



MINISTRY OF EDUCATION

**CURRICULUM FRAMEWORK FOR INCLUSIVE
EDUCATION**

**SUPPLEMENT TO THE NATIONAL CURRICULUM FOR BASIC
EDUCATION**

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Curriculum Framework for Inclusive Education

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1. INTRODUCTION

The Namibian Government believes that all government school learners, including those with disabilities and additional learning needs, are entitled to an excellent education that provides them with a genuine learning opportunity to succeed in life. In responding to this vision, mainstream and special schools in Namibia are adopting policies and practices that are driven by desire to be providers of high quality education services to all learners regardless of their learning needs.

The development of the *Curriculum Framework for Inclusive Education* follows the principles of the *National Curriculum for Basic Education* (2010) and replaces the *Supplement to the Broad Curriculum for Special Education* (1999). The main emphasis of this document is to incorporate Inclusive Education principles and to align it with the *National Curriculum for Basic Education* (NCBE). The Inclusive Education principles are founded on the premise of Education for All and seek to ensure that all learners, regardless of age, ability, ethnic and or racial orientation, benefit from curriculum the delivery.

1.1 The Purpose and Content of the Curriculum Framework

The purpose of the *Curriculum Framework for Inclusive Education* is to make the curriculum more responsive to all learners requiring special educational needs in Namibian Schools. More specifically, it ensures consistency in the attainment and sustainability of the aims and objectives of the *Education Sector Policy on Inclusive Education* (2013). The policy reinforces principles outlined in *Towards Education for All, a Development Brief for Education, Culture and Training* (MEC 1993), in which the education reform goals of access, equity, quality, democracy and life-long learning are promoted. The Inclusive Education principles emphasise the right of all learners to quality and equitable education that meet learners' basic learning needs, and understand the diversity of backgrounds and abilities as learning opportunities.

This curriculum framework seeks to develop, adapt and modify syllabuses, learning materials and textbooks to be used in various subjects and areas of learning. It further outlines the structure of each phase, subjects' available and overall time allocation. This framework puts in place inclusive assessment procedures, which ensure that assessment forms an integral part in teaching and learning process. More specific, the main aim of the Curriculum Framework for Inclusive Education is to expand accessibility and provision of appropriate education to all learners, especially to those with special education needs.

The goals and aims of the Curriculum Framework for Inclusive Education therefore correlate with the goals and aims of the National Curriculum for Basic Education. Equally, the goals of the National Curriculum for Basic Education are aligned to the attainment of the objectives of Namibia Vision 2030. Hence, the focus of this policy is to create an inclusive knowledge-based, diverse, caring and democratic society by 2030.

1.2 Framework for Inclusive Education

1.2.1 International Legislation

The following legislation supporting inclusive education is underpinned by commitment to human rights and to reducing the barriers to learning in all education systems. On international level, the government of Namibia is signatory to the agreements below in establishing an Inclusive Education system:

- UN Convention on the Rights of Persons with Disabilities (2006), which **recognizes** the right of persons with disabilities to education in an inclusive education system. The Convention urges the States to organise education for persons with disabilities without discrimination and on the basis of equal opportunity.
- UN Convention on the Rights of the Child (1989), which **outlines** the right to education and training of all children to achieve the greatest degree of self-reliance and social integration possible.

- Education for All, Jomtien (1990), **highlights** the commitment to a child-centred pedagogy where individual differences are accepted as a challenge and not as a problem.
- Standard Rules on the Equalisation of Opportunities of Persons with Disabilities (UN, 1993), Rule 6 on Education **requires** states to recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities. It should be provided in integrated settings and as an integral part of the national educational system, included in planning, curriculum and school organization.
- Salamanca Statement and Framework for Action (UNESCO, 1994), **reinforces** the obligation for schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- Dakar Framework for Action (UNESCO, 2000), **recalls** that “...the inclusion of children with various educationally disadvantaged positions, such as children with special needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve universal primary education”. The Notes also highlight the importance of Inclusive Education.

On the national level, the government of Namibia has national standards, policies and laws that prohibits discrimination in education and supports the inclusive provision.

1.2.2 Definition

The Sector Policy on Inclusive Education has adopted the UNESCO definition of Inclusive Education which states it as *“process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”*(2008).

1.2.3 Overarching Principles of Inclusive Education

The provision of inclusive education in Namibian government schools is based on three complementary principles, namely

1. it is the responsibility of the government to provide free and compulsory basic education – the National Curriculum sets out the principles and intended learning for basic education . is provided equitably to all learners and is done in an inclusive, common learning environment shared among age-appropriate peers
2. basic education curriculum focus on aspects of the development of the individual learner. The success of each learner depends on the degree to which education is based on the learner’s best interest and responds to his or her strengths and needs; and
3. basic education is flexible and responsive to change.

1.2.4 Philosophy of Inclusive Education

The practice of inclusive education is based on the concept of education for all. It is a philosophy that fosters the understanding that all learners have the right to be educated with friends, family and peers, in their own neighbourhood or local community. It is the process of increasing participation in learning and of identifying and reducing barriers that inhibit learning and participation of any learner.

Developing good inclusive practice involves institutional change, which means that all schools and educational settings should regularly review their policies and practices to ensure that their provision meets the needs and aspirations of all learners. It involves a look within education and identifying factors that may cause failure in the process of teaching and learning. It calls for changes and modifications in content, approaches, structures and strategies.

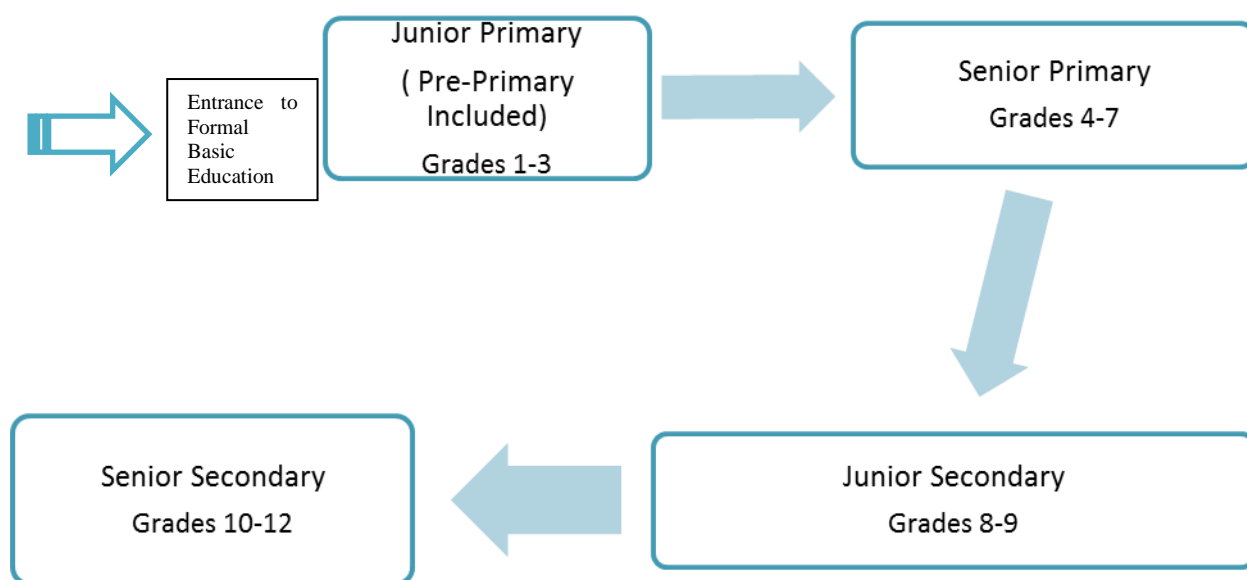
Within inclusive education there are different practices to ensure that all learners have access to quality education. Hence special education is one of the practices that ensure that learners with special educational needs have equitable access to learning, opportunities for achievement and the pursuit of excellence in all aspects of their educational programs with necessary accommodations determine on an individual basis to enable successful learning.

1.3 Early Childhood Development and Pre-Primary Education

Learners who attended Early Childhood and/or Pre-Primary Education with appropriate pedagogy make better progress in formal education, and achieve better results than those who have not. Development involves adaptation and differentiation in cognitive, physical and socio-emotional areas. Learners with special educational needs require a stimulating environment for their development from an early age on. Therefore, it is essential that their education start with the Orientation Phase before they enter the Pre-Primary Phase. Resource Schools can adapt their structures according to the needs of their learners and their own administrative arrangements in consultation with the regional education office as long as it is aligned with the education policies and relevant legislations.

1.4 The Structure and Substance of Formal Basic Education

Inclusive Education consists of three sub-structures namely Inclusive Schools, Resource Schools and Resource Units. It is sub-divided into four phases as follows:



Phases of Formal Basic Education

**The following is the phases of Inclusive Education
in relation to the structure of Basic Education**

Inclusive and Resource Schools, Units & Classes					
Grade	Phases	Life-Long Learning, Self-employment or employment			
10- 12	Senior Secondary	Academic Stream with <i>In-Class Learning Support</i>	Pre-vocational Stream	Basic Pre-vocational Skills Training Stream	Senior Phase
8-9	Junior Secondary				
4 – 7	Senior Primary		Learning Support Classes		Junior Phase
1-3	Junior Primary				Beginners Phase
Pre-Primary					
Early Childhood Development					

Figure 2: FORMAL SCHOOL STRUCTURE FOR BASIC EDUCATION

1.4.1 Description of Formal School Structure for Basic Education (Figure 2)

If all learners are to be fully included in the education system then their needs must be considered at every level of the education system. Many of the changes necessary to include all learners will be part of the change process which is undertaken when schools move towards being more inclusive. In Namibia there are different models of providing education for all. The main two models are:

1. Inclusive Schools
2. Resource Schools

1. Inclusive Schools

The Sector Policy on Inclusive Education Stipulates in Strategy 3, support institutional development...” that all schools are inclusive schools. All schools are expected to provide for gifted learners, learners with physical impairment and learners with mild impairments such as low vision, hard of hearing, mild to moderate learning difficulties and learners with emotional and behavioural difficulties and educational backlogs. All schools need to address barriers that learners may experience during their teaching and learning process.

Inclusive schools are schools that recognise and respond to the diverse needs of their learners, accommodating both different styles and rates of learning and ensuring quality education for all. All Namibian schools are envisaged to be inclusive and to adopt the belief that wherever possible all children should learn together regardless of difference; that all children can learn and achieve their potential; and that the continuum of learners’ needs should be matched by a continuum of programs, support and services.

a. Resource Unit

Resource Units in Inclusive Schools are for learners who experience a diverse range of special educational needs, such as learners with sensory-motor impairments, learners with severe intellectual impairments, learners with multiple-impairments, learners with severe emotional and behavioural difficulties and learners with specific or severe learning difficulties who cannot cope in the mainstream classes. Resource Units in selected Inclusive Schools will have the same structure as the Resource Schools with additional specialised equipment and key human resources. The learning progress will be guided and evaluated according to the Individual Education Plan of the learner. The total number of learners should not exceed the approved learner-teacher ratio for Resource Schools.

b. Learning Support Class

The Learning Support Classes caters for learners with learning backlogs; did not achieve the competencies of that grade although they received learning support; and learners who could not cope in the mainstream due to specific learning difficulties, might continue with their learning in a Learning Support-Class.

The Learning Support Class, the focuses on building and strengthening reading, writing and arithmetic skills, while the other subjects are taught in an integrated way. As soon as the learner’s backlog is overcome according to the goals stated in the Individual Education Plan, the learner might be referred back to the mainstream class.

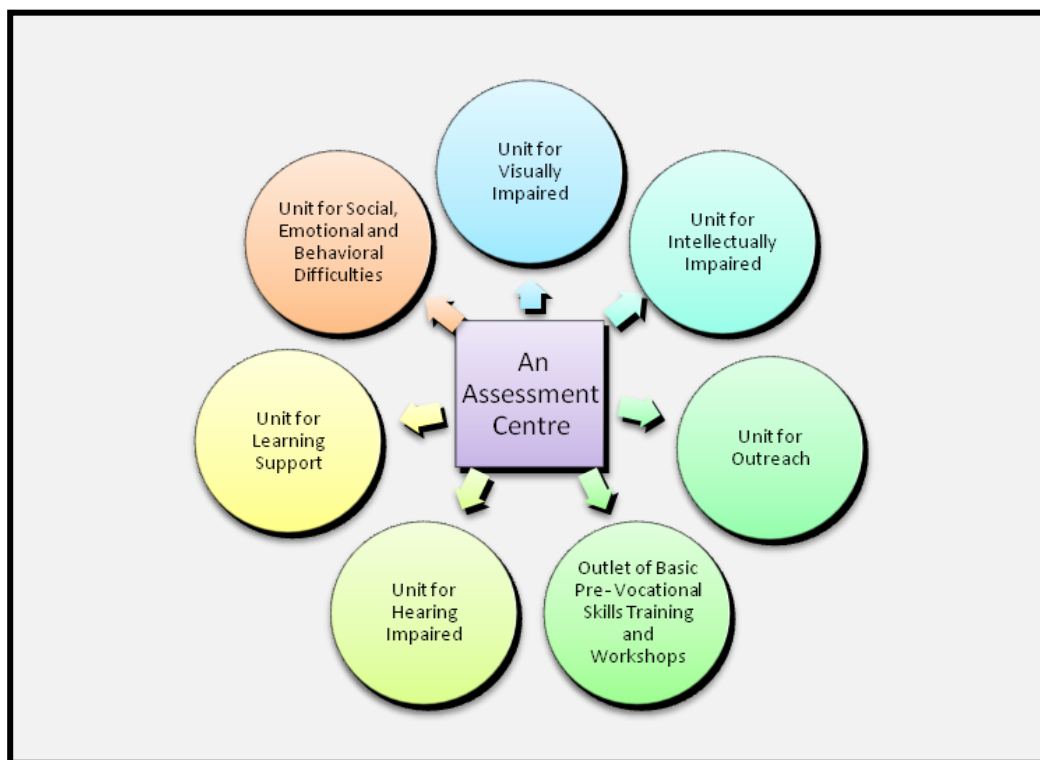
c. Hospitals Schools

Provision is made for hospitalised learners to attend a Hospital School. The learners require individualised instruction with the Individual Education Plan. The aim of the Hospital School is to provide educational stimulation for learners who are in hospital for extended periods of time, those of school-going age who would otherwise miss their schoolwork. The other main important aim of this school is to address the emotional well-being of the learners who are ill. The organisation and logistics of a Hospital School is part of an Inclusive School or a Resource School.

