

SHORT LEARNING PROGRAMME: MOVING INCLUSIVE EDUCATION FORWARD

Eco systemic Framework

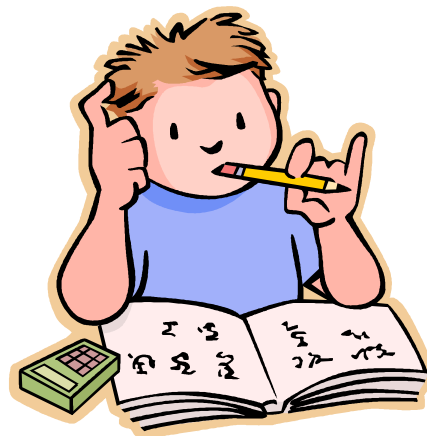
Presentation designed by Jean Fourie

Elizabeth Hooijer



Barriers to Learning and Development

When the process of learning and development is delayed or disrupted in any way the learner is said to experience barriers to learning.



Look at learners' holistically

Look at every aspect of a learner to understand how a particular barrier is affecting his learning and development.

Quality Education for All – overcoming barriers to learning and development.

- Barriers can be located within the learner, within the centre of learning, within the education system or within the broader social, economic and political context.
- Barriers manifest themselves in different ways.
- They only become obvious when a breakdown in learning occurs.
- Barriers can be temporary or permanent.

Eco- Systemic perspective

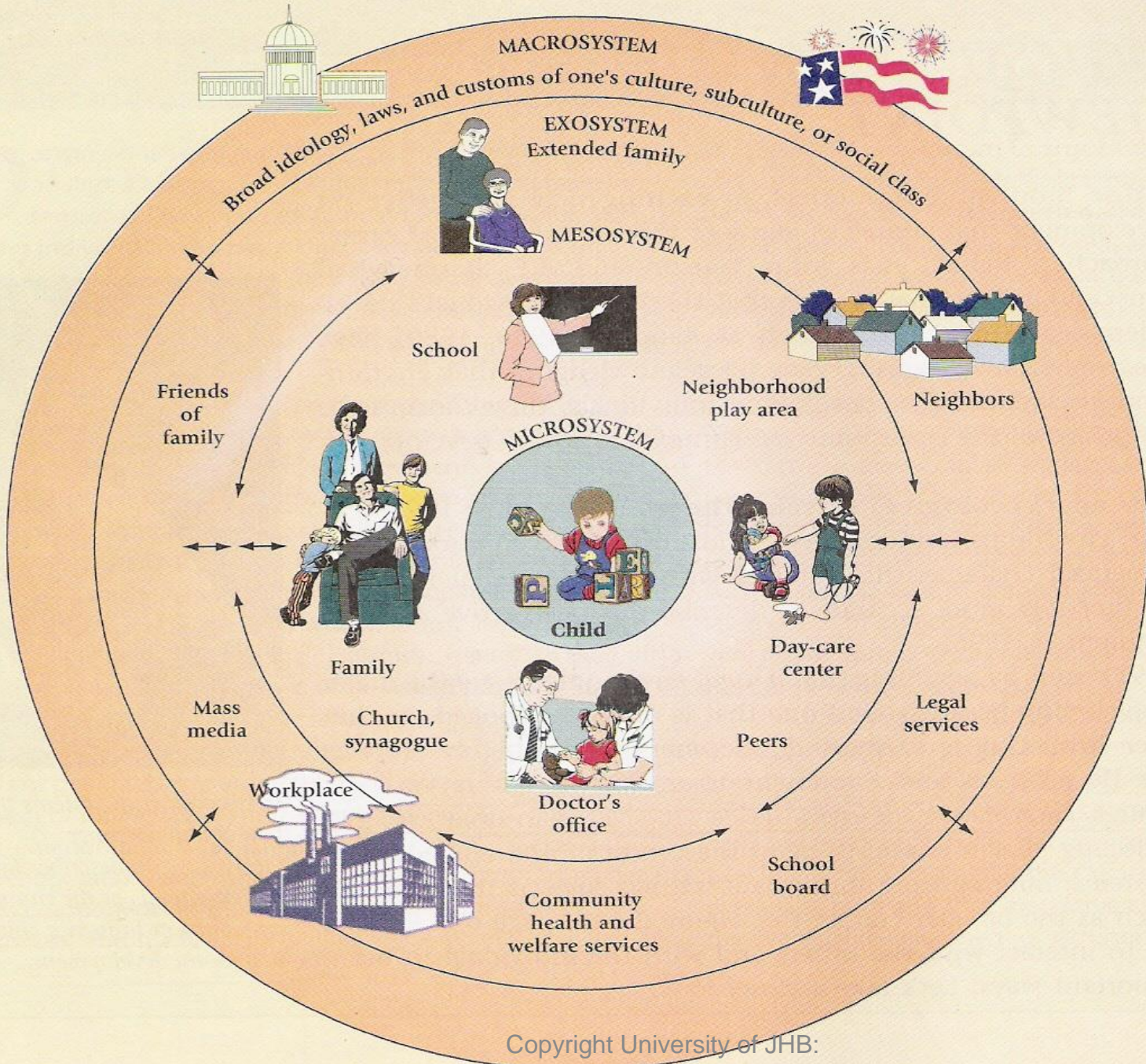
- External barriers can be caused by circumstances in learner's social context.
- Internal barriers can be inherent in the learner.
- Knowledge of Eco –Systemic perspective is important:
- Aids understanding of barriers caused by situations within learners eco-system.

