



Dyslexic Learners Appropriated in the South African Schooling Environment: A Legal and Philosophical Analysis

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ABSTRACT

Learning is more difficult for students with dyslexia, a learning disability that affects 10% of the population. South African dyslexic students face various challenges, including inadequate help and limited access to assistive technology. Their challenges highlight the key laws and regulations protecting dyslexic learners. The goal of laws and regulations is to ensure that these learners receive the necessary accommodations and support. This article addresses these concerns by offering solutions and outlining helpful tools. It has been proven that these tools help dyslexic learners enhance their reading and writing skills and promote their independence. Creating an inclusive learning environment is crucial for fostering positive attitudes toward dyslexia. Increased awareness of this learning problem is needed among educators, parents, and policymakers. This theoretical study was based on the theory of successful intelligence, which made it possible to investigate how students characterise their mastery of the process of becoming teachers and immersing themselves in a curriculum that promotes inclusivity with a psychological-spectrum disease such as dyslexia. The study emphasizes the significance of multi-stakeholder collaboration in improving educational practices for dyslexic learners, despite its theoretical limitations that prevent empirical measurement of tools' impact on learning. This way, dyslexic learners can receive the necessary help and adaptations to succeed.

KEYWORDS

Education; dyslexia; philosophical stance; South Africa; assistive technology; legal framework.

INTRODUCTION

Dyslexia is a common learning problem affecting around 10% of the worldwide population (Snowling, 2019). It is a neurological condition that significantly inhibits a student's ability to read, write, and spell correctly (Peterson & Pennington, 2015; Ose Askvik et al., 2020). South African learners with dyslexia have unique challenges when it comes to acquiring access to education such as a lack of help and access to assistive technologies (Department of Basic Education, 2020; Naidoo, 2022). Evaluating the educational experiences of pupils overcoming and coping with dyslexia, Jacobs et al. (2022) reported

...that a lack of confidence in social situations, such as seminars, prevents students with dyslexia from participating, because of fear that they would be unable to find the correct word when speaking out-loud. This highlights how the pressure of conveying knowledge through language in academic discussion can be an additional barrier to equal participation. (p. 665)

When we assess the aforementioned scholars' claim, we find that to benefit students with dyslexia in all facets of academics, supportive learning environments within a legal framework that integrates all learners are required (Alawadh, 2016; Makgato, et al., 2022). Ways in which supportive learning spaces, legal frameworks and communities can benefit children are summarised by Glăveanu (2011) in the following way:

attentively engaging in the activities of their community, together with the people around them, who provide access to observe, show children how to contribute, support children's efforts, and provide pointers for improvement. This is a mutually constituting process, in which individual, interpersonal, and cultural/community aspects are all crucial (p. 410)

The aforementioned scholar makes the point that if South African students with dyslexia were to be provided with supportive approaches and legal frameworks, they will more successful (Salmi & D'Addio, 2021; Prinsloo & Uleanya, 2022).

The first half of the article discusses the legal framework for dyslexia and education in South Africa, covering key laws and regulations that protect dyslexic learners' rights. It then investigates evidence-based solutions and assistive technology for dyslexic learners such as structured literacy training, multisensory learning, and text-to-speech software. It is also vital to develop an inclusive learning environment that fosters positive attitudes about dyslexia, enhances awareness and understanding of dyslexia, and provides students with dyslexia with the aid and adaptations they require to succeed.

Hence, we ask the following research question: How can an inclusive learning environment fostering positive attitudes toward dyslexia be created?

METHODOLOGY

The study used a systematic literature review methodology to gather relevant literature on dyslexia in the South African context. The process involved a thorough search across multiple

databases and online repositories (Nthibeli et al., 2022), using keywords related to dyslexia, educational strategies, and assistive technologies. Full texts were retrieved for articles that met initial screening criteria. Full-text articles were assessed for eligibility based on predefined inclusion and exclusion criteria.

Thematic synthesis was used to identify recurring themes and gaps in the selected literature. Cross-referencing was done to ensure validity and reliability, and author credibility was verified. Discrepancies were resolved through discussion among the research team.

The study adhered to established protocols for validity and reliability, including the use of multiple researchers to cross-check data and interpretations, reducing the risk of bias. This comprehensive approach ensured a robust and reliable analysis of the literature on dyslexia in the South African context.

