Replicating Society's Discrimination of Disadvantaged and Marginalized Groups: Inclusive Education and the Power of the Curriculum

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ABSTRACT This paper sought to establish how the school system perpetuated the discrimination in society by failing to accommodate children with special needs in normal classrooms. The ecosystem theories, theories of inclusion and a transformational leadership model underpinned the whole study. The study was a qualitative in nature and made use of purposefully selected schools in one locality. Data were collected through interviews and observations of teachers. Convenient sampling was used to select school principals, teachers and parents who participated in the study. The analysis of data was informed by the theories and model that underpinned the study and through content analysis of emerging themes. The study revealed that while calls for inclusivity are pronounced through policies mainstream teachers have a plethora of challenges in ensuring inclusivity mainly because of the demands of the mainstream curriculum that sideline the needs of special learners. The paper recommends that a well structured strategic ecosystemic program that involves the Department of Education, Senior Management Teams, teachers and parents is the key to successful inclusive education.

INTRODUCTION

South African legislation and policy documents stress the principles of human rights, social justice, quality education for all, the right to basic education, equality of opportunity and redress of past educational inequalities (Bill of rights 109/1996; South African Schools Act 84/1996 White Paper 6 on Inclusive Education 2001). However, schools are faced with challenges of managing the power of the curriculum in terms of accommodating diverse learner needs. The curriculum is standardized and only those who achieve the required minimum are considered to be successful. Therefore, those who do not have the capacity and capability to successfully participate in the standardized curriculum are considered as failures, regardless of the challenges that could have affected their results and without considering their gifts. Much as there are talks of adaptation and modification of the curriculum, school leaders doubt whether what educators do to implement these policies are ac-

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ceptable for the Department of Education. It is also a fact that National Examinations are not inclusive and that diverse learners are not accommodated in these examinations. High School success is measured by the final grade twelve results in terms of the number of students who are accepted at universities. The government subsidy for private schools is determined by results too (more than a 50% pass rate). Nobody considers whether these schools have enrolled the 'dropouts', the teenage parents, the HIV/AIDS learners and the street children, etc. Nobody stops to think of what could be done in terms of making the curriculum standards user friendly for all learners. Nind et al. (2005) highlight the importance of pedagogy and curriculum in inclusive education. She argues that inclusion and exclusion occur in the context of the curriculum and that differences in learning arise because learners fail to meet the requirements of a given curriculum.

Young (1998) argues that a sociology approach reveals the power struggle in the control of the curriculum with the powerful exerting more influence on the curriculum. He adds on to say that it 'does not mean that a curriculum supported by those in positions of power and influence is necessarily 'good' or 'bad' in itself; the issue comes back to purposes: what we want the curriculum to achieve and what evidence we have

that it does'. In our context, the society is inclusive, democratic and free from any form of discrimination.

Oliva (1997) argues that the curriculum is everything that goes on within the school, including: that which is taught in schools, everything that is planned by school personnel, a set of materials, a set of performance objectives, extra-class activities, guidance, interpersonal relationships and a series of experiences undergone by learners in a school. Therefore, the curriculum is that which an individual learner experiences as a result of schooling. According to Foucault (1979, 1980), power and knowledge work together in each society through a 'regime of truth' which distinguishes the discourses that are accepted and functions as truth. He further explains that only those who have a voice or some form of power in society including political, economical, religious and intellectual power end up conceiving and proposing a curriculum.

Young (1998: 21) states that one of the powerful influences of the curriculum is by designing some curricula in such a way that only certain people can access the knowledge or have the requisite knowledge to excel. Thus, these people are put in a position to access knowledge that gives power. And so, they become powerful themselves and can go on to influence the curriculum, the knowledge that it contains as well as those who can have access to it.

Wiener (1994) argues that the dominion of 'the powerful' still exists in today's society through both the hegemonic and the hidden or covert curriculum. In fact, as Gramsci (1994: 41) states, 'as long as knowledge is understood as given, valued and devalued, and distributed unequally among different groups, any attempt to change the status quo of the knowledge structure will be resisted'. Wright (1956) calls this group of powerful people who influence what should be served to learners as knowledge of the 'power elite'. The power elite consist of those with tremendous amounts of wealth and power. Like any group, the power elite has both individuals and factions which are inclined to promote their own self-serving interests and those who are more interested in serving the greater good.