Eco-systemic approach:

Changes the focus

From asking “What is wrong with this learner?”

To “What is wrong in the system that prevents learning and how can this be addressed?”



Copyright University of JHB:

J. Fourie/L. Hoogier

2.3 Bronfenbrenner's Bio-Ecological Model (Schaffer, 2003, p.64)

- The child/person is the **center** of the model.
- The child/person **affects and is affected** by the settings in which he spends time.
- A child's/person's development is determined by what she **experiences in the settings** she spends time in.

Individual circle

A child may be born with:

- Physical barriers – specific difficulties in body functioning – paralysis, deformities
- Neurological barriers – specific deficits in functioning of brain and nervous system – intellectual and developmental delays, epilepsy, cerebral palsy
- Sensory barriers – specific difficulties in functioning of senses – vision, hearing, kinesthetic.

Individual circle contd:

- Certain external barriers e.g. poverty can lead to internal barriers in a child

health risks → malnutrition, disease, infection
→ physical, cognitive or sensory impairments
→ special needs

Family circle

Dysfunctional family interaction such as:
emotional and physical abuse, neglect, lack of stimulation, lack of basic needs, poor discipline, routine and structure, poverty, rejection, family disintegration, divorce, single parenting, step families, marital conflict, sibling rivalry etc.

Peer group circle

Barriers that arise from a child's interaction with his peers.

Negative influences, teasing, bullying, peer pressure, alcohol and drug abuse, teenage sex and pregnancy, discrimination against race, religion, gender, sexual orientation

School circle

Barriers within a school setting include:

Inflexible curriculum, inadequate classrooms, a lack of facilities and resources, discriminatory entry criteria, no access to schooling, inadequate transport, inadequate teaching and support, school drop outs,

Community circle

In some communities there are no:
resources and funding, support services,
therapists, basic health care facilities,
recreational resources,

But there might be:

Gangs, violence, crime, vandalism, drug abuse,
sexual abuse, juvenile delinquency

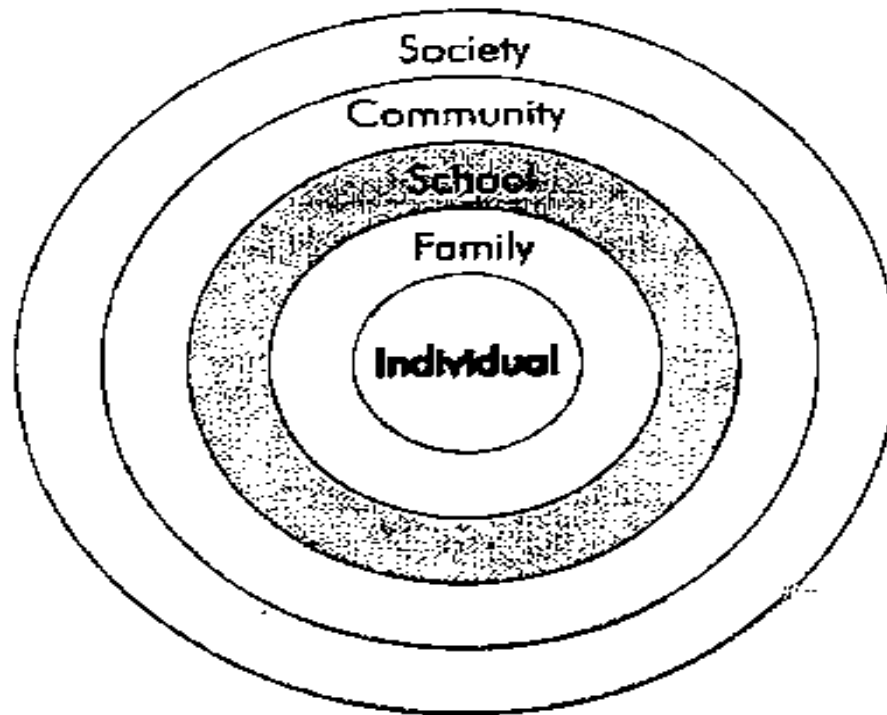
Society circle

Bureaucracy, discriminatory activities,
oppression, political instability, corruption,
personal agendas, environmental pollution,
unemployment, strikes, economy

Your system

- Draw your own set of eco -systemic rings
- Use a pseudonym/nickname
- Fill in the rings about yourself – experience, status, higher qualifications, interests, achievements, awards, challenges,
- Any factors positive or negative that could affect your ability to function in any of the rings.

Eco – Systemic Framework



Eco-systemic Framework

Copyright University of JHB:
J Fourie/L Hooijer