THEORETICAL FRAMEWORK

Sternberg's theory of successful intelligence (2019) encompasses not only intellectual talents but also practical and creative abilities including psychology spectrums such as dyslexia. The dynamic interaction between these three components constitutes successful intelligence (Sternberg et al., 2023). This theory has influenced educational methods and evaluation procedures, promoting a more comprehensive view of intelligence that emphasises not only scholastic success but also the capacity to apply information to a variety of real-world contexts. Given that the primary goal of this theory is to provide students and teachers with the identities and knowledge to implement inclusive education pedagogies in a variety of contexts, including *intelligible sicknesses* such as dyslexia, the theory of successful intelligence seemed pertinent (Saunders & Wong, 2020). This theory has made it possible to investigate how students characterise their mastery of the process of becoming teachers and immersing themselves in a curriculum that promotes inclusivity with a psychological-spectrum disease such as dyslexia (Dignath et al., 2022).

This study is based on a theoretical research design, adopts an interpretivist approach and draws on a variety of sources to identify effective strategies and assistive technologies to support learners with dyslexia (Noyes et al., 2019). Based on the theory of successful intelligence, it promotes inclusivity with a psychological-spectrum disease such as dyslexia (Nimante et al., 2021). Works related to this topic include academic research articles, government reports, policy documents, and legal frameworks. The legal frameworks and policies regarding dyslexia and education system in South Africa were examined, including the Constitution of South Africa and the South African Schools Act. A comprehensive literature was thoroughly examined to identify evidence-based strategies and assistive technologies that have been shown to be effective in supporting learners with dyslexia.

Dyslexia and its Impact on Education Globally

Dyslexia is a neurodevelopmental disease that, despite a normal IQ, sensory abilities, and educational chances, affects reading accuracy, fluency, and comprehension (Lyon et al., 2003;

Snowling et al., 2020). Dyslexia affects 5 to 17% of the global population (Peterson & Pennington, 2015) and is globally regarded as a serious learning challenge. Individuals with dyslexia struggle to recognise and interpret written words, which can influence their scholastic performance in all disciplines, particularly language-based ones (Shaywitz et al., 2008). This can result in major barriers to education such as higher rates of school dropout and lower rates of educational achievement (De Sousa et al., 2019).

Learners with dyslexia encounter distinct hurdles in gaining access to education in Africa. Educators often do not identify or understand dyslexia and, what is more, resources and assistance for dyslexic students are insufficient (Mugeni & Okitikpi, 2019). Cultural stigmas attaching to learning disabilities can marginalise learners and exclude them from school (Gebreweld & Ibrahim, 2017). In addition, the multiplicity of African languages poses extra problems for dyslexic learners. Due to language variances and disparities in writing systems, identifying dyslexia in multilingual countries can be difficult and can lead to a misdiagnosis and poor care for dyslexic students (Mugeni & Okitikpi, 2019). As described by Leseyane et al. (2018), ...as a consequence of their reading difficulties, learners with dyslexia are forced to compensate for their weaknesses by following their peers, verbally processing information, relying on rote memorisation and using hands-on or experiential learning contexts. (p. 2)

The impact of dyslexia on education does not exclusively pertain to Africa; in fact, it is an issue of worldwide concern that requires attention. Dyslexia can have negative consequences for individuals and societies, including lower levels of employment and income, and reduced social and emotional well-being (Shaywitz et al., 2008; Tamba & Iancu, 2023). Addressing dyslexia in an international context requires a collaborative effort from governments, educators, parents, and researchers to not only raise awareness and understanding of dyslexia, but also develop and implement effective strategies and policies to support learners with dyslexia (Mugeni & Okitikpi, 2019). It requires a focus on evidence-based interventions and assistive technologies, as well as an inclusive learning environment that fosters positive attitudes towards dyslexia (Asino, 2022). The concept of effective intelligence is appropriate for this research because it allows teachers and interested parties to help students describe their mastery of the teaching process and their immersion in a curriculum that fosters inclusivity for students with psychological-spectrum disorders such as dyslexia (Kızılaslan & Avşar Tuncay, 2023; Nthibeli et al., 2022; Le Hanie, 2022).

Legal Framework for Dyslexia and Education in South Africa

South African learners with dyslexia face unique challenges in and barriers to accessing education (Ngubane et al., 2021). The legislative framework for dyslexia and education in South Africa guarantees that the rights of learners with dyslexia are safeguarded and that they receive the necessary help to succeed in school (Mitchell & Sutherland, 2020). The South African Constitution provides all learners, including those with impairments, the access to an education (Langeveldt, 2022). Section 29(1)(a) of the Constitution provides that everyone has the right to

basic education, which includes the right to be taught in their preferred language and the right to access educational institutions (Langeveldt, 2022; Langeveldt & Pietersen, 2023). Section 9 of the Constitution bans discrimination based on disability and requires the state to defend the rights of people with disabilities (Constitution of the Republic of South Africa, 1996).