Because they have money, members of the power elite think that they deserve to have excessive amounts of power and influence on global politics, economic and social thinking. They attract people who are very intelligent and pay for their studies in order to control the knowledge production of the world. They shape the way many people think and force unto the citizens of many countries their aspirations by influencing the education system. Often, they influence the curriculum in a sly way through hidden messages that come through 'help'. This gives them more power. In addition, members of the power elite generally do all that they can to keep their existence and their activities secret, knowing that if people find out about them, their immense power and how they maintain their hegemony by influencing the curriculum, will demand change (Wiener 1994).

Much as so much as been written on inclusive education by many authorities including, Booth et al. (2006), Engelbrecht (2004), Epstein et al. (2007), Essex (2006), Fagan (1999), Farber and Klein (1999), Farrell (2000), Favazza et al. (2000), Federico et al. (1999), and Fernstrom and Goodnite (2000), there is no evidence of research done on inclusive education and the power of the curriculum in mainstream schools in the South African context. Inclusive education is a process where mainstream schools and early settings are transformed so that all learners are supported to meet their academic and social potential. It involves removing barriers in the environment, communication, curriculum, teaching, socialisation and assessment at all levels (UNICEF 2009).

Theories of Inclusion

In South Africa the approach to Inclusive Education is the creation of an ordinary education system that is responsive to learner diversity and ensures that all learners have the best possible opportunities to learn. The understanding that developed in South Africa is that inclusion concerns all children and young people who are vulnerable to exclusionary pressures in schools and communities (Department of Education 2001). This in turn means that there should be a creation of cultures and an ethos in schools that value all learners irrespective of their diverse needs. It acknowledges and respects differences in children, whether due to age, gender, ethnicity, language, class, disability, HIV status (Carrington and Elkins 2002: 10).

For the successful implementation of Inclusive Education, Lombardo (2000: 39) envisages a broader role for education support services which entails a shift from focusing on the prob-

lem in the individual and adopting curative measures typical of the former exclusive education system, to a systems change in approach. Considering Shevlin and O'Moore's (2000: 30) view of inclusion, support services will therefore facilitate change at all centers of learning and within the community. Education support services differ according to their function, development and personnel. In this regard Krall and Jalongo (1999: 83) identify in-school support where teachers support learners, support between teachers and support to teachers and learners from an outside source. While this description may reflect prevalent practices, the emphasis within inclusion is on the integration and infusion of education support services to move towards a more appropriate model of education support services.

Inclusion calls for democratic processes and governance, involving the participation of parents, teachers, students and other relevant parties in support services in education (Pfeiffer and Cundari 1999: 109). This has implications for the leadership of the school. They must implement appropriate strategies in order that learners can be accommodated effectively within the system. Learners should be at the center of the strategies employed as 'one size will not fit all'.

Ecological Systems Theory

This theory stipulates interdependence and relationships between different organisms (including human beings) and their environment. These relationships are seen as a holistic ally. It further maintains that every part is as important as another in sustaining the cycles of birth and death, regeneration and decay, which together ensure the survival of the whole. When the relationship and the cycles within the whole are in harmony, the whole can be sustained. The interdependence and the relationship between human beings and their ecological interactions in the social environment provide examples in this regard. Proponents of this theory postulate that ecological conflict occurs when the relationship and interdependence between different organisms, including people and their physical environment, is disturbed, in this way threatening the recovery of the entire system and subsystems within it (Kirkman 1997).

Ecological intervention therefore implies procedures or techniques that are designed to reorient, harmonize and modify relationships and cycles, as well as foster interdependence within systems for self-sustainability (Meyer 2001: 136). Constaza (1998: 2) also indicates that ecological intervention embraces the notion that it is impossible to understand the meaning of persons or systems in context, unless the leadership teams of schools, educators, parents and learners develop shared criteria for their definition. Ecological intervention embraces the notion that a variety of different features in the environment affects all the people involved. A situation where learners with multiple disabilities are transferred from special- to mainstream schools has serious implications for the school leadership. The success of the learner depends on the strategies that leadership implements in order to maintain equilibrium within the school environment.

The Transformational Leadership Model

Transformation is a marked change in appearance or character. In South Africa schools need to transform to be able to effectively implement White Paper 6 on Inclusive Education. According to studies done by Leithwood and Jantzi (2009), transformational leadership does not depend on charismatic practices or leadership characteristics but rather on acknowledging the interdependent relationships among leadership and managerial activities. Transformation works towards the creation of partnerships between the school, the parents and members of the community as co-producers of learners' learning (Shields 2003; Leithwood and Jantzi 2009).

