



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **Report on the Implementation of Education White Paper 6 on Inclusive Education**

**An Overview for the Period: 2013 - 2015**

**May 2015**

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# Report on the Implementation of Education White Paper 6 on Inclusive Education

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## 1. Purpose

The main objective of this report is to record progress that has been made at national and provincial level in expanding the implementation of the Policy on Inclusive Education in the period 2013 to March 2015. Furthermore, it is to track progress on selected systemic priorities as outlined in the National Inclusive Education Strategy developed in 2011 that has been guiding provincial implementation of priorities. The report also highlights models of good practice at provincial level and areas of need for additional resources.

Finally the report makes recommendations on Norms and Standards as well as amendments required to ensure that South Africa meets its obligations in terms of the *Millennium Development Goals* and the *Convention on the Rights of Persons with Disabilities* in the implementation of an inclusive education system at all levels.

Also Chapter 9 of the *National Development Plan* emphasises that “inclusive education should be provided that enables everyone to participate effectively in a free society. Education provides knowledge and skills that people with disabilities can use to exercise a range of other human rights, such as the right to political participation, the right to work, the right to live independently and contribute to the community, the right to participate in cultural life, and the right to raise a family. Ensuring that all children with disabilities have access to quality education will help South Africa meet its employment equity goals in the long run.”

## 2. Problem Statement

Implementation of the Inclusive Education policy requires integrated planning at all levels which is enabled by working across multiple disciplines. Critical systemic considerations need to be considered and decisive actions taken in recognition of Inclusive Education as one of the national priorities.

Currently, there are persistent challenges that retard the progress that is being made in the development of an Inclusive Education and training System, and some are highlighted hereunder:

- Incoherent conception and understanding of the strategic intent and approach towards developing an Inclusive Education and Training System, as articulated in the Inclusive Education Policy, at all levels of the system;

- There are disparities across provinces in resourcing Inclusive Education and improving access to education and support for children with disabilities, including personnel provisioning and finance (some provinces have no or very few professional support staff appointed at district level and the building of new special schools happens without accompanying planning for staff provision);
- Limited access to specialist support services particularly in public ordinary schools resulting in too many learners referred out (pushed out) to special schools or remaining in mainstream schools without any appropriate support. Consequently, a large number of these learners drop out of the system before they complete schooling;
- Improvement of learner performance requires that effective and ongoing support be given to schools on how to address barriers to learning through measures of early intervention including remediation (direct correlation between availability of support services and results in districts);
- Special schools do not have adequate specialist professional support staff and non-teaching staff;
- There is no structured stakeholder engagement and partnerships to advance the course of inclusion albeit changing attitudes towards disability or addressing the shortage of health professionals in the country and within DBE; and
- According to the General Household Survey of 2013, there are 25.9% children with disabilities in the 5 to 15 year old group who are not attending an education institution. The 2011 national census results further indicate that 5.8% of children between the ages of 5 and 18 are disabled. This could imply that more than 500 000 children with disabilities may in fact be out of school, making it all the more urgent to implement inclusive education support systems.

### 3. Background and Context

The implementation of Education White Paper 6, Special Education Needs: Building an Inclusive Education System (2001) is now in its 14<sup>th</sup> year of the proposed 20 year implementation trajectory.

In South Africa, Inclusive Education as outlined in **Education White Paper 6** (2001) is about:

- transformation of an education system which has previously been divided into “special education” and “mainstream education” into one integrated system which embraces equity and quality;
- acceptance of equal rights for all learners and social justice; and
- transforming the education system to effectively respond to and support learners, parents and communities by promoting the removal of barriers to learning and participation in that education system in an incremental manner.

The White Paper 6 makes the following provisions for the implementation of inclusive education:

- Building capacity in all education departments;
- Establishing and capacitating transversal District-Based Support Teams (DBSTs);
- Establishing and capacitating School-Based Support Teams (SBSTs);
- Strengthening special schools to deliver quality education and support in a specific area of specialization and to become resource centres (SSRCs);
- Identifying, designating and establishing Full Service Schools (FSSs);
- Establishing mechanisms for the early identification of learning difficulties using the Policy on Screening, Identification, Assessment and Support (SIAS);
- Developing professional capacity of all educators in curriculum development and assessment e.g. *Curriculum Differentiation*
- Mobilising public support; and
- Developing an appropriate funding strategy

#### **4. Access**

*Education White Paper 6 (DOE, 2001) on Special Needs Education* commits government to provide access to education to all learners who have a disability and those who experience barriers to learning whether it be economic, social, language, class, behaviour or other barriers.

White Paper 6 outlines that government will:

- base the provision of education for learners with disabilities on the intensity of support needed to overcome the debilitating impact of those disabilities;
- place an emphasis on supporting learners through full-service schools that will serve as flagship inclusive schools that admit all learners from a particular area, irrespective of their disabilities and provide a range of appropriate support;
- indicate how learners with disability will be identified, assessed and incorporated into special, full-service and ordinary schools in an incremental manner;
- introduce strategies and interventions that will assist educators to cope with a diversity of learning and teaching needs to ensure that transitory learning difficulties are ameliorated and learners with learning difficulties are included through multi-level teaching; and
- provide clear signals about how current special schools will serve identified disabled learners on site and also serve as a resource to educators and schools in the area.



#### 4.1 Enrolment of children and youth with disabilities according to the General Household Survey:

**Table 1: Percentage of 0-4 year old children with disabilities attending ECD, 2009 -2013**

| Province      | 2009        | 2010        | 2011        | 2012        | 2013        |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Eastern Cape  | 32.2        | 35.5        | 34.2        | 40.3        | 46.2        |
| Free State    | 34.1        | 34.0        | 31.0        | 40.6        | 55.0        |
| Gauteng       | 39.7        | 45.7        | 44.9        | 44.9        | 63.7        |
| KwaZulu-Natal | 23.6        | 21.7        | 22.6        | 25.3        | 32.2        |
| Limpopo       | 32.0        | 28.6        | 44.8        | 39.1        | 44.5        |
| Mpumalanga    | 32.2        | 27.6        | 30.3        | 34.5        | 32.4        |
| North West    | 20.8        | 27.1        | 27.6        | 38.2        | 46.6        |
| Northern Cape | 18.8        | 20.5        | 27.3        | 27.3        | 34.9        |
| Western Cape  | 18.2        | 41.0        | 31.0        | 35.1        | 39.4        |
| <b>SA</b>     | <b>28.3</b> | <b>31.5</b> | <b>33.9</b> | <b>36.7</b> | <b>43.7</b> |

Source: Statistics South Africa, General Household Survey, 2009-2013, DBE own calculations

Table 1 shows that:

- In 2013, approximately 43.7% of 0-4 year old children with disabilities were attending an educational institution
- Variations in the provision of access to education across provinces are noticeable
- Availability of facilities and resources could be responsible for the disparities across provinces
- Much still needs to be done to conscientise communities about the importance of early access to ECD centres especially in respect of children who are Deaf, Blind and Intellectually disabled
- This substantial percentage of attendance has critical implications for the training of ECD practitioners who should all have a basic knowledge of disability and early stimulation.

**Table 2: Percentage of 5 year old children with disabilities attending educational institutions, 2009-2013**

| Province            | 2009        | 2010        | 2011        | 2012        | 2013        |
|---------------------|-------------|-------------|-------------|-------------|-------------|
| Eastern Cape        | 77.8        | 90.0        | 87.7        | 92.0        | 95.5        |
| Free State          | 81.9        | 79.9        | 72.7        | 81.8        | 76.6        |
| Gauteng             | 77.6        | 82.8        | 75.6        | 82.8        | 95.8        |
| KwaZulu-Natal       | 79.8        | 78.8        | 74.2        | 78.8        | 75.7        |
| Limpopo             | 93.3        | 94.9        | 91.5        | 94.0        | 93.6        |
| Mpumalanga          | 79.6        | 87.2        | 81.8        | 85.2        | 80.8        |
| North West          | 57.7        | 79.8        | 83.2        | 88.4        | 85.7        |
| Northern Cape       | 73.7        | 80.1        | 83.4        | 65.4        | 81.8        |
| Western Cape        | 80.9        | 63.2        | 78.2        | 78.0        | 67.9        |
| <b>SOUTH AFRICA</b> | <b>80.5</b> | <b>84.5</b> | <b>82.1</b> | <b>85.2</b> | <b>85.2</b> |

Source: Statistics South Africa, General Household Survey, 2009-2013, DBE own calculations

**Table 3: Percentage of 7-15 year old children with disabilities attending educational institutions, 2009 - 2013**

| Province      | 2009        | 2010        | 2011        | 2012        | 2013        |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Eastern Cape  | 91.7        | 92.4        | 87.3        | 88.9        | 90.1        |
| Free State    | 92.6        | 96.4        | 95.0        | 94.8        | 91.1        |
| Gauteng       | 87.8        | 93.3        | 93.8        | 87.2        | 96.8        |
| KwaZulu-Natal | 91.6        | 89.8        | 94.0        | 96.1        | 91.6        |
| Limpopo       | 87.9        | 92.8        | 95.1        | 87.7        | 86.7        |
| Mpumalanga    | 93.3        | 96.1        | 96.1        | 95.5        | 92.1        |
| North West    | 84.7        | 94.9        | 89.0        | 96.5        | 97.7        |
| Northern Cape | 73.3        | 93.4        | 96.2        | 98.0        | 90.7        |
| Western Cape  | 97.7        | 99.1        | 73.9        | 87.5        | 95.6        |
| SA            | <b>90.2</b> | <b>93.5</b> | <b>92.4</b> | <b>92.4</b> | <b>92.5</b> |

Source: Statistics South Africa, General Household Survey, 2009-2013, DBE own calculations

**Table 4: Percentage of 16-18 year old children with disabilities attending educational institutions, 2009 - 2013**

| Province      | 2009        | 2010        | 2011        | 2012        | 2013        |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Eastern Cape  | 42.8        | 70.6        | 81.1        | 40.2        | 34.5        |
| Free State    | 70.1        | 66.7        | 76.8        | 89.5        | 88.8        |
| Gauteng       | 74.2        | 72.7        | 89.1        | 74.4        | 92.1        |
| KwaZulu-Natal | 40.9        | 57.3        | 58.2        | 69.3        | 74.2        |
| Limpopo       | 67.8        | 63.3        | 84.8        | 87.5        | 43.9        |
| Mpumalanga    | 100.0       | 79.6        | 96.2        | 85.7        | 58.5        |
| North West    | 15.0        | 79.0        | 49.3        | 50.4        | 78.0        |
| Northern Cape | 0.0         | 56.7        | 100.0       | 73.8        | 49.2        |
| Western Cape  | 72.4        | 78.3        | 100.0       | 82.4        | 87.6        |
| SA            | <b>53.3</b> | <b>68.1</b> | <b>79.3</b> | <b>66.7</b> | <b>70.3</b> |

Source: Statistics South Africa, General Household Survey, 2009-2013, DBE own calculations

**Tables 2 – 4 show that:**

- The 85.2% of five year old children with disabilities who attend school need to be verified in terms of the tools utilised to assess disability as there are questionable disparities between provinces, e.g. the Western Cape that has more facilities for children with disabilities have only 67.9% school enrolment for children with disabilities
- There is a sharp increase in the number of 7 – 15 year olds with disabilities who attend an educational institution from 85.2% to 92.5%. This percentage of the GHS also does not tally with the real enrolment figures as provided in EMIS data which shows a much lower percentage of school attendance.
- The drop in the percentage of 16 – 18 year old children with disabilities who attend school to 70.3%, is a serious cause for concern as would constitute the low percentage of young adults with disabilities who enter further and higher education or employment. If retention is not improved, the country will never be able to meet its target of 5% employment of persons with disabilities.

## 4.2 Enrolment of Learners in Special Schools

**Table 5: Number of learners, educators and institutions in SNE sectors, by province, national learner-educator ratio (LER), national learner-school ratio (LSR) and national educator-school ratio (ESR), in 2011 and 2012**

| Province      | Year | SNE            |              |            |             |              |             |
|---------------|------|----------------|--------------|------------|-------------|--------------|-------------|
|               |      | Learners       | Educators    | Schools    | LER         | LSR          | ESR         |
| Eastern Cape  | 2011 | 9 031          | 878          | 41         | 10.3        | 220.3        | 21.4        |
|               | 2012 | 9 117          | 854          | 42         | 10.7        | 217.1        | 20.3        |
| Free State    | 2011 | 5 514          | 602          | 20         | 9.2         | 275.7        | 30.1        |
|               | 2012 | 5 801          | 625          | 21         | 9.3         | 276.2        | 29.8        |
| Gauteng       | 2011 | 39 283         | 3 182        | 129        | 12.3        | 304.5        | 24.7        |
|               | 2012 | 41 184         | 3 396        | 131        | 12.1        | 314.4        | 25.9        |
| KwaZulu-Natal | 2011 | 15 955         | 733          | 71         | 21.8        | 215.6        | 9.9         |
|               | 2012 | 16 264         | 1 393        | 71         | 11.7        | 225.9        | 19.3        |
| Limpopo       | 2011 | 8 360          | 706          | 34         | 11.8        | 245.9        | 20.8        |
|               | 2012 | 8 524          | 684          | 34         | 12.5        | 250.7        | 20.1        |
| Mpumalanga    | 2011 | 3 639          | 269          | 20         | 13.5        | 182.0        | 13.5        |
|               | 2012 | 3 549          | 355          | 20         | 10.0        | 177.5        | 17.8        |
| Northern Cape | 2011 | 1 644          | 160          | 10         | 10.3        | 164.4        | 16.0        |
|               | 2012 | 1 646          | 165          | 10         | 10.0        | 164.6        | 16.5        |
| North West    | 2011 | 5 634          | 236          | 33         | 23.9        | 170.7        | 7.2         |
|               | 2012 | 5 437          | 465          | 32         | 11.7        | 169.9        | 14.5        |
| Western Cape  | 2011 | 19 180         | 1 853        | 81         | 10.4        | 236.8        | 22.9        |
|               | 2012 | 20 076         | 1 802        | 82         | 11.1        | 244.8        | 22.0        |
| South Africa  | 2011 | <b>108 240</b> | <b>8 619</b> | <b>441</b> | <b>12.6</b> | <b>244.9</b> | <b>19.5</b> |
|               | 2012 | <b>111 598</b> | <b>9 739</b> | <b>443</b> | <b>11.5</b> | <b>251.3</b> | <b>21.9</b> |

Source: 2011 and 2012 Annual Special School Survey

**Table 5** provides statistics on learner-educator ratio, learner-school ratio and educator-school ratio. The average national learner-educator ratio in special schools is 11:5, the average learner enrolment per school, 251.3 and the average number of teachers per school, 21.9. Free State special schools have the lowest learner-educator ratio (9.3:1) whilst Limpopo has the highest (12:5). Gauteng schools have the highest average learner enrolment (304) per school and Northern Cape the lowest, namely 164 learners per school on average.