In South Africa, legal frameworks are in place to safeguard the rights of learners with dyslexia and other learning spectrums (Combrinck, 2016). One important piece of legislation is the *Promotion of Equality and Prevention of Unfair Discrimination Act* (PEPUDA) of 2000. This statute forbids discrimination based on disability in all aspects of life, including education. It guarantees that students with dyslexia have equal treatment and opportunity. Another notable legislation is the *National Education Policy Act* (27 of 1996). This act establishes the principles and guidelines for education policies in South Africa (Langeveldt, 2023). It plays a crucial role in shaping inclusive education practices and promoting access to quality education for all learners, including those with dyslexia. These legal frameworks ensure that learners with dyslexia are protected and supported on their educational journey. By upholding the principles of equality and non-discrimination, South Africa strives to create an inclusive education system in which all learners, regardless of their learning differences, can thrive and reach their full potential (Naidoo et al., 2024; Pietersen & Plaatjies, 2023).

The *South African Schools Act* (84 of 1996) provided the legislative framework under which the South African education system functions. Section 3(4) of this legislation states that education should be inclusive and address the needs of all students, including those with impairments like dyslexia. It emphasises the importance of creating an educational environment that ensures equal access and opportunities for every student. *White Paper 6 on Inclusive Education for Children with Disabilities* (2001) provides directions for its implementation in South Africa. This policy recognises the rights of learners with disabilities, including those with dyslexia, to receive education on par with their peers. It emphasises inclusive practices that address the diverse needs of learners and promote their participation and success in the education system. Additionally, *White Paper 7 on e-Education* (2004) promotes integrating information and communication technologies (ICT) in teaching and learning. It encourages using assistive technology to support learners, including those with dyslexia, on their educational journey. By leveraging ICT tools, South Africa aims to enhance access, engagement, and achievement for all learners (Pietersen et al., 2023; Shava, 2022). These policy documents reflect South Africa's commitment to provide inclusive education and leverage technology to support learners, including those with dyslexia. By implementing these guidelines and ensuring adequate resources and support, South Africa endeavours to create an educational system that caters for the diverse needs of all learners. For this reason, theory of successful intelligence empowers instructors and other stakeholders to help students articulate how well they understand the educational process and how they fit into a curriculum that supports inclusion for students with dyslexia and other psychological-spectrum disorders (Vlachou & Tsirantonaki, 2023).

The South African Department of Basic Education (DBE) has established various policies and guidelines to support learners with disabilities, including dyslexia. The Inclusive Education Policy Framework (2019) provides a structure for implementing inclusive education in South African schools. The Policy on Screening, Identification, Assessment, and Support (2014) lays down guidelines for identifying and aiding learners with difficulties. to learning and development, including dyslexia. The Universal Design for Learning (UDL) Policy Framework for Inclusive Curriculum Development (2015) proposes guidelines for developing inclusive curricula that meet the diverse needs of learners, including those with impairments.

Several court cases in South Africa have highlighted the importance of the legal framework in protecting the rights of learners with dyslexia. In the case of *Juma Masjid Primary School v Essay N.O. and Others* (2011), the court found that a public school had discriminated against a learner with dyslexia by refusing to make appropriate adjustments, such as extra time and a reader, during exams. The court found that the school had violated the student's rights under the Constitution and the *Promotion of Equality and Prevention of Unfair Discrimination Act*. This case demonstrates the importance of understanding the legal framework for supporting learners with dyslexia and the consequences of violating their rights (Pietersen & Langeveldt, 2024). The *South African Schools Act* also requires schools to make reasonable accommodations for learners with disabilities. In a landmark case, *H v. FET College and Another* (2008), the South African Constitutional Court held that the failure of a Further Education and Training (FET) college to provide reasonable accommodations to a dyslexic student constituted discrimination because of disability and was a violation of the Constitution and the SASA. The court ordered the college to provide the student with the necessary accommodations, including extra time for exams and the use of a reader or a scribe (South African Legal Information Institute, 2008). Furthermore, several court cases have shaped the legal framework for learners with dyslexia in South Africa. For example, in the case of *Minister of Education v. Syfrets Trust Ltd and Others* (1999), the court found that learners with disabilities, including dyslexia, have a right to equal access to education, and that schools have a legal obligation to provide reasonable accommodation to learners with disabilities. Similarly, in the case of *Western Cape Forum for Intellectual Disability v. Government of the Republic of South Africa* (2011), the court found that government has a duty to provide reasonable accommodation to learners with disabilities to ensure that they have equal access to education.