2. Resource Schools

In line with the Education Sector Policy on Inclusive Education, each region will have a Resource School. Existing Special Schools will be converted into Resource Schools. In regions where there is no existing Special Schools, new Resource Schools should be established. According to the needs of the region, the Resource Schools might provide support to two or more impairments. Ideally, the Resource School should cater for a number of cluster schools in a region. Multi-Disciplinary Resource Centre should also be established at each resource school. A Multi-Disciplinary Resource Centre (see Figure 3) could include units for a number of specific and severe educational needs, namely Hearing-,

Visual - and Intellectual Impairment, Social-, Emotional- and Behavioural difficulties, Learning Support and Outreach with an outlet for Basic Pre-vocational Skills Training or Functional Curriculum. A region may add a unit based on any other educational need that may arise. The Assessment Centre within the Multi-Disciplinary Resource Centre accommodates the Multi-disciplinary Support and Outreach Team that will conduct diagnostic assessment, placement, learning support, continual monitoring and follow-up. Parents and the Multi-disciplinary Support Team will decide on the admission to the Resource School/ Multi-Disciplinary Resource Centre, taking the best interest of the learner into consideration. A Multi-Disciplinary Resource Centre would have the following structure or design with the Assessment Centre as the central point.



1.5 The Approach to Teaching, Learning and Assessment

Basic Education prepares the society as envisaged in Namibia's Vision 2030 by being inclusive. Learners with barriers to learning and other individual needs will be admitted to any mainstream school and their needs will be attended to through differentiated methods and materials. Learners with severe impairments, who cannot benefit from attending mainstream class, will be provided for according to their needs in Learning Support Class, Resource Units or Resource Schools until such time that they can join the mainstream class again, where applicable. The curriculum, teaching methods and materials are adapted for learners with special educational learning needs.

The learner-centred approach to teaching is highly suitable for learners with special educational needs since it capitalises on what learners already know and can do, and then assists them to acquire new knowledge and skills. The Curriculum Framework for Inclusive Education specifies the competencies, which learners with special educational needs should master. An Individual Education Plan should be in place to guide and evaluate the individual learning process for learners with special educational needs.

Inclusive assessment is an approach in mainstream settings where policy and practice are designed to promote the learning of all learners as far as possible. This is based on the concept of differentiated assessment that the needs of diverse learners cannot be met in only one way. The overall goal of

inclusive assessment is that all assessment policies and procedures should support and enhance the successful inclusion and participation of all learners vulnerable to exclusion, including those with special educational needs.

Hence in an inclusive setting various forms of assessment serve different purposes:

- Baseline Assessment is applied to establish what learners know and can do. It informs the teacher where to start with the teaching and learning process
- Diagnostic Assessment seeks to understand the specific learning needs of a learner
- Formative and Continuous Assessment is used to monitor progress and adapt teaching methods where necessary in order to teach more effectively
- Summative assessment determines the overall achievement of learners and learning success. It takes place at the end of a learning cycle, programme or phase.

Different needs required different forms of assessment. The important factor here is the equivalent and not identical ways of assessing the learning outcomes.

1.5.1 Accommodation Strategies

Accommodation means changing learning conditions to meet the learner needs rather than requiring learners to fit the system needs. Article 24 of the UN Convention on the Rights of People with Disabilities states that “*Reasonable accommodations should be provided for individual requirements and support provided in individualised programmes to facilitate their effective social and academic education.*” Therefore, each school is required to have a learning support programme and services that will enhance successful teaching and learning.

1.5.2 Modification Strategies

Modification means changes in what the learner is expected to learn and demonstrate. An inclusive education approach requires changes and modifications in structures, strategies, content and approaches in order to meet the needs of individuals with a range of learning difficulties. It is required of every teacher to ensure that reasonable adjustments and modifications are accessible to all learners without compromising the quality of the learning content and learning process or advantaging one learner over the other. To make assessment more inclusive requires mainstream assessment procedures to be modified so they can be accessible for learners with different special education needs. Teachers need adequate and consistent support in order to implement these strategies.

1.5.3 Special Arrangements and Considerations

The Directorate National Examinations and Assessment (DNEA) examines all candidates according to the same marking criteria, so that grades and certificates have the same validity and not to mislead users of the qualification about the candidate’s attainment. The DNEA Handbook for Centres (PART 6: Access Arrangements and Special Considerations) has in place special arrangements for learners with special educational needs and medical conditions, provided that supporting educational reports/documents or medical proof accompany the request for special consideration. Special arrangements include:

- extra time allowance
- provision of specially adapted papers
- assistance with reading or writing
- Namibian Sign Language interpretation.

The following forms of assessment and possible accommodation are not yet stipulated in the DNEA Handbook for Centres, but are part of making assessment inclusive and accessible and should be applied during all assessment based on the learners special education need. . These are additions to what is already prescribed in the DNEA Handbook for Centres (PART 6: Access Arrangements and Special Considerations).

Planned form of assessment	Alternative assessment or accommodations
Written examinations	<ul style="list-style-type: none"> • Oral examinations • Extra piece of • Consider flexible marking strategies. Allow for discrepancy between ability and standard of written work, rather mark content and understanding than spelling and syntax • Appropriate light • Allowance in marking for spelling, grammar and syntax mistakes especially if the learners first language is Namibian Sign Language
Essays and other forms of writing	<ul style="list-style-type: none"> • Ensure accessible format of instructions and any other visual material • Check accessibility of all the issues on the prescribe books list • Avoid ambiguity in wording and instructions and questions as it enhances opportunity for misinterpretation • Tolerance regarding toilet breaks, medication, drink and food
Oral presentations	<ul style="list-style-type: none"> • Consider alternatives forms of assessment when a learner has a speech impediment , such as video presentation or presentations in front of a single person or smaller group \ • Alternative forms of assessment may need to be considered if a learner may experience a high level of anxiety or distress which could trigger serious difficulties
Group-based assessment	<ul style="list-style-type: none"> • Alternative forms of assessment may need to be considered as learners may have difficulties with any kind of social interaction
Labs / Practical	<ul style="list-style-type: none"> • Make arrangements for personal assistant / note-taker • Plan for scribe/note-taker/assistive technologies • Plan for interpreter • Plan for learners' medication and consider side effects
Fieldwork	<ul style="list-style-type: none"> • Alternative forms of assessment may need to be considered as learners may experience difficulties in unfamiliar environment
Portfolio	<ul style="list-style-type: none"> • Provide all written information and instructions in accessible format • Consider flexible marking strategies

2. CORE SKILLS AND KEY LEARNING / SUBJECT AREAS

In order to fulfil the implications of *Namibia Vision 2030* for Basic Education, the curriculum framework for inclusive education identifies learning in terms of **core skills** and **key learning areas and subjects**.

2.1 Core Skills

A core or generic skills are developed gradually through all learning areas. These are included in the competencies assessed in all subjects. Core skills identified in the Namibian Inclusive Education context are:

2.1.1 Learning to Learn

Learning to learn is the most essential skill area. It provides the foundation and on-going process to develop the ability and practice for life-long learning. Learning to learn is how learners learn to take responsibility for their own learning and progress. The components of this skill are to be willing to learn; to set own goals; to organise own learning; to know how to study; to solve problems; evaluate and reflect on the process that was completed; to work effectively, independently and in groups.

2.1.2 Personal Skills

Personal Skills include practical life skills, like self-discipline and the ability to regulate own behaviour, to take responsibility for own actions and decisions, to take responsibility for own health

and safety, to make choices and to organise. Self-confidence, positive attitude, commitment, courage and coping with challenges, frustrations, success and failures are also important personal skills. In developing and increasing the growth of their personal skills according to their individual potential, the learners learn to take more responsibility for their own life. The main components of this skill include making informed choices, decisions and judgements, evaluating beliefs and opinions, taking initiative, acting creatively, productively and innovative.

2.1.3 Social Skills

A person needs social skills to function well in a knowledge-based society. It involves the ability to respect and relate well to others and to work well with others. Cooperating, managing and solving conflict, showing tolerance, honesty, loyalty and being considerate about the well-being of others are important social skills. Learners learn to develop social skills according to their individual potential. Some main components of social skills include showing respect, tolerance, trustworthiness, honesty, co-operating, accepting encouragement and positive criticism, accepting challenges, showing appreciation, understanding the requirements of different social situations, interacting considerately and being involved in interpersonal relationships.

2.1.4 Cognitive Skills

Cognitive skills are essential for the ability to understand their own experience, behaviour and learning. Learners develop cognitive skills according to their individual potential. The main components of cognitive skills are exploring, investigating, enquiring, recognising, contextualising, hypothesising, interpreting, weighing up alternatives, analysing, synthesising, evaluating, thinking creatively, creating knowledge and thinking critically.

2.1.5 Communication Skills

A member of a knowledge-based society needs communication skills to receive new knowledge and exchange ideas. Communication takes place within a range of different cultures, linguistic and social contexts. The main components of communication skills are listening, observing, interpreting, understanding, responding, talking/signing fluently, speech synthesising, speech/lip reading, writing/Braille-writing, Braille transcribing, use of assistive technology such as augmentative and alternative communication, eliciting, explaining, discussing, convincing, demonstrating, presenting, acting out, dramatising, drawing, showing, displaying, reporting, being clear, concise, expressive and meaningful.

- **Signing Skills**

Learners who are not able to communicate orally due to deafness will use Namibian Sign Language for communication. Signing will be the means of communicating in teaching and learning. The main components of the signing skills are signing fluently with a diverse range of signs, finger spelling, comprehending, responding, explaining, discussing, expressing clearly and meaningful and interpreting the signs fluently.

2.1.6 Numeracy Skills

Numeracy is needed in everyday life for comparing amounts, sizes and prices. With the increasing emphasis on science, technology and commerce, numeracy skills are getting more important. Learners develop numeracy skills according to their individual potential. The main components in numeracy skills are counting, number conceptualising, estimating, approximating, converting, measuring, calculating, tabulating, drawing graphs or using embossed graphs, charts, diagrams, shapes and figures. In addition, learners will learn to develop abstract thinking, being accurate and logical, solving problems, presenting information, using mathematical language and applying mathematical concepts.

2.1.7 Orientation and Mobility Skills

It is essential that learners with visual impairment develop orientation and mobility skills in order to function as independently as possible. The main components of orientation and mobility skills include using sensory awareness, applying spatial orientation, directive searching, moving independently, cane skills, utilising guiding techniques and exercising good body posture and self-protection.

2.1.8 Information and Communication Technology Skills

The importance of Information and Communication Technology is increasing in all areas of life. Learners need to become competent in using information and communication technology according to their potential. The main components of Information and Communication Technology Skills include choosing appropriate communication solutions, utilising hardware and software, evaluating information; transforming information to knowledge, following ethical practices, interacting considerately and communicating clearly. Learners are required to understand the value of information and their own roles and responsibilities as citizens in the development of Information and Communication Technology in society.

In the subject syllabuses, the core skills are broken down into more detailed competencies to be assessed. Examples of competencies and their relation to core skills are given in the table below.

CORE SKILLS	ADAPTED COMPETENCIES
Learning to learn	<i>Willingness to learn, setting goals, organising learning, solving problems, evaluating and reflecting on completed processes, working effectively, independently and in groups, increasingly taking responsibility for own learning and progress</i>
Personal skills	<i>Making informed choices, decisions and judgements, evaluating beliefs and opinions, taking initiative, acting creatively, producing, innovating</i>
Social skills	<i>Showing respect, tolerance, trustworthiness, honesty, co-operating, accepting encouragement and positive criticism, accepting challenges, showing appreciation, understanding the requirements of different social situations, interacting considerately and developing interpersonal relationships</i>
Cognitive skills	<i>Exploring, investigating, enquiring, recognising, contextualising, hypothesising, interpreting, weighing up alternatives, analysing, synthesising, evaluating, thinking creatively, creating knowledge, thinking critically</i>
Communication skills	<i>Listening, observing, interpreting, understanding, responding, talking fluently/signing fluently, speech synthesising, speech/lip reading, pointing and gestures, writing/Braille-writing, Braille transcribing, using assistive technology such as augmentative and alternative communication, eliciting, explaining, discussing, convincing, demonstrating, presenting, acting out, dramatising, drawing, showing, displaying, reporting, being clear, concise, expressive and meaningful</i>
Signing skills	<i>Signing fluently with a diverse range of signs, finger spelling, comprehending, responding, explaining, discussing, expressing clearly and meaningful, and interpreting signs fluently</i>
Numeracy skills	<i>Counting, number conceptualising, estimating, approximating, converting, measuring, calculating, tabulating, drawing graphs/using embossed graphs, charts, diagrams, shapes, figures, using instruments, being accurate, thinking abstract and logical, solving problems, presenting information, using mathematical language, applying mathematical concepts</i>
Orientation and Mobility skills	<i>Sensory awareness, spatial orientation, relationships between objects and environments, directive searching, independent movement and guiding techniques, body posture, self-protection, cane skills</i>
Information and Communication Technology skills	<i>Choosing appropriate communication solutions, utilising hardware and software, evaluating information, transforming information to knowledge, following ethical practices, interacting considerately, communicating clearly</i>

2.2 Key Learning / Subject Areas

A key learning areas are a field of knowledge and skills which is part of the foundation needed to function well in a knowledge-based society. It is expected that the key learning areas will contribute to the attainment of an inclusive knowledge-based society as stated in *Namibia Vision 2030*. HIV and AIDS, Human Rights and Environmental issues are dealt with as cross-curricular issues. Additional key learning areas in the Curriculum Framework for Inclusive Education are: Languages and Assistive Communication, Braille Reading and Writing System, Namibian Sign Language, Functional Numeracy, Mobility and Orientation Training, Functional Curriculum, Daily Living Skills and the Basic Pre-vocational Skills Training.

2.2.1 Languages and Communication

Language and Communication enhance the teaching and learning process. A high level of language and communication skills is essential for interaction in the broader society. Therefore more precise communication approaches are used for reading, writing and communication for learners with Intellectual Impairment, Namibian Sign Language for deaf learners and Braille for learners with visual impairment. The Languages and Communication learning area comprises of Mother Tongues/First Languages (Orientation & Pre-primary to Grade 12), Second Languages (Grades 1-12), Foreign Languages (Grades 8-12) and Namibian Sign Language (Grades 1-12). A compulsory Reading period will be offered from Grades 1-12.

Augmentative and Alternative Communication

Learners with severe expressive communication impairments will be required to use augmentative and alternative communication to convey knowledge learned and communicate more effectively. This system requires learners to use different strategies, techniques and devices to support their expressive communication. Learners use pictures, symbols, signs or adapted signing to augment or substitute spoken language. This will enable learners with poor or no verbal skills to communicate effectively. This learning area will be incorporated with all areas of language development.

Braille Reading and Writing System

Braille is the most important tool of communication for learners with visual impairment. Learners who are blind need to master Braille for reading and writing purposes. Braille supports teachers and learners in comprehending the syllabus content and transfer the knowledge they have learnt. The Braille system uses a tactile medium of raised dots representing letters of the alphabet and numbers. This enables learners with visual impairment to read and write. Learners with visual impairment will be required to master the three different stages of Braille, namely Basic, Grade 1 and Grade 2 Contractions. In addition, learners with visual impairment will benefit from mastering computer skills, combined with Braille or a Script-to-Voice converter to enable them to communicate through this medium.

2.2.2 Mathematics

Together with language, Mathematics is an indispensable tool for everyday life. It is also indispensable for the development of science, technology and commerce. Mathematical skills, knowledge, concepts and processes enable the learner to investigate, model and interpret numerical and spatial relationships and patterns. Mathematics has a language of its own, a way of thinking and communicating which every person needs. The Mathematics learning area consists of Preparatory Mathematics (Pre-primary), Functional Numeracy (Basic Pre-vocational Skills), Numeracy (Junior and Senior Phase) and Mathematics (Grades 1-12).

