMINISTRATOR

'I was fresh from doing my internship, not far from completing my studies. Gaining work experience in an NGO, that deal with Education despite all different diversities was the perfect place to start. As time went, while learning more about the organisation, Inclusive Education South Africa is the perfect organisation I picture myself in, seeing that my prior qualification is not too far from the core business of the organisation'



JACQI DUDLEY

WESTERN CAPE BRANCH MANAGER

Inclusive education is the key that unlocks the enormous potential of all of South Africa's children, and it is a privilege to work for an organisation whose mission it is to ensure that this is achieved.



NZALI JORDAN

GAUTENG BRANCH MANAGER

"I get a great feeling of accomplishment, knowing my work is helping others".



KHUSELWA NTSHIKOSE

FINANCE ADMINISTRATOR

"It is in my beliefs and values to see full integration and implementation of inclusive education policy in our society. I joined IESA because its values and objectives resonate with beliefs and inspirations for education that doesn't discriminate and works for all."



NTSHABENG RAMAKAU

FREE STATE BRANCH ADMINISTRATOR

"How great it is to be able to wake up and be a part of something. Be part of a movement outside of yourself. It is essential to who I am to be part of a team that changes lives, even if it is one life at a time. A vehicle such as education is the ultimate way to a better life, one where all are welcome. It is fulfilling to be a team member of IESA".



NOKUTHULA BADISI

CAPE TOWN BRANCH ADMINISTRATOR

Working for IESA is awesome! I feel motivated every single day because I am treated well, recognized for a job well done and I have a pleasant functional work space which makes me more productive.



PHATHISWA PLAATJIE

CAPE TOWN OFFICE ADMINISTRATOR

When I joined IESA, I had no idea of the depth of what we were doing. Now that I am here I like what is being done. I love my work and the contribution I am making, and I love the staff of IESA, because here, we help and support one another.



JONENE JOHNSON

CAPE TOWN OFFICE ADMINISTRATOR

My reason for joining IESA is a personal one. My own experience has taught me about strength, passion and commitment, qualities I observed when I joined and qualities I continue to strive for.



NATALIE WATLINGTON

INFORMATION AND COMMUNICATION

I have heard countless stories of children feeling as if they are not good enough, as if they don't fit in. That's not good enough for me. That's my motivation for being at IESA.



PRECIOUS MBELE

ADVANCEMENT SPECIALIST

I'm passionate about supporting early learners to realize their God-given talents through education. My dream is to build a just and an egalitarian nation where no child is left behind. An inclusive education system makes this a reality - where all children with and without disabilities are supported to learn to their fullest potential.



VICTORIA DLOMO

ECD FACILITATOR

I have aspirations for the children of South Africa. It is clear that the learning behaviours required to become productive adults are set between the ages of 0-6. Hence I talk, preach and model Inclusive Education. My belief is that Inclusive Education happens when children with or without disabilities participate and learn together in the same classes.



KIM ANDREOLI

FACILITATOR

Franklin D. Roosevelt once said, "We are trying to construct a more inclusive society. We are going to make a country in which no one is left out." I believe passionately that the work I do with IESA aims to do exactly this. It is only once our education system is truly inclusive that we will indeed make a country in which no one is left out.



CINDY OLIVIER

ECD FACILITATOR

I firmly believe that all people should be given the needed degree of acceptance, personal freedom and opportunity for individual growth, learning and development. Through our ECD interventions, I have seen Practitioners, Learners and Parents empowered and relieved from frustrations and anxiety - our work plays a pivotal role in changing the whole culture towards inclusion in society.



ASHLEEN MARCUS

ECD FACILITATOR

The information we share through our ECD work serves a vital purpose because it gives personal insight and perspective to the practitioner - a time to reflect. I wish these programmes were available when I was responsible to set the tone in the classroom. My many failures are lightened by the opportunity that I now have to guide others!



KAGISHO RADEBE

FACILITATOR

"To promote inclusive education so that we raise awareness on the value and importance of inclusion as a critical element in the education system for the development and success of all children and to develop practical skills and expertise of personnel working in the field".



ELSIE BULAWA

SCHOOLS FACILITATOR

I work for IESA because I believe in the work we do, that each child must be given an opportunity to show their potential. That can only be achieved through accommodating diverse learning needs in ordinary school settings.



ELIZE COETZEE

SCHOOLS FACILITATOR

I do this work because it makes me happy.



MPHO MALESELA

FACILITATOR

"I do Inclusive education to facilitate advocacy and inclusion of diverse students' learning in the same Education system. Also to develop a common understanding of the fundamental principles of inclusive education and to improve academic engagement, create inclusive environments, and shape learning and educational policy and practice".



BOARD MEMBER PORTFOLIOS



RAMSAY DAVIDS

CHAIRPERSON

Ramsay is a retired Certified Financial Planner with extensive experience within the corporate financial services sector. He has served IESA as both Member and Chairperson.



BRIAN LOW

TREASURER

After many years in the corporate sector, Brian worked as the Finance Manager at Learn to Earn for 10 years before his semi-retirement. He holds a B Com in Business Administration and Economics.



LINDSAY ROSS

VICE-CHAIRPERSON

Lindsay has extensive senior HR management experience in the corporate sector and worked as Director of a leadership training organisation. Her qualifications include a BA (Hons), B Proc, LI B, IRDP and MDP.



WAYNE PINTO

MEMBER

Wayne has over 20 years of experience in the corporate sales sector and is Key Accounts Manager for Pfizer Laboratories. He holds a National Diploma in Analytical Chemistry.



