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**Inclusive education of primary school aged children with
Down Syndrome in Gauteng Province, South Africa.**

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<http://hdl.handle.net/10539/4953>

EARLY INTERVENTION WITH REGARD TO EDUCATION

Department of Education and Down Syndrome South Africa:

- Information provision to parents: Type of education – inclusive or special:
 - ❖ Realities of situation in South African schools
 - ❖ Pros and cons of each type of schooling
 - ❖ Contact with other parents who have experienced each system
- Overall analysis:
 - ❖ Family's situational means: Socio-economic, psychosocial and family support factors
 - ❖ Situational analysis: Available schools in area

PARENTS' INFORMED DECISION: TYPE OF EDUCATION

**School for Learners
with Special
Education Needs**

**Inclusive
Education =
Ordinary School**

**Acceptance of
child with Down
Syndrome into
ordinary school**

Inclusive Education Co-ordinator (employed by Department of Education)

**Assess
effectiveness and
provide feedback
to Department to
bridge gap**

**Raise awareness
at ordinary school**

**Multidisciplinary assessment and
intervention: Feedback to educators
re: progress, curriculum and teaching
adaptations**

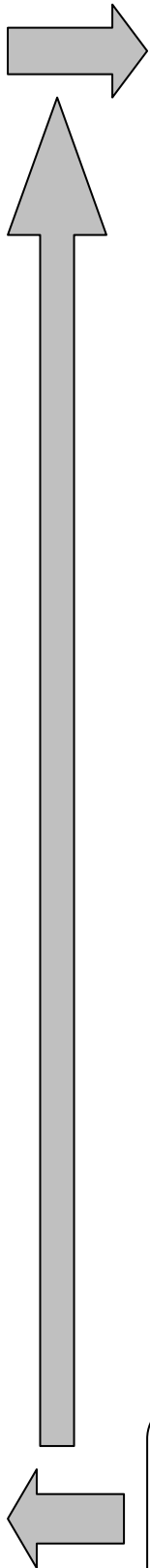


Figure 4: Proposed Inclusive Education Process for Learner with Down Syndrome in South African Context