2.2.3 Natural Sciences

Natural Sciences are one of the main drivers of the transformation of society and the world. Scientific literacy, understanding scientific processes, the nature of scientific knowledge and the ability to apply scientific thinking and skills, is essential. The Natural Sciences learning area consists of Environmental Awareness (Beginners and Junior Phase); Environmental Studies (Grades 1-3); Natural Sciences and Health Education (Grades 4-7); Elementary Agriculture (Grades 5-7); Life Science (Grade 8-9); Agriculture (Grades 8-11); Biology (10-12); Physics (Grade 10-12); Chemistry (Grades 10-12) and Physical Science (Grade 8-12).

2.2.4 Social Sciences

The Social Sciences learning area is a key learning area for understanding the development of society, the mechanisms of globalisation, the importance of human rights and democracy, and environmental issues.

The Social Sciences learning area comprises Environment Learning (Pre-Primary), Orientation Programme (Beginners Phase); Environmental Awareness (Junior and Senior Phase); Social Studies (Grades 4-7); Religious and Moral Education (Pre-Primary and Grades 1-9); Life Skills (Grades 4-12); Work Orientation (Basic Pre-vocational Skills); Activity of Daily Living Skills (Grade 4-7); (Geography (Grades 8-9); History (Grades 8-12) and Developmental Studies (Grades 10-12).

2.2.5 Technology

The Technology learning area covers two types of technology: Material Technology and Information and Communication Technology. Material Technology starts with the design idea of a product and continues through the selection of raw or refined materials, transforming them through the use of tools/utensils and processes, and the evaluation and improvement of the process and product. The term Information and Communication Technology covers all the technologies and media used for the handling and communication of information and consists of finding, evaluating, processing and presenting information, using Information and Communication Technology.

Material technologies include the subjects Design and Technology (Grades 5-12); (Metalwork and Welding, Woodwork, Bricklaying and Plastering, Electricity and Electronics, Auto-mechanics, Plumbing and Pipe Fitting, Home Ecology (Grades 5-7); Creative Skills (Junior and Senior Phase); Home Economics (Grades 8-12); Needlework and Clothing (Grades 8-9); and Fashion and Fabrics (Grades 10-12). Information and Communication Technologies include Basic Information Science (Grades 5-12); Computer Literacy (Junior and Senior Phase); Computer Studies (Grades 8-12) and ICT Literacy (Grades 1-12). For Basic Pre-Vocational skills includes the following subjects (Metalwork and Welding, Woodwork, Bricklaying and Plastering, Auto-mechanics, Plumbing and Pipe Fitting,

2.2.6 Commerce

The Commerce learning area is a skills-focused area that is central to the economic development of a knowledge-based society. Learners acquire and apply commercial knowledge in practical situations and develop particular communication skills, work attitudes and practices that are essential in a successful business life.

The Commerce learning area comprises Entrepreneurial Skills (integrated in Home Ecology, Elementary Agriculture and Design and Technology in Grades 5-7); Entrepreneurship (Grades 8-11); Accounting (Grades 8-12); Business Studies (Grades 10-12); Economics (Grades 10-12); Office Practice (Grades 8-12); Computer Studies (Grades 8-12) and Typing (Grades 5-10).

2.2.7 Arts

The Arts learning area contributes to the foundation of a knowledge-based society particularly through its emphasis on developing creativity, communication skills and the ability to be innovative. The Arts are also essential to a knowledge-based society where visual communication, aesthetic design, and the use of media incorporating visual, musical and dramatic forms are increasingly important. The Arts are central to the development of personal and social identity and culture. The Arts learning area comprises Arts (Pre-Primary and Grades 1-12); Arts in Culture (Grades 8-9); Visual Arts (Grades 8-9); Integrated Performing Arts (Grades 8-9); and Art and Design (Grades 10-12).

2.2.8 Physical Education

Lifelong physical activity is a crucial factor in the prevention of life-style diseases, in contributing to personal wellness and in maintaining physical fitness and good health in order to be a fully productive citizen. The Physical Education learning area consists of Physical Education (Pre-Primary, Junior and Senior Phase to Grade 12; Orientation Programme (Beginners Phase), .

2.2.9 Orientation and Mobility

In Orientation and Mobility (Grades 5-7) learners with visual impairments learn to know where they are in space and where they want to go (orientation). Learners with visual impairment are trained to move around safely and independently. They are sensitised to smells, textures and sounds around them to make them feel safe and navigate effectively in their environment.

3. PHASES OF BASIC EDUCATION

The phases as stipulated in the National Curriculum for Basic Education are applicable in this document. However, the phases at Resource Schools might slightly differ from the mainstream schools. Detailed descriptions of phases at Resource Schools are found in the Annexure with the structures in this document.

3.1 Framework of Phase Competencies

The phase competencies are broken down in the subject syllabus into more detailed statements of competencies. In an inclusive environment, the learners will progress according to their individual pace. By building up their competence step-by-step, learners will become aware of their own progress and the process will strengthen learning to learn. The competencies are the core skills which are developed across the curriculum. The phase outcomes are shown in the framework below for all the basic education in Namibia.

3.1.1 Orientation: On completion of the Orientation phase

LEARNING AREA	COMPETENCY
Play	Learners take part in a variety of guided play and games as well as free play. All learning takes place through play.
Language and Communication	Learners listen ¹ for information and respond appropriately. They effectively and confidently communicate in their Mother Tongue (or where Mother Tongue is not possible, in their locally most spoken language or through other assistive means of communication). Learners who are deaf use Namibian Sign Language as a Mother Tongue.
Pre-Mathematics	Learners recognise and describe patterns, relationships and shapes, and solve simple problems in everyday contexts.
Sensory Development	Learners explore and react positively towards the natural environment and interact in the social environment. They learn best by direct experience using their five senses to make judgments.
Social/Emotional Development	Learners feel good about themselves, being happy, friendly and interested in activities. They play and share with each other.
Ethical Development	Learners learn that certain actions are right or wrong, fair or unfair, friendly or unfriendly.
Aesthetic Development	Learners express themselves in creative activities.
Physical Development	Learners participate to the best of their individual ability in a variety of physical play activities that promote movement and motor development.
Mobility and Orientation	Learners identify the position and concept of their bodies; they demonstrate movements and directions and explore the relationships between objects within the spatial setting.
Braille	Learners demonstrate different motor activities that build on Pre-Braille Skills such as grasping, rotary motion, finger isolation, bilateral hand use, hand and finger strength, proper finger position, light touch and tracking.

¹The term 'listen' will be replaced with 'observe' for learners who are deaf

3.1.2 Pre-primary Phase: On completion of the Pre-primary phase...

LEARNING AREA	COMPETENCY
Language and Communication	Learners listen ² for information and respond appropriately. They read signs and words from their immediate environment and communicate effectively and confidently in their Mother Tongue (or where Mother Tongue is not possible, in their locally most spoken language or through other means of assistive communication). Learners who are deaf use Namibian Sign Language as a Mother Tongue.
Numeracy and Mathematical Concepts	Learners orally express ³ their understanding of number concepts and mathematical symbols. They recognise and describe patterns, relationships and shapes, and solve simple problems in everyday contexts.
Environmental Studies	Learners are aware of the importance of their own basic health and nutrition. They react positively towards the natural environment and interact positively in the social environment. Learners have a basic understanding of their own beliefs, respect that of others and share common positive values.
Arts	Learners demonstrate personal and interpersonal skills through free participation in creative activities; they express themselves through art forms and appreciate how others express themselves.
Physical Education	Learners participate to the best of their ability in a variety of physical activities that promote movement and motor development.
Religious and Moral Education	Learners have a basic understanding of their own beliefs, are tolerant of others', and share common positive values.
Mobility and Orientation	Learners identify the position and concepts of the body; demonstrate movements and direction in the environment; including the relationships between objects within the spatial setting; demonstrate the use of sensory information; recognise the correct use of human guide techniques; demonstrate indoor and outdoor , upper and lower, and self-protection techniques.
Braille	Learners appropriately demonstrate the skill of listening; differentiate objects through the use of senses; demonstrate the use of fine motor skills to manipulate objects; explore different Braille and tactile cues; demonstrate different motor activities that builds on Pre-Braille Skills.

²The term 'listen' will be replaced with 'observe' for learners who are deaf

³The term 'orally express/speaking' will be replaced with 'express through signs/signing' for learners who are deaf.

3.1.3 Junior Primary Phase: On completion of the Junior Primary phase...

SUBJECT AREA	COMPETENCY
Language and Communication	<p>First Language: Learners listen attentively, actively and critically to spoken texts and respond in various ways to show understanding and appreciation. Learners express themselves clearly and coherently using varied vocabulary, correct grammar and sentence structure, accurate pronunciation and varied intonations, read variety of fiction and informational texts independently and write a range of creative and formal texts reasonably correct in their Mother Tongue or English (or where Mother Tongue is not possible, in their locally most spoken language or through other means of assistive communication).</p> <p>Second Language: Learners listen attentively and actively and respond in various ways to show understanding and appreciation of spoken texts and media. Learners understand, speak⁴, read simple texts for information and personal pleasure and write creative texts on familiar topics using appropriate vocabulary, and they generally use correct grammar, tenses and spelling appropriately within a limited range to continue learning through the medium of English in the next phase.</p> <p>Namibian Sign Language: Learners who are deaf will be instructed through Namibian Sign Language, read and demonstrate understanding of the text through signing.</p>
Mathematics and Numeracy	Learners express orally ⁵ and in writing their understanding of number concepts and mathematical symbols. Learners solve simple problems in everyday contexts by adding, subtracting, multiplying and dividing, estimating, measuring and data handling, within the required range.
Environmental Studies	Learners look after their own basic health and nutrition, interact positively in the social environment and react responsibly towards the natural environment. Learners have a basic understanding of their own beliefs, are tolerant of others, and share common positive values.
ICT Foundation	Learners participate freely in ICT-related activities and use educational games, software and multimedia appropriate to their purpose.
Arts	Learners participate freely in creative activities, express themselves through art forms and appreciate what others communicate through the arts.
Physical Education	Learners participate to the best of their ability in a variety of games, sports, and physical activities.
Religious and Moral Education	Learners have a basic understanding of their own beliefs, are tolerant of others', and share common positive values
Orientation and Mobility	Learners with visual impairment follow the guided instructions for cane usage techniques; use imaginative visualisation, auditory perception, motor skills and recognise sensory information.
Braille	Learner should be able to use the Braille-writer, emboss with slate and stylus to write Braille; apply composition signs, punctuations; demonstrate the use of contractions; demonstrate the use of mathematical signs and symbols; use the alternative notations, abbreviations and learn to transcribe. Learners know the Braille alphabet and some simple contractions and abbreviations. They are able to read appropriate Braille-texts and they are able to Braille texts for their everyday and school purpose.

⁴ Learners who are deaf use Written English as a 2nd Language.

⁵ The term 'express orally' will be replaced with 'express through signs/signing' for learners who are deaf.

3.1.4 Senior Primary Phase: On completion of the Senior Primary phase...

SUBJECT AREA	COMPETENCY
Language and Communication	<p>First language: Learners have irreversible literacy. They show competence in listening with understanding; for information and enjoyment of texts appropriate to their level; speaking fluently and confidently according to situation and audience; reading with understanding children's literature and texts about everyday issues; sustain factual and imaginative writing up to one page, using mostly correct spelling and grammar. By other means of assistive technology the learners should be able to have a system of representing meaning. The learners should be able to direct self and others to express his/her needs and make choices. Learners should be able to give instructions, warnings and encouragements.</p> <p>Second language: Learners listen for information and enjoyment of texts appropriate for non-Mother Tongue speakers, express ideas, opinions and feelings adequately, read and understand easy children's literature and texts about everyday issues, and write short factual and imaginative texts in which language errors do not confuse meaning. They use English adequately for everyday purposes.</p> <p>Namibian Sign Language: Learners who are deaf understand, read and write English as a second language to continue learning through Namibian Sign Language and Written English.</p>
Mathematics	<p>Learners have an understanding of the concept of rational numbers and carry out the basic operations. They solve everyday problems involving numbers, measurements and spatial relationships. Learners collect, interpret and present simple data. (Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Natural Sciences	<p>Learners use simple scientific models, methods and skills to make scientific sense of the natural environment biologically, psychologically and socially. They relate the implications of scientific understanding to their personal and social health and the sustainable use of all natural resources for future generations. (Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Social Sciences	<p>Learners explain⁶ main developments from selected episodes of Namibian and world history, and main outlines of Namibian and African geography. They describe development of society and its impact on the environment. They explain* beliefs other than their own in a non-judgemental way. They identify their own personal traits, manage time to study effectively, and demonstrate positive social values and skills in interactions with others.</p>
Technology	<p>Material Technology Learners show creativity in investigating and exploring product ideas and designing a product. They choose appropriate materials, correctly use basic hand tools and equipment and make and evaluate their product. (Learners who are deaf use Namibian Sign Language and read and write English.)</p>

⁶ Learners who are deaf use Namibian Sign Language and Written English

Continue: Senior Primary Phase: On completion of the Senior Primary phase...

SUBJECT AREA	COMPETENCY
ICT	Learners demonstrate understanding and correct use of software applications such as Microsoft Office and/or Open Office. They conduct basic navigation through the Windows environment or other operating systems.
Commerce	Learners identify a demand, work out cost and sale prices for a product which they have developed in Design and Technology, Home Ecology or Elementary Agriculture, and sell it in the school or community. (Learners who are deaf use Namibian Sign Language and read and write English.)
Arts	Learners explore and investigate ideas and art media freely, using creative activities, communicate adequately through chosen art forms, and appreciate and interpret sensitively what others communicate through the arts. (Learners who are deaf use Namibian Sign Language.)
Physical Education	Learners have developed co-operative activity and game skills, monitor their own progress and achievements and explain why continued physical activity is important for health and wellness. (Learners who are deaf use Namibian Sign Language.)
Mobility Training	Learners participate in problem solving, re-orient themselves when lost, procure assistance and deal with the public. They establish orientation to an environment, plan movement through the environment to reach desired destinations and maintain orientation while moving through environments.
Braille	Learners know and apply contractions and abbreviations, they read appropriate Braille-texts with speed and accuracy and they Braille texts with ease.