**Table 6: Number of learners enrolled in special schools in 2013**

| Province | Learners | Schools |
|----------|----------|---------|
| EC       | 9 165    | 42      |
| FS       | 6 036    | 21      |
| GT       | 42 958   | 133     |
| KZ       | 17 169   | 73      |

|                     |                |            |
|---------------------|----------------|------------|
| LP                  | 8 598          | 34         |
| MP                  | 3 818          | 20         |
| NC                  | 1 691          | 10         |
| NW                  | 6 764          | 32         |
| WC                  | 20 689         | 79         |
| <b>South Africa</b> | <b>116 888</b> | <b>444</b> |

Source: 2013 Annual Special School Survey

**Table 6:** There has been an increase in enrolment to special schools of 4932 (from 111598 in 2012 to 116530 in 2013) in one year, but no increase in the number of special schools. Although this is an indication of an increase in access, it does not necessarily imply improved quality. The concurrent drop in enrolment of learners with disabilities in ordinary schools in 2013 (see table 8 below), reflects an opposite trend in what is intended when implementing an inclusive education system.

**Table 7: Enrolment in Special Schools in 2014 per category of disability**

| Province  | Attention Deficit Disorder | Autistic Spectrum Disorder | Behavioural Disorder | Blind        | Cerebral Palsied | Deaf         | Deaf/Blind Disabled | Epilepsy     | Hard of Hearing | Mild to Moderate Intellectual Disability | Multiple Disabled | Other         | Partially Sighted/Low Vision | Physically Disabled | Psychiatric disorder | Severe to Profound Intellectual Disability | Specific Learning Disabled | Grand Total    |
|-----------|----------------------------|----------------------------|----------------------|--------------|------------------|--------------|---------------------|--------------|-----------------|------------------------------------------|-------------------|---------------|------------------------------|---------------------|----------------------|--------------------------------------------|----------------------------|----------------|
| EC        | 117                        | 112                        | 255                  | 116          | 375              | 774          |                     | 44           | 71              | 1 728                                    |                   | 1 490         | 282                          | 614                 | 3                    | 2 688                                      | 567                        | 9 236          |
| FS        | 68                         | 160                        | 360                  | 155          | 354              | 419          |                     | 165          | 41              | 1 741                                    | 4                 | 1 771         | 126                          | 194                 | 3                    | 115                                        | 473                        | 6 149          |
| GT        | 1 618                      | 967                        | 1 899                | 270          | 2 458            | 1 851        | 12                  | 1 101        | 426             | 11 463                                   |                   | 4 583         | 842                          | 1 082               | 32                   | 9 202                                      | 6 259                      | 44 065         |
| KZ        | 373                        | 846                        | 421                  | 152          | 1 251            | 1 244        | 9                   | 356          | 209             | 2 220                                    | 2                 | 3 791         | 402                          | 746                 | 15                   | 2 782                                      | 2 361                      | 17 180         |
| LP        | 192                        | 245                        | 259                  | 247          | 510              | 665          | 5                   | 255          | 208             | 2 136                                    |                   | 311           | 350                          | 205                 | 28                   | 2 505                                      | 409                        | 8 530          |
| MP        | 99                         | 49                         | 182                  | 30           | 62               | 148          |                     | 65           | 22              | 1 814                                    |                   | 36            | 34                           | 38                  | 7                    | 1 125                                      | 161                        | 3 872          |
| NC        | 62                         | 55                         | 118                  | 34           | 29               | 86           |                     | 26           | 20              | 491                                      |                   | 201           | 10                           | 95                  | 1                    | 468                                        | 201                        | 1 897          |
| NW        | 142                        | 81                         | 338                  | 19           | 230              | 327          |                     | 146          | 83              | 2 081                                    |                   | 64            | 192                          | 222                 | 4                    | 2 421                                      | 593                        | 6 943          |
| WC        | 445                        | 614                        | 143                  | 161          | 811              | 989          | 2                   | 80           | 159             | 7 920                                    |                   | 141           | 245                          | 667                 |                      | 5 082                                      | 2 146                      | 19 605         |
| <b>SA</b> | <b>3 116</b>               | <b>3 129</b>               | <b>3 975</b>         | <b>1 184</b> | <b>6 080</b>     | <b>6 503</b> | <b>28</b>           | <b>2 238</b> | <b>1 239</b>    | <b>31 594</b>                            | <b>6</b>          | <b>12 388</b> | <b>2 483</b>                 | <b>3 863</b>        | <b>93</b>            | <b>26 388</b>                              | <b>13 170</b>              | <b>117 477</b> |

Source: 2014 Snap Survey

**Table 8: Spread of Special Schools across the country in 2014**

| Province | Number of Schools |
|----------|-------------------|
| EC       | 42                |
| FS       | 21                |
| GT       | 136               |
| KZ       | 74                |
| LP       | 34                |
| MP       | 20                |

|    |     |
|----|-----|
| NC | 11  |
| NW | 32  |
| WC | 83  |
| SA | 453 |

Source: 2014 Snap Survey

### 4.3 Enrolment in public ordinary schools

Table 9: Learners with disabilities enrolled in ordinary schools in 2012

| DataYear       | Province | Learners with disabilities enrolled in Ordinary schools | Total number of Learners in ordinary schools | Learners with disabilities as percentage of total learner enrolment in province |
|----------------|----------|---------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------|
| 2012           | EC       | 23 179                                                  | 1967076                                      | 1.2                                                                             |
| 2012           | FS       | 22 254                                                  | 662367                                       | 3.4                                                                             |
| 2012           | GT       | 27 581                                                  | 2071001                                      | 1.3                                                                             |
| 2012           | KZ       | 25 000                                                  | 2849472                                      | 1.0                                                                             |
| 2012           | LP       | 2 375                                                   | 1708361                                      | 0.1                                                                             |
| 2012           | MP       | 11 915                                                  | 1057456                                      | 1.1                                                                             |
| 2012           | NC       | 2 736                                                   | 277334                                       | 1.0                                                                             |
| 2012           | NW       | 1 883                                                   | 769799                                       | 0.2                                                                             |
| 2012           | WC       | 6 495                                                   | 1039174                                      | 0.62                                                                            |
| National Total |          | 123 418                                                 | 12402040                                     | 1.01                                                                            |

Source: 2012 Annual School Survey

**Table 9** shows that the average national percentage of learners with disabilities (5.8%) against the total enrolment in ordinary schools (1.01%) is disconcertingly wide. The Free State has the highest percentage (3.4%) and Limpopo the lowest (.1%) If it is taken into consideration that these numbers also include learners with specific learning difficulties (such as dyslexia, ADHD, etc.), the numbers are very low. The WHO states that close to 20% of learners in any schooling system could be considered to be experiencing some or other barrier to learning. This low figure could reflect either a failure in implementing the policy of inclusive education or lack of capacity in schools to identify learners with disabilities (including lack of access to trained specialist support staff). The fact that learners who experience barriers to learning are not identified, is one of the factors contributing to the high percentage of learner drop out, especially in the senior phase.

Table 10: Number of learners with disabilities enrolled in ordinary schools in 2013

| Province | INDEPENDENT |         | PUBLIC   |         | Independent & Public |         |
|----------|-------------|---------|----------|---------|----------------------|---------|
|          | Learners    | Schools | Learners | Schools | Learners             | Schools |
| EC       | 821         | 56      | 27 467   | 1 252   | 28 288               | 1 308   |
| FS       | 95          | 11      | 21 235   | 404     | 21 330               | 415     |

|                     |              |            |               |              |               |              |
|---------------------|--------------|------------|---------------|--------------|---------------|--------------|
| <b>GT</b>           | 1 186        | 84         | 3 802         | 150          | 4 988         | 234          |
| <b>KZ</b>           | 554          | 32         | 8 675         | 464          | 9 229         | 496          |
| <b>LP</b>           | 143          | 25         | 2 465         | 368          | 2 608         | 393          |
| <b>MP</b>           | 65           | 11         | 2 368         | 162          | 2 433         | 173          |
| <b>NC</b>           | 59           | 10         | 2 267         | 179          | 2 326         | 189          |
| <b>NW</b>           | 203          | 15         | 2 006         | 152          | 2 209         | 167          |
| <b>WC</b>           | 583          | 94         | 6 708         | 753          | 7 291         | 847          |
| <b>South Africa</b> | <b>3 709</b> | <b>338</b> | <b>76 993</b> | <b>3 884</b> | <b>80 702</b> | <b>4 222</b> |

Source: Annual special school survey 2013

**Table 10:** There is a drop of 45 716 in enrolment in ordinary schools between 2012 and 2013. Further investigation is needed to verify the accuracy of this figure. One possible reason might be the inability of schools to accurately identify and record learners with disabilities in ordinary schools. This situation should improve once the SIAS Policy is fully implemented and incorporated into the SASAMS and LURITS systems.

**Table 11: Enrolment in ordinary schools in 2013 by category of disability**

| Province        | Attention Deficit Disorder | Autistic Spectrum Disorder | Severe to Profound Intellectual Disability | Psychiatric disorder | Physically Disabled | Deaf       | Behavioural Disorder | Specific Learning Disabled | Blind      | Cerebral Palsied2 | Deaf/Blind Disabled | Partially Sighted/Low Vision | Multiple Disabled | Mild to Moderate Intellectual Disability | Hard of Hearing | Epilepsy    | Cerebral Palsied | Disabled Learners per school |
|-----------------|----------------------------|----------------------------|--------------------------------------------|----------------------|---------------------|------------|----------------------|----------------------------|------------|-------------------|---------------------|------------------------------|-------------------|------------------------------------------|-----------------|-------------|------------------|------------------------------|
| <b>EC</b>       | 5318                       | 205                        | 1110                                       | 228                  | 974                 | 139        | 1126                 | 6351                       | 123        | 102               | 40                  | 2296                         | 114               | 7846                                     | 1566            | 750         | 102              | 28288                        |
| <b>FS</b>       | 1547                       | 87                         | 1111                                       | 50                   | 206                 | 36         | 1286                 | 8731                       | 12         | 16                | 11                  | 863                          | 126               | 6654                                     | 321             | 273         | 16               | 21330                        |
| <b>GT</b>       | 1528                       | 148                        | 167                                        | 83                   | 135                 | 93         | 168                  | 541                        | 10         | 23                | 12                  | 855                          | 1                 | 599                                      | 313             | 312         | 23               | 4988                         |
| <b>KZ</b>       | 2815                       | 71                         | 113                                        | 45                   | 242                 | 68         | 448                  | 1648                       | 9          | 29                | 10                  | 1024                         | 139               | 1897                                     | 397             | 274         | 29               | 9229                         |
| <b>LP</b>       | 320                        | 136                        | 95                                         | 15                   | 211                 | 12         | 106                  | 371                        | 36         | 21                | 2                   | 216                          | 483               | 431                                      | 87              | 66          | 21               | 2608                         |
| <b>MP</b>       | 188                        | 19                         | 27                                         | 13                   | 295                 | 5          | 158                  | 231                        | 2          | 12                | 1                   | 174                          | 831               | 257                                      | 93              | 127         | 12               | 2433                         |
| <b>NC</b>       | 416                        | 20                         | 128                                        | 12                   | 210                 | 28         | 173                  | 215                        | 5          | 12                | 5                   | 434                          |                   | 290                                      | 142             | 236         | 12               | 2326                         |
| <b>NW</b>       | 723                        | 21                         | 83                                         | 62                   | 75                  | 12         | 166                  | 375                        | 0          | 24                | 5                   | 124                          | 3                 | 419                                      | 62              | 55          | 24               | 2209                         |
| <b>WC</b>       | 1050                       | 53                         | 510                                        | 0                    | 141                 | 72         | 8                    | 3003                       | 0          | 9                 | 0                   | 91                           |                   | 2216                                     | 94              | 44          | 9                | 7291                         |
| <b>Gr Total</b> | <b>13905</b>               | <b>760</b>                 | <b>3344</b>                                | <b>508</b>           | <b>2489</b>         | <b>465</b> | <b>3639</b>          | <b>21466</b>               | <b>197</b> | <b>248</b>        | <b>86</b>           | <b>6077</b>                  | <b>1697</b>       | <b>20609</b>                             | <b>3075</b>     | <b>2137</b> | <b>248</b>       | <b>80702</b>                 |

**Table 11:** In ordinary schools the category of disability with the highest enrolment is specific learning disability, followed by mild to moderate intellectual disability. The first category together with learners with ADHD should have access to remedial education and learning support whereas the latter category of learners should be added to the 30000 learners enrolled in schools of skill who could benefit from a GETC: Skills and Vocational. The fourth largest group is learners who are partially sighted and who need eye care and access to large print and/or assistive technology. There are some serious concerns about the accuracy of the data. It is for instance unlikely that there are no blind learners enrolled in ordinary schools in the Western Cape, to name but one example.

