



# The intersection between disadvantage and the provision for the right to basic education

**Special focus on learners with disabilities**

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# Introduction


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- Presentation will focus on right to education for children with disabilities
- Based on draft SAHRC Charter of Basic Education Rights for Children in South Africa
- Broad Perspective: The blind spots that the current efforts to promote right to education encounter
- Will use 4 “As” approach as the draft charter does

# Background

- The background of the document places a huge emphasis on addressing imbalanced racially determined apartheid education system
- This is important
- However, the background can place a bit of more emphasis on disability related issues:
  - For example White Paper 6 on inclusive education can be mentioned and what it sets out to achieve as policy
  - Poor quality of educational outcomes for children with disabilities – which the National Planning Commission has failed to address

# Available Education

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- Provide Early Childhood Education
    - Extremely important in relation to early identification and intervention for children with disabilities
    - Current framework for ECD does not address inclusive education for children with disabilities, nor the provision of special education
    - Good practice of ECD, but no guidelines or support from State in this regard
    - Role of DSD should be considered as a responsible roleplayer



# Available Education

- Make primary education compulsory
  - Sec 3(2) of South African Schools Act provides for Min of Education to set out ages for compulsory attendance for learners with special learning needs → This has not been done
- Make secondary education generally available to all children
  - Generally secondary schooling options are extremely limited with some special schools only offering Gr 9 or referral to schools of skills which are few and far between



# Available Education

- Provide sufficient teachers that are qualified and available to teach
  - Ensuring that teachers have the the skills required to teach to the diversity in their classes including modifications where necessary for children with disabilities in the mainstream system – support structures
    - Ability of teachers to manage diversity in classrooms
- Prohibit discrimination on grounds of disability...
  - DBE committed to increasing full service schools to at least one per district by 2014
  - With that requires the training of the Screening Identification Assessment and Support (SIAS) strategy

# Accessible Education

- Address economic barriers by making primary education free and secondary education progressively free
  - Exemption from school fees for parents who receive a social grant from the state → State would provide the school with subsidy in this regard (depending on the quintile of the school)
  - Special schools do not fall into the quintile system, therefore they do not receive a subsidy from the State regarding children who are exempted



# Accessible Education

- Address physical barriers to schools such as distance access for children with disabilities
  - Transport = huge barrier for children with disabilities in accessing schools – 5km rule might also not be adequate to address this barrier
  - Indicator should be created for the number of full service schools currently in SA with appropriate commitments made and recommended to be taken





# Acceptable Education

- Curriculum and teaching is linguistically responsive so that language does not become a barrier
  - Under indicators = amount of teachers at schools for learners who are deaf that can sign should be added



# Adaptable Education

- Include children precluded from schooling and with disabilities
  - Add amount of schools that were trained on SIAS as an indicator with necessary commitments and recommendations for action
    - 416 schools to be trained on SIAS strategy = very little compared to how many full service schools are in existence and how many should have been created by 2014