3.1.5 Junior Secondary Phase: On completion of the Junior Secondary phase...

LEARNING AREA	COMPETENCY
Language and Communication	<p>First language: Learners show competence in listening critically with understanding for information and enjoyment to appropriate texts; speaking confidently and meaningfully according to situation and audience, reading youth literature and other texts with understanding and appreciation, sustained factual and imaginative writing up to two pages, using correct spelling and grammar.</p> <p>By other means of assistive technology the Learners should be able to have strategies for interacting with a communication partner. Learners should be able to assert independence by using language to express feelings, preferences and opinions, and initiate and develop social relationships. Learners should be able to explore some of the many functions for which we need language skills.</p> <p>Second language: Learners listen with understanding for information, interact effectively in two-way communication, read and understand youth literature and other texts and write factual and imaginative texts of up to two pages in which errors do not confuse meaning. They can use English adequately for official purposes.</p> <p>Foreign Language: Learners understand short, clear, everyday oral and written texts, make themselves understood reasonably correctly in basic everyday situations, read and respond to simplified texts, and write short texts where formal language errors do not confuse meaning.</p> <p>Namibian Sign Language: Learners who are deaf understand, read and write English as a second language and continue learning through Namibian Sign Language.</p>
Mathematics	<p>Learners use real numbers to estimate, approximate and calculate to relevant degrees of accuracy. They solve problems using a range of methods, including algebra, ratio, rate and proportion, and graphic representations. Learners use the properties of geometric shapes to construct, transform, calculate and solve problems. They solve simple problems using trigonometry.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Natural Sciences	<p>Learners use methods and skills to increase variables in existing scientific models in order for models to reflect real-life situations. They communicate their observations and conclusions using scientific and mathematical language and theories. They realise the value of the natural environment and factors affecting the environment. Learners have the skills and knowledge to maintain a safe and healthy lifestyle.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Social Sciences	<p>Learners know how to act effectively and responsibly in a democratic society and towards the environment by understanding biophysical dimensions of the world as well as political, social, and economic development. They make decisions about the risks and challenges that need to be addressed. Learners express and show positive personal and social values and respect diversity and freedom of beliefs. They understand the importance of personal health, contraception, family life, and planning personal finance. They understand the importance of subject choice for their future career options. (Learners who are deaf use Namibian Sign Language and read and write English.)</p>

Continue: Junior Secondary Phase: On completion of the Junior Secondary phase...

SUBJECT AREA	COMPETENCY
Technology	<p><i>Material technology</i></p> <p>Learners show creativity in more advanced processes of investigating and exploring product ideas and choosing with discernment from a range of designs and/or materials. They correctly use appropriate tools and electrical equipment and make and evaluate a well-finished product.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
ICT	<p>Learners proficiently and legally use a computer and the most usual application packages, do basic programming, ensure computer hygiene, and explain the components and processes involved in computer information technology.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Commerce	<p>Learners use lower-level clerical, secretarial, managerial and bookkeeping skills in direct employment in smaller businesses or opportunity-seeking skills in self-employment as a micro-medium enterprise.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Arts	<p>Learners make considered decisions about how to explore and investigate ideas using creative activities combining intuition and reason; explain their choices of materials, media and art forms to communicate ideas and feelings; and clearly communicate their response to and interpretation of other's art works.</p> <p>(Learners who are deaf use Namibian Sign Language.)</p>
Physical Education	<p>Learners evaluate their ability to contribute to teamwork in games and sports and their individual motivation and aptitude for, and effort in, different games and sports activities. They understand that physical activities are optimal for health and wellness in different phases of life, and why.</p> <p>(Learners who are deaf use Namibian Sign Language.)</p>
Mobility Training	<p>Learners with visual impairment explore complex indoor and outdoor environments which include streets and intersections, commercial retail settings and public transit vehicles and facilities; demonstrate effective use of the cane to manage obstacles, drop-offs and other hazards in the path of cane techniques and demonstrate effective use of visual, auditory and other sensory stimuli.</p>
Braille	<p>Learners are able to Braille texts with ease and they are able to read Braille-texts with speed and accuracy. They master the use of contractions, abbreviations, punctuations, mathematical and computer signs and symbols, and they know how to layout formal letters, greetings cards, application forms and articles.</p>

3.1.6 Senior Secondary Phase: On completion of the Senior Secondary phase...

SUBJECT AREA	COMPETENCY
Language and Communication	<p>First language: Learners show competence in listening critically with understanding for a variety of purposes to appropriate texts; speaking confidently and meaningfully in different contexts using sophisticated vocabulary; reading critically and appreciatively an extensive variety of texts and adult literature; writing factual and other types of texts using appropriate style and grammatical structures.</p> <p>By other means of assistive technology the learners should be able to integrate the use of high-technology (voice output communication aids) and low-technology (symbol communication systems) using each as appropriate.</p> <p>Second language: Learners listen with understanding for a variety of purposes to appropriate texts, speak fluently and confidently in a wide range of situations, read critically a variety of texts and write functional and imaginative texts without serious language errors. They use English competently for official purposes. Learners who are deaf use Written English as the Second Language.</p> <p>Foreign language: Learners understand everyday authentic oral and written texts; appropriately express ideas, feelings and opinions in conversational situations and in written narrative and descriptive texts, using mostly correct language, and where formal errors do not detract from their meaning.</p> <p>Namibian Sign Language: Learners who are deaf observe with understanding for a variety of purposes to appropriate recorded texts, sign fluently with confidence in a wide range of situations and use Namibian Sign Language competently for official purposes.</p>
Mathematics	Learners use mathematical language and representation as a means of solving problems relevant to everyday life and to their further education and future careers. (Learners who are deaf use Namibian Sign Language and read and write English.)
Natural Sciences	Learners use methods and skills to develop simple scientific models based on existing and new information. They communicate their investigations, analyses and conclusions using scientific and mathematical language and theories. They apply and generalise scientific knowledge to everyday situations. They understand the value and vulnerability of the natural environment, actions affecting the environment negatively and how these can be countered. (Learners who are deaf use Namibian Sign Language and read and write English.)
Social Sciences	Learners understand the interrelationships of resources, production, society, the environment, human action, governance and change. They conduct critical analyses of social and environmental issues and evaluate interpretations. They apply social science skills to contemporary events and situations at local, national and global levels. They know how to contribute actively to the sustainable development and growth of a knowledge-based, equitable, democratic society. They show motivation and assertive behaviour, make responsible choices and research study for career options. (Learners who are deaf use Namibian Sign Language and read and write English.)

Continue: Senior Secondary Phase: On completion of the Senior Secondary phase...

SUBJECT AREA	COMPETENCY
Technology	<p><i>Material technology</i></p> <p>Learners show creativity in complex processes of investigating and exploring product ideas, and choose with discernment from a wide range of designs and/or materials. They use appropriate, specialised tools and equipment correctly, make and evaluate a high-quality product.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
ICT	<p>Learners make appropriate selections from a range of hardware and software to solve information problems and systematically try out and evaluate relevant solutions. They communicate effectively through and about Information and Communication Technology, and explain the practical and social effects of it.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Commerce	<p>Learners use intermediate-level office, secretarial, managerial or accounting skills in direct employment in larger business enterprises, or in self-employment as a micro-large enterprise.</p> <p>(Learners who are deaf use Namibian Sign Language and read and write English.)</p>
Arts	<p>Learners research, experiment, innovate and communicate clearly in 2- and 3-dimensional art, analyse and resolve design problems, explain intuitive and imaginative responses using critical and analytical skills, show critical awareness of environments and cultures and demonstrate mature personal vision and commitment.</p> <p>(Learners who are deaf use Namibian Sign Language.)</p>
Physical Education	<p>Learners evaluate their fitness, strength and endurance. They demonstrate basic instruction or refereeing in selected games or sports. They draw up a plan with a rationale and targets for their own health-related physical activities for the different phases of their lives.</p> <p>(Learners who are deaf use Namibian Sign Language.)</p>

3.1.7 Basic Pre-vocational skills: On completion of the Basic Pre-vocational Skills Training phase...

SUBJECT AREA	COMPETENCY
Basic Pre-vocational Skills (Skills subject)	Learners apply basic hygiene and safety measures; select and use appropriate raw materials for production; create models, artefacts and items; apply correct use of products and hand tools, materials and equipment; understand the storage and maintenance of tools and equipment and transform theory into practice. It refers to: Metalwork and Welding, Bricklaying and Plastering, Plumbing and Pipe Fitting, Woodwork, Office Administration, Hospitality Housekeeping, Hospitality Food Preparation, Hairdressing, Educare, Auto mechanic, Front Office Management. (Learners who are deaf use Namibian Sign Language and read and write English.)
Functional Numeracy	Learners use numeric knowledge and mathematical language to perform counting, estimating, measuring materials and objects, basic calculation associated with money, time and materials and apply simple formulae to solve problems in everyday life and recognising shapes represented in real life objects. (Learners who are deaf use Namibian Sign Language and read and write English.)
Communication	Learners are able to express themselves clearly, fluently effectively and confidently in speech and writing in a variety of social and work situations using English. They are able to read, interpret and analyse a variety of simple texts in order to gather meaning and understanding. (Learners who are deaf use Namibian Sign Language, read and write in English. Learners who are blind read and write texts in Braille). By other means of assistive technology the learners should be able to have strategies for interacting with a communication partner. Learners should be able to assert independence by using language to express feelings, preferences and opinions, and initiate and develop social relationships. Learners should be able to explore some of the many functions for which we need language skills.
Entrepreneurship	Learners are enabled to create jobs for themselves and others in the future, to apply the basic business knowledge, skills and attitudes acquired to solve environmental, economic and social problems, appreciate the importance of good working habits, develop positive attitudes towards work and promote interest in self-employment.
Fundamental ICT	Learners demonstrate knowledge and skills to work with different computer and other technical applications and use these skills in their field of specialisation/skills area.
Work Orientation	Learners apply Work Orientation skills in being responsible citizens; having knowledge and understanding of HIV and AIDS; understand how various chronic diseases affect daily lives and work situations; be aware of the impact of smoking and alcohol abuse; applying personal hygiene; practice safety measures; display respect for self, others and the environment; prepare for and explore different career opportunities and interact in business communication and marketing and set clear future goals.

3.1.8 Phase Competencies for learners with Intellectual Impairment

The learning outcomes of each phase for learners with intellectual impairments are depending on the individual learner's needs. The curriculum is structured in phases of development. Within each phase, the learners are grouped into classes that are based on the cognitive ability, learning needs and communication ability.

Beginners Phase: On completion of the Beginners phase...

LEARNING AREA	COMPETENCY
Orientation Programme	The learners develop skills needed to cope in daily life. The learners should combine different resources to solve practical problems. The programme includes Self Care, Numeracy, Social Awareness, Physical Awareness, Art, Music and Religious and Moral Education.
Communicative English	Some learners will be able to communicate in English. By other means of assistive technology the Learners should be able to communicate through a medium. Learners 'read' through incidental reading and/or any other means identified for the individual learner.
Environmental Awareness	Learners will be made aware of basic hygiene, nutrition and safety, positive interactions in the social environment and to act responsible in the natural environment.

Junior and Senior Phases: On completion of the Junior phase...

LEARNING AREA	COMPETENCY
Creative Skills	Learners make useful products / models of locally available recyclable and new materials. On completion of the senior phase, learners are certified to enter the world of work as assistants in specific job areas.
Numeracy Skills	Learners solve simple problems in everyday contexts by adding and subtracting, multiplying and dividing within a limited number range in accordance with their abilities.
Communicative English	Learners respond appropriately to instructions and questions; ask for permission to do things and ask for things they need or want to know. By other means of assistive technology the Learners should be able to have a system of representing meaning The learners should be able to direct self and others to express his/her needs and make choices; they should be able to give instructions, warnings and encouragements.
Physical Development	Learners are able to participate to the best of their abilities in a variety of sport games and physical activities. Learners should discover movement possibilities through participation in play-like movement activities in which enjoyable, challenging, self-expressive and self-discovery situations are created.
Environmental Awareness	Learners are able to look after their own basic health and nutrition to the best of their abilities; interact positively in the social environment and act responsibly towards the natural environment.
Religious and Moral Education	Learners have a basic understanding of their own beliefs, are tolerant towards others and share their common positive moral values and ethics.

Senior Phase: On the completion of the Senior Phase...

(In this phase the learners are following a functional curriculum that is based on the following four domains :)

LEARNINGT AREA	COMPETENCY
Career Development	Learners identify individual strengths and interests to make informed education and career decisions. Learners demonstrate knowledge and skills to explore career opportunities and personal career goals. They prepare themselves for post-school learning and for the challenges of finding and creating career opportunities.
Personal Development	Learners develop awareness of their needs and learn the skills required to ensure that they get the resources and support they need. They develop skills conducive for success in learning, work and life.
Independent Living	Learners develop skills of self-reliance, confidence and daily functioning in the society.
Functional Academics	Learners develop literacy and numeracy skills that they need to become self-directed, life-long learning learners. These skills should provide outcomes of independence, inclusion, productivity and improved quality of life.

4. LANGUAGE: MEDIUM OF INSTRUCTION AND SUBJECTS

This chapter outlines how the Language Policy is realized in the curriculum.

4.1 Identity, Culture, Communication and Learning

Learning through the medium of the Mother Tongue, especially for learners with intellectual and sensory impairment in the Orientation Phase, Pre-primary and Lower Primary Phases, is crucial for concept formation as well as attaining literacy and numeracy. The Language of Teaching and Learning in the Orientation phase, Pre-primary, Grades 1-3 and all the phases for learners with intellectual impairment, depending upon the location, is therefore the Mother Tongue of the learner. The Namibian Sign Language is the first language or Mother Tongue to deaf learners. It is a language which identifies the Deaf community and transmits the Deaf culture. Language is the most essential tool for all communication and learning; it is integral to every person's identity and it is at the core of a culture.

4.2 Medium of Learning

Learning through the medium of Mother Tongue, especially in the Junior Primary phases (Pre-Primary , Grades 1-3 and Beginners Phase) and Senior Primary (Grade 4-5 and Junior Phase), is crucial for concept formation as well as attaining literacy and numeracy. The medium of learning in these phases is therefore the Mother Tongue of the learner. *(Take note that the use of Mother Tongue as medium of instruction will be phased in gradually as necessary preparations are done)*

In multi-language schools, Mother Tongue medium classes will be constituted where there are a sufficient number of learners in a mother tongue. If there are an insufficient number of learners to constitute a Mother Tongue medium class, the medium of learning for those learners will be the predominant local language. Learners who are deaf use Namibian Sign Language from Early Childhood Development to Grade 12 and beyond, and English is used for reading and writing. Learners with visual impairment will use Braille Script to read and write both in English and Mother Tongue. Grades 6-7 are transitional years where the medium of learning changes from the Mother Tongue/ predominant local language to English. It is therefore critical for learners to acquire literacy skills in English in Grades 1-5. The Mother Tongue can be used in supportive role, to ensure that learners have understood new content or concepts where they seem to be having difficulty in understanding the English terminology. In Grades 6-7, using the Mother Tongue in a supportive role will only be permitted in exceptional cases.

4.3 Communication, Reading and Writing Systems

Assistive Technology

Assistive technology is any device, piece of equipment or system (high tech or low tech) that supports the learning and teaching process of learners. It helps the learners to reach their full potential since it supports learners to capitalise on their strength and not to be inhibited by their barrier to learning.

It seeks to develop essential technology skills and meet the educational needs of all learners. The use of technology is essential for learning in all schools and classroom environments.