#### 4.4 Enrolment of learners with disabilities in Full-service schools

**Table 12: Number of Learners with Disabilities enrolled in Full-Service Schools in 2014**

| Province    | Name of District   | Number of Full Service Schools | Total Number of Learners with Disabilities in 2014 |
|-------------|--------------------|--------------------------------|----------------------------------------------------|
| EC          | Butterworth        | 1                              | 39                                                 |
|             | Cofimvaba          | 1                              | 24                                                 |
|             | Cradock            | 1                              | 22                                                 |
|             | Dutywa             | 1                              | 19                                                 |
|             | East London        | 2                              | 179                                                |
|             | Fort Beaufort      | 1                              | 65                                                 |
|             | Graaff Reinet      | 1                              | 87                                                 |
|             | Grahamstown        | 1                              | 98                                                 |
|             | King Williams      | 1                              | 65                                                 |
|             | Lady Frere         | 1                              | 87                                                 |
|             | Libode             | 1                              | 56                                                 |
|             | Lusikisiki         | 3                              | 459                                                |
|             | Maluti             | 1                              | 146                                                |
|             | Mbizana            | 1                              | 189                                                |
|             | Mthatha            | 1                              | 169                                                |
|             | Mt Fletcher        | 1                              | 58                                                 |
|             | Mt Frere           | 1                              | 76                                                 |
|             | Ngcobo             | 1                              | 79                                                 |
|             | Port Elizabeth     | 1                              | 54                                                 |
|             | Queenstown         | 1                              | 86                                                 |
|             | Qumbu              | 1                              | 56                                                 |
| Sterkspruit | 1                  | 43                             |                                                    |
| Uitenhage   | 1                  | 116                            |                                                    |
|             | <b>SUB TOTAL:</b>  | <b>26</b>                      | <b>2272</b>                                        |
| FS          | Fezile Dabi        | 32                             | 1835                                               |
|             | Lejweleputswa      | 21                             | 890                                                |
|             | Motheo             | 29                             | 2066                                               |
|             | Thabo Mofutsanyane | 36                             | 1695                                               |
|             | Xhariep            | 14                             | 1624                                               |
|             | <b>SUB TOTAL:</b>  | <b>132</b>                     | <b>8110</b>                                        |
| GT          | Johannesburg South | 5                              | 576                                                |
|             | Johannesburg North | 5                              | 248                                                |

|           |                      |            |             |
|-----------|----------------------|------------|-------------|
|           | Johannesburg Central | 5          | 116         |
|           | Johannesburg West    | 5          | 753         |
|           | Johannesburg East    | 5          | 173         |
|           | Gauteng North        | 5          | 324         |
|           | Gauteng East         | 5          | 164         |
|           | Gauteng West         | 5          | 539         |
|           | Tshwane North        | 5          | 110         |
|           | Tshwane South        | 5          | 341         |
|           | Tshwane West         | 5          | 101         |
|           | Sedibeng West        | 5          | 338         |
|           | Sedibeng East        | 4          | 105         |
|           | Ekurhuleni North     | 5          | 285         |
|           | Ekurhuleni South     | 5          | 137         |
|           | <b>SUB TOTAL:</b>    | <b>74</b>  | <b>4310</b> |
| <b>KN</b> | Amajuba              | 6          | 274         |
|           | Othukela             | 6          | 226         |
|           | Pinetown             | 8          | 335         |
|           | Sisonke              | 10         | 326         |
|           | Ugu                  | 9          | 185         |
|           | Umgungundlovu        | 10         | 503         |
|           | Umlazi               | 6          | 288         |
|           | Umkhanyakude         | 10         | 358         |
|           | Umzinyathi           | 10         | 437         |
|           | Uthungulu            | 10         | 658         |
|           | Ilembe               | 6          | 352         |
|           | Zululand             | 10         | 353         |
|           | <b>SUB TOTAL:</b>    | <b>101</b> | <b>4295</b> |
| <b>LP</b> | Capricorn            | 4          |             |
|           | Giyani               |            |             |
|           | Mopani               | 3          |             |
|           | Nkowankowa           |            |             |
|           | Sekhukhune           | 4          |             |
|           | Vhembe               | 3          |             |
|           | Waterberg            | 3          |             |



|              |                      |            |              |
|--------------|----------------------|------------|--------------|
|              | <b>SUB TOTAL:</b>    | <b>17</b>  |              |
| <b>MP</b>    | Bohlabela            | 40         | 232          |
|              | Ehlanzeni            | 30         | 859          |
|              | Gert Sibande         | 30         | 303          |
|              | Nkangala             | 40         | 77           |
|              | <b>SUB TOTAL:</b>    | <b>140</b> | <b>1471</b>  |
| <b>NC</b>    | Frances Baard        | 1          | 35           |
|              | John Taolo Gaetsewe  | 2          | 337          |
|              | Namaqua              | 0          | 0            |
|              | Pixley Ka Seme       | 1          | 117          |
|              | ZFM                  | 0          | 0            |
|              | <b>SUB TOTAL:</b>    | <b>4</b>   | <b>489</b>   |
| <b>NW</b>    | Bojanala             | 44         | 1046         |
|              | Dr Kenneth Kaunda    | 34         | 561          |
|              | Dr RS Mompoti        | 34         | 314          |
|              | Ngaka Modiri Molema  | 38         | 625          |
|              | <b>SUB TOTAL:</b>    | <b>150</b> | <b>2546</b>  |
| <b>WC</b>    | Cape Winelands       | 27         | 316          |
|              | Central              | 12         | 120          |
|              | Eden & Central Karoo | 27         | 424          |
|              | East                 | 17         | 102          |
|              | North                | 21         | 307          |
|              | Overberg             | 15         | 126          |
|              | South                | 9          | 62           |
|              | West Coast           | 19         | 263          |
|              | <b>SUB TOTAL:</b>    | <b>147</b> | <b>1720</b>  |
| <b>Total</b> |                      | <b>793</b> | <b>24724</b> |

Source: Data provided by provinces in August 2014

**Table 12:** There is a steep increase in the number of full service schools and the number of learners with disabilities enrolled in them from 664 in 2013 to 787 in 2014. How the identification and recording of learners with disabilities have been done needs to be verified. There is also a serious concern about the fact that some schools enrol more than 150 learners with disabilities. In terms of the rule of natural proportion, the full-service schools should ideally not enrol more than 5% learners with disabilities, unless the 30% of learners who have learning difficulties in any given context are included in these numbers. Full-service schools should never be seen as a new type of special school that draw learners from afar.

## 4.5 Enrolment by category of disability

**Table 13: The enrolment in special schools by category of disability and in order of prevalence**

| Disability                               | 2011           | 2012           | 2013           |
|------------------------------------------|----------------|----------------|----------------|
| Severe Intellectual Disability           | 27 931         | 27 837         | 27 131         |
| Mild or Moderate Intellectual Disability | 27 179         | 28 942         | 30 424         |
| Specific Learning Disability             | 12 927         | 11 904         | 13 051         |
| Cerebral Palsy                           | 6 591          | 6 651          | 6 127          |
| Deaf                                     | 6 470          | 6 388          | 6 590          |
| Other                                    | 5 179          | 6 009          | 10 780         |
| Behavioural Disorder                     | 5 123          | 4 843          | 4 427          |
| Physical Disability                      | 3 918          | 4 004          | 3 888          |
| Attention Deficit Disorder               | 3 077          | 3 956          | 3 396          |
| Partially Sighted                        | 2 493          | 2 598          | 2 495          |
| Epilepsy                                 | 2 426          | 2 686          | 2 542          |
| Autistic Spectrum Disorder               | 2 190          | 2 852          | 2 753          |
| Hard of Hearing                          | 1 363          | 1 503          | 1 347          |
| Blind                                    | 1 136          | 1 259          | 1 307          |
| Psychiatric disorder                     | 202            | 132            | 145            |
| Deaf/Blind                               | 35             | 34             | 122            |
| Multiple Disability                      |                |                | *5             |
| <b>Total Number of learners</b>          | <b>108 240</b> | <b>111 598</b> | <b>116 530</b> |

Source: 2011, 2012 and 2013 Annual Special School Survey - \*The count is not reliable

Table 13: The statistics show that the most prevalent categories of disability enrolled in special schools are intellectual disabilities. According to Education White Paper 6 this learner population is the easiest to include as they require only curriculum differentiation and no costly structural adjustments or specialised equipment. In terms of the Convention on the Rights of Persons with Disabilities an urgent review is required on how these learners and also learners with specific learning difficulties (e.g. dyslexia) are more effectively included in ordinary schools.

**Table 14: Enrolment in special schools in 2013 by category of disability (in order of prevalence)**

| Province | Mild to Moderate | Severe to Profound | Specific Learning | Other | Deaf | Cerebral Palsy | Behaviour Disorder | Physically Disability | Attention Deficit | Autistic Spectrum | Epilepsy | Partially Sighted/Low | Hard of Hearing | Blind | Deaf/Blind | Psychiatric disorder | Multiple |
|----------|------------------|--------------------|-------------------|-------|------|----------------|--------------------|-----------------------|-------------------|-------------------|----------|-----------------------|-----------------|-------|------------|----------------------|----------|
| EC       | 1904             | 3392               | 495               | 343   | 821  | 316            | 384                | 661                   | 159               | 175               | 52       | 278                   | 51              | 134   |            |                      |          |
| FS       | 1731             | 41                 | 470               | 1790  | 450  | 351            | 313                | 189                   | 50                | 146               | 164      | 143                   | 37              | 155   | 1          | 5                    |          |
| GT       | 10950            | 8790               | 6080              | 4568  | 1843 | 2510           | 1906               | 1136                  | 1675              | 774               | 1230     | 805                   | 402             | 236   | 12         | 41                   |          |
| KZ       | 2144             | 2768               | 2292              | 2620  | 1466 | 1337           | 627                | 549                   | 726               | 760               | 447      | 442                   | 297             | 289   | 11         | 31                   | 5        |
| LP       | 2379             | 2700               | 332               | 58    | 590  | 457            | 223                | 273                   | 130               | 249               | 329      | 362                   | 217             | 274   | 1          | 24                   |          |

|                    |               |              |              |              |             |             |             |             |             |             |             |             |             |             |            |            |          |
|--------------------|---------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|----------|
| <b>MP</b>          | 1657          | 1048         | 237          | 31           | 50          | 58          | 320         | 56          | 88          | 28          | 64          | 26          | 18          | 25          | 92         | 20         |          |
| <b>NC</b>          | 419           | 577          | 141          | 0            | 53          | 40          | 122         | 93          | 46          | 49          | 22          | 19          | 66          | 23          | 1          | 20         |          |
| <b>NW</b>          | 2446          | 2223         | 426          | 24           | 321         | 217         | 282         | 240         | 115         | 80          | 110         | 154         | 83          | 38          | 1          | 4          |          |
| <b>WC</b>          | 6794          | 5592         | 2578         | 1346         | 996         | 841         | 250         | 691         | 407         | 492         | 124         | 266         | 176         | 133         | 3          |            |          |
| <b>Grand Total</b> | <b>30424</b>  | <b>27131</b> | <b>13051</b> | <b>10780</b> | <b>6590</b> | <b>6127</b> | <b>4427</b> | <b>3888</b> | <b>3396</b> | <b>2753</b> | <b>2542</b> | <b>2495</b> | <b>1347</b> | <b>1307</b> | <b>122</b> | <b>145</b> | <b>5</b> |
| <b>Total</b>       | <b>116530</b> |              |              |              |             |             |             |             |             |             |             |             |             |             |            |            |          |

Source: 2013 Annual Special School Survey

**Table 15: Enrolment of learners per category of disability in ordinary schools in 2011 and 2012**

| <b>Disability</b>                        | <b>2011</b>   | <b>2012</b>   |
|------------------------------------------|---------------|---------------|
| Specific Learning Disability             | 24611         | 26029         |
| Attention Deficit Disorder               | 22659         | 23981         |
| Partially Sighted                        | 18703         | 19658         |
| Mild or Moderate Intellectual Disability | 16329         | 19704         |
| Hard of Hearing                          | 8067          | 6890          |
| Behavioural Disorder                     | 7461          | 7026          |
| Severe Intellectual Disability           | 6762          | 3085          |
| Physical Disability                      | 4729          | 4616          |
| Epilepsy                                 | 4766          | 4702          |
| Autistic Spectrum Disorder               | 2760          | 1209          |
| Psychiatric disorder                     | 931           | 967           |
| Deaf                                     | 725           | 769           |
| Cerebral Palsy                           | 356           | 421           |
| Deaf/Blind                               | 329           | 233           |
| Blind                                    | 265           | 433           |
| Multiple Disability                      | 63            | 138           |
| <b>Total Number of Learners</b>          | <b>119516</b> | <b>119861</b> |

Source: 2011 and 2012 Annual School Survey

**Table 15** provides the enrolment of learners with disabilities in ordinary schools in order of prevalence. These statistics do not include the Western Cape. In contrast with the Special Schools, the highest incidence of learners with disabilities in ordinary schools are learners with Specific Learning Difficulties, Attention Deficit Disorder and Partial Sightedness. These statistics have immediate implications for planning the personnel needs in the mainstream.

#### **4.6 Children and youth who are out-of-school**

It is not possible to determine accurately how many vulnerable children and youth (including those with disabilities) between the ages of 5 and 18 are out of school.

**NB:** Please note that Stats SA discourages the use of absolute numbers as these may fluctuate due to revision for weighting purposes.

**Table 16: Number and percentage of 7 to 15 year old children with disabilities attending education institutions, 2013**

|               | Total attending | Not attending | Total pop      | % attending | % not attending |
|---------------|-----------------|---------------|----------------|-------------|-----------------|
| Eastern Cape  | 47 832          | 5 252         | 53 084         | 90.1        | 9.9             |
| Free State    | 17 037          | 1 667         | 18 704         | 91.1        | 8.9             |
| Gauteng       | 59 617          | 1 971         | 61 588         | 96.8        | 3.2             |
| KwaZulu Natal | 61 736          | 5 683         | 67 419         | 91.6        | 8.4             |
| Limpopo       | 38 521          | 5 915         | 44 435         | 86.7        | 13.3            |
| Mpumalanga    | 31 620          | 2 694         | 34 314         | 92.1        | 7.9             |
| North West    | 35 647          | 853           | 36 500         | 97.7        | 2.3             |
| Northern Cape | 10 910          | 1 115         | 12 025         | 90.7        | 9.3             |
| Western Cape  | 17 485          | 801           | 18 285         | 95.6        | 4.4             |
| <b>Total</b>  | <b>320 399</b>  | <b>25 944</b> | <b>346 343</b> | <b>92.5</b> | <b>7.5</b>      |

*Source: Statistics South Africa, General Household Survey, 2013*

**Table 17: Percentage of children aged 5-15 years with disabilities that are not attending an educational institution, 2009-2013**

|                     | 2009        | 2010        | 2011        | 2012        | 2013        |
|---------------------|-------------|-------------|-------------|-------------|-------------|
| Western Cape        | 5.4         | 20.0        | 17.8        | 13.6        | 19.0        |
| Eastern Cape        | 17.7        | 36.6        | 38.0        | 35.2        | 22.4        |
| Northern Cape       | 26.5        | 33.8        | 39.6        | 37.9        | 54.6        |
| Free State          | 34.7        | 33.5        | 36.4        | 33.3        | 37.8        |
| KwaZulu-Natal       | 20.6        | 26.7        | 21.7        | 22.4        | 24.9        |
| North West          | 17.6        | 22.1        | 48.5        | 20.7        | 26.6        |
| Gauteng             | 19.5        | 19.5        | 25.4        | 15.7        | 15.0        |
| Mpumalanga          | 12.0        | 10.4        | 22.0        | 22.2        | 27.6        |
| Limpopo             | 46.9        | 74.2        | 44.2        | 48.1        | 69.0        |
| <b>South Africa</b> | <b>19.5</b> | <b>26.3</b> | <b>28.2</b> | <b>23.5</b> | <b>25.7</b> |

*Source: Statistics South Africa, General Household Survey, 2009-2013*

**Table 18: Estimated number of children with disabilities to be out of school**

| Provinces | Total Number of Children 5 - 18 | Total number of learners with disability enrolled in ordinary schools | Total number of learners with disability enrolled in SNE schools | Total number of learners with disabilities enrolled in school (Ord. and SNE) | 5.8% of the Total Population of Children* | Estimated number of children with disabilities out of school |
|-----------|---------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------|
|-----------|---------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------|

|                      |                   |               |               |               |               |               |
|----------------------|-------------------|---------------|---------------|---------------|---------------|---------------|
| <b>Eastern Cape</b>  | 2 008 286         | 28 288        | 9117          | 32296         | 116481        | 84185         |
| <b>Free State</b>    | 739 034           | 21 330        | 5801          | 28055         | 42864         | 14809         |
| <b>Gauteng</b>       | 2 796 030         | 4 988         | 41184         | 68765         | 162170        | 93405         |
| <b>KwaZulu-Natal</b> | 3 140 568         | 9 229         | 16264         | 44264         | 182153        | 137889        |
| <b>Limpopo</b>       | 1 655 548         | 2 608         | 8524          | 10899         | 96022         | 85123         |
| <b>Mpumalanga</b>    | 1 207 351         | 2 433         | 3549          | 15464         | 70026         | 54562         |
| <b>North West</b>    | 974 478           | 2 326         | 1646          | 4382          | 56520         | 52138         |
| <b>Northern Cape</b> | 321 557           | 2 209         | 5437          | 7320          | 18650         | 11330         |
| <b>Western Cape</b>  | 1 458 417         | 7 291         | 20076         | 20076         | 84588         | 58017         |
| <b>Total</b>         | <b>14 301 270</b> | <b>80 702</b> | <b>111598</b> | <b>231521</b> | <b>829474</b> | <b>597953</b> |

