

THEMATIC FOCUS  
AREAS OF THE  
SANCRC  
**BASIC INCLUSIVE  
EDUCATION (FROM  
BIRTH)**  
30 MARCH 2021



# WHY IS BASIC INCLUSIVE EDUCATION A THEMATIC PRIORITY?

Inclusive basic education, from birth until the completion of formal schooling is a non-negotiable for ensuring the rights of children to survive, develop to their full potential, be protected and participate

As such it is a foundational building block of a rights-based developmental child-care and protection system – and a foundational building block of the coalition's vision and goal

The failure to realise the rights of all children to inclusive basic education is at the heart of the dual education system in South Africa that sustains the patterns of inter-generational poverty and inequality that impede inclusive and equitable child and national development

Eradicating poverty and inequality requires the development and implementation of an effective inclusive basic education system that guarantees that all vulnerable / marginalised children are guaranteed access to quality education from birth until the end of their formal schooling

# KEY CHALLENGES

Children living in poverty, in under-serviced rural and peri-urban areas, the youngest children aged 0-2, children with developmental delays and disabilities, ill children, children involved in child labour, teen parents and other vulnerable experience chronic educational exclusion and others

They are excluded from:

- Early education from birth: low access to parental caregiving for stimulation and educational support programmes and materials
- Quality structured ECD programmes and centres: poverty, lack of infrastructure and human resources
- Poor quality foundational education: language of learning, poorly qualified educators
- Full participation in all teaching and learning activities: exclusive infrastructure / no reasonable accommodations
- Completing their education: high drop out rates
- Etc.

# SYSTEMIC UNDERLYING CAUSES

ECD in the pre-school years remains largely privately provided and resourced

The inclusive basic education system is ill-defined to exclude ECD and focusses primarily on disability rather than all forms of exclusion

The foundational requirement for an effective, robust inclusive basic education system requires a strong, unambiguous and well-defined enabling policy and legislative foundation that defines the scope of inclusive basic education and the associated roles and responsibilities

The current enabling framework is weak

- It is fragmented across ECD (DSD), Special Needs Education and Social Cohesion directorates in Education
- They do not share a common framework
- And their mandate and responsibilities are ambiguous, outdated, and no longer based on pertinent evidence
  - White Paper 6 is old (ends this year) and is not a law
  - White Paper 6 does not apply to ECD
  - There is then the CSTL policy framework that also deals with inclusion but is not aligned with / integrated into White Paper 6
  - There is no early learning legislation to ensure inclusion and clarify roles and responsibilities – made more complex in the light of the pending function shift

The weak legislative environment is a fatal impediment to effective systematisation and implementation of inclusive basic education because resources, programmes, monitoring and quality improvement follow clear policy mandates

ERADICATE EDUCATIONAL EXCLUSIONS AND  
INEQUITIES THAT DRIVE INTERGENERATIONAL  
POVERTY AND INEQUALITY

**FOCUS FOR 2021:  
STRENGTHEN THE ENABLING  
POLICY AND LEGISLATIVE  
FOUNDATIONS OF AN  
INCLUSIVE BASIC EDUCATION  
SYSTEM**

# THE STRATEGIC PRIORITIES FOR THE TWG ARE THEREFORE

To strengthen the enabling policy and legislative framework for a coherent, coordinated well-resourced single inclusive basic education system

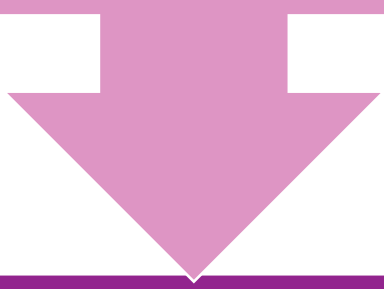
- To create a water-tight legal foundation for the development of resourced systems to secure the inclusion of vulnerable children in quality basic education from birth

Specifically

- To advocate for the development and adoption of a national inclusive basic education policy and supporting laws – to replace White Paper 6 and consolidate the multiple policies in places
- To advocate for the development and adoption of a robust inclusive early education policy and law

# QUESTIONS FOR THE MEMBERS

Do we as members agree with this as a thematic focus area and recognise the strategic importance of the goal and objectives?



Do we have any questions and suggestions for additional priorities

- a. General members
- b. Children's organisations/representatives

**THANK YOU**