Leithwood and Jantzi (2009) and Shields (2003) state that the transformational leadership model consists of three broad categories of leadership practices and each of these categories consists of practices that are specific because individual school contexts require discretion and adaptation to be successful. Transformational leaders are engaged in setting directions, developing people and redesigning the organization.

The researchers are of the opinion that mainstream schools must transform to become inclusive schools. The process of transformation will require that a new direction is set for these schools. For example, changes in infrastructure: from staircases to ramps and wheelchair friendly structures to help accommodate learners with physical disabilities. The Department of Education must empower school staff by training them to understand diversity and by equipping them

with the skills needed for effective teaching and learning in diverse classrooms. A critical aspect of transformational leadership is helping members of staff to develop a shared understanding of an inclusive school and its activities as well as the goals that underpin a sense of purpose or vision.

Transformational leaders ensure sustainability and support measures for the performance of administrators, educators and learners. This practice acknowledges the importance of collective or organizational learning and the building of professional learning communities as key contributors to educators and learners' learning. The assumption is that the purpose behind the organizational culture and structures is to facilitate the work of organizational members and that the malleability of structures should match the changing nature of the school's improvement agenda. There are specific practices typically associated with this category that include: strengthening district and school cultures, modifying organizational structures to foster culture building and creating collaborating process to ensure broad participation in decision-making. These practices include the ongoing refinement of both routine and non-routine administrative processes (McColl-Kennedy and Anderson 2002; Shields 2003; Fullan 2005; Wheatley 2006; Senge 2006).

Research Questions

The study sought to specifically address the following research questions:

·   What strategies should the school leadership have in place in order to implement Inclusive Education successfully?
·   What factors interfere with the implementation of White Paper 6 on Inclusive Education in schools?
·   How do these factors impact on the implementation of Inclusive Education in schools?

RESEARCH METHODOLOGY

Design

This study utilised a qualitative approach to better understand the implications for school leadership when learners with different disabilities are enrolled in mainstream schools without resources in the name of inclusive education. Their parents believe that Inclusive Education is implemented by the local school. These cases draw attention.

Data Collection Instruments

Interviewing and observing unfolded, exploring the construction of the role players: the principal, the teachers, the learners and the parents enabled the researchers to immerse in the study and to share experiences with participants (Creswell 2003). One of the semantic constructions frequently identified with qualitative interview data is a 'story'. Telling stories is considered a primary way of making sense of an experience (Flick 1998: 39). Time was spent listening to stories and observing the teachers, the parents and the learners in action. Unstructured group interviews were done to explore the challenges which emerged. The use of interviews is highly recommended by different authors in the field of qualitative research, including the works of Seidman (1998: 24), Shank (2002: 13) and Creswell (2003: 18) because the researcher is able to clarify the questions and therefore can find what is perceived as truth by people involved in the case in focus.

Data Analysis

After conducting, recording and transcribing the interviews, the analysis and interpretation of the data followed (Creswell 2003: 18). Content analysis in line with theme drawn from the research question guided data analysis.

Population and Sample

The population of this research comprised Senior Management Teams (SMTs) of schools, educators and parents in one educational district in the Gauteng Province of South Africa (N=1200). The sample was 10% (N=120). As no detailed information regarding the number of SMTs, educators and parents could be obtained from the district office, the researchers decided to determine the research sample. A sample of 10 %, 120 participants (N=120) of the total population of 1200 (N=1200), 40 educators (N=40), 8 focus groups of Senior Management Teams, each had 5 members (N=40) and 40 parents (N=40) were selected from former model 'C' schools, pri-

vate schools from section 21 and Catholic Government Aided private school and township schools in one educational district in the Gauteng province of South Africa. These schools had 100% black learners. The educators and the Senior Management Team comprised black, white, mixed and Indians. The parents were mainly black. The selection of the sample was based on the first names on the lists of educators on post level one that school principals gave to the researcher and the Senior Management Team of the schools. The first ten educators on the list were selected per school. Likewise, the first ten names of parents on the list of learners who were classified as learners who experienced barriers to learning were selected for the research. All the participating schools had approximately 600 hundred learners in each school. The participating educators' teaching experience ranged from 4 years to 25 years. The age range of participants was between 28 to 55 years. The parents' ages ranged from 28 to 60 years.