Source: DBE calculations made from statistics in the GHS and Annual School and Annual Special School Surveys of 2012

**Table 18:** In terms of statistics released by the Statistician General on 10 September 2014 the percentage of children and youth with disabilities in South Africa as per the Census 2011 stands at 5.8%. The highest percentages live in Northern Cape and Free State (11%). If the current trend of building new special schools to accommodate learners with disabilities continue, **2300** new special schools will have to be built (with 300 learners per school) to accommodate the **597 953** learners who are not accounted for in school enrolment figures. Because this is not feasible, a radically different approach needs to be followed to meet the needs of children and youth with disabilities in an inclusive education system. By establishing and staffing a continuum of services based on the cornerstone of transversal outreach teams and collaboration with DOH and DSD, all learners could have access to support. Specifically children and youth with profound and multiple disabilities who attend care centres of DSD and DOH must have access to education and support (a plan for their incremental enrolment into special schools is being developed in response to the court order of the WC High Court)

**Table 19: Number of Learners on Special School Waiting Lists in 2014**

| <b>Province</b> | <b>Number of Districts</b> | <b>Number of Special Schools</b> | <b>Number of Children/Learners on Waiting Lists: 2014</b>                                             |
|-----------------|----------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>EC</b>       | 13                         | 42                               | 183                                                                                                   |
| <b>FS</b>       | 4                          | 19                               | 561                                                                                                   |
| <b>GT</b>       | 3                          | 4                                | <b>155</b>                                                                                            |
| <b>KZN</b>      | No information received    |                                  | 1111                                                                                                  |
| <b>LP</b>       | No information received    |                                  | 1027                                                                                                  |
| <b>MP</b>       | 4                          | 19                               | 725                                                                                                   |
| <b>NC</b>       | 5                          | 11                               | 1643                                                                                                  |
| <b>NW</b>       | 0                          | 0                                | There are no learners on waiting lists. All learners placed in schools awaiting appropriate placement |

|                        |           |            |                                                                                                                                                      |
|------------------------|-----------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WC</b>              | 49        | 74         | 147<br>Most learners identified as needing special school placement are in ordinary/full-service schools receiving support while awaiting placement. |
| <b>National total:</b> | <b>78</b> | <b>169</b> | <b>5552</b>                                                                                                                                          |

*Source: Data provided by provinces in February 2015*

**Table 19:** In terms of the South African Schools Act, Act 84 of 1996 no learners may be placed on waiting lists. If schools are full or determine that they cannot admit a learner on the basis of the severity of the disability or nature of support required, such learners must be placed on a central database held by the Head of the Professional Education Department. All such learners must then be assessed by a designated team and school placement must be facilitated. This procedure is followed in the North West Province. The high number of learners in the Northern Cape is due to the fact that the majority of special schools are situated in Kimberley and there is not enough hostel space to accommodate all learners who apply for admission.

Provinces have been advised to manage waiting lists centrally and ensure that learners are assessed through the SIAS procedures so that they can receive immediate support in the schools where they currently are. Provinces also have to make provision for accessible scholar transport systems so that learners with physical disability need not be referred to special schools.

#### **4.7 Plan to reach out-of-school children and youth**

The Department has introduced several actions to ensure that the significant number of vulnerable learners (including learners with disabilities) who are out of school have access to quality education and support.

The Department of Basic Education has established a protocol with the Department of Social Development and the South African Social Security Agency to ensure that all children aged 5 to 18 years who have Identification Numbers and who receive grants are in school. To date this is the most effective method of identifying out-of-school children and youth of compulsory school going age.

The LURITS system further tracks all enrolment of learners per category of disability. In 2014/15 better real time information will be available on the numbers of learners with disabilities who are enrolled in schools (both ordinary and special).

To address the needs of children and youth with profound intellectual disability in response to an order of the Western Cape High Court an Inter-Departmental Forum that was established in 2011 has met in February 2014 and May 2015 to draft progress reports. Departments represented were: Departments of Women, Children and Persons with Disabilities, Transport, Public Works, Cooperative Governance and Local Government and Health, Social Development as well as WCPG. It was reemphasised that this issue requires a multi-sectoral response. As the court order was already issued at the end of 2010, the finalisation of the National Policy Framework, Learning Programme and Implementation Plan has now become critical and every department that has a role to play will have to be actively involved in the process.

Progress made at national level by the work streams:

- The Survey of Care Centres has been completed but further analysis is required. There is also a number of non-registered centres for which little information is available. DSD must provide the relevant information.
- The Policy on Screening, Identification, Assessment and Support which has been promulgated will be used to assess all learners attending care centres to determine which schools they should be admitted to and what interventions they require.
- The Draft Policy Framework and Learning Programme for children and youth with profound intellectual Disability has been completed. This policy addresses the right to basic education of all children who attend care centres, residential facilities, special or ordinary schools. A Draft Policy Framework and Learning Programme has been presented to the Inter-Departmental Forum on Profound Intellectual Disability on 5 May for consultation and consolidation. It is anticipated that the documents will be presented to HEDCOM and CEM and published for public comment in the course of June and July 2015.
- A Legislative Task Team with representation from participating departments has been established to conduct a legislative and policy impact review in preparation of finalizing a policy proposal.
- A short term model of service delivery to care centres has been developed which makes provision for Education to provide a professional service through visits by specialist teachers, therapists, psychologists to provide training, monitoring of curriculum programmes and assessment of children; Health providing therapeutic services and health interventions; Social Development funding the management and staffing of care centres; Transport providing transport to and from centres; Public Works ensuring that centres have decent infra-structure; COGTA monitoring centres owned by municipalities; DWCPD providing oversight, facilitation and advocacy

#### **Responsibility of provinces:**

- Establish an inter-departmental task teams with representation from Health, DSD, Transport, Public Works, COGTA, Disability Desks in Premiers' offices;
- Compile a database of residential and partial care centres – registered and un-registered;
- Assess children in centres to determine their support needs and placement;
- Compile database of out-of-school youth;
- Adopt a provincial model of service delivery and cost it; and
- Set up teams that will offer services to the centres.

#### **4.8 Strengthening of special schools and special school resource centres**

Since 2002 the number of special schools has increased from 295 to 436 and the number of districts with no special schools, has become fewer.

The challenge is that most learners have to either travel far to reach a special school or stay in a special school hostel which has a negative impact on their quality of life in more than one respect. They become isolated from their families and communities and conditions in many special school hostels are sub-standard. A survey conducted by the DWCPD in 2012 showed an alarming number of cases of abuse in special school hostels. Provinces have been requested to intensify the school safety programmes in special schools and to ensure that there is an adequate supply of non-teaching staff appointed as supervisors in special school hostels.

Based on the findings of three special school audits conducted in 2002, 2006 and 2009 respectively, provinces have taken many steps to build new special schools in deep rural areas as well as to refurbish and upgrade facilities in special schools and train staff.

There is still a high number of inter-provincial placements to schools that offer specialised programmes in visual impairment, Deaf and hard of hearing and autism. The most serious shortage of special schools or specialised units is in the area of Autism Spectrum Disorders, especially in rural areas.

**Table 20: Special Schools that have been strengthened**

| Province     | Number of Special Schools | Year        | Activities                                                                                                                                                                                    | Expenditure R'000  |
|--------------|---------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| EC           | 42                        | 2012-2014   | Support staff employed, educators trained, Assistive devices and school buses purchased , funds for LTSM, Admin, Maintenance, hostels and transport transferred                               | R186 375           |
| FS           | 9                         | 2012-2014   |                                                                                                                                                                                               | R 310 150          |
| GT           | 21                        | 2012-2014   | Strengthening Vocational programmes and upgrading of vocational centres                                                                                                                       | R 9 240 000        |
| KZN          | 73                        | 2012-2014   | Subsidy transfers, learner transport, Human resource development, curriculum delivery support, physical infrastructure upgrades and additions.                                                | R 1 377 400        |
| LP           | No information            | 2012-2014   |                                                                                                                                                                                               |                    |
| MP           | 19                        | 2012-2014   | Provisioning of transport to 1 school<br>Transfer payments (subsidy)<br>Transfer payments (subsidy)<br>Transfer payments (subsidy)                                                            | R 106 690          |
| NC           |                           | 2012-2014   | Training Guidelines<br>Assistive technology<br>Specialised LTSM                                                                                                                               | R 736 000          |
| NW           | 32                        | 2012-2013   | Assistive Devices, learner transport subsidy, infrastructure development, provisioning of vehicles, appointment of professional support staff, training on SIAS, SASL, Braille and HRD in IE. |                    |
| WC           | 74                        | 2012 - 2014 | Transfer payments for i.a. LTSM, *training, education assistive devices, learner transport, maintenance, class assistants, drivers and other operational costs                                | R215 960           |
| <b>Total</b> | <b>285</b>                |             |                                                                                                                                                                                               | <b>R 1 601 620</b> |

Source: Data provided by provinces in February 2015



**Table 20** outlines the activities related to strengthening special schools:

- Gauteng: 21 schools were reached in 2013/14 by strengthening Vocational programmes and upgrading of vocational centres in their Special Schools.
- Northern Cape: Trained the Special Schools on Training Guidelines, Assistive technology and Specialised LTSM
- North West: Assistive Devices, learner transport subsidy, infrastructure development, provisioning of vehicles, appointment of professional support staff, training on SIAS, SASL, Braille and HRD in IE.
- Western Cape: 74 schools - \*Training: SASL; Orientation: Contracted and uncontracted Braille; Technology: Apex Braille Note/Eye Pal Solo. Video Use in SASL schools, Clicker 6, Virtual and remote utilisation; AAC: Augmentative and Alternative Communication

**Table 21: Conversion of special schools to resource centres**

| Province     | District       | Number of Resource Centres | Year      | Activities                                                                                                                                                               | Expenditure R'000 |
|--------------|----------------|----------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| EC           | No information |                            |           |                                                                                                                                                                          |                   |
| FS           | 3 Districts    | 4                          |           | Support neighbouring schools e.g. assessment of learners, SA SAMS & reintegration of learners in public ordinary schools                                                 |                   |
| GT           | 15 districts   | 28                         |           | Strengthened and supported schools to increase outreach activities to neighbouring schools                                                                               | R 12 381          |
| KZN          | 12 districts   | 16                         | 2013/14   | Capacitation of ILST's, physical infrastructure upgrades and renovations. Learner transport. Curriculum delivery support .                                               | R 501 000         |
| LP           | No information |                            |           |                                                                                                                                                                          |                   |
| MP           | No information |                            |           |                                                                                                                                                                          |                   |
| NC           | 1 District     | 3                          | 2012-2014 | Training Guidelines<br>Assistive technology<br>Specialised LTSM                                                                                                          | R 36 000          |
| NW           | 4 districts    | 4                          |           |                                                                                                                                                                          |                   |
| WC           | 8 districts    | 24                         | 2012-2014 | Operational costs of outreach from Special School Resource Centres: itinerant teams consisting of psychologist, special education/learning support teacher and therapist | R3 570            |
| <b>Total</b> |                | <b>80</b>                  | <b>0</b>  |                                                                                                                                                                          | <b>R 552 951</b>  |

Source: Data provided by provinces in February 2015

**Table 21** outlines the following activities:

Free State: The Special Schools support neighbouring schools e.g. SA SAMS & reintegration of learners in public ordinary schools

KwaZulu Natal: Capacitation of ILST's, physical infrastructure upgrades and renovations, learner transport and Curriculum delivery support.

Gauteng: Strengthened and supported the 21 schools to increase outreach activities to neighbouring schools.

Northern Cape: Provided R36 000 for 3 schools and Trained the Special Schools on Training Guidelines, Assistive technology and Specialised LTSM

North West: Infrastructure, Assistive Devices, Filling of Professional support staff, Screening Gr R, SBSTs, Concessions

Western Cape: Outreach programmes from 24 Special School Resource Centres with a total budget of R3 570 000

**Table 22: New special schools built or being built in 2012 to 2014**

| Province | District            | Number of New Schools | Year               | Completed/Not Completed                                                                                      | Expenditure R'000 |
|----------|---------------------|-----------------------|--------------------|--------------------------------------------------------------------------------------------------------------|-------------------|
| EC       | No information      |                       |                    |                                                                                                              |                   |
| FS       | Fezile Dabi         | 1                     | 2012               | Not yet completed                                                                                            |                   |
| GT       | Gauteng East        | 1                     | Plans given to DID | Building planned to commence January 2015                                                                    |                   |
| KN       | Othukela            | 1                     | 2014               | Completed                                                                                                    | R 82 400          |
|          | Sisonke             | 1                     | 2014               | Completed                                                                                                    | R 85 300          |
|          | Umkhanyakude        | 3                     | 2013/14            | Completed                                                                                                    | R 232 000         |
|          | Umzinyathi          | 1                     |                    | Not completed                                                                                                | R 106 000         |
|          | Uthungulu           | 1                     | 2013/14            | Completed                                                                                                    | R 64 000          |
| LP       | No information      |                       |                    |                                                                                                              |                   |
| MP       | Bohlabela           | 1 (new school)        | 2014               | 90% Completed                                                                                                |                   |
|          | Gert Sibande        | 1 (new structure)     | 2014               | 90% Completed                                                                                                |                   |
|          | Nkangala            | 5 (new structures)    | 2013               | Completed                                                                                                    |                   |
| NC       | Namaqua             | 1                     | 2013               | 2013                                                                                                         | DONOR FUNDED      |
| NW       | Bojanala            | 1                     | 2012-2014          | Infrastructure, Assistive Devices, Filling of Professional support staff, Screening GrR, SBST's, Concessions |                   |
|          | Dr Kenneth Kaunda   | 1                     | 2012-2014          | Infrastructure, Assistive Devices, Filling of Professional support staff, Screening GrR, SBST's, Concessions |                   |
|          | Dr RS Mompoti       | 1                     | 2012-2014          | Infrastructure, Assistive Devices, Filling of Professional support staff, Screening GrR, SBST's, Concessions |                   |
|          | Ngaka Modiri Molema | 1                     | 2012-2014          | Infrastructure, Assistive Devices, Filling of Professional support staff, Screening GrR, SBST's, Concessions |                   |
| WC       | East                | 1                     | 2014               | Planning of expanded replacement school                                                                      | R70 000           |

|              |       |           |      |                                                                                              |                  |
|--------------|-------|-----------|------|----------------------------------------------------------------------------------------------|------------------|
|              |       |           |      | completed. New building due to be completed in 2015.                                         |                  |
|              | North | 1         | 2014 | Planning of expanded replacement school completed. New building due to be completed in 2016. | R 80 000         |
| <b>Total</b> |       | <b>28</b> |      |                                                                                              | <b>R 719 700</b> |

Source: Data provided by provinces in February 2015

**Table 22:** Gauteng: Only one (1) school planned in Gauteng East Building that will commence January 2015  
KwaZulu Natal: In 2013-2014 the province completed 5 new schools in very rural areas and next year another two (2) should be completed.

