

Sustainable development for a rural special school



Learners from the Obed More Special School in Jericho received certificates after an organic food gardening was established.

One of the community engagement projects in the Department of Inclusive Education was a collaboration with Chance 2 Advance at the Obed More Special School in Jericho. This continues to grow in leaps and bounds. According to the project leader, Professor Dinah Magano, “it is truly humbling to see how this initiative is affecting the lives of learners so meaningfully”. The Obed More Special School caters for learners with intellectual disability.

From 29–30 July 2013, Chance 2 Advance trained 20 learners on how to start an organic food garden. Lawrence Tshuma, a facilitator from Chance 2 Advance, started by giving learners a theoretical background on what an organic garden is and this was followed by a practical component that entailed preparing the ground and planting crops like cabbage, lettuce, and spinach. The climax of this exercise was when Chance 2 Advance awarded certificates to learners who participated in the establishment of the organic food garden. It was indeed an exciting and gratifying moment to see the smiles on the faces of the learners when they received their certificates. The principal of the school, Morongwa Mosala, said, “We were

yearning to provide some skills to these learners and Unisa Chance 2 Advance came to our rescue. We want to thank the university, in particular, Chance 2 Advance, for such generous support.”



Nonhlanhla Maseko (Department of Inclusive Education) facilitated lesson plan adaptation for learners with intellectual disabilities.

Members of the Department of Inclusive Education, namely, Professor Dinah Magano, Nonhlanhla Maseko, Dr Msongelwa Gumede, Tshifhiwa Mashau, Sindile Mokiwa, Jacomina Motitswe; and the Department of Early Childhood Development, namely, Masello Phajane, Dr Swanki Senosi and Metse Masalesa; district officials from Bojanala in North West; and teachers of Obed More were actively engaged in lesson plan adaptation.

The collaborative exercise of structuring lesson plans from the Curriculum Assessment Policy Statement to the intellectual disability classroom adaptation was indeed meaningful. The process began with the observation of the actual teaching and learning happening in the

classroom. This was followed by discussions on how the lesson could be modified to suit a child who is functioning at a level considered as intellectual disability.

There was much positive energy flowing from all participating stakeholders. Teachers should be able to create more lesson plans on their own and learners should be able to use the skills acquired so that they can be more independent. Jointly, Chance 2 Advance and the departments of Inclusive Education and Early Childhood Development are willing to continue to give support.

We truly appreciate the efforts of the colleagues who work tirelessly to ensure that the project is a success: Dr Genevieve James, Rose Mashaba, Chevaan Peters, and Lawrence Tshuma from Chance 2 Advance, and all the academics from the departments of Inclusive Education and Early Childhood Development.