Ethical Measures

The researchers had to consider the ethical responsibilities associated with qualitative research (Shank 2002: 28). Participation was voluntary and participants were made aware of their right to withdraw from this study at any time, without explanation or prejudice. When the focus of investigation is on human participants, ethical implications must be looked at carefully in terms of what the researcher intends to do with the participants. The participants were given information about the whole process. They were aware of what was going to happen and the effect the research process was going to have on them.

Permission to undertake the research was granted by the responsible officials of the Department of Education. All the participants were treated with respect. The researchers were aware of the sensitivity of the research because it involved entering the personal space of the participants. Therefore confidentiality and anonymity were guaranteed to all participants.

FINDINGS AND IMPLICATIONS

Through the data gained and analysis done from the responses to the above research questions during interviews, observations, field notes and document analysis it was found that mainstream schools lack leadership skills for transformation and for accommodating learners with physical challenges. The responses were categorized as presented in the Table 1.

Theme: Management Challenges for Curriculum Transformation

The curriculum is the core of education. Through the curriculum, educators are able to shape the future of learners and are able to develop their values, knowledge and skills. Thus the curriculum must be accessible to every learner and must be suitable to the learning needs of all learners. The curriculum is a tool that could enhance social justice, democratic values and human rights for all citizens and ultimately an inclusive society will be birthed.

Category: Lack of Managerial Skills for Curriculum Transformation

If the curriculum is not compatible to the learning needs of the learners, it must be adapted and modified to suit the diverse learning needs of all the learners.

Sub-category: Non-adaptation and Modification of the Curriculum

If the curriculum that is presented to learners is not suitable for them, they cannot engage in it, thus they cannot learn from it. Adapting and modifying the curriculum is often misunderstood: it does not mean watering down the curriculum.

Table 1: Themes, categories and sub-categories

Theme	Category	Sub-category
Management challenges for curriculum transformation	Lack of managerial skills for curriculum transformation	Non-adaptation and modification of the curriculum
Management strategies for learners with physical challenges	Lack of management strategies for accommodating learners with physical challenges	Learners with physical challenges

The researchers are of the opinion that educators are responsible for making the curriculum understandable for the learners; for breaking it down in smaller pieces; for ensuring the learning of one section at a time; and eventually for putting everything together again, for thorough understanding of the whole.

In this study, hundred percent (100%) of the educators indicated that they did not know how to adapt and modify the curriculum to meet the diverse needs of learners. They also indicated that they are required by the Department of Education to develop and adapt the curriculum to suit the diversity of learning needs of learners in their classrooms without any formal training on how to develop such a curriculum. This situation breeds the exclusion of learners with diverse learning needs.

A principal said that:

The problem I have with Inclusive Education is that I am afraid that the standard and quality of education will go down, what do we do with the learners who cannot cope with the work they are given in the class?

Statements such as the above hamper the implementation of White paper 6. If school managers think that Inclusive Education will impact negatively on the quality of education, chances are that these managers will not implement the policy.

An educator indicated that:

I have a problem with my HOD, I set an assessment and I included a few easy questions for the slow learners at least to get something out of the assessment, my HOD told me to remove those questions, he said that the quality of the paper was too low. Why should I accommodate them in teaching, when I will exclude them through assessment?

If HODs (School Management Teams) consider including a small percentage of easier questions in an exam paper as contributing to a low standard paper, it might lead to the school becoming antagonistic towards the Inclusive Education policy. Question papers must at least include a few questions that every learner will be able to answer without any problem. Educators' judgment on the level of performance of learners should be respected by SMTs. It is only fair that the slowest of the learners also gets an opportunity to do something right in the examination.

An educator explained the tension during examinations in a mainstream school that enrolled a learner with multiple disabilities as follows:

I try to be very understanding to the slow learners, but it brings tension between me and the examining educators if I am invigilating examinations. I understand that sometimes they just need to be given extra time to finish the question paper. But last time I invigilated I was told that if I gave them extra time I was going to mark the script and enter the mark, she was not going to accept it, because she knows that even if I gave them the whole day to write this paper they still will not finish it. She cannot even think of them passing the examinations. She cannot waste her time on these learners.

This scenario is very discouraging for educators who want to engage in and experience promoting inclusivity, and who wish to give all learners an opportunity to succeed in a class of mixed ability learners. According to the researchers, learners who experience barriers to learning and who might not finish the question paper in time, should be given extra time to answer a few more questions as it might make a big difference to their overall performance.