Northern Cape: A former technical school in Kleinsee, Namaqua to be converted into a school of skill on the costs of Anglo American.

Mpumalanga: In Nkangala the province had three (3) new special schools completed and in Bohlabela and Gert Sibande respectively one (1) school almost completed.

North West: Two (2) are completed in district Bojanala and one (1) each in Dr RS Mompoti and Ngaka Midiri Molema in progress.

Western Cape: They have no plans to add new Special Schools but are re-building and expanding existing schools.

In areas of the country where distances are huge and population density low, it would not be advisable to build more new special schools. It would be more optimal and also in line with the Convention on the Rights of Persons with Disabilities to admit learners to local ordinary schools and provide itinerant and other support to them. This is all the more true in view of the length of time to complete a new special school and the huge cost involved.

#### 4.9 Conversion of ordinary schools into full-service schools

**Table 23: Full-service schools that have been designated but not yet physically upgraded (2012 – 2014):**

| Province | District | Number of Full Service Schools | Year | Activities                                                                                                                   | Expenditure R'000 |
|----------|----------|--------------------------------|------|------------------------------------------------------------------------------------------------------------------------------|-------------------|
| EC       | 23       | 24                             | 2014 | Identified, approved and verification in process                                                                             | R 41 000          |
| FS       | 5        | 128                            | 0    | 0                                                                                                                            |                   |
| GT       | 15       | 52                             |      |                                                                                                                              | R 3 360           |
| KZN      | 12       | 0                              | n/a  | n/a                                                                                                                          | 0                 |
| LP       | 5        | 13                             |      | SBST training<br>Developing learner profiles<br>Care and support in teaching and learning<br>Advocacy on inclusive education |                   |

|       |                      |                |           |                                                                                                                                                                      |         |
|-------|----------------------|----------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| MP    |                      | No information |           |                                                                                                                                                                      |         |
| NC    | 1<br>(Frances Baard) | 12             | 2012      | Advocacy<br>Training on Full Service Guidelines<br>Training on Inclusive Programmes                                                                                  | R 0.00  |
| NC    | 5                    | 23             |           | Advocacy<br>Training on Full Service Guidelines<br>Training on Inclusive Programmes                                                                                  | R0.00   |
| NW    | 4                    | 20             | 2012-14   | Ramps, counselling room, walkways, eating spaces, wheelchair accessible toilets                                                                                      |         |
| WC    | 8                    | 147            | 2012-2014 | Provide Learning Support teacher, funding for IE Facilitator/Class Assistant, Specialised LTSM, school-based IE training, training on policy and guideline documents | R 5 586 |
| Total | 78                   | 407            | 2012-2014 | Provide IE Facilitator, Specialised LTSM<br>Advocacy<br>Training on Full Service Guidelines<br>Training on Inclusive Programmes                                      | R 8 946 |

Source: Data provided by provinces in February 2015

**Table 23:** EC: Identified, verified and approved schools

Free State: Six (6) schools have been made accessible in four (4) of six (6) districts

Gauteng: A Learner support educator was placed at each school for remedial support and for most schools LTSM and assistive devices were procured

KwaZulu Natal: Training of the SBSTs has been put in place.

Northern Cape: Training on Full-Service School Guidelines and on Guidelines for responding to diversity has been conducted

North West: All FSS are being physically upgraded

Western Cape: Provide Learning Support teacher, funding for IE Facilitator/Class Assistant, Specialised LTSM, school-based IE training, training on policy and guideline documents

All provinces concentrated on training programmes that are driven by National

**Table 24: Full-Service Schools that have been physically upgraded in 2012 - 2014**

| Province | District | Number of Upgraded FSS | Year        | Physical Upgrading Activities | Expenditure R'000 |
|----------|----------|------------------------|-------------|-------------------------------|-------------------|
| EC       | 2        | 2                      | 2012 - 2014 | Major construction            | R 45 336          |
| FS       | 3        | 6                      | 2010 - 2012 | Accessibility                 | -                 |

|              |           |            |             |                                                                                                                                                                                                                    |                   |
|--------------|-----------|------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| GT           | 15        | 74         | 2013 - 2014 | Ramps and rails (most used areas, funding could not address needs in all areas)                                                                                                                                    | R 7 054           |
| KN           | 12        | 26         | 2013        | Capacitation of ILST's, physical infrastructure upgrades and renovations. New buildings                                                                                                                            | 1 377 400         |
| LP           | 0         | 0          | -           | -                                                                                                                                                                                                                  | -                 |
| MP           | 0         | 0          | -           | -                                                                                                                                                                                                                  | -                 |
| NC           | 1         | 1          | 2012        | Major construction                                                                                                                                                                                                 | -                 |
| NW           | 5         | 20         | 2012 – 2014 | Ramps, counselling room, walkways, eating spaces, wheelchair accessible toilets                                                                                                                                    | -                 |
| WC           | 3         | 3          | 2012-2013   | Ramps, lifts, adapted toilets funded from the IE budget in 2012-2013. Thereafter School Infrastructure directorate budget used for accessibility features at new and replacement schools, including ASIDI schools. | R910              |
| <b>Total</b> | <b>41</b> | <b>106</b> |             |                                                                                                                                                                                                                    | <b>R1 430 700</b> |

**Source:** Data provided by provinces in February 2015

**Table 24:** In most provinces large amounts are spent to make few schools accessible in some cases rebuilding the whole school. EC: Renovations in schools in East London and Lusikisiki each to the value of R32 716 843. Free State: Made five (5) FSSs accessible. Gauteng: In every district Ramps and rails for most used areas, but funding could not address needs in all areas. KwaZulu Natal: Report has not been made available by Provincial Physical Planning section. Northern Cape: In Pixley Ka Seme a school was built for R30 000 000. North West: In each district ramps, a counselling room, walkways, eating spaces and wheelchair accessible toilets have been provided to five (5) FSSs. Western Cape: Only three (3) FSSs upgraded during the period that adding universal access to schools was steered by IE through the Expansion of Inclusion budget. This function has now been transferred to the School Infrastructure Directorate (early in the 2013/14 financial year): In 2012/13 three 3 FSS/IS were upgraded by supplying them with money to adapt toilets, build ramps and installing lifts – to the amount of R 910 000.

## 5. Quality education and support

### 5.1 Progress in terms of learner performance in special schools

#### 5.1.1 Matric Results

**Table 25: Results of the National Senior Certificate Examinations in Special Schools in 2012**

| Province | Total Entered | Total Wrote | Total Achieved Bachelor | Total Achieved Diploma | Total Achieved H-Cert | Sum of Total Achieved NSC | Total Achieved | % Achieved |
|----------|---------------|-------------|-------------------------|------------------------|-----------------------|---------------------------|----------------|------------|
| EC       | 156           | 145         | 22                      | 51                     | 26                    | 0                         | 99             | 77.8       |
| GT       | 473           | 455         | 109                     | 238                    | 47                    | 0                         | 394            | 88.3       |
| KZN      | 110           | 88          | 46                      | 37                     | 2                     | 0                         | 85             | 87.1       |
| LP       | 32            | 27          | 2                       | 3                      | 7                     | 0                         | 12             | 64.8       |

|                    |            |            |            |            |           |           |            |             |
|--------------------|------------|------------|------------|------------|-----------|-----------|------------|-------------|
| <b>MP</b>          | 7          | 7          | 3          | 4          | 0         | 0         | 7          | 100.0       |
| <b>NW</b>          | 17         | 17         | 2          | 10         | 3         | 0         | 15         | 88.9        |
| <b>NC</b>          | 12         | 12         | 1          | 10         | 1         | 0         | 12         | 100.0       |
| <b>WC</b>          | 145        | 144        | 34         | 70         | 13        | 11        | 128        | 87.2        |
| <b>Grand Total</b> | <b>952</b> | <b>895</b> | <b>219</b> | <b>423</b> | <b>99</b> | <b>11</b> | <b>752</b> | <b>85.3</b> |

Source: Database of the Exams and Assessment Chief Directorate

**Table 26: Results of the National Senior Certificate Examinations in Special Schools in 2013**

| Province        | Total Wrote | Achieved Bachelors | Achieved Diploma | Achieved H/Cert | Achieved NSC | Achieved Endorsed NSC | Total Achieved | Did Not Achieved |
|-----------------|-------------|--------------------|------------------|-----------------|--------------|-----------------------|----------------|------------------|
| EC              | 69          | 25                 | 22               | 7               | 0            | 7                     | 61             | 8                |
| FS              | 58          | 11                 | 12               | 8               | 0            | 18                    | 49             | 9                |
| GT              | 170         | 29                 | 47               | 6               | 1            | 60                    | 143            | 27               |
| KN              | 112         | 33                 | 55               | 10              | 0            | 6                     | 104            | 8                |
| LP              | 50          | 9                  | 23               | 6               | 0            | 10                    | 48             | 2                |
| MP              | 24          | 8                  | 16               | 0               | 0            | 0                     | 24             | 0                |
| NW              | 8           | 2                  | 2                | 4               | 0            | 0                     | 8              | 0                |
| NC              | 4           | 1                  | 0                | 0               | 0            | 0                     | 1              | 3                |
| WC              | 379         | 224                | 95               | 20              | 0            | 18                    | 357            | 22               |
| <b>National</b> | <b>874</b>  | <b>342</b>         | <b>272</b>       | <b>61</b>       | <b>1</b>     | <b>119</b>            | <b>795</b>     | <b>79</b>        |

Source: Database of the Exams and Assessment Chief Directorate

**Table 27: Results of the National Senior Certificate Examinations in Special Schools in 2014**

| Province        | Total entered | Total wrote | Total number lost | Achieved Bachelor | Achieved Diploma | Achieved H/Cert | Achieved Endorsed NSC | Achieved NSC | Average % achieved |
|-----------------|---------------|-------------|-------------------|-------------------|------------------|-----------------|-----------------------|--------------|--------------------|
| EC              | 140           | 137         | 3                 | 24                | 56               | 30              | 0                     | 110          | 79.3               |
| FS              | 66            | 65          | 1                 | 9                 | 40               | 9               | 0                     | 58           | 89.7               |
| GP              | 514           | 496         | 18                | 132               | 272              | 42              | 3                     | 449          | 88.5               |
| KZN             | 121           | 107         | 14                | 45                | 43               | 8               | 0                     | 96           | 78.5               |
| LP              | 48            | 47          | 1                 | 2                 | 11               | 11              | 10                    | 34           | 77.4               |
| MP              | 9             | 8           | 1                 | 6                 | 2                | 0               | 0                     | 8            | 100.0              |
| NW              | 29            | 29          | 0                 | 6                 | 16               | 6               | 0                     | 28           | 96.7               |
| NC              | 13            | 13          | 0                 | 3                 | 7                | 1               | 0                     | 11           | 66.7               |
| WC              | 156           | 151         | 4                 | 49                | 71               | 12              | 3                     | 135          | 89.9               |
| <b>National</b> | <b>1096</b>   | <b>1053</b> | <b>42</b>         | <b>276</b>        | <b>518</b>       | <b>119</b>      | <b>16</b>             | <b>929</b>   | <b>85.6</b>        |

**Tables 25, 26 and 27:** The pass percentage in special schools is higher than in ordinary schools but the number of special schools that offer matric is small and the total number of learners who actually write the exam very small in relation to the enrolment in special schools and the huge per capita costs of education in special schools. Also, the number of learners who achieve bachelor passes is relatively low, indicating that special schools should be included in matric improvement plans of provinces.

### 5.1.2 ANA Results

Special schools have been participating in the Annual National Assessments since 2012 and the extent of their participation and performance is contained in this report.

#### 5.1.2.1 Participation of Special Schools in ANA

**Table 28: Special Schools Participating in ANA in 2012, 2013 and 2014**

| PROVINCE | No. of Special Schools | Participating in 2012 | Participating in 2013 | Participating in 2014 |
|----------|------------------------|-----------------------|-----------------------|-----------------------|
| EC       | 41                     | 22                    | 22                    | 17                    |
| FS       | 20                     | 13                    | 15                    | 5                     |
| GP       | 129                    | 27                    | 60                    | 44                    |
| KZN      | 73                     | 25                    | 28                    | 23                    |
| LP       | 34                     | 04                    | 06                    | 7                     |
| MP       | 20                     | 01                    | 01                    | 1                     |
| NC       | 10                     | 01                    | 02                    | 2                     |
| NW       | 33                     | 02                    | 04                    | 3                     |
| WC       | 81                     | 14                    | 18                    | 14                    |
| National | <b>441</b>             | <b>109</b>            | <b>156</b>            | <b>116</b>            |

**Source:** Exams and Assessment Chief Directorate

Table 28: The number of special schools participating in ANA grew from 109 in 2012 to 156 in 2013, representing a **43.1% growth**. But the number dropped to 116 in 2014.

#### 5.1.2.2 Performance of Special Schools in ANA

The performance of special schools is presented per exit grade in a phase per subject in the following paragraphs:

##### a) Performance of Grade 3 in Languages

**Table 29: Grade 3 Special Schools Performance in Home Language ANA in 2012 & 2013**

| Province | HOME LANGUAGE        | HOME LANGUAGE        | HOME LANGUAGE        |
|----------|----------------------|----------------------|----------------------|
|          | AVERAGE MARK(%) 2012 | AVERAGE MARK(%) 2013 | AVERAGE MARK(%) 2014 |
| EC       | 47.6                 | 54.1                 | 43.8                 |
| FS       | 31.6                 | 38.6                 | 43.1                 |
| GP       | 42.3                 | 46.5                 | 54.9                 |

|                                                         |      |      |             |
|---------------------------------------------------------|------|------|-------------|
| <b>KZ</b>                                               | 6.7  | 48.7 | 54.5        |
| <b>LP</b>                                               | 0.0* | 32.1 | 27.2        |
| <b>MP</b>                                               | 27.9 | 00*  | 53.3        |
| <b>NC</b>                                               | 33.5 | 50.7 | 59.5        |
| <b>NW</b>                                               | 48.0 | 39.8 | 69.3        |
| <b>WC</b>                                               | 59.1 | 52.4 | 56.5        |
| <b>National</b>                                         | 19.6 | 48.6 | <b>52.4</b> |
| <b>* Indicates cases where no learners participated</b> |      |      |             |

**Source:** Exams and Assessment Chief Directorate

Given the significant improvement in ANA results in Home Language for grade 3 following an increase in the number of participating schools between the two years, it follows logically that to improve the performance further, interventions will have to focus on mobilising more special schools to participate in ANA.