The legislative framework for dyslexia and education in South Africa protects dyslexic learners' rights and guarantees that they receive the essential help to succeed in school. Understanding the legal framework is essential for educators, policymakers, and parents. It will guarantee that the legislative framework is adequately applied and that students with dyslexia receive the required help. The legal framework for dyslexia and education varies considerably between countries. In certain countries such as the United States, the *Individuals with Disabilities Education Act* (IDEA) provides a extensive legal framework for the provision of special education services to all learners, including learners with dyslexia. Other countries, for

example the United Kingdom, legislation such as the *Equality Act of 2010 and the Special Educational Needs and Disability (SEND) Code of Practice*, protects learners with disabilities.

Compared to these countries, South Africa's legal framework for providing learners with dyslexia education and support is still in the making (Altin et al., 2023). Although the Constitution and other policies lay the foundation for the protection of dyslectic learners' rights (Ramaahlo et al., 2018), legislation and guidelines for the provision of special education services to learners with dyslexia are required (Altin et al., 2023). Understanding the legal framework is essential for educators, parents, and policy makers to ensure that learners with dyslexia receive the support and accommodations they need to succeed. Educators must be aware of their legal obligations and the resources available to provide appropriate support for learners with dyslexia (Madriaga et al., 2010). Parents and learners must also be aware of their legal rights and the avenues to ventilate their needs (Langeveldt et al., 2023). Furthermore, policymakers should prioritize the creation of legislation and standards that explicitly meet the requirements of dyslexic students. Such legislation should give guidance. (Organisation for Economic Co-operation and Development, 2020).

Strategies for Supporting Learners with Dyslexia

Although learners with dyslexia face unique challenges in accessing education (Zawadka et al., 2021), several evidence-based strategies and assistive technologies can ensure their learning and academic success (Jones et al., 2023). Structured literacy instruction, also known as Orton-Gillingham instruction, is a research-based approach to teaching literacy skills that has been shown to be effective for learners with dyslexia (Nelson & Naremore, 2019). This method emphasizes the direct instruction of recognition of phonemic phonics, vocabulary, pronunciation, and understanding through organized, ordered, and multimodal instructions (IDA, 2018). Other evidence-based interventions that have been shown to be effective for learners with dyslexia include direct and explicit instruction in spelling, handwriting, and grammar (Shaywitz et al., 2014). Assistive technologies can also be helpful for learners with dyslexia. Text-to-speech software such as Kurzweil 3000 or Natural Reader, can read text aloud to learners and help them to access written material more easily. Speech-to-text software such as Dragon NaturallySpeaking or Google Voice Typing, can help learners to write more quickly and accurately by allowing them to dictate their ideas. Electronic reading pens such as the C-Pen Reader, can help learners scan and read text more easily (Lewis & McCauley, 2019). Accommodations play a critical role in supporting learners with dyslexia by providing them with the necessary adjustments to their learning environment or instructional approach. The aim is to reduce the impact of their learning difficulties and provide them with equal opportunities to succeed. Accommodations can include extended testing time, the use of assistive technologies, preferential seating, and note-taking assistance (Vaughn & Bos, 2015). In an empirical context, Nieminen (2023) argues that:

What is needed is a reframing of “inclusive assessment” as a communal project between students, teachers, researchers, administrators, policy makers, and other crucial stakeholders.

Higher education institutions play a key role in providing space for such work. No systemic change toward socially just futures succeeds without systemic approaches. Hearing the voice of disabled students themselves while transforming assessment is necessary. Participatory approaches will be useful for future research on inclusive and accessible assessment. Importantly, research communities can well be held responsible for providing useful knowledge about inclusive assessment. How communal approaches could challenge the deep individualization in assessment and grading offers a crucial reflection point for higher education in the post-pandemic world. (p. 633)

It is essential to note that accommodations alone are not enough to fully support learners with dyslexia. They must be provided in combination with effective instruction and targeted interventions to address their specific needs. An effective combination of accommodations and interventions is required to create an optimal learning environment for learners with dyslexia (Lerner & Johns, 2012). Creating an inclusive learning environment that fosters positive attitudes towards dyslexia and promotes awareness and understanding of it is also crucial to support learners with dyslexia. Educators can create an inclusive learning environment by providing opportunities for dyslexia learners to share their experiences and learning strategies (Rao et al., 2021). Peer support and collaboration among learners can also enhance an inclusive environment. Celebrating the strengths and achievements of dyslexia learners promote positive attitudes toward dyslexia (Livingston et al., 2018). Additionally, addressing misconceptions about dyslexia can contribute to an inclusive learning environment. It is crucial to inform and train educators, parents, and other stakeholders to dispel myths and misunderstandings about dyslexia (Rose & Meyer, 2002).