4.4 Language Subjects

Pre-Primary learners acquire a foundation for literacy and language learning through

*Grades 1-10:
Everyone takes two
languages: all take
English and the
Learners with Hearing
Impairment will take
Written English and
Namibian Sign
Language*

listening, speaking and preparatory reading activities. All learners take two language subjects from Grade 1 to Grade 9 and, as far as possible, also in Grades 10-12. Learners are strongly encouraged to take at least one language on a First Language level. All learners take English and the Learners with Hearing Impairment will take Written English and Namibian Sign Language. The other language subject for the great majority of learners will be the Mother Tongue. In multi-language schools, Mother Tongue language classes will be constituted where there are a sufficient number of learners in a

Mother Tongue (30 in primary, 35 in secondary).

Multi-grade classes in the language other than English will be constituted if there are not enough learners for separate grade classes. No more than two grades should be in the same multi-grade language class in the Junior Primary phase. Multi-grade classes in the Senior Primary and Junior Secondary phases may include all two grades respectively. In the Junior and Senior Secondary phase, both grades constitute a multi-grade class. If there are an insufficient number of learners in a Mother Tongue to constitute a Mother-Tongue language class in either of the ways described above, those learners will take the predominant local language instead.

Prior permission must be obtained from the Minister for any exceptions to the language medium or language subject policy stated in this curriculum, with well-grounded, convincing motivation.

4.5 Foreign Languages

Foreign languages may be taken as elective subjects from Grades 8-12. Learners may only take a foreign language if they start it at Grade 8 level.

4.6 Facilitating Languages and Communication

Augmentative and Alternative Communication

Some learners learn to read and spell through incidental reading. They may use pictures and signs to augment or substitute for spoken languages. This enables learners with limited verbal skills to effectively learn and communicate with others. Augmentative and Alternative communication takes place through aided and unaided high tech or low tech communication systems and strategies.

Namibian Sign Language

Learners who are deaf learn and use Namibian Sign Language as a Mother Tongue from the Orientation Phase. Namibian Sign Language as Mother Tongue is taught as a subject and used as medium of instruction from Grade 1 to Grade 12 and beyond. Written English is used for reading and writing.

Speech, Communication and Language

Speech tuition is given to learners with speech and language difficulties and to learners who are hard of hearing, to enhance language and speech abilities.

5. TEACHING AND LEARNING

In a knowledge-based society, existing knowledge and skills are constantly being evaluated and new knowledge and skills are acquired and applied in order to improve the quality of life. A knowledge-based society needs independent thinking and creativity as well as highly-developed communication, social and teamwork skills. The development of the core and key learning areas depend on the approaches used for teaching and learning through Learner Centred Education. The challenge in preparing all learners, including those with special educational needs, for a knowledge-based society is to provide well-managed flexibility in the approaches to teaching and learning, and provides learning experiences which motivate the learner to learn more effectively.

5.1 Teaching Approaches in Inclusive Settings

A common factor for learners with barriers to learning is that they need flexible differentiated education. Individualisation of teaching approaches ensures that every learner benefits optimally from education. Effective key elements to support learners in schools are:

- Considering the learners' individual learning needs and addressing the different learning styles. The teaching approaches should respond to diversity such as multi-level instruction, co-operative learning, and Individual Education Plans activity-based learning and peer tutoring.
- Ensure that the curriculum is accessible to all learners and teaching and learning strategies and assessments are adapted to meet the individual needs of the learners.

- Create a learner-centred and inclusive environment and ensure that learners are actively involved in their learning. The diversity of each learner's individual needs, pace of learning, experiences and ability must be accepted and valued.
- Appreciate and acknowledge achievements in all learning areas, including the creative, physical and social area. Praise each learner's individual efforts and progress. Create possibilities for each learner to experience success, to maintain and improve self-confidence and build self-esteem.
- Encourage effective and positive coping strategies. Motivate learners to find their own solutions and build resilience. Guide the learners in making their own choices and in reflecting their strategies and choices.

6. ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills, which are relevant to the knowledge-based society. The competencies in the syllabuses state what understanding and skills a learner must demonstrate because of the teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are meant to support learning and assessment results should be used to improve subsequent learning. Whenever an Individual Education Plan is applied, all assessment should be related to the plan.

6.2 Inclusive Assessment

Inclusive assessments are built into learning objectives and are to meet the assessment entitlements of all learners. Inclusive assessment is concerned with equal opportunity for all learners. It is an approach that recognises that learners have different learning styles and offers a range of assessment methods necessary to assess in different ways in which learners can demonstrate achievement of learning objectives.

The principles underpinning inclusive assessment

- All assessment procedures should be used to inform and promote learning for all learners
- All learners should be entitled to be part of all assessment procedures;
- The needs of learners with special educational needs should be considered and accounted for within all general as well as special needs specific assessment policies;
- All assessment procedures should be complementary and inform each other ;
- All assessment procedures should aim to “celebrate” diversity by identifying and valuing all learners individual learning progress and achievements;
- Inclusive assessment explicitly aims to prevent segregation by avoiding – as far as possible- forms of labelling and by focusing on learning and teaching practice that promotes inclusion in a mainstream setting.

The focus of inclusive assessment

- The purpose of inclusive assessment should be to improve learning for all learners in mainstream settings;
- All assessment procedures, methods and tools should inform teaching and learning and support teachers in their work
- Inclusive assessment may include a range of assessment procedures that fulfil other purposes in addition to informing teaching and learning. These purposes may be related to summative assessment, initial identification of special education needs, or monitoring of educational standards. All these procedures should aim to inform learning, but the procedures should also be “fit for purpose”. The methods and procedures should only be used for the reason they were designed for and not used for other purposes.

Approaches to equal opportunity by making assessment accessible

1. **Inclusive Design :** Inclusive design for assessment means that the needs of all learners are considered from the start when designing assessment, as a built-in device and not just a bolt-on. All the learners will benefit from when assessment follows an inclusive design.
2. **Universal Design:** The principle of universal design is based on a movement in architecture and product development to accommodate wide range of users. Universal design in assessment means applying multiple forms of assessment for all learners, it's about being flexible in assessment modes.
3. **Adjustment and Adaptations:** The assessment is the same, but is adjusted and adapted to the learner's special educational need. The way of adjustment and adaptations are referred to as access arrangements which include extra time allowance, provision of specially adapted papers, and assistance with reading and writing. Learners will be assessed to the same marking criteria so that grades have the same validity and not mislead users of the qualification about the learner's attainment. Within the school setting the following special arrangements have been designed for learners who: have permanent disabilities and impairments; suffer from medical conditions; have adverse conditions, is affected by illness, bereavement or other conditions. For all the special considerations and access arrangements an application form with a diagnostic assessment report has to be completed, signed and attached to the Cumulative Record Card. For all the external examinations the procedures according to the Handbook for Centres from DNEA have to be followed. Special considerations and access arrangements allow learners with substantial and long-term difficulties to access the examination to have the opportunity to demonstrate their attainment.
4. **Additional Arrangements:** The additional arrangements include same assessment, but additional tools or resources. It comprises of making changes to the physical environment or offering additional tools to support assessment. The Handbook for Centres: *Information and Examination Regulations* (Directorate for National Examinations and Assessment) has to be referred to in this regard for regulations for governing of extra time, use of readers, use of scribes, use of word processors and computers, use of transcripts, use of separate rooms, use of assistive technology, use of coloured overlays for printed material, printing questions on coloured paper, use of practical assistants and the use of a prompter.
5. **Alternative Assessment :** Alternative assessment is based on the understanding that the learner needs to demonstrate the learning outcome, but the assessment methods will be different. Assessment does not need to be identical but should be equal. These assessments describe achievement based on what is determined as a high expectation for the learner. Within the school setting, the concept of alternative assessment is explained as a systematic approach of monitoring and evaluating learner potential to learn a specific concept and skill within a specific but extended period. These forms of assessment entails the following modes; a planned form of assessment is written examination, the alternative to this can be oral examinations, answering questions on video(including "signing" video for learners whose first language is Namibian Sign language), or extra piece of learning outcomes.

6.3 Continuous Assessment

The term "continuous assessment" is used to describe the constant process of assessment that spans the entire learning process. Assessment starts when learning starts and is ongoing throughout the learning process. Continuous assessment might take the following modes of assessment:

- Baseline Assessment is used to establish what learners know and can do. It informs the teacher where to begin the teaching and learning process. During baseline assessment, the learner's abilities can be used to formulate the Individual Education Plan

- Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the Multidisciplinary Support Team (Regional School Counsellor, Speech therapist, Occupational therapist, Physiotherapist, Social worker, Psychologist, etc.)
- Differentiated assessment is a continuous process whereby the teachers gather information about learners, before and after instruction through multiple sources to identify learners' needs and strengths. Teachers use this information for instruction and measuring learning outcomes. Adjustment of the assessment domain will differentiate from the traditional assessment applicable to all learners. Differentiated assessment is based on specific academic subject areas that learners have trouble with.

6.4 Formative and summative assessment

Formative Continuous Assessment determines the outcome and the appropriateness of the learning acquired and takes place during the learning process and informs planning of future learning processes. Alternative assessment methods can be applied for learners with sensory, intellectual and learning impairments. Summative assessment determines the overall achievement of learners and learning success. It takes place at the end of a learning cycle, programme or phase. Alternative assessment methods can be applied for learners with sensory, intellectual and learning impairments. Special consideration and accommodations can be applied for according to the Handbook for Centres supplied by the Directorate for National Examination and Assessments (DNEA). Access Arrangements and Special Considerations are not only applicable to external examinations but to all school-based assessments.

6.5 Informal and Formal Methods

The teacher must assess how well each learner masters the competencies described in the subject syllabuses and from this gain a picture of the all-round progress of the learner. Informal assessment methods are procedures for gathering information about learning that teachers frequently use during class activities. They provide the teacher with information that is critical to know. Informal assessment methods form part of the daily classroom routine of teachers as a means to monitor the learners' progress and to provide feedback to them. Formal assessment methods are procedures for gathering information about the learners that are created with special thoughtfulness, planning and care. It is closely matched to the competencies in the syllabus. Formal assessment takes place on a regular basis and is designed to provide systematic evaluation of learner performance and progress.

6.6 Evaluation

Information from informal and formal continuous assessment is used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each theme or topic of teaching, and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

6.7 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

6.8 Grade Descriptors

No grades will be given to learners in Early Development. Observations will be described in a narrative form.

Grade Descriptors for Pre-primary

Grades	Points	Grade Descriptor
Fully Mastered (FM)	3	The learner achieved the Competency very well. This is for good achievement in the area of assessment.
Almost Mastered (AM)	2	The learner partly achieved the Competency. The learner may not have achieved all aspects of the competency, but with extra support and guidance from the teacher, has sufficient competency in the particular school readiness skill.
Not yet Mastered (NM)	1	The learner has not achieved the majority of Competencies. The learner has not been able to reach a minimum level of competency, even with help from the teacher and is in need of extensive learning support.

The grading structure will be consistent from Grade 1 to Grade 12. It will be aligned to 6 level descriptors, A – U as follows:

Grade	Points	% Range	Competency Descriptors
A	5	80%+	Achieved Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	4	70-79%	Achieved Competencies very well. The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	3	60-69%	Achieved Competencies well. The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	2	50-59%	Achieved Competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	1	40-49%	Achieved the minimum number of Competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0	0-39%	Not achieved the minimum number of Competencies to be considered competent. The learner has not been able to reach a minimum level of competency, and needs extensive help from the teacher. The learner is seriously in need of learning support.

Letter Grades A-E will be used across all phases in school reports to indicate learners' actual level of attainment of competencies in relation to competency descriptors. Grade and percentage ranges will be used in grades 4-12 to indicate learners' actual level of attainment in tests and examinations. Reporting to parents/guardians will be done in letter grades. Point values will be used mainly in grades 1-3 and grades 4 -12 criterion based assessment to indicate learners' actual level of attainment of competencies in relation to competency descriptors in assessment rubrics. This also applies for the learners in the Basic Pre-vocational skills stream. When an Individual Education Plan is in place, all assessment should be related to the plan. A narrative report of the progress made is sent to parents at the end of each term, based on the Individual Education Plan.

Grade Descriptors in Resource Schools/Units for Learners with Intellectual Impairments

Level	Grade	Grade Descriptors
5	A	Performed above expectations
4	B	Met criteria and can move to next level
3	C	Able to, but not consistent. Needs more practice
2	D	Able to at a basic level with support
1	E	Attempted, but not able to

6.9 Conducting and Recording Assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework, and short tests on completion of a topic may be recorded for continuous assessment. Evidence of continuous assessment should be kept and be available on request. For learners with intellectual impairments assessment takes place in class and project activities as well as group work. No written tests are conducted for learners with intellectual impairments; however the Individual Education Plan is guiding the assessment. Non-promotional subjects in the Upper Primary and Secondary grades are assessed through informal continuous assessment methods and letter grades are awarded directly. These grades must be reported to the parents on trimester basis in a school report, but will not count for promotion purposes. Special considerations can be applied continuously for assessment and examinations according to the Handbook for Centres from Directorate National Examinations and Assessment. Special considerations and arrangements are also applicable to school-based assessments.

6.9.1 Orientation Phase

In Early Childhood Development, progress will be assessed by observing the learners during regular classroom activities. The observations are aimed to identify and stimulate the learners' educational needs and to mobilise their resources.

6.9.2 Pre-primary

In the Pre-primary phase, assessment is conducted and recorded during regular classroom activities. All assessment is informal and is based on observations. It is aimed to identify if a learner has special educational needs and how to mobilise resources to meet them. Assessment is related to how well each learner achieves the competencies specified in the syllabus. At the end of the trimester, the teacher summarises the marks. The components of each learning area are reflected on the report form. At the end of the year, only the marks for the last term are considered for the report. At the Pre-primary phase level, assessment is not meant for selection or promotion purposes. Learners will start with Grade 1 after completion of the Pre-primary school year.

6.9.3 Basic Pre-vocational Skills Training

The learner's competencies will be assessed through means of assignments, projects, models, practical work, job attachment, checklists and short written tests. Achievements will be recorded on relevant marking sheets and accumulated in the portfolio. In the trade/skills subjects the modular assessment approach is applied. The learner will be assessed repeatedly based on readiness until the competency is successfully achieved. Portfolios with evidence of learner work are compiled and kept for moderation purposes.

6.9.4 Learners with Intellectual Impairment

All the assessments are conducted and recorded continuously. Assessment is guided by the Individual Education Plan. Progress is regularly discussed by the Promotion Committee at the school.

6.10 Promotion and Progression

Learner-centred education presupposes that all learners can learn and develop given the right circumstances and recognises that this will vary from learner to learner. Variations among learners show the different abilities that each learner demonstrates given the curriculum delivery inputs that the learner experiences. Therefore, learners will progress through Basic Education in as near to normal time as possible and with limited barriers. Some learners will academically achieve highly, other learners will develop their potential fully, given appropriate learning support.