In terms of performance, special schools will have to be supported to improve their performance to get it to 60% even though it will be a daunting task for most PEDs.

#### **b) Performance of Grade 3 in Mathematics**

**Table 30: Grade 3 Special Schools Performance in Mathematics ANA in 2012 & 2013**

| <b>Province</b>                                         | <b>MATHEMATICS</b>          | <b>MATHEMATICS</b>          | <b>MATHEMATICS</b>          |
|---------------------------------------------------------|-----------------------------|-----------------------------|-----------------------------|
|                                                         | <b>AVERAGE MARK(%) 2012</b> | <b>AVERAGE MARK(%) 2013</b> | <b>AVERAGE MARK(%) 2014</b> |
| <b>EC</b>                                               | 50.6                        | 63.9                        | 42.6                        |
| <b>FS</b>                                               | 16.4                        | 36.7                        | 49.5                        |
| <b>GP</b>                                               | 46.7                        | 54.3                        | 56.0                        |
| <b>KZ</b>                                               | 31.0                        | 54.4                        | 53.0                        |
| <b>LP</b>                                               | 14.6                        | 32.8                        | 30.7                        |
| <b>MP</b>                                               | 34.6                        | 46.2                        | 58.1                        |
| <b>NC</b>                                               | 21.7                        | 62.4                        | 63.4                        |
| <b>NW</b>                                               | 26.5                        | 46.1                        | 39.7                        |
| <b>WC</b>                                               | 30.3                        | 60.7                        | 57.8                        |
| <b>National</b>                                         | 32.3                        | 54.6                        | <b>52.8</b>                 |
| <b>* Indicates cases where no learners participated</b> |                             |                             |                             |

**Source:** Exams and Assessment Chief Directorate

Grade 3 performance in Mathematics shows a marked improvement from 32.3% in 2012 to 54.6% in 2013. This was achieved among other things, in line with the increased number of schools participating in this assessment. Unfortunately the results again dropped in 2014 to 52.8%.



c) Performance of Grade 6 in Languages

Table 31: Grade 6 Performance in Languages in 2012, 2013 and 2014

| PROVINCE                                         | HOME LANGUAGE 2012 | HOME LANGUAGE 2013 | HOME LANGUAGE 2014 | FAL 2012         | FAL 2013         |
|--------------------------------------------------|--------------------|--------------------|--------------------|------------------|------------------|
|                                                  | AVERAGE MARK (%)   | AVERAGE MARK (%)   | AVERAGE MARK (%)   | AVERAGE MARK (%) | AVERAGE MARK (%) |
| EC                                               | 9.8                | 56.7               | 49.6               | 47.9             | 35.7             |
| FS                                               | 0.0*               | 63.7               | 50.5               | 18.7             | 28.4             |
| GP                                               | 27.8               | 56.3               | 58.4               | 38.9             | 35.6             |
| KZ                                               | 1.5                | 64.9               | 66.8               | 2.1              | 43.4             |
| LP                                               | 0.0*               | 33.7               | -                  | 6.8              | 00*              |
| MP                                               | 0.0                | 00*                | -                  | 5.1              | 26.7             |
| NC                                               | 17.1               | 50.5               | 65                 | 22.0             | 00*              |
| NW                                               | 0.0*               | 63.4               | -                  | 42.1             | 52.3             |
| WC                                               | 51.5               | 57.7               | 59.9               | 35.8             | 41.3             |
| National                                         | 8.7                | 57.0               | 58.4               | 10.3             | 39.5             |
| * Indicates cases where no learners participated |                    |                    |                    |                  |                  |

Source: Exams and Assessment Chief Directorate

Significant improvements were also recorded between 2012 and 2013 in languages both in terms of Home Language and First Additional Languages in grade 6 as may be discerned from the table above. Regarding HL, special schools improved markedly from 8.7% in 2012 to 57.0% in 2013.

d) Performance of Grade 6 in Mathematics

Table 32: Grade 6 Performance in Mathematics in 2012, 2013 and 2014

| Province                                         | MATHEMATICS 2012 |                 | MATHEMATICS 2013 |                 | MATHEMATICS 2014 |
|--------------------------------------------------|------------------|-----------------|------------------|-----------------|------------------|
|                                                  | AVERAGE MARK(%)  | AVERAGE MARK(%) | AVERAGE MARK(%)  | AVERAGE MARK(%) | AVERAGE MARK(%)  |
| EC                                               | 22.0             | 21.0            | 21.0             | 29.6            | 29.6             |
| FS                                               | 5.8              | 35.2            | 35.2             | 24.6            | 24.6             |
| GP                                               | 29.5             | 34.9            | 34.9             | 35.9            | 35.9             |
| KZ                                               | 24.9             | 44.8            | 44.8             | 30.1            | 30.1             |
| LP                                               | 8.8              | 26.6            | 26.6             | 24.3            | 24.3             |
| MP                                               | 21.9             | 17.7            | 17.7             | 32.3            | 32.3             |
| NC                                               | 5.9              | 37.8            | 37.8             | 32              | 32               |
| NW                                               | 21.9             | 50.2            | 50.2             | 39              | 39               |
| WC                                               | 27.0             | 35.2            | 35.2             | 59.5            | 59.5             |
| National                                         | 23.6             | 35.8            | 35.8             | 34.1            | 34.1             |
| * Indicates cases where no learners participated |                  |                 |                  |                 |                  |

Source: Exams and Assessment Chief Directorate

Grade 6 performance in Mathematics improved from 23.6% in 2012 to 35.8% in 2013.

## e) Performance of Grade 9 in Languages and Mathematics in 2013

Table 33: Grade 9 Language and Mathematics 2013

| PROVINCE | HOME LANGUAGE   | FAL             | MATHEMATICS     |
|----------|-----------------|-----------------|-----------------|
|          | AVERAGE MARK(%) | AVERAGE MARK(%) | AVERAGE MARK(%) |
| EC       | 46.4            | 33.1            | 17.0            |
| FS       | 43.8            | 22.2            | 15.3            |
| GP       | 41.6            | 36.5            | 14.1            |
| KZN      | 52.3            | 32.6            | 26.2            |
| LP       | 00*             | 31.7            | 5.0             |
| MP       | 00*             | 00*             | 00*             |
| NC       | 47.9            | 00*             | 20.0            |
| NW       | 52.4            | 23.2            | 24.3            |
| WC       | 41.2            | 30.4            | 13.8            |
| NATIONAL | 43.8            | 29.8            | 17.0            |

Source: Exams and Assessment Chief Directorate

Grade 9 learners did not participate in ANA in 2012 and only in 2013. Performance recorded in ANA 2013 reveals that nationally special schools achieved an average of 43.8% in HL without the contributions from LP and MP, 29.8% in FAL without MP and NC as well as 17.0% in Mathematics excluding MP. The data essentially indicate that MP did not participate in ANA both in 2012 and 2013 years.

### 5.1.2.3 Target Setting

In terms of special schools' participation in ANA, interventions will have to be directed at ensuring that all special schools take part in ANA in 2014. This is likely to yield further improvements in performance across all provinces.

Regarding performance, all special schools will have to be supported to ensure that they come as close as possible to the 60% national target for 2014 in languages and mathematics.

## 5.3 Improvement of curriculum delivery

### 5.3.1 Improving curriculum delivery in special schools

There is a serious concern about the standard of curriculum delivery in special schools. There is evidence that many are simply day care centres with little attention being given to ensuring that learners have access to the National Curriculum Statement on an equal basis with all other learners in the system.

As part of the turn-around strategy for special schools, the following indicators have been developed to monitor the standard of curriculum delivery in special schools:

- (i) Learners in the school participate in ANA

- (ii) Teaching and Learning activities are differentiated and adapted so that **all learners** can access the national curriculum
- (iii) The school participates in FET intervention programmes such as Winter School Programmes
- (iv) Curriculum coverage is monitored
- (v) Teachers have requisite and appropriate specialised skills and knowledge(qualifications) for subjects and programmes offered at the school
- (vi) There is an effective referral system to provide learners with access to assistive devices and technologies they require and are utilising these
- (vii) Every learner has a textbook per subject in every grade
- (viii) Every learner must be able to access curriculum through the use of ICT equipment e.g. laptops/iPads with specialised software
- (ix) The school has received all appropriate workbooks per grade and the workbooks are utilised.
- (x) All teachers in the school participated in CAPS training organised by the province.
- (xi) All teachers in the school received all relevant CAPS documents.
- (xii) The school is implementing CAPS in all grades
- (xiii) The school time-table has been drawn according to CAPS specifications.
- (xiv) All teachers of grades R-9 were trained in the utilisation of workbooks.
- (xv) Mathematics and literacy activities form part of everyday teaching
- (xvi) Workshops for skills programmes are well resourced and utilised.
- (xvii) Specialist rooms such a school library, laboratory, Braille production, recording room (for Deaf learners), etc. are available, adequately resourced and utilised.

### **5.3.2 Improvement of standard of implementation of the CAPS in special schools**

Special attention has been given in 2013 and 2014 to ensure that all special schools participated in the follow-up training on the National Curriculum Statement, Gr R to 12. Subject advisors have to monitor curriculum delivery and coverage in special schools. This is monitored through the NSLA reporting system. Very few provinces provide disaggregated data on the number of special schools visited by subject advisors and there is reason to believe that not all subject advisors give the same support to special schools as to ordinary schools.

After the National Training held in July 2013, provinces have all been responsible for conducting training of Provincial Training Teams, districts and schools in rolling out of the:

- Guidelines for Responding to Diversity in the Classroom – introducing curriculum differentiation
- Guidelines for Full-Service/Inclusive Schools
- Guidelines for Quality Education and Support in Special Schools and Special School Resource Centres
- South African Sign Language as a LOLT
- Braille: Grade 1 and 2 and UBC

Tables 34 and 35 provide statistics on the number of teachers and officials respectively trained in 2013 and 2014.

**Table 34: Provincial Training of Teachers on Inclusive Education Guidelines, SASL and Braille**

| Province     | District            | Number of Schools | Teachers Trained in Guidelines for Full Service | Number of Teachers Trained in Curriculum Differentiation | Trained in Guidelines for Special Schools & Schools | Number of Teachers Trained in SASL | Number of Teachers Trained in Braille | Expenditure R'000 |
|--------------|---------------------|-------------------|-------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------|------------------------------------|---------------------------------------|-------------------|
| EC           | 24 districts        | 40                | 55                                              | 0                                                        | 0                                                   | 94                                 | 60                                    | 0                 |
| FS           | 5 districts         | 139               | 766                                             | 558                                                      | 79                                                  | 59                                 | 27                                    |                   |
| GT           | 15 districts        | 1867              | 6803                                            | 616                                                      | 616                                                 | 130                                | 50                                    |                   |
| KZN          | 12 districts        | 198               | 4176                                            | 2424                                                     | 1752                                                | 64                                 | 30                                    | 136               |
| LP           | 7 districts         | 0                 | 102                                             | 34                                                       | 102                                                 | 33                                 | 30                                    | 0                 |
| MP           | 4 districts         | 140               | 1450                                            | 0                                                        | 0                                                   | 576                                | 140                                   |                   |
| NC           | 5 districts         | 550               | 3783                                            | 200                                                      | 265                                                 | 28                                 | 11                                    | R 219             |
| NW           | 5 districts         | 64                | 1200                                            | 1200                                                     | 1200                                                | 58                                 | 50                                    |                   |
| WC           | 8 districts         | 147               | 405                                             | 405                                                      | 405                                                 | 160                                | 65                                    | R 372             |
| <b>Total</b> | <b>66 districts</b> | <b>2947</b>       | <b>17540</b>                                    | <b>5437</b>                                              | <b>4419</b>                                         | <b>1202</b>                        | <b>463</b>                            | <b>R 727</b>      |

Source: Data provided by provinces in March 2015

**Table 35: Provincial Training of Officials on Inclusive Education Guidelines, SASL and Braille**

| Province | District | Number of Districts | Number of Officials Trained in Guidelines for Full Service Schools | Number of Officials Trained in Curriculum Differentiation | Number of Officials Trained in Guidelines for Special Schools & Schools Resource | Number of Officials Trained in SASL | Number of Officials Trained in Braille | Expenditure R'000 |
|----------|----------|---------------------|--------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------|----------------------------------------|-------------------|
| EC       |          | 5                   | 5                                                                  | 25                                                        | 120                                                                              | 39                                  | 6                                      | 2                 |
| FS       |          | 6                   | 0                                                                  | 51                                                        | 59                                                                               | 40                                  | 0                                      | R 211             |
| GT       |          | 15                  |                                                                    | 182                                                       | 169                                                                              | 161                                 | 0                                      | 0                 |
| KZN      |          | 12                  | 12                                                                 | 360                                                       | 360                                                                              | 360                                 | 0                                      | R 250             |
| LP       |          | 0                   | 0                                                                  | 0                                                         | 0                                                                                | 0                                   | 0                                      | 0                 |
| MP       |          | 4                   | 140                                                                | 0                                                         | 1450                                                                             | 0                                   | 576                                    | 140               |
| NC       |          | 0                   | 0                                                                  | 0                                                         | 0                                                                                | 0                                   | 0                                      | 0                 |

|                       |   |                                         |     |      |     |     |     |       |
|-----------------------|---|-----------------------------------------|-----|------|-----|-----|-----|-------|
| <b>NW</b>             | 4 | Numbers combined with those of teachers |     |      |     |     | 0   |       |
| <b>WC</b>             | 8 | 49                                      | 273 | 273  | 273 | 3   | 0   | R 159 |
| <b>National Total</b> |   | 418                                     | 891 | 2431 | 600 | 582 | 142 | R 620 |

**Source:** Data provided by provinces in August 2014

Since 2007 Provinces have been urged to ensure that special school become centres of excellence by ensuring that teachers have the required specialised skills to not only provide a high standard of education to the learners enrolled at their schools but also as part of their outreach responsibility to support ordinary schools. A survey on the status of teacher qualifications in special schools in the requisite areas of specialisation has provided the following statistics:

**Table 36: Teachers without Requisite Qualifications in Special Schools to Date (Up to 2014)**

**36a: Training in schools for the Deaf**

| Province               | Number of Schools for Deaf | Number of Learners | Teachers Without Qualification in SASL But Know Basics | Teachers Without Any Knowledge of SASL | Teachers with formal SASL Qualifications | Schools that require training in SASL as subject | Deaf Teaching assistants requiring SASL training |
|------------------------|----------------------------|--------------------|--------------------------------------------------------|----------------------------------------|------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| <b>EC</b>              | 4                          | 838                | 68                                                     | -                                      | 11                                       | 3                                                | 8                                                |
| <b>FS</b>              | 2                          | 430                | 90                                                     | -                                      | 6                                        | 2                                                | 6                                                |
| <b>GT</b>              | 8                          | 2324               | 210                                                    | -                                      | 26                                       | 4                                                | 16                                               |
| <b>KN</b>              | 8                          | 1349               | 164                                                    | -                                      | 17                                       | 8                                                | 164                                              |
| <b>LP</b>              | 5                          | 852                | 51                                                     | -                                      | 19                                       | 5                                                | 2                                                |
| <b>MP</b>              | 2                          | 137                | 12                                                     | -                                      | 1                                        | 6                                                | 0                                                |
| <b>NC</b>              | 1                          | 95                 | 53                                                     | -                                      | 4                                        | 1                                                | 0                                                |
| <b>NW</b>              | 2                          | 296                | 11                                                     | -                                      | 6                                        | 2                                                | 2                                                |
| <b>WC</b>              | 7                          | 1411               | 120                                                    | -                                      | 16                                       | 5                                                | 0                                                |
| <b>NATIONAL TOTAL:</b> | 39                         | 7732               | 859                                                    | 373                                    | 106                                      | 33                                               | 54                                               |

*Source: Audit of schools for the Deaf*

**36b Training of teachers in Schools for Visual Impairment:**

| Province  | Number of Schools for VI | Number of Schools for Deaf | Teachers Without Braille Qualification But With Basic Braille | Teachers Without Any Knowledge of Braille | Teachers who require Gr 2 Braille Training | Number of teachers to attend UNISA ADE in O&M |
|-----------|--------------------------|----------------------------|---------------------------------------------------------------|-------------------------------------------|--------------------------------------------|-----------------------------------------------|
| <b>EC</b> | 3                        | 4                          | 15                                                            | 22                                        | 73                                         | 3                                             |

|                        |           |           |            |            |            |           |
|------------------------|-----------|-----------|------------|------------|------------|-----------|
| FS                     | 2         | 2         |            | 30         | 30         | 2         |
| GT                     | 3         | 8         | 43         | 28         | 49         | 3         |
| KN                     | 3         | 8         |            | 53         | 74         | 3         |
| LP                     | 6         | 5         |            | 70         | 65         | 6         |
| MP                     | 1         | 2         |            | 5          | 7          | 1         |
| NC                     | 1         | 1         | 8          | 8          | 12         | 1         |
| NW                     | 1         | 2         | 58         | 0          | 20         | 1         |
| WC                     | 2         | 7         | 65         | 0          | 38         | 2         |
| <b>NATIONAL TOTAL:</b> | <b>22</b> | <b>39</b> | <b>124</b> | <b>285</b> | <b>407</b> | <b>22</b> |

Source: Skills audit in special schools for visual impairment

Table 36: It will be critical for provinces to maintain data bases on teacher training and qualifications in special schools so as to be able to monitor the impact of training on the quality of education in schools.

The standard of curriculum delivery in schools for visual impairment will improve, once the training programme on curriculum adaptation which was initiated in 2013 has been completed in all 22 special schools and in ordinary schools that have included learners with visual impairment. By 2016 all teachers in schools for visual impairment will have to have a Level 2 qualification in Braille and the Unified Braille Code and also be competent to produce teaching materials and tests in Braille.

### 5.3.3 Institutionalisation of curriculum differentiation

Table 37: Number of teachers and officials trained in Curriculum Differentiation in 2013 – 2014

| Province | Number of Teachers Trained in Curriculum Differentiation in 2013/14 |
|----------|---------------------------------------------------------------------|
| EC       | 55                                                                  |
| FS       | 766                                                                 |
| GT       | 6803                                                                |
| KZN      | 4176                                                                |
| LP       | 102                                                                 |
| MP       | 1450                                                                |
| NC       | 3783                                                                |
| NW       | 1200                                                                |
| WC       | 405                                                                 |
| Total    | <b>17540</b>                                                        |

Source: Data provided by provinces in March 2015

Table 37: Most provinces staggered training by starting with provincial head offices and then going down to district and school levels. The most serious concern is that provinces such as EC did not involve Curriculum units. This will seriously hamper the further roll-out of the programme.

### 5.3.4 Introduction of a skills and vocational exit level qualification and learning programme

The development of the Exit Level Skills and Vocational Qualification at Grade 9 has become a priority since it has been realised that the majority of learners with disabilities in special schools are following subjects that are vocational or skills-orientated. However, the National Curriculum Statement Grades R – 12 does not make provision for these vocational offerings, neither is there a vocational exit level qualification available at grade 9 or NQF level 1.

This results in a large number of learners, especially those with intellectual disability and those who experience other barriers to learning, leaving school without any qualification which in its turn seriously limits their chances of successfully progress into the trades and occupations band or the labour market. Although it is expected of teachers to differentiate the curriculum so as to make it accessible for learners with severe intellectual disability, there is still a need for a more structured functional curriculum for these learners, especially for those who attend special schools that specialise in moderate and severe intellectual disability.

The programme was introduced in October 2013 and through the work of a Steering Committee appointed by the Minister and three working groups, respectively for the development of Learning Programmes for learners with moderate, severe and profound intellectual disability, significant progress has been made towards finalising the draft Qualification and framework for the Learning Programmes.

Three writing teams have been identified with representation from special schools and provincial offices and the first writing session was held from 29 September to 3 October 2014 and the second from 2 to 6 February 2015. The third and final writing session is scheduled for 2015.

This is a catalytic programme which aims at developing and registering an exit level Skills and Vocational qualification at NQF Level 1 and also a vocational learning programme which can be followed in special and ordinary schools by learners with intellectual disability and those who are inclined towards a vocational track. The programme also aims at developing a learning programme for learners with severe intellectual disability. The Draft Learning Programme for children with profound intellectual disability who are in special care centres, has been completed and is ready for consultation.

Tables 38 and 39 provide statistics on the number of learners who will benefit immediately from the programme. These statistics do not include the more than 10000 children and youth with profound intellectual disability who are currently enrolled in care centres of the Departments of Health and Social Development.

**Table 38: Number of schools that accommodate learners with Moderate Intellectual Disability, in 2012**

| Province     | Number of special schools that offer skills programmes | Number of Learners |
|--------------|--------------------------------------------------------|--------------------|
| Eastern Cape | 5                                                      | 1 904              |
| Free State   | 7                                                      | 1 731              |
| Gauteng      | 16                                                     | 10 950             |

|               |           |               |
|---------------|-----------|---------------|
| KwaZulu-Natal | 4         | 2 144         |
| Limpopo       | 2         | 2 379         |
| Mpumalanga    | 3         | 1 657         |
| Northern Cape | 2         | 419           |
| North West    | 4         | 2 446         |
| Western Cape  | 18        | 6 794         |
| South Africa  | <b>58</b> | <b>30 424</b> |

Source: Special School Annual Survey 2013.

Note: These figures include schools with learners with Moderate to severe intellectual disability.

**Table 39: Number of learners enrolled in schools for severe intellectual disability**

| Province      | Total Number of Special Schools | Number of Schools for Severe Intellectual Disability | Percentage | Number of learners with severe intellectual disability |
|---------------|---------------------------------|------------------------------------------------------|------------|--------------------------------------------------------|
| EC            | 41                              | 16                                                   | 39         | 3392                                                   |
| FS            | 21                              | 6                                                    | 29         | 41                                                     |
| GP            | 133                             | 37                                                   | 28         | 8790                                                   |
| KZN           | 73                              | 31                                                   | 41         | 2765                                                   |
| LP            | 35                              | 25                                                   | 71         | 2700                                                   |
| MP            | 20                              | 10                                                   | 50         | 1048                                                   |
| NC            | 10                              | 4                                                    | 40         | 577                                                    |
| NW            | 31                              | 22                                                   | 71         | 2223                                                   |
| WC            | 83                              | 27                                                   | 33         | 5592                                                   |
| <b>TOTAL:</b> | 450                             | 178                                                  | 40         | 27131                                                  |

Source: Annual Special School Survey, 2013

### 5.3.5 Implementation of South African Sign Language

#### a) Summary

The development of the SASL CAPS followed as a response to a court case between Springgate and Others and the Minister of the Department of Basic Education and Others in the Pietermaritzburg High Court in 2009.

The first drafts of the SASL CAPS for Foundation Phase, Intermediate Phase, Senior Phase and Further Education and Training Phase were completed in December 2012.

A meeting was held with the Minister of Education on 06 August 2013 to present the SASL curriculum for approval. The Minister accepted the SASL curriculum as well as all the recommendations that were made by the CMT.



2013 was spent on a consultation process with stakeholders for the Deaf as well internal structures at DBE including HEDCOM and CEM, which culminated to the gazetting of the drafts for public comment in September 2013.

Public comments were considered and incorporated into the curriculum and final drafts for each phase were produced and prepared for approval of the SASL CAPS grades R-12 to policy. At the Council of Education Ministers' (CEM) meeting held on 3 July 2014, CEM approved the SASL CAPS to policy as well as its listing with other subjects in the National Curriculum Statement Grades R-12. Furthermore, CEM also granted approval for the amendment of related policies and regulations.

2014 has been set aside for preparing the system for the implementation of the SASL CAPS and the preparations include: the development of materials for Foundation Phase and grade 9 leading to the development of the national catalogue; the orientation of Languages subject advisors as well as the training of Foundation Phase and grade 9 teachers and Deaf Teacher Assistants.

DBE developed a costed Implementation Plan which spans from 2014 through to 2017 and the plan was approved at HEDCOM in August 2014.

**b) Activities completed**

- The development of the SASL CAPS engendered the development of the Grade 9 Bridging Programme which was piloted in the Western Cape in 2013 as part of a process of strengthening the curriculum development and facilitating the implementation of the curriculum at FET level.
- An audit of all Special School for Deaf was conducted in August and September 2013 to establish the state of readiness for the implementation of the curriculum after it had become policy. A report was compiled and submitted. The findings from the audit picked up disparities across provinces and that the majority of schools were not ready to implement from 2014. DBE decided to use 2014 to prepare the system for the implementation that will start at Foundation Phase and grade 9 in 2015.
- A basic minimum package of resources and specialised equipment was put together and presented at HEDCOM and CEM in 2013 to inform the system for budgeting and procurement purposes.
- In February 2014, DBE conducted two orientation sessions, one for stakeholders for the Deaf and the other, senior management team (SMTs) members from Schools for the Deaf.
- The final editing of the SASL CAPS was completed in March 2014.
- Development of a Training Manual for Foundation Phase and grade 9 teachers and Deaf Teaching Assistants which started in June 2014 and is being finalised.
- An audit of existing SASL CAPS learning and teacher support material (LTSM) both from within and outside of DBE, which commenced in August 2014 and will lead to the development of a National Catalogue for the SASL CAPS for FP and grade 9 by September 2014. Material was screened and a report submitted indicating which material can be included in a SASL catalogue. Gaps of SASL material that needs to be developed were also identified.

### 5.3.6 Introduction of the Policy on Accommodations in Assessment in all schools

In May 2014 the *Policy on the Conduct of the National Senior Certificate* was promulgated including Annexure C1 on Accommodations in Assessment and Examinations. Provincial Exams and Inclusive Education Directorates collaborate to ensure that all learners in Grades 10 – 12 who are eligible for accommodations, are identified, assessed and registered. The Policy must be applied to support learners from Grade R to 12. Budgets need to be set aside to ensure the equitable implementation of the policy in all schools.

### 5.3.5 Provision of LTSM in accessible format, assistive devices and ICTs

**Table 40: Special Schools and Full Service Schools that have received Assistive Devices & Technology: 2012-2014**

| Province | Number of Special Schools | Number of Full Service Schools | Year        | Types of Devices & Technologies                                                                                                                                                                                                                                                                                                                     | Expenditure R'000 |
|----------|---------------------------|--------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| EC       | 17                        |                                |             | Computer keyboards, mice, communication software, devices, Language Development Pack, literacy, numeracy and Hearing aid kit                                                                                                                                                                                                                        | R5 183            |
| FS       |                           | 1                              |             | Wheel chair                                                                                                                                                                                                                                                                                                                                         |                   |
| GT       | 67                        | 74                             | 0           |                                                                                                                                                                                                                                                                                                                                                     | R 23 588          |
| KN       | 73                        | 0                              | 2013        | Hearing aids, Print enlargement equipment, specialised computer software.0                                                                                                                                                                                                                                                                          | R 2 553           |
| LP       | No info                   | 0                              | 2012-2014   |                                                                                                                                                                                                                                                                                                                                                     |                   |
| MP       | 19                        | 140                            | 2012/13 /14 | SPECIAL SCHOOLS: Specialised LTSM such as interactive white boards, ICT equipment such as laptops, computers and printers including medical equipment i.e. Otoscopes, audiometers and tympanometers as well as network cabling reticulation<br>FSS: Keyboards, Sony DVD Players, Sony HD TVs, Data Projectors, Desktop computers, Scanner Printer 0 | Not provided      |
| NC       | 11                        | 4                              | 2013        | Wheelchairs<br>FM Systems<br>Diapers<br>Calculators Electric<br>Computers                                                                                                                                                                                                                                                                           | R 384             |
| NW       | 32                        | 240                            | 2012-2014   | Alternative and Augmentative Communication (AAC) Devices, Mobility devices, Visual and Hearing Devices, ICT.                                                                                                                                                                                                                                        | R 37 729          |
| WC       | 14                        | 147                            | 2012 - 2014 | Schools with SASL as LOLT received technology to facilitate SASL teaching, Schools for the Blind received Apex Braille Reader laptops and the Eye Pal Solo.                                                                                                                                                                                         | R5 300            |

|                       |            |            |                  |                                                                                                       |                |
|-----------------------|------------|------------|------------------|-------------------------------------------------------------------------------------------------------|----------------|
|                       |            |            |                  | Schools for ASD received Clicker 6. Full-service schools received an allocation for specialised LTSM. |                |
| <b>National Total</b> | <b>213</b> | <b>459</b> | <b>2012-2014</b> |                                                                                                       | <b>R74 737</b> |

Source: Information received from Provinces in August 2014

**Table 40:** From the above table it is clear that substantial provisioning of assistive devices has taken place in full-service and in special schools. This poses a challenge to provinces to monitor the asset management processes, maintenance and effective utilisation of assistive technology. The Directorate: Inclusive Education is currently negotiating with the Directorates ICT and the SITA to develop a catalogue or a transversal tender for the procurement of assistive devices and specialised technology.