An educator indicated that:

We have a problem with the way things work in our department, we teach the same grade with my HOD and the same subject, Physical Science and we move at the same pace, yet when we set an assessment, the HOD tells me to set my own assessment, imagine what that looks like to the learners, but she does not see anything wrong with that.

If there is no co-operation between educators and HODs, it gives a very negative impression of the management system of the school. For a school to run effectively there must be some form of unity, including respect between staff, their immediate supervisors and learners.

An HOD indicated that:

I have no problem with Inclusive Education but we have a curriculum to complete within a set time, so I really don't see us having time for slow learners, if they cannot cope, they must just get out of here, because if we do not finish our work prescribed by the Department of Education our Grade 12s will fail. We always have a good Matric pass; we cannot start compromising that now because of the learners who are slow.

The status of a secondary school strongly dependents on the Matric (Grade 12) pass rate. The learner's performance is an indicator of the

quality of education being offered in a specific school. As learners who are regarded as 'slow learners' often fail, they are forced to repeat the grade until they decide to drop out of school.

Theme: Management Strategies for Learners with Physical Challenges

Physical challenges may or may not be visible. It is easier to accommodate visible physical challenges than an invisible physical challenge that only becomes visible through academic results. However, schools must be prepared for all forms of physical challenges and should accommodate the learners that experience such challenges.

Category: Lack of Management Strategies for Accommodating Learners with Physical Challenges

Although many schools have problems admitting learners with physical challenges in the mainstream, many schools that have ventured into Inclusive Education have reported an enriching experience. Both these scenarios will be highlighted in the following paragraphs.

Sub-category: Learners with Physical Challenges

The researchers believe that the differences between learners should be appreciated and that it should be realized that they all have something to offer to the school community instead of discriminating against them because of their physical challenges. Often people see the disability before they see the person. It is wise to realize that behind the 'abnormality' there is a person hoping to see people's hearts open to let her/him in and be embraced.

An educator indicated that:

What do you mean remedy the learners, these learners are what they are, the way God created them, there is nothing we can do to change them, we need to accept them the way they are, and do whatever is necessary to accommodate them in our schools.

When we see the learners instead of the disability (physical challenge), the journey to inclusivity begins. Nurturing learners who have physical challenges is rewarding because when we look beyond the physical barriers, learners feel accepted and work hard not to disappoint anyone. The following paragraph reinforces this idea.

An educator indicated that:

I have got a learner in my class who has hearing and speech impairment but she performs better academically, such that the other so called 'normal learners' want to be like her, they think that she does so well because she has those disabilities. It was very hard to understand her when she came, I have got used to the way she pronounces words. She is a fine leader and a role model for the other learners. I am glad to have her in my class.

However, many learners with chronic diseases (according to their parents and educators) 'hate' school. This is understandable because, for example whenever these learners came back from hospital, new work has been taught and educators are often not prepared to repeat such work for these learners. Effective planning and management should be in place in order to accommodate such learners.

A parent indicated that:

I am scared of disclosing this to the educators; they will chase my child from school. I lost my wife and a 10 months old son two years ago. My daughter has AIDS that is why she is always absent from school, please do not tell the educators, I am suffering from AIDS as well, but I cannot keep my daughter in the house when she feels a little bit fine, I feel that I must send her to school, until such a time that she cannot come any longer.

This information was given informally. The above parent told the educator that the child was suffering from appendicitis. The child and the father died 2 years later. The child died a month before her father. The whole family has perished due to HIV and AIDS.

Enrolling a learner with multiple physical challenges in the mainstream without any supporting resources to accommodate him/her is not inclusive practice. Such a learner would most probably be better accommodated in a special school than in the mainstream school. If schools have to accommodate learners with physical challenges, they should work in conjunction with the special school were the learner comes from and should involve the Department of Education to facilitate workshops to equip the educators and parents for the task of inclusive education.

DISCUSSION

The study revealed that the educators did not know how to adapt and modify the curricu-

lum to meet the diverse needs of learners. The requirements of the inclusive education policy in South Africa are for educators to adapt and modify curriculum in order to accommodate learners of diverse needs in the ordinary classroom environments. The revelation that educators were not able to modify and adapt curriculum to meet the diverse needs of learners is consistent with observations by Maphosa and Mutopa (2012) that teachers it is the responsibility of teachers to modify and adapt school curriculum to harness local needs. This finding further confirms findings in in an earlier study by Bezzinna (1991) which found that teachers had limited understanding of their role in school based curriculum development.