Learners with special educational needs will be alternatively assessed and promoted through the schooling system. Learners who are not capable of achieving the competencies expected in Basic Education should be accommodated through in-class Learning Support, receive support in afternoon Learning Support Class or be referred to Learning Support Class with the assistance from the Learning Support Teams at all schools. Learning Support Teams at schools may refer learners for medical and other professional assessment and support. The recommended promotion requirements followed in National Curriculum is not applicable to the learners in the Resource School and Learning Support Class. Individual Education Plans will be used to guide teachers in assessment and promotion of these learners. The class/subject teacher should work in consultation with the promotion committee to promote or mainstream a learner to next grade.

6.10.1 Requirements for Promotion

Orientation Phase

No formal promotion applies to the Orientation phase. However, the early and accurate identification of the learner's potential and need for support in some areas of growth, development and learning is very essential. An individual Early Childhood Education Plan should be drawn up in collaboration with the parents and other specialised caregivers. The implementation and progress of the plan should be assessed regularly.

Pre- Primary

Learners will normally be ready to commence with formal teaching and learning in Grade 1 after completion of the school readiness programme in the Pre-primary year. All learners who turn six before/on 31 December should be admitted to Grade 1 the following year. Taking into consideration the learning needs of individual learners in Resource Schools and Units, learners may be older than 6 before they enter the formal teaching and learning phase.

Integrated Learning Support Class

The aim of Integrated Learning Support is to develop the learner's reading, writing and numeracy skills to the level where the learner can be transferred back into mainstream grades. If it is evident at the age of 16 (or earlier) that the learner will not benefit from basic education, the learner should be referred to Basic Pre-vocational Skills stream respectively.

Basic Pre-vocational Skills Training subjects, a learner in Grades 4-7 should be promoted to the next grade if he/she has obtained an E-grade or better in each of 5 subjects, including English and Mathematics; provided that the overall average is an E (40%).

Out of 6 subjects, a learner in Basic Pre-vocational skills shall be promoted to next year if he/she has obtained:

- a. E-grade or better in the skills subject
- b. E-grade or better in each of 5 supplementary subjects, including Communication and Functional Numeracy
- c. An overall average of an E (40%)

At the end of the year two, learners will write a semi-national examination.

Grades 1-3

Out of 7 subjects, a learner in Grades 1-3 shall be promoted to the next grade if he/she has obtained:

- a. E-grade or better in 6 out of 7 subjects
- b. E-grade or better in the in the language used as the medium of learning,
- c. E-grade or better in Mathematics and the Second / first Language;
- d. an the overall average is an E(40%).

Grades 4-7

Out of 5 subjects, a learner in Grade 4 should be promoted to the next grade if he/she has obtained:

- a. E-grade or better in 4 out of 5 promotion subjects;
- b. E-grade of better in the language used as medium of learning;
- c. E-grade or better in Mathematics and the other language;
- d. An overall average of an E (40%)

Grades 5-7

Out of 8 subjects, a learner in Grades 5-7 should be promoted to the next grade if he/she has obtained:

- a. E-grade or better in 7 out of 8 promotion subjects;
- b. E-grade or better in English, other language and Mathematics ;
- c. An overall average of an E (40%) .

Grades 8-9

Out of 9 subjects, a learner in Grades 8-9 should be promoted to the next grade if he/she has obtained:

- a. E-grade or better in 8 out of 9 promotional subjects;
- b. E-grade or better in English and Mathematics;
- c. An overall average of an E (40%)

In Grade 9, learners will write a semi-national examination.

Grades 10-11

A learner in Grade 10 should be promoted to Grade 11 if he/she has obtained:

- a. E symbol or better in 5 out of 6 subjects, including English,
- b. An overall average of an E (40%)

Learners will write an external examination at ordinary level at the end of Grade 11.

The criteria for entry to Grade 12 will be determined by the Ministry of Education annually.

Grade 12

- a. Learners will write an external examination of Higher level at the end of Grade 12.

7. CURRICULUM MANAGEMENT

7.1 Managing Resources

Curriculum management comprises of the organisation of groups, time, space, knowledge, and material and human resources. A curriculum which prepares for a knowledge-based society is a resource-intensive curriculum. Good management of resources, especially at school level can support curriculum intentions and ensure that learners benefit from effective, all-round education.

7.2 Teachers and Teaching Support Staff

The first premise for good curriculum management at school level is that all teachers and their assistants are fully conversant with the curriculum and its implications, the process of knowledge creation, teaching, learning and assessing in a learner-centred way. General responsibilities of teachers and teaching support staff are to:

- follow the Code of Conduct for teaching staff with strict adherence to the clause on confidentiality
- plan and prepare educational activities in collaboration with class teachers
- provide care and support in teaching and learning

Teacher Assistant

Teacher Assistant is allocated to a school on a ratio and/or needs basis, whichever one carries more weight. The Teacher Assistant works in collaboration with the teachers in a given school. Inherent in the *National Professional Standards for Teachers in Namibia*, the responsibility for ‘designing, implementing, supporting and evaluating the educational programme’, rest with the teacher in collaboration with the Teacher Assistant. Thus, it is the responsibility of both the teacher and the teacher assistant to facilitate the inclusion and support of learners with special educational as well as physical needs. Specific responsibilities in terms of educational programme delivery include:

- Designing, planning and organising learning experience of learners with special educational needs.
- Implementing programmes for learners with special educational needs.
- Assessing, evaluating, reporting and recording learner progress.
- Developing a supportive learning environment.

The Teacher Assistants are support professionals such as Classroom Assistants/Facilitators, Mobility and Orientation Instructors, Interpreters, Sign Language Interpreter, Teacher Assistant for Visual Impairment, Teacher Assistant for deaf learners and should be trained and appointed where needed.

7.3 Timetabling

Timetabling should be done in such a way as to provide opportunities for longer teaching/learning sequences, cross-curricular teaching, and project work. Double lessons should become much more usual than at present. It also creates fewer disturbances in moving from class to class every period. When teaching teams are organised as outlined above, and follow the same class through the phase, the team itself may begin to organise time flexibly within their period and subject allocations, within the overall framework of time allocation for each subject. Since the team and the class are a largely self-contained unit, this will not affect other teachers or other periods.

Timetabling and school management must ensure that the whole curriculum is taught (not just promotional subjects), and that the overall time allocations are adhered to. Schools aiming to adjust or adapt time allocation must first gain the approval of the Regional Director.

Timetabling for the Pre-Primary grade should be very flexible and learning areas should be taught in an integrated way. Learners will spend 4 hours per day at school and for schools with computer laboratories, an extra period of 30 minutes may be added to one of the days. Time allocation for all other phases and subjects are stipulated in Annexes....A principal’s or assembly period is optional and schools may arrange it in any way they wish. It should be added on to the teaching time allocated per week.

7.4 Multi-Disciplinary Team

7.4.1 Composition of Multi-disciplinary Team

The Multi-disciplinary Team includes the Regional School Counsellor, Speech therapist, Occupational therapist, Physiotherapist, Social worker, Psychologist, Learning Support Coordinator, Life Skills teacher, other medical and paramedical personnel, parents/ guardians and member(s) of the Outreach team. The composition of relevant members of the multi-disciplinary team varies from learner to learner. Parents play a vital role in the education of their children and are an integral part of all decisions. Communication channels for obtaining and providing information about learners should be established between the school and the Multi-disciplinary Team as appropriate.

7.4.2 Responsibilities of specialists of the Multi-disciplinary Team

The specialists of the Multi-disciplinary Team is responsible for co-ordination of assessment, placement and periodic evaluation on learner's progress at specified intervals based on stipulated competencies in the Individual Education Plan respectively. The Multi-disciplinary Team determines appropriate interventions.

8. STRUCTURE OF MULTI-RESOURCE SCHOOLS /UNITS

In an inclusive school, all learners are valued and have the right to education regardless of their needs or abilities. All learners in Namibia have a right to a meaningful and quality education. Each learner is unique and has the right to a full range of learning experience through a diversified, accommodative and flexible curriculum and educational environment. Resource Schools are the nucleus of the implementation of inclusive education in all regions. A school is Multi- Resource when it has all of the following eight components such as an assessment centre; a unit for learners with visual impairment; a unit for deaf learners; a unit for learners with intellectual impairment; a unit for learners with severe learning difficulties; a unit for learners with severe social, emotional and behavioural difficulties; a shared outlet of vocational training workshops; and a unit for outreach support services.

Attached are the eight units that can be found at a Multi-Resource School or anyone of which can be established at an Inclusive School based on the learner's educational needs.

Annexe 1: Learning Support Unit

Annexe 2: Learners who are Deaf or Hard of hearing

Annexe 3: Learners with Visual Impairment

Annexe 4: Learners with Intellectual Impairment

Annexe 5: Basic Pre-vocational Skills Training

Annexe 6: Outreach Team

ANNEXE 1: LEARNING SUPPORT CLASS/ UNIT

1.1 Description area of Learning Support Class

The Learning Support Class caters for learners who are having moderate to severe learning difficulties, language difficulties or are experiencing difficulties or academic backlog in reading, writing and arithmetic.

1.2 Admission

Criteria

- All means of support with evidence should be exhausted before a learner is placed in a learning support class
- Learners who are not promoted with an evidence of a learning difficulty
- In a case of a school beginner who is clearly not capable of progress in the mainstream, special permission for placement may be granted by the regional education director through the inspector of education

Referral

- For the learners to be referred to the Learning Support Class, an Individual Diagnostic Test should be conducted by the Learning Support Class Teacher in conjunction with the Promotion Committee
- Referrals can also be made by the Regional School Counsellor, an Educational Psychologist or the Inclusive Education Advisor/Officer, provided that a support plan accompanies the report.
- The Learning Support Team with the consent of the parents takes the decision for the placement in the Learning Support Class.
- If there is uncertainty about the learner placement in the Learning Support Class or when parents refuse permission for placement, the following referral documents have to be submitted via the Learning Support Class Teacher to the Regional School Counsellor and the School Inspector who will make recommendations regarding programmes or placement of the learner or any other measures to be taken.
 - Cumulative Record Card
 - Scholastic report
 - Evidence of the following Learning Support Documents: *Individual Learning Support Plan(ILSP)- Individual Learning Objectives and progress plan; Class Group Record, Observation Profile;*

1.3 Progression

- The Individual Education Plan will accompany the learner's progresses.
- The learner may be transferred back into the mainstream class when the backlog has been eradicated.
- The duration of the time in Learning Support Unit will be linked with the age of the learners on admission and the support required by the learner.
- Learners who are not transferred back into mainstream will progress through to the Basic Pre-vocational Skills stream. It is important to note that appropriate competencies in literacy and numeracy should be achieved to prepare the learners for the Basic Prevocational Skills stream where needed.

1.4 Promotion and repetition

- Learners benefit most by remaining with their own age group.
- The competencies specified in the languages and mathematics syllabuses are intended to help the teacher identify the progress and holistic development of each learner at each stage.
- A learner may not master everything that is to be learnt in a certain grade, but is more likely to develop by going on to a new grade and acquiring what is possible there, than by being kept back. Preferably, no learner should be more than two years above the appropriate age for a year grade.

- Based on the learner's special education need the learners promotion should be determine by the promotion committee either to the mainstream grades or in the Learning Support Class. It will be detrimental to the emotional state of the learner to be mainstreamed if such a learner could not perform or develops anxieties due to the class size.

1.5 Leaving the Learning Support Class

A learner may be mainstreamed to an appropriate grade:

- During the course of the year, when an academic backlogs in literacy and numeracy of the given grade are attain
- At the end of the year in which the learner turned 14 years and is progressing through at a Resource School , considering that entry requirements of such a school are met,
- Has achieve the required competencies of the mainstream grade to continue in mainstream
- Has come into a situation of such severe or acute special educational needs that s/he cannot benefit the teaching and learning in the Learning Support Class anymore and is referred to a Resource School

1.6 Learning Areas and Learning Support

The adaptation of the curriculum in a Learning Support Unit should suit the learners' individual needs, strengths and interests. In some cases, straddling can be implemented in a Learning Support Class. Straddling is when a learner at a specific grade or phase is working to attain a learning outcome from more than one grade within a subject area. The main emphasis of the learning is put on the basic numeracy, reading and writing skills. Subject knowledge will be taught in an integrated way. The learning support programme is designed to address the individual learning needs of learners.

1.7 Assessment

All assessments in the Learning Support Class should follow inclusive assessment methods mention in this document. There are no end-of term tests or en-of –year test or examination in the Learning Support Class. When designing for assessment, the teacher should ensure that all the learners have equal opportunity to perform to the best of their ability regardless of special education need. When designing accessible assessment:

- be inclusive, conduct small changes in the design, presentation and language of assessment
- be flexible, adjustments and adaptations such as additional time and assistive technology should be applied
- consider different alternatives to test the competencies of given subjects

Continuous Assessment

The same principle as stipulated in this document and the National Curriculum for Basic Education on continuous assessment applies here for both formal and informal continuous assessment.

1.8 Learner-Teacher Ratio

Teaching and learning takes place in small groups. Effective learner to teacher ratio in a Learning Support Unit is a minimum of 8:1 and a maximum of 14:1.

1.9 Materials and Resources

Equipment for differentiated support of individual learning needs, including textbooks, syllabuses and teaching aids should be available for the effective delivery of the curriculum and the enhancement of effective teaching and learning processes.

ANNEXE 2: LEARNERS WHO ARE DEAF OR HARD OF HEARING

Hearing impairment refers to both complete and partial loss of the ability to hear. The degree of hearing loss determines the category of hearing impairment, either hard of hearing or total deafness.

2.1 Description

Each learner is unique and has the right to a full range of learning experiences through a diverse, accommodative and a flexible curriculum and educational environment. The Resource Schools and Resource Units will cater for the educational needs of deaf and hard of hearing learners.

2.2 Admission

Criteria

- **learner who is hard of hearing or total deafness**

Age

Learners who are deaf are enrolled for Early Childhood Development Phase from the age of 3 years. Learners who are hard of hearing enter pre- primary at the age of 5.

- **Referrals**

Referrals will be made to the Regional School Counsellors or Inclusive Education Adviser/Officer, who will refer the learner to the local hospital for an examination or/and audiology test. Upon the medical report the learner can be enrol at a Resource Schools or Resource Units based on the parents' choice, accessibility of the service and the specialised equipment needed. A learner may be enrol at any mainstream school provided that there is needed support and services available.

2.3 Progression

Learners follow the mainstream syllabuses as stipulated in this document and the National Curriculum for Basic Education. Learning Support will be provided continuously and consistently to deaf or hard of hearing learners who demonstrate learning backlogs. Learners can attend the Basic Education Schools and progress through the schooling system in formal setting provided that they are fitted with hearing aids. Learners will progress depending on their performance from grade to grade. ~~The options for exit from the education system are:~~

- ~~Basic Pre-vocational Skills Training;~~
- ~~Grade 12, either through formal or non-formal education;~~
- ~~Vocational Levels 1 and 2 after completion of Basic Education Grade 10 or 12.~~

Promotion

The promotion requirements stipulated in this document applies to all learners in the Resource schools.

2.4 Curriculum and Learning Support for Learners who are deaf and hard of hearing

2.4.1 Orientation and Pre-primary

Ideally, Orientation covers two years for learners who are deaf, although learners who show sufficient progress in the first year of the Orientation phase may progress to Pre-primary. Those who demonstrated low achievement in Orientation I will progress to Orientation II in the second year. Two years of Orientation may not be applicable for learners who are hard of hearing, one year may be sufficient.