Collaborations in Dyslexia Support

Appropriate assistance and accommodations for dyslexic learners in South Africa require a concerted effort and a shared commitment (Vincent & Chiwandire, 2019). In South Africa, educators play a critical role by offering evidence-based interventions such as structured literacy instruction and multisensory learning (Kritzinger, 2019). Furthermore, educators must be aware of their legal obligations and available resources to support learners with dyslexia (Du Plessis & Van Staden, 2019). Parents also play a crucial role in supporting such learners. They can advocate for their child's needs and work with educators to create an individualised support plan (Lamprecht, 2015). Parents can also extend emotional support, which can be important for learners with dyslexia who experience low self-esteem and anxiety (Nicolson & Fawcett, 2011).

Policymakers must prioritise the development of legislation and guidelines that address the needs of learners with dyslexia. Such legislation should provide guidelines for the provision of appropriate support and accommodations for learners with dyslexia in both special schools and main schools (Department of Basic Education, 2019). Furthermore, it is important that policy makers create awareness and understanding so that students with dyslexia are not stigmatised or discriminated against (Kritzinger, 2019). Effective support for learners with dyslexia requires cooperation between educators, parents, and policymakers. Together,

educators and parents must create an individualised support plan that meets the unique needs of each learner with dyslexia (Lamprecht, 2015). Policymakers must work with educators and parents to develop legislation and guidelines for the provision of appropriate support and accommodations for such learners (Department of Basic Education, 2019). Regarding such a collaborative effort, Nel, Tlale, Engelbrecht and Nel (2016) assert that:

[the] effort to make successful changes should take place at all levels of the system such as the community, district, school, classroom and learners. One significant cause that could sustain the rhetoric of inclusion and hinder the successful practice of inclusive education is insufficient support to teachers and learners (p. 2)

Nel et al. (2016) also maintain that collaboration and cooperation are essential to create an inclusive learning environment that promotes positive attitudes, awareness and understanding of dyslexia. Educators can collaborate with learners with dyslexia to create opportunities to share their experiences and learning strategies (Kritzinger, 2019). Parents can collaborate with educators to address misconceptions and create a culture of understanding of dyslexia (Mather et al., 2020). Policymakers can join forces with educators and parents to develop public awareness campaigns that foster understanding of dyslexia and reduce stigmatisation and discrimination (Department of Basic Education, 2019).

Increased Funding for Research

Funding for research on dyslexia and its effect on education in South Africa and around the world should increase. Because dyslexia are such a complex neurological condition, more research is needed to understand its causes and symptoms and develop effective interventions. Increased funding would allow researchers to conduct not only larger studies, but also longitudinal and comparative studies in different countries and populations.

Training and Professional Development of Educators

Educators need specialised training and professional development to improve their understanding of dyslexia and enhance their ability to support learners with dyslexia. Professional development opportunities should be made widely available to teachers in both mainstream and special schools. Training should include information on evidence-based interventions, accommodations, and assistive technologies for learners with dyslexia (Naidoo, 2022). Educators should also be trained in the early identification of dyslexia and other learning difficulties and the implementation of effective instructional strategies.

Public Awareness and Advocacy

Greater public awareness and advocacy efforts are needed to promote understanding and acceptance of dyslexia. Advocacy efforts should include campaigns to reduce the stigma associated with it and celebrate the strengths and achievements of learners with dyslexia. It is important to involve parents, learners, educators, and policy makers in these efforts to ensure that they are effective and sustainable.