It also emerged from the study that it was difficult to manage learners with special needs in normal classrooms owing to the dictates of the curriculum. This finding confirms the assertion by Young (1998) that society is polarized with the powerful having dominion over the powerless. The same scenario is also depicted in the curriculum where the leaners with special needs appear not to be accommodated or are taken as an unnecessary bother.

The findings in the study that the curriculum seems to disregard the needs and interests of learners with special needs serve to confirm the disparity between policy and reality on the ground. It is government policy that there should be inclusivity in schools yet the power of the mainstream curriculum results in lack of attention and assistance given to learners within special needs in normal classes. Such students are perceived to be complicating the teachers' work. The inclusive education policy in South Africa demands the meeting of diverse needs of learners experiencing barriers to learning (Creese et al. 2000).

It further emerged from the study that dealing with learners with special needs in ordinary classes only resulted in students who are gifted being advantaged at the expense of those who require assistance. This buttresses the discriminatory tendencies of a curriculum that may seek to promote the interests of the already advantaged. Such a revelation shows total disregard of human rights in general and children's rights in particular. All children have a right to education and fair treatment regardless of their physical, mental or emotional conditions. The Education White Paper 6, Special Needs Education:

Building an Inclusive Education and Training System (simply known as Education White Paper 6) of 2001, acknowledges aspects such as; human rights, equality, social justice and especially education for all as enshrined in the South African Constitution Act 108 of 1996 (Landsberg et al. 2005).

We cannot talk inclusive education if curriculum only accommodates the fortunate few whose academic talents are compatible with the desired being in a formulated world of segregation and division. Managing curriculum transformation is cardinal to purposively draw learners with diverse learner needs into the academic success. As the literature above suggests, transformation is visible, therefore it must be seen in the curriculum too if we have to ensure total transformation. Managerial skills for curriculum transformation should be a requirement for all incumbents seeking promotional positions if we have to make success of the inclusive policy in the school. We need to understand that curriculum is progressive, built from easy to complex, it can not be so complicated in this context that educators would fail to adapt it to suit diverse learner needs in the classroom. Collaboration with a teacher in a lower grade and in the grade higher might be helpful to all teachers.

Managing learners with physical challenges should not be a source of tension among the educators in schools. Change of negative attitudes mentioned in inclusive policy (DoE 2001) to embracing by accepting all learners despite the disability, and a realization that all learners have something different to offer in line with their specific talents and gifts. Schools must allow themselves to explore the untapped potential in learners for possible discovery of their hidden capabilities. One might not have hands but he/she might be good at something that is not yet known in the world because there is no one like him/her. Schools must realize that all learners in the school have something to offer and that these learners are in the school for a purpose that we may not know, and this might simply be to make us better teachers.

CONCLUSION

The study concludes that managing learners with special needs in normal classes that pursue the mainstream curriculum results in discrimination of such learners. Teaching and all aspects

of the curriculum are bent on furthering the needs, interests and abilities of normal learners. Overt and covert discrimination becomes the order of the day as teachers owing to the curriculum demands appear not to have time and attention for children with special needs. Such discriminatory tendencies only serve to worsen the condition of the very learners who need extra attention and assistance. The study further concludes that schools as institution are seen as perpetuating the discrimination of the disadvantaged groups. School becomes a microcosm of society in reflecting the vices of society at school level.

RECOMMENDATIONS

In line with the findings from this study the following recommendations are given;

- Train Senior Management Teams and educators in curriculum transformation and adaptation and teaching methods needed for the diverse learning needs of all the learners in the schools.
- Design a curriculum that seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with respect for the environment and an ability to participate in society as a critical and active citizen.
- Create roles in schools for parents and members of the community as partners and coproducers of students' learning.
- Help educators to develop shared understandings about the school curriculum and its activities as well as the goals that underpin a sense of purpose or vision in terms of inclusive education.
- Ensure that the curriculum is of a high standard but adapted to the learners' diverse needs.
- Management strategies for learners with physical challenges are strategies aimed at accommodating learners, according them with eco-systemic support and opportunities to learn despite their physical challenges.
- Cultivate a sense of belonging, self-respect and appreciation for the diversity of the human family by raising awareness of being different and special through seminars, workshops and motivational speeches from people with physical challenges.
- Promote the social value of equality through activities that are suitable for all learners including learners with physical challenges and develop alternative activities for those who cannot cope, for example wheelchair basket ball.

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