WACANGO KIMANI

SECRETARY

Wacango has an M. Ed in Inclusive Education and is currently working on a Doctorate in the same field. She has worked as a teacher in an inclusive school, a university lecturer on inclusive education, and a Communications Manager focusing on advocacy for education at national and international levels.



BERTHA MAGOGÉ

EXECUTIVE DIRECTOR

Bertha holds a Bachelor of Social Work Honours degree and over 19 years of experience in child programmes, policies, and advocacy for vulnerable children. Bertha has a wealth of senior leadership experience including previous positions with Training and Resources in Early Education (TREE) and Child Welfare South Africa. She currently serves as the National Chairperson of the National ECD Alliance of South Africa.

ADVISORY BOARD MEMBERS



MICHELE BELKNAP

MEMBER

Michele is a founder member of IESA and has served extensively in the non-profit sector, including as a member of the National Education Task Team of SAFCD. She has a BA Degree in English and Drama.



BIRGIT SCHWEIZER

MEMBER

Birgit is a founder member of IESA. She introduced the concept of inclusion to South Africa from Germany, and started Peter Pan Inclusive ECD Centre. She worked at Cape Mental Health for many years in fundraising, project management at Special Care centres and volunteer management.



EKIN KENCH

MEMBER

Ekin has a BA degree and a post graduate Diploma in Special Education. She was the Principal of Bel Porto School for 10 years, and then worked at Cape Mental Health as Programme Manager and Fundraiser for 23 years.





UNITED NATIONS  NATIONS UNIES

THE ADVOCACY CHALLENGE!

WHY ADVOCATE?

“Unless someone like you
cares a whole awful lot,
nothing is going to get better.

IT’S NOT.”

Dr. Seuss, The Lorax

IESA’s advocacy programme shifts mind sets, changes attitudes and understanding and most importantly applies pressure to increase political will to implement quality, equitable inclusive education for ALL children in South Africa. This financial year has been an exceptionally busy year in our Advocacy program. We have managed to execute and attain the following achievements which have collectively grown our influencing role in South Africa. One of our key highlights this year was our ability to lead a delegation to Geneva under the banner of the Right to Education for Children with Disabilities Alliance (R2ECWD), where we presented the alternative civil society report. Of key note in the alternative report is that “Our recommendations echo those made by the UN Committee on the Rights of the Child in 2016. None of these recommendations have to date been actioned by the South African government. Without clear targets, action plans, accurate data, budgets and accountability measures which prioritise these recommendations as a matter of urgency, our fear as civil society, is that we will be standing before you again in 5 years’ time saying exactly the same things, whilst the right to education for thousands more children with disabilities will have been denied.”

Some of the other key Advocacy events include the following:

- Participated in the South African Human Rights Committee: Provincial Hearings in the North West Province to investigate the deaths of 3 deaf learners in a special school hostel fire
- Participated in the Parliamentary Portfolio Committee on Basic Education – meetings with the Chairperson and individual members
- Comment on the following Policies:
 - Rural Education Policy
 - UNESCO Quality Physical Education Policy
 - Western Cape Commissioner for Children’s Bill
- IESA made the following Endorsements:
 - Alternative report to the ACERWC
 - CASAC Submission on the feasibility of a single human rights body
- IESA is consulted for expert input and advice into a number of strategic litigation cases related to inclusive education rights violations
- IESA has presented on a number of Radio stations discussing and sharing crucial information on inclusive education practices and perspectives in South Africa.
- IESA has documented and shared a number of good inclusive practice models that are freely accessed by all interested parties
- Development of various Open Educational Resources to help build inclusion knowledge and capacity



ACRONYMS

CAPS	Curriculum and Assessment Policy Statements (2010)	NGO	Non-government Organisation
CSTL	Care & Support for Teaching & Learning	NPO	Non-profit Organisation
CBST	Circuit based support team	NSC	National Senior Certificate
DBE	Department of Basic Education	PLC	Professional Learning Communities
DBST	District-based Support Teams	SASA	South African Schools Act (Act 79 of 1996)
DSD	Department of Social Development	SASL	South African Sign Language
ECD	Early Childhood Development	SBST	Site/school-Based Support Team
EPWP	Expanded Public Works Programme	SGB	School Governing Body
EWPP6	Education White Paper No. 6	SDG	Sustainable Development Goal
FET	Further Education and Training	SIAS	Strategy on Screening, Identification, Assessment and Support
I & S	Information and support programme	SMT	School Management Team
IE	Inclusive Education	SNA	Support Needs Assessment
ILST	Institution-level Support Team (=SBST/EST/TST)	UNCRPD	United Nations Conventions on the Rights of a Persons with Disabilities
IMG	Institutional Management & Governance	UNCRC	United Nations Convention on the Rights of the Child
ISP	Individual Support Plan	VLSS	Vulnerable Learner Support Services
LOLT	Language of Learning and Teaching		
NDP	National Development Plan		



**Inclusive
Education**
SOUTH AFRICA

"Treat people as if
they were what they
ought to be and you help
them become what they
are capable of being"

GOETHE 1792

Inclusive Education South Africa

The Education Hub
6 Blackwood Avenue, Parktown
Johannesburg, 2193
Suite No. 345, Private Bag X30500
Houghton, 2041
Tel: 087 803 0150
Email: info@included.org.za

3 Tiverton Road,
Plumstead
Cape Town, 7801
P O Box 18093,
7824
Tel: 021 762 6664
Email: ctgeneral@included.org.za