2.4.2 Junior and Senior Primary

The learners are taught according to the Namibian Lower Primary syllabuses. Namibian Sign Language is taught as the first language. A Deaf Assistant is part of the teaching team. Written English is the learners' second language. Special emphasis should be placed on language and literacy development. Hence, a daily reading period of 25 minutes is introduced.

2.4.3 Junior and Senior Secondary

The learners are taught according to the Namibian Junior Secondary and Namibian Senior Secondary syllabuses. Namibian Sign Language is taught as the first language. Written English is the learners' second language. Special emphasis is laid on language and literacy development; therefore a daily reading period of 25 minutes is recommended. In these phases the learners are examined in Namibian Sign Language and Written English.

2.4.4 Basic Pre-vocational Skills Training

Learners who are deaf or hard of hearing and experience difficulties in coping with academic work may continue after Grade 7 (provided they are 16 years old or turning 16) with the Basic Pre-vocational Skills Training where the emphasis is on gaining practical skills. The Basic Pre-vocational Skills course may act as a bridging course to learners who may qualify for further studies in the Vocational courses. It may also be an exit level with certification.

2.4.5 Learner-Teacher Ratio

Learner to teacher ratio is 8:1. It is evident that effective teaching and learning take place in small groups.

2.4.6 Materials and Resources

Equipment to support teaching, learning and training for learners who are deaf or hard of hearing such as textbooks, workshop equipment and materials, syllabuses and teaching aids should be available for the effective delivery of the curriculum.

ANNEXE 3: LEARNERS WITH VISUAL IMPAIRMENT

3. Visual Impairment

There are various degrees and types of visual impairment such as low vision, partial sighted and blindness. Learners with albinism are likely to have some degree of visual impairment.

3.1 Description

The Resource Schools and Resource Units in Inclusive Schools will cater for the educational needs of learners with visual impairment. The focus is on effective and individualised measures and approaches in learning, identified barriers to learning and individual regular assessment. An enhanced and consolidated collaboration between teachers and the learning support team as well as parental involvement in decision making concerning the learner's learning needs is essential.

3.2 Admission

Learners who are visually impaired enter the Resource School or Resource Unit for learners with visual impairment for the Orientation phase in the year they become 4 years old. Referrals will be made to the Regional School Counsellor or Inclusive Education Adviser/Officer, who will refer the learner to the local hospital for an examination or/and optometric test. Learners with visual impairments will enter Resource Schools or Resource Units in Inclusive Schools based on the parents' choice, accessibility of the service and the requirements needed.

3.3 Progression

Learners remain in the school for the equivalent of Grade 10 or until the age of 21 years depending on the age of admission. After completing Grade 10 learners can continue with the Senior Secondary Phase in an Inclusive School or at a Resource School depending on the availability of the needed resources. Resource Schools should provide the Inclusive School and Vocational Institution with all the necessary information on the progression of individual learners. Learning Support will be provided continuously to learners who demonstrate learning backlogs.

3.4 Curriculum and Learning Support for Learners with Visual Impairment

Emphasis is put on Orientation and Mobility; Daily Living Skills and the use of assistive technology (Braille Writing and Reading System).

3.4.1 Orientation and Pre Primary

The Orientation phase is very important for learning vital functional skills such as concept development, spatial understanding and speaking and listening skills. The Orientation and Pre Primary phase will cover four years for learners with visual impairment in Resource Schools and Resource Units in selected Inclusive schools. The emphasis is put on Orientation and Mobility and Daily Living Skills appropriate to the development of the learners.

3.4.2 Junior Primary

The learners are taught according to the Namibian Lower Primary syllabuses. Braille is taught as a Writing and Reading System. Orientation and Mobility is a learning area that is of utmost importance for the development of the learners. The syllabus for Orientation and Mobility emphasises the fundamental needs and basic rights of a learner with visual impairment. Special emphasis is laid on literacy development; therefore, a daily reading period of 25 minutes is introduced.

3.4.3 Senior Primary

The learners are taught according to the Namibian Upper Primary syllabuses. Braille is taught as a Writing and Reading System. Orientation and Mobility is a learning area that is of utmost importance for the development of the learners. In this phase, Daily Living Skills is introduced. The syllabus consists of all tasks and functions that are essential to live an independent life. Special emphasis is laid on literacy development; therefore, a daily reading period of 25 minutes is introduced.

3.4.4 Junior Secondary

The learners are taught according to the Namibian Junior Secondary syllabuses. The learners with visual impairment need to be exposed to knowledge and skills that are needed due to the nature of impairment and specific needs. At this stage areas that they should be competent in are:

- Mobility and Orientation Skills
- Daily Living Skills
- Braille Writing and Reading System..

As special emphasis is laid on literacy development inclusive of information technology and assistive devices, a daily reading period of 25 minutes is recommended.

3.4.5 Senior Secondary

The learners are taught according to the Namibian Senior Secondary syllabuses. The learners with visual impairment are taught in an inclusive setting together with the sighted learners. The subject specialisation offered by the schools should take the learners' needs and interests into consideration. It is important to note that the skills and knowledge that the sighted learners acquire through the environment by observing and interacting need to be accommodated and adapted for learners with visual impairment. It is difficult for blind and low vision learners to learn without direct, sequential instruction by a knowledgeable teacher hence an assistant teacher/Braille reader for learning support in the area of visual impairment is a pre-requisite on the teaching team.

3.4.6 Basic Pre-vocational Skills Training

Learners with visual impairment who experience difficulties in coping with academic work can continue after Grade 7 with the Basic Pre-vocational Skills Training where the emphasis is laid on gaining practical skills. The Basic Pre-vocational Skills Training may act as a bridging course for learners who may qualify for further studies in Vocational courses. It is of utmost importance that the learners are exposed to career opportunities that will prepare them for independent living.

3.5 Learner-Teacher Ratio

Effective learner to teacher ratio in Resource Schools and Resource Units for learners with visual impairment is 8:1. It is evident that effective teaching and learning takes place in small groups.

3.6 Materials and Resources

Provision should be made for all the equipment needed for learners with visual impairment. Teaching and learning material in Braille, Braille writers and other adaptations should be provided to cater for effective and individual teaching and learning needs. In addition, equipment necessary to implement career orientated subjects including textbooks, workshop equipment and materials, syllabuses and teaching aids should be available for the effective delivery of the curriculum and the enhancement of effective teaching, training and learning processes.

ANNEXE 4: LEARNERS WITH INTELLECTUAL IMPAIRMENT

4. Intellectual Impairment

Intellectual impairment is characterised by below average intelligence or mental ability which is marked by having difficulties with thought processing, learning, communicating, remembering, gathering and applying information, making judgements and problem solving.

4.1 Description

The Resource Schools and Resource Units in Inclusive Schools for learners with intellectual impairment caters for learners with difficulties in the areas of cognitive-, motor- (fine and gross), psychological- and social skills. Learners at the Resource Schools for learners with intellectual impairment follow a functional curriculum approach that focuses on the concepts and skills needed by all learners in the areas of personal, social, daily living and occupational adjustment.

4.2 Admission

Learners are admitted with referral from a psychologist or a medical doctor and/or in consultation with a regional school counsellor, inclusive education advisor/officer and with the consent of the parents/guardian. The placement in the school is based on diagnostic tests.

Age and group equivalence:

Age	Phase
3-5	Early Childhood Development
6-10	Beginners
11-14*	Junior
15-18	Senior
19-21	Senior Advanced/ Transitional Phase

* Some learners in age group 14⁺ can still be classified as Junior depending on their stage of development. Some learners who are younger than 14 can be classified as Senior, depending on their stage of development.

4.3 Progression

The learner's progress is reviewed annually by the Resource School management together with the parents. Learners are placed in different classes according to their individual ability. The learners can be transferred from one class to another within the phase before progression to the next phase. A learner can be transferred to the next phase at any time during the year when the learner has mastered the required competencies, reached the equivalent age and space has become available. Transitional arrangements to Basic Pre-vocational Skills Training can be made for learners with exceptional progress in the career-orientated field. Learners will leave the Resource Schools or Resource Units in Inclusive Schools after completion of the course or when they reach the age of 21 years.

4.4 Curriculum and Learning Support

The curriculum for learners with intellectual impairment is structured in phases of development. The learning outcomes in each phase are dependent on the individual learner's needs. Within each phase, the learners are grouped into levels that are based on their cognitive ability, learning needs and communication ability.

4.4.1 Early development phase

The minimum age for enrolment is 3 years. The learner needs minimal assistance in toilet training and support in self-care needs. A Pre-Beginners play-based programme is developed for learners of ages 3-6, with focus on the development of self-care skills such as independent toileting and eating. The learner teacher ratio in this phase is 8:1.

4.4.2 Beginners phase

The minimum age for enrolment is 7 years on condition that the learner is toilet trained and does not need support in self-care needs. In this phase learners start to master the motor skills and much emphasis and stimulation is placed on developing these motor skills. Within the Beginners phase the

learners are grouped into levels that are based on their cognitive ability, learning needs and communication ability. Learners can be transferred from one level to another in the phase before progression to the next phase. The learner teacher ratio in this phase is 8:1.

4.4.3 Junior phase

The minimum enrolment age for this phase is 11 years. In this phase learners should be toilet trained and does not need to be assisted. The learners in this phase follow Communicative English, Creative skills, Environmental Awareness, Physical Development, Numeracy, Religious and Moral Education and Life Skills. The learners in the junior phase are placed in different levels according to their level of development. A learner may progress from the one level to another in the same phase before progression to the senior phase. The learner teacher ratio in this phase is 8:1.

4.4.4 Senior phase

The minimum enrolment age for the senior phase is 15 years, depending on the ability of the individual learner. In this phase the learners will follow a Functional Program where experiences and activities are selected for each learner to gain the skills needed to become a competent adult. It is a curriculum in which the learner learns functional skills in the most appropriate setting for specific skill acquisition and focuses on present and future needs. The Functional Program has four educational components namely the Career Development; Personal Development/Interpersonal skills; Independent Living and Functional Academic. In the senior phase learners are prepared for independent living options.

The learners in the senior phase are placed in different levels according to their abilities starting from the severe low function in the level 1 class to the level 4 advanced functioning in the senior phase. The learner teacher ratio in this phase is 8:1. In this phase, an Assistant Teacher is recommended to a ratio of 16: 1.

4.4.6 Autism Spectrum Disorders

The autism spectrum or autistic spectrum describes a range of conditions classified as neurodevelopmental disorders in the fifth revision of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders 5th edition* (DSM-5). The DSM-5, published in 2013, redefined the autism spectrum to encompass the previous (DSM-IV-TR) diagnoses of autism, Asperger syndrome, pervasive developmental disorder not otherwise specified (PDD-NOS), childhood disintegrative disorder, and Rett syndrome. An autism spectrum disorder affects four different areas of a learner's life, namely:

- social interaction;
- language and communication;
- behaviour & imagination/theory of mind;
- sensory and perception issues.

4.5 Description of Area

The school provision of learners with autism should be as such, that, wherever they are placed, they must get optimum education in the least restrictive environment. Learners must have their special educational and other needs addressed through the use of Individual Education Plans. The learning outcomes are set in the Individual Education Plans and should be adhered to. Prior arrangements, such as space and risk assessment, should be made to create an inclusive environment for these learners. Ongoing access to the curriculum should be monitored through the use of the Individual Education Plans and support should be provided individually (one to one approach).

4.6 Identification and Admission

The diagnosis of Autism Spectrum Disorders must be made by qualified professionals (registered psychologist, paediatrician, neurologist or psychiatrist) with broad experience in diagnosing learners with autism and developmental disabilities. Assessment must include psychological assessment of cognitive level and adaptive functioning using standardized norm-referenced instruments; a comprehensive speech-language-communication evaluation using standardized norm-referenced instruments; and a comprehensive medical evaluation by a paediatrician including a detailed physical

examination and appropriate laboratory investigations. Additional assessments may include occupational therapy assessment, psychiatric assessment or other speciality assessment as indicated.

4.7 Curriculum Planning and Implementation

Individualized goals of each learner's education program must be documented in a timely manner in a current Individual Education Plan. Taking individual needs into account, goals for learners with Autism Spectrum Disorders should address:

- socially adaptive behaviours and social responsiveness;
- motor development;
- communicative competence;
- academic performance.

Many learners with Autism Spectrum Disorders receive services from other agencies. School personnel should work co-operatively with other agency staff to create services that are as integrated as possible. Education programs for learners with Autism Spectrum Disorders may take place in a regular classroom, but this does not preclude the use of different learning environments such as small group instruction in a resource room, or other specialized settings. The goal of placement should be to meet the learner's educational needs. Career exploration, job skills training and work experience should be an integral part of the secondary school experience for learners with Autism Spectrum Disorders. Procedures and timelines for reviewing intended instructional outcomes should be clearly noted in each learner's Individual Education Plan. The Individual Education Plan must be reviewed every trimester.

4.8 Progression

The progression of learners with Autism Spectrum Disorders should be based on the goals, strategies, and outcomes outline in the Individual Education Plan. When extensive program modifications are required, evaluation should be based on the degree to which the individual goals are achieved. Individual Education Plans should identify any adaptation of learners' assessment procedures that are required to provide a fair appraisal of the knowledge and skills a learner with Autism Spectrum Disorders has acquired. Reviews of the learner's progress should involve the learner, if appropriate, and the parents or guardians. They should determine whether the pre-established goals are being attained, and should identify any adjustments to the instructional program.

4.9 Learner –Teacher Ratio

It is expected that schools will include learners with Autism Spectrum Disorders in regular classrooms. However, if the school has a resource class or learning support class the learner teacher ratio for learners with Autism Spectrum Disorder is 5:1. The phases of learners with intellectual impairment are also applicable to learners with Autism Spectrum Disorders. This group of learners should then be divided according to their age groups and progression.

4.10 Teacher Assistants

The teacher assistants for learners with intellectual impairment should have sufficient skills and training for the duties they are assigned to:

- understanding of needs of learners with intellectual impairment
- adaptations and modifications for learners with intellectual impairment
- functional life skills and career development
- strategies for motivating learners
- behaviour management skills

The teacher assistant works under the guidance of the teacher and the general supervision of the school principal. There should be on-going in-service training to further develop skills.

ANNEXE 5: BASIC PRE- VOCATIONAL SKILLS TRAINING

5.1 Description of Basic Skills Areas

The Basic Pre-vocational Skills Training aims at qualifying learners either as assistant to a specific job area or as a bridging course to Vocational courses (Career Orientated training). The training will provide certification for job opportunities and self-employment. The emphasis is on gaining and practising basic skills of a specific job area. The recommended timeframe for this course is two years.

5.2 Admission

The Learning Support Team will refer learners who showed persistent learning difficulties throughout the primary phase for Basic Pre-vocational Skills Training. The minimum entry age for this course is 15 (turning 16) years. Referrals can be made by an Educational Psychologist, the Regional School Counsellor or the Inclusive Education Advisor/Officer and should be with the consent of the parents. The learners already in the Learning Support Phase will progress naturally into the Basic Pre-vocational Skills Training.