Policy Reform and Implementation

Reform and policy implementation are essential so that learners with dyslexia receive appropriate support and accommodations. Policymakers should prioritise the development of legislation and guidelines that address the needs of dyslexia students. Such legislation should lay down guidelines for the provision of appropriate support and accommodations for learners with dyslexia in both special and mainstream schools (Dreyer et al., 2020). In addition, policymakers must create awareness and understanding of this learning problem in South Africa to ensure that dyslexia learners are not stigmatised or discriminated against. The above recommendations highlight the need for greater collaboration and cooperation between educators, parents, policymakers, researchers, and advocacy groups to support learners with dyslexia. By working together and implementing evidence-based strategies and interventions, we can ensure that such learners receive the support they need to achieve their full potential. This finding of this article provides valuable insights into the challenges and opportunities linked to dyslexia in South African education. The key findings are as follows:

The study emphasizes the need for increased funding for research on dyslexia, especially in South Africa, to better understand its impact on learners' educational experiences and develop innovative strategies and assistive technologies tailored to the needs of South African learners with dyslexia. The study emphasizes the necessity of comprehensive training and professional development for educators, emphasizing the need for programs that not only raise dyslexia awareness but also equip teachers with practical skills and strategies to support learners with dyslexia. The study highlights a significant gap in public awareness and understanding of dyslexia, urging for advocacy efforts to promote understanding and acceptance, reducing stigma, and creating a supportive learning environment for learners with dyslexia. The study's findings have significant implications for South Africa's and global education policy, emphasizing the need for collaboration between policymakers, educators, parents, and researchers to develop evidence-based policies supporting dyslexic learners. The research highlights the importance of a collaborative approach to support dyslexic learners, including fostering open discussions about their experiences and strategies, addressing misconceptions among parents and educators, and creating public awareness campaigns to promote understanding and support for dyslexia.

The findings underscore the necessity for a comprehensive approach to tackle dyslexia in the South African educational system, paving the way for future research and action.

DISCUSSION

This article explores the challenges faced by dyslexic learners in South Africa and globally, as well as the legal frameworks, strategies, and collaborative efforts to support them in the education system. Dyslexia significantly impacts global education, affecting students' academic performance and psychosocial well-being, as highlighted by previous studies. The study

underscores the urgent need for comprehensive support systems to cater to the diverse requirements of dyslexic learners.

South Africa is actively implementing legislation and policies to safeguard the rights of dyslexic learners, in line with global efforts to promote inclusive education. However, there is still room for improvement in the implementation of these frameworks to ensure effective support and accommodations for dyslexia learners. This study suggests strategies such as structured literacy instruction, assistive technologies, and creating inclusive learning environments. These strategies not only cater to the academic requirements of dyslexia learners but also promote positive attitudes and awareness, echoing the findings of Rose and Meyer (2002).

The challenges in South Africa are exacerbated by socioeconomic inequality, which might limit access to resources such as specialist tutoring or diagnostic services. Furthermore, educators frequently lack the requisite skills to properly execute organized literacy programmes, which are critical for dyslexic students. While assistive technologies are important, they are not universally available or cheap to everyone, leaving a gap in assistance.

Collaboration among educators, parents, politicians, and researchers aligns with the inclusive education concepts proposed by Nel et al. (2016). Working together, stakeholders may foster a supportive atmosphere that fosters the overall development of dyslexic students and guarantees their incorporation into mainstream school.

It is critical to understand the importance of community assistance in improving dyslexic students' educational experiences. Community-based initiatives can offer extra resources and support networks to students and their families. Furthermore, continual professional development for educators is essential in equipping them with the skills and knowledge needed to effectively serve dyslexic students.

The findings have several implications for educational policy and practice. They emphasize the need for sustained investment in research, ongoing professional development for educators, increased public awareness to minimize stigma, and policy change and execution to ensure that legal frameworks translate into practical support for dyslexic students.

CONCLUSION

This article has discussed effective strategies and assistive technologies for supporting learners with dyslexia in South Africa. Structured literacy instruction, multisensory learning, and assistive technologies such as text-to-speech software, speech-to-text software, and electronic reading pens, are evidence-based interventions that have been found to be effective for learners with dyslexia. In addition, accommodations and creating an inclusive learning environment that fosters positive attitudes towards dyslexia and promotes awareness and understanding of it, are vital. The role of educators, parents, and policymakers emphasise the need for greater cooperation to ensure that learners with dyslexia have the support they need to reach their full potential. Increased funding for research, the professional development of educators, and

greater public awareness and advocacy efforts to promote understanding and acceptance of dyslexia have been recommended. Policy reform and implementation are also essential to ensure that learners with dyslexia receive appropriate support and accommodations. It is critical to recognise that dyslexia are a complex condition and that effective support of learners with dyslexia requires a multifaceted approach. More research is needed to better understand its nature and its impact on learning, as well as develop effective strategies to support learners with dyslexia. With greater collaboration, advocacy, and policy reform, dyslexia students in South Africa and globally can receive the support they need to succeed

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