5.3 Curriculum and Learning Support

The Curriculum consists of trade/skills subjects and five compulsory supplementary subjects. The trade/skills subjects are offered with emphasis on practising basic skills. The trade/skills subject fills 65% of the periods (teaching time). Communication, Functional Numeracy, Fundamental ICT, Entrepreneurship and Work Orientation are offered as compulsory supplementary subjects for 35 % of the teaching time. On completion of the Basic Pre-vocational Skills Training course all the learners are expected to be able to demonstrate a sound knowledge, practical work skills and experience of the related skills area (Job Attachment) and the supplementary subjects and apply their knowledge and skills in practice. A significant number of learners with special educational needs on different competency levels require adapted programmes in all the levels of education. The Basic Pre-vocational Training course demands for adapted programmes, environments conducive to learning and specialised equipment and materials to support the learners with learning and help them participate in education.

5.4 Learner-Teacher Ratio

Teaching and learning takes place in small groups. The effective learner teacher ratio in a Basic Pre-vocational and Learning Support Unit is a minimum of 8:1 and a maximum of 14:1.

5.5 Materials and Resources

All equipment necessary to implement career orientated subjects including textbooks, workshop equipment and materials, syllabuses and teaching aids should be available for the effective delivery of the curriculum and the enhancement of effective teaching, training and learning processes.

5.6 Work Orientation

Work Orientation is a supplementary subject in the Basic Pre-vocational Skills Training course. It consists of three domains, namely, Career Guidance, Daily Living Skills and Personal Social Skills. In Career Guidance, the focus is on seeking, securing and maintaining a job. In Daily Living Skills, the emphasis is on personal image, health care, deportment, family life and finances. Personal Social Skills focuses on self-awareness, relationships and citizenship. The aim of Work Orientation is to gear the learners purposefully for the world of work.

Learners with mild to moderate impairments will remain in the Inclusive Schools with support from the Resource School. Such support could entail direct contact with the learner on a rotation basis, where a learning support specialist from the Resource School goes to the Inclusive School to assist the teacher and/or provide advice. The total numbers of learners should not exceed the approved learner-teacher ratio for Resource Schools. (This part seems irrelevant here; take it to the back for annexure)

ANNEXE 6: OUTREACH TEAM

6.1 Description

The Outreach Team composes of the Resource School Management and the Learning Support Coordinator. The Outreach Team will provide professional support, advice and training to the Inclusive School teachers and will guide the implementation of support in the classroom.

6.2 Role of Professionals from the Outreach Team

The core function of the Outreach specialist is providing support to Inclusive Schools, through training, advising and supporting the Learning Support Team, in addition to visiting the schools at least once a term or more as needs arise. The constant flow of professional communication has to be guaranteed. Clear guiding agreements of responsibilities have to be stipulated. In the outreach function, the Outreach Team forms part of the Multi- Disciplinary Team.

6.3 Resources

The Regional Education Offices should do the necessary budgeting for the required resources to make the functioning of the Outreach Team purposeful. For the optimal functioning of the Outreach Team, the following is essential:

- Learning Support Material (Specialised Equipment/ Instructional Resources, Assistive Devices, etc.)
- Material Production machinery, including scanners, Overhead Projectors, Photocopiers, etc.
- Transport and other logistical needs for regular support visits.

6.4 Inclusive Education Officer

The Inclusive Education Officer operates from the Regional Office Inclusive Education Unit to implement, monitor, sustain, assist and support inclusive education practices in the region. The Inclusive Education Unit coordinates amongst others, the work of various support staff such as, Regional School Counselors, Inclusive Education Officers, the Learning Support Teams, Advisory Teachers, Education Inspectors, Social Workers, Paramedical and Health Professionals, Special Schools as Resource Centers. The overall purpose of coordination is to maintain, improve and actively provide human and material support for learners in Inclusive and Resource Schools, including any other education Institutions.

ANNEXE 7: TIME ALLOCATION

TIME ALLOCATION FOR LEARNING SUPPORT UNIT LOWER PRIMARY

LEARNING SUPPORT		
KEY LEARNING/ SUBJECT AREA	SUBJECT	PERIODS
LANGUAGE	Mother Tongue	8
	Second Language	4
	Reading	1
MATHEMATICS	Mathematics	5
NATURAL SCIENCES	Environmental Studies	3
SOCIAL SCIENCES	Religious and Moral Education	1
TECHNOLOGY	ICT Literacy	1
ARTS	Arts	2
PHYSICAL EDUCATION	PE	2 = 27
Reading, Handwriting & Arithmetic (3 Rs)	8 Periods + 3 (other intervention)	= 11
TOTAL:	1 Assembly + 38 Periods	= 39

- This UNIT accommodates educational needs of learners who are referred.
- All subjects' areas are integrated into 3 R's.

Time Allocation for Learning Support Unit Upper Primary

LEARNING SUPPORT		
KEY LEARNING/ SUBJECT AREA	SUBJECT	PERIODS
LANGUAGE	First Language	2
	Second Language	2
MATHEMATICS	Mathematics	2
ENVIRONMENTAL STUDIES	Natural Science & Health Education	3
SOCIAL SCIENCES	Social Studies	3
	Life Skills	1
TECHNOLOGY	ICT Literacy	1
	One of:	3
	Design and Technology	
	Home Ecology	
ARTS	Elementary Agriculture	1
PHYSICAL EDUCATION		1
RELIGIOUS AND MORAL EDUCATION		1 = 20
Reading, Writing & Arithmetic (3 Rs)	14 Periods + 5 Remedial Teaching (or other Intervention)	= 19
TOTAL:	1 Assembly + 38 Periods	= 39

- This UNIT accommodates educational needs of learners who are referred.
- All subjects areas are integrated into 3 R's.

Time Allocation For Basic Pre-Vocational Skills Training

KEY LEARNING/ SUBEJCT AREA	SUBJECT	PERIODS	
		5-day	7-day
LANGUAGE AND COMMUNICATION	Communicative English	5	6
MATHEMATICS	Functional Numeracy	5	5
INFORMATION AND TECHNOLOGY	Fundamental ICT	3	3
	Entrepreneurship	2	3
SOCIAL SCIENCES	Work Orientation	2	3
SKILLS SUBJECTS	<u>Skills - orientated subjects</u> (Choose one): -Auto-mechanics -Bricklaying -Woodwork -Educare -Hospitality Food Preparation -Hairdressing -Hospitality Housekeeping -Metalwork and Welding -Office Administration -Plumbing & Pipe Fitting	32	36
TOTAL:		49	56

* Provision of Learning Support should be in place for any learner in need.

Time Allocation for Resource Schools/Units For Intellectually Impaired

(All periods are 25 / 30 minutes each. 4 hours per day / 20 hours per week)

KEY LEARNING/ SUBJECT AREA	JUNIORS		SENIOR and SENIORSADVANCED	
	SUBJECTS	PERIODS	SUBJECT	PERIODS
MATHEMATICS	Numeracy	5	Numeracy	5
LANGUAGE and COMMUNICATION	Communicative English	7	Communicative English	5
ENVIRONMENTAL STUDIES	Environmental Awareness	4	Environmental Awareness	4
LIFE SKILLS/ORIENTATION	Daily living skills Social Skills	4	Daily living skills Social Skills Career Skills	4
INFORMATION and TECHNOLOGY	ICT Literacy	2	ICT Literacy	2
RELIGIOUS and MORAL EDUCATION	RME	2	RME	2
PHYSICAL EDUCATION	Physical Education	5	Physical Education	5
CREATIVE SKILLS and ARTS and CRAFTS (Choice subjects)	Art Music Leatherwork Wiring Cane Work Bead work	8	Art Music Leatherwork Wiring Cane Work Bead work	6
SKILLS DEVELOPMENT (Functional Curriculum) (Choice subjects)	Kitchen Management Needlework Agriculture Woodwork	8	Food preparation Laundry Room Service Office Administration Bricklaying Gardening	12

			Farming Woodwork Needlework	
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Time Allocation for Senior / Senior Advanced / Transitional and Basic Skills Training

SENIOR/ SENIOR ADVANCED / SKILLS DEVELOPMENT			
KEY LEARNING AREA	SUBJECTS		PERIODS
LANGUAGE AND COMMUNICATION	Communicative English		5
	Handwriting		3
	Reading		3
MATHEMATICS	Numeracy		5
ENVIRONMENTAL STUDIES	Environmental Awareness		4
RELIGIOUS AND MORAL EDUCATION	Religious and Moral Education		3
PHYSICAL DEVELOPMENT	Physical Education		7
PERSONAL DEVELOPMENT	Sex Education & Life Skills		2
CREATIVE SKILLS	Kitchen Management Needlework Agriculture Leatherwork	Wiring Cane Work Art Music	5
SKILLS TRAINING (ASSISTANT) (Functional Curriculum)	Food Preparation Laundry Room Service Fashion and Fabric ICT Literacy	Office Administration Bricklaying Gardening Farming Woodwork	8
TOTAL:	All periods are 25 / 30 minutes each.		45

ANNEXE 8: GLOSSARY OF TERMS

This is a selective glossary of a few central technical terms used in this curriculum. It gives only pragmatic descriptions (not dictionary definitions) of what these terms mean in the context of this curriculum. Nonetheless, they represent what seems to be a main consensus about the terms in the English-speaking world. It must be borne in mind that there are wide variations in the interpretation and application of these terms, and they may be used differently in other contexts.

Accommodations

Accommodations are changes and adjustments made in how a learner is assessed and demonstrates learning with no change of the content of learning itself. (For example using counters and charts in mathematics, additional time to finish a task, oral quizzes and tests, Braille Writer, etc.)

Adaptation

Adapting teaching and learning methods and/or learning objectives in the syllabus to meet the individual (special) needs of a learner

Alternative Assessment

Alternative Assessment entails the assessment of potentials and talents that learners display apart from the academic potentials. The outcomes of the alternative assessment will enable learners who are not academically strong to progress and develop their potentials and talents to the maximum.

Artisan

A worker in a skilled trade, especially one that involves making things by hand

Auditory

Connected with hearing or received by the ear.

Augmentative and alternative communication

Any method a person uses to communicate in addition to, or instead of, speech.

Body language

Communicating a message by the movement or positioning of any part of one's body, for example, by raising one's eyes and sighing.

Communication device

An item of equipment (usually electronic) that helps the child to communicate by selecting pictures/symbols or letters/words.

Competency statement

A statement describing the type, level and range of competencies to be demonstrated for assessment

Complex Communication Needs

Communication problems associated with a wide range of physical, sensory and environmental causes which restrict a person's ability to participate independently in society.

Curriculum

As a general term, the concept of curriculum includes the explicit and implicit overall and underlying theories, policies and principles for intended learning and teaching, as seen in official statements and actual practice. As a document, a curriculum is an overall specified course of learning usually stated in terms of: - goals and aims for the course as a whole, and particular competencies to be achieved. These are often categorised under knowledge/with understanding, skills/competencies and attitudes/values - components of the course described in terms of subjects, themes and topics, and what normal time allocation is expected to be - what learning experiences are intended and how teachers can facilitate them - how learner achievement will be assessed - how the course will be evaluated.

Checklists

A list of checkpoints on the learning outcomes to be assessed. Checklists are often used for observing performance in order to keep track of a learner's progress or work over a period of time. It can also be used to determine whether learners have met established criteria on a task.

Customised

Made to suit a particular individual.

Differentiated assessment

Assessing learners on different levels, pace of learning and abilities on a learning outcome using a selection of adapted tools and strategies. As the teacher gets to know the learners, and as learners' different abilities surface, assessment naturally becomes more differentiated, because its purpose is to meet learners where they are and to coach them to the next step. In this way, assessment and instruction continue to support and inform each other.

Disability

Social disadvantage that is caused through the barriers that a person with impairment faces when interacting in society

Enrichment Learning/Materials/Tasks

Additional or alternative methods, materials and/or tasks to further individualise and enrich learning. This might be for gifted learners, or learners with special educational needs, or to provide the whole class with additional or alternative material or tasks to supplement textbooks and workbooks.

Functional

Of practical use in daily life.

Gesture

Movement of the hands, head or body to emphasise an idea or emotion.

Impairment

Physical, intellectual, mental or sensory condition that sets limitations on a person's functioning

Inclusive Education

Meeting the individual educational needs of all the learners in the class group, irrespective of their age, impairment-, intellect-, social-, ethnic-, religious and gender status.

Inclusive Schools

These refer to when schools serve all learners, who have traditionally been excluded from educational opportunities such as learners with special educational needs and disabilities, learners from ethnic and linguistic minorities, and also those who by reason of their slow progress have been effectively excluded from the educational process within their schools.

Individual Education Plan

A short as well as long-term individual plan that can be made to identify key learning needs, learning objectives and support measures for an individual learner with special educational needs.

Individual Learning Objectives

Individually adapted objectives that might differ from the objectives of a syllabus of a particular grade. Individual learning objectives are part of an individual education plan, that will help to plan learning support and to follow up the progress of a learner who is achieving below the competencies of a grade.

Learning Support (previously referred to as 'Compensatory Teaching')

Involves planned methods and materials to enable learners with learning difficulties and other needs, including above-average achievers, to reach essential competencies and to progress and achieve according to their potential.

Learning Styles

A preferred way of learning that relates to individual aptitudes of a learner. The differences in learning styles are needs that must be addressed as part of teaching and learning.

Modeling

Demonstrating or showing how to do something by example.

Modification

Modifications are changes in what a learner is expected to learn and demonstrate. The changes can also involve modification in content.

Narrative report

Descriptive report

Non-formal Education

Education given in institutions outside the formal school system

Norm-Referenced Assessment/Grading

The results of assessment are distributed according to a given statistical norm. The same percentage of learners will be in each level every year, irrespective of whether or not the overall performance was better or worse from one year to another.

Resource School

A school offering resources in knowledge and practices to Inclusive Schools as well as special education for learners with impairments.

Resource Unit

A class or several classes in an Inclusive School that offer learning support and special education

Sensory

To do with one or more of the five senses (touch, smell, hear, taste and see).

Sign

An act or gesture used to convey an idea, a desire, information, a command, or understanding.

Skill

The ability to do something, usually defined in terms of handiness, cognitive skills, psychomotor skills, personal and social skills, and/or communication skills.

Special Considerations

Special Considerations are applied for learners who have permanent disabilities and impairments or suffer from medical conditions. Arrangements in extra time, adapted papers or assistance in reading and writing can be made.

Special Educational Needs

Special educational needs are individual learning needs owing to impairments, disabilities, deprivation or social disadvantage.

Special Education

Special education is about teaching learners with special needs in a special setting applying adaptation of time, structures, strategies, materials and content.

Speech Generating Device

An electronic communication device that produces words and sentences out loud when buttons are pressed.

Symbols

Simple line drawings used as a communication system for children who cannot communicate using speech. Children point to symbols that represent words.

Vocabulary

The total number of words or symbols used by a person, device or language.



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