#### 5.4 Improving Teacher qualifications

One of the priorities identified in the turn-around strategy for special schools is the improvement of teacher qualifications in specialised competencies so that the special schools can truly become centres of excellence that incrementally provide a service as an outreach/ resource centre. In terms of the Convention on the Rights of Persons with Disabilities, more teachers with disabilities must be recruited. A proposal has been made to the Funza Lushaka Bursary Scheme to actively recruit students with disabilities to study as teachers. In fact, there is a fund that has been made available to support teacher students with disabilities in terms of reasonable accommodation.

Continued professional teacher development is a critical need for the successful implementation of inclusive education. Provincial Education Departments should fund this through making effective use of the skills levy fund and also collaborate with teacher unions and the ETDP SETA to ensure delivery of quality training. Teachers and school principals should be encouraged to register for SACE accredited courses that enhance the implementation of Inclusive Education.

#### 5.5 Provincial, District and School Support Systems

**Table 41: Functional District-based Support Teams**

| Province | Name of District | Year Established     | Discipline/Directorates Making Up DBST                                                                                                                           | Total DBST Members |
|----------|------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| EC       | 23 districts     | 2012                 | Inclusive Education, HIV/Aids, Curriculum, IDS&G, ECD, FET, AYET, SNP, Infrastructure, IQMS, DoH, DSD, Dept of Agriculture, SAPS, REHAB, DPSA, Dept of Transport | 460                |
| FS       | 5 districts      | 2012                 | IE, Curriculum, SMGD, SYRAC, Examination & Assessment, EMIS, HR                                                                                                  | 50                 |
| GT       | 15 districts     | Strengthened in 2013 | All directorates from the districts, NGO, FBO, other government departments, FSS and Resource centres                                                            | 225                |
| KN       | 12 districts     | 2013                 | Circuit management, curriculum GET&FET, District planning, SNES, ECD, Governance & Management, Co-curricular, NSNP, Curriculum support, Exams and                | 156                |

|                        |              |             |                                                                                                                                                                                                                                                                                                                |      |
|------------------------|--------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                        |              |             | Teacher Development.                                                                                                                                                                                                                                                                                           |      |
| <b>LP</b>              | 5 districts  | 2012        | Health professionals, Curriculum advisors, Finance and Human resource managers , Deputy managers governance , Local NGO's , SAPS                                                                                                                                                                               | 75   |
| <b>MP</b>              | 4 districts  | 2009 - 2014 | ECD, Dept of Health, Disability Desk, Inclusive Education, Social Development, Curriculum, FET, ABET, HR, Pastor, Municipality & Infrastructure, Inclusive (Social Worker), Teacher Development and Governance, ICT, Inclusive (Nutrition), HR, Communication, FET, GET, Inclusive (Life Skills), PGSS         | 176  |
| <b>NC</b>              | 5 districts  | 2013        | Education [Cur/Inclus/CM/Admin/IMGD/Transport]Health/ Social Deve/                                                                                                                                                                                                                                             | 76   |
| <b>NW</b>              | 4 districts  | 2006 - 2007 | Division IE, AET section, ECD, Curriculum support, physical resource planning, HR management and development, budget planning and development, Area office institutional support co-ordinator, EMD, APO Sub-division EMG, APO institutional curriculum support, special schools as resource centers and FSS's. | 80   |
| <b>WC</b>              | 8 districts  | 2009        | Per circuit-based support team : Circuit team manager, 2x IMG managers; 1x Curriculum Advisor, Social Worker, Psychologist, Learning Support Advisor., School Corporate Officer.                                                                                                                               | 392  |
| <b>National Total:</b> | 80 districts |             |                                                                                                                                                                                                                                                                                                                | 1690 |

**Table 42: Inclusive Education Officials in Staff Establishment at Provincial and District Levels 2012-2014**

| Province               | Number of Districts | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Total | Vacancies |
|------------------------|---------------------|---------|---------|---------|---------|---------|-------|-----------|
| EC                     | 23                  | 82      | 51      | 29      | 15      | 0       | 176   | 87        |
| FS                     | 5                   | 0       | 72      | 0       | 9       | 5       | 0     | 11        |
| GP                     | 15                  | No info |         |         |         |         |       |           |
| KZN                    | 12                  | 0       | 19      | 0       | 9       | 0       | 28    | 40        |
| LP                     | 10                  | 0       | 0       | 0       | 0       | 0       | 0     |           |
| MP                     | 4                   | No info |         |         |         |         |       |           |
| NC                     | 5                   | 0       | 26      | 0       | 0       | 0       | 26    | 86        |
| NW                     | 4                   | 4       | 57      | 0       | 3       | 0       | 64    | 7         |
| WC                     | 8                   | 0       | 49      | 0       | 8       | 10      | 65    | 0         |
| <b>NATIONAL TOTAL:</b> | 86                  | 86      | 255     | 29      | 35      | 13      | 360   | 231       |

*Source: Information received from Provinces in August 2014*

**Table 42:** Unfortunately the data provided by provinces is not comprehensive. Three provinces, namely Gauteng, Limpopo and Mpumalanga have not submitted information. The substantial number of 231 vacancies in the other six provinces needs to be addressed through rigorous budgeting and filling of posts as a critical

priority. Information is also not available about the capacity in provincial head offices. This data will be tracked through the NLSA reporting processes.

**Table 43: Number of remedial, learning support and special needs teachers in 2014**

| Province               | Number of Schools | Remedial Teachers | Special Needs Teachers | Learning Support Educators | Learning Support Teachers | Teacher Assistants/Aides |
|------------------------|-------------------|-------------------|------------------------|----------------------------|---------------------------|--------------------------|
|                        |                   |                   |                        | (School-based)             | (Itinerant)               |                          |
| EC                     | 35                | 0                 | 0                      | 0                          | 82                        | 54                       |
| FS                     | 251               | 421               | 268                    |                            |                           |                          |
| GT                     | 325               | 0                 | 258                    | 372                        | 0                         | 0                        |
| KZN                    | 66                | 106               | 1255                   | 344                        | 43                        | 367                      |
| LP                     |                   |                   |                        |                            |                           |                          |
| MP                     |                   |                   |                        |                            |                           |                          |
| NC                     | 2                 | 0                 | 1                      | 1                          | 13                        |                          |
| NW                     | 0                 | 0                 | 518                    | 62                         | 0                         | 109                      |
| WC                     | 1630              | 0                 | 0                      | 119                        | 480                       | 131                      |
| <b>NATIONAL TOTAL:</b> | <b>2309</b>       | <b>527</b>        | <b>2300</b>            | <b>898</b>                 | <b>254</b>                | <b>661</b>               |

*Source: Information received from provinces in September 2014*

## 5.6 Strengthening the system through norms and standards

“Across countries, the issue of resources appears not so much as an issue of levels of funding, as it is an issue of distribution and allocation of funds.” Susan Peters, World Bank, 2004

In order to ensure a more effective distribution of non-personnel non-capital funding within the inclusive education system, a policy aimed at the guiding the distribution of these funds to special schools as well as full service and other mainstream schools is currently being developed. This policy will also provide for the voluntary classification of special schools as no fee schools as well as provide for compensation to special schools as reimbursement for the exemption of school fees.

Currently Programme 4 guides the bulk of spending in the sector. The amount has risen to a total of **R5 671 335 000** in 2014, resulting in a per capita spending of R48 688 (see Table 40 below) to service an average of .1% of the learner population. The only funding that is allocated to supporting inclusive education is the Expansion of Inclusive Education Budget (see the allocations per province in Table 41 below. Given the enormity of the support needs of the remaining 99% of the learner population, the spending is by far not enough. The fact that this funding has since its introduction in 2007 not been consistently allocated and spent across provinces results in a very poor situation, especially in the poorer provinces such as Limpopo and Eastern Cape. Provinces such as the Western Cape, North West and Free State provinces have amongst others built capacity in their provincial,

district and circuit offices by appointing staff to drive the process which has had a huge impact on the success with which they have been able to take the policy to scale.

**The current funding system is predominantly a Child-based model or input funding.** Child-based funding formulas count the number of children identified as having special education needs. It is an input model based on demand for services and results in a high proportion of students referred to special schools and militates against integration into mainstream education. More labelling, and a rise in costs are frequently cited problems in countries that use this model (Susan Peters, World Bank Report, 2004). It is further high on assessment and diagnosis which is difficult to manage in a country with so few professional staff who can do individual assessments.

**Table 44: Programme 4 Budget for Special Schools in 2014/15 and fourth quarter expenditure rate:**

| Provinces     | Main Budget      | First Quarter expenditure rate |
|---------------|------------------|--------------------------------|
|               | R'000            |                                |
| Eastern Cape  | 541 698          | 97.5%                          |
| Free State    | 387 871          | 99.8%                          |
| Gauteng       | 1 817 476        | 97.8%                          |
| KwaZulu-Natal | 844 012          | 101.5%                         |
| Limpopo       | 379 607          | 100.1%                         |
| Mpumalanga    | 219 361          | 97.1%                          |
| Northern Cape | 84 055           | 104.0%                         |
| North West    | 354 443          | 108.7%                         |
| Western Cape  | 1 042 812        | 93.0%                          |
| <b>TOTAL</b>  | <b>5 671 335</b> | <b>98.5%</b>                   |

Source: Directorate Budget Monitoring and Support, Fourth Quarter Expenditure Report 2014/15

**Table 43** shows consistency in the rate of spending as it is based on normed transfers to schools. There is however little proof of the quality of education that is being bought with this funding and also little control over who gets admitted to special schools in view of the fact that there is no consistent admissions procedure across provinces.

**Table 45: Budget for Expansion of Inclusive Education in 2014/15 and First Quarter Expenditure**

| Provinces     | Main Budget | First Quarter Expenditure |
|---------------|-------------|---------------------------|
|               | R'000       |                           |
| Eastern Cape  | 64 677      | 48.5%                     |
| Free State    | 1 330       | 100%                      |
| Gauteng       | 34 506      | .4%                       |
| KwaZulu-Natal | 28 092      | 0.0%                      |
| Limpopo       | 8 640       | 0.0%                      |
| Mpumalanga    | 97 717      | 10.2%                     |

|               |                                   |               |
|---------------|-----------------------------------|---------------|
| Northern Cape | Only Programme 4 funding provided |               |
| North West    | 52 458                            | 24.7%         |
| Western Cape  | 85 307                            | 20%*          |
| TOTAL         | <b>394 359</b>                    | <b>23.63%</b> |

Source: Directorate Budget Monitoring and Support, First Quarter Expenditure Report 2014

**Table 45:** With the exception of the Northern Cape, all provinces are indicating the allocation towards the expansion of inclusive education in their financial reports. However the amounts allocated in provinces such as the Free State and Limpopo are totally insufficient. In the case of KwaZulu Natal and Limpopo, there has been no spending and in Gauteng and Western Cape underspending.

It is critical to develop integrated norms for an inclusive resourcing model. What is proposed as the most effective funding model for accelerating the implementation of inclusive education, especially in countries with unequal supply of specialised facilities and professional support systems is a **Resource-based model**. According to Peters resource-based models, also known as “through-put” models base funding on services provided rather than on child counts. There is internationally an increasing trend away from child-based models toward resource-based models of funding. Resource-based models are usually accompanied by fiscal policies that mandate qualified units of instruction or programmes. In this way, a continuum of services is defined and funded. Such a funding model encourages local initiatives to develop programmes and services and lead to more inclusion. What is however required is a strong evaluation and monitoring mechanism so as to ensure quality programmes that reach learners who require the support. This latter model is envisaged to ensure the effective implementation of the Policy on Screening, Identification, Assessment and Support (see diagram for distribution of support services according to a continuum of support on page 52).

### 5.6.2 Post Provisioning Norms

What is required for the implementation of an inclusive education system is an integrated and holistic package which does not separate post-provisioning of special and ordinary schools from that of districts and aims at strengthening support to all learners who experience barriers to learning in the system on a continuum from low to high intensity support.

The total number of learners that were enrolled in special schools in 2013 was 116,530 and the number of educators allocated to these schools was 9,739. Tables 42 and 43 below show the distribution of special schools across provinces, the per capita expenditure for compensation of employees under Programme 4, the educator: learner ratios, etc. What becomes clear from these statistics is that there is a very unequal distribution of special schools between provinces and districts with Gauteng, Western Cape and KwaZulu-Natal having the highest number of special schools and poorer provinces and deep rural areas having much less access to special education provision. Inherent in the uneven and inequitable distribution of special schools, is the distribution of specialist professionals and other personnel.

**Table 46: Learner enrolment and educator provision in special schools in 2012**

| Provinces     | Main Budget for Compensation of Employees under Programme 4 | Per capita personnel expenditure | Number of learners enrolled in special schools | Percentage of total enrolment in special schools | Educators in special schools | Percentage of total no. of personnel in special schools | Number of Special Schools | Percentage of total no. of schools in province |
|---------------|-------------------------------------------------------------|----------------------------------|------------------------------------------------|--------------------------------------------------|------------------------------|---------------------------------------------------------|---------------------------|------------------------------------------------|
|               | R'000                                                       | R                                |                                                |                                                  |                              |                                                         |                           |                                                |
| Eastern Cape  | 413905                                                      | 45399                            | 9117                                           | 8.169501                                         | 854                          | 8.768867                                                | 42                        | 9.459459                                       |
| Free State    | 242551                                                      | 41812                            | 5801                                           | 5.198122                                         | 625                          | 6.417497                                                | 21                        | 4.72973                                        |
| Gauteng       | 1295030                                                     | 31445                            | 41184                                          | 36.90389                                         | 3396                         | 34.87011                                                | 131                       | 29.5045                                        |
| KwaZulu-Natal | 549701                                                      | 33799                            | 16264                                          | 14.57374                                         | 1393                         | 14.30332                                                | 71                        | 16.21622                                       |
| Limpopo       | 279549                                                      | 32796                            | 8524                                           | 7.63813                                          | 684                          | 7.023308                                                | 34                        | 7.657658                                       |
| Mpumalanga    | 167469                                                      | 47188                            | 3549                                           | 3.180165                                         | 355                          | 3.645138                                                | 20                        | 4.504505                                       |
| Northern Cape | 83661                                                       | 50827                            | 1646                                           | 1.474937                                         | 165                          | 1.694219                                                | 10                        | 2.252252                                       |
| North West    | 217971                                                      | 40090                            | 5437                                           | 4.871951                                         | 465                          | 4.774618                                                | 32                        | 7.207207                                       |
| Western Cape  | 736741                                                      | 36698                            | 20076                                          | 17.98957                                         | 1802                         | 18.50293                                                | 82                        | 18.5                                           |
| <b>TOTAL</b>  | <b>3986578</b>                                              | <b>35723</b>                     | <b>111598</b>                                  | <b>100</b>                                       | <b>9739</b>                  | <b>100</b>                                              | <b>444</b>                | <b>100</b>                                     |

Source: 2012 Annual Special School Survey and the Provincial Expenditure Report

**Table 46** shows the unequal spread in the number of special schools across provinces with Gauteng (29%), Western Cape (18%) and KwaZulu Natal (16%) having most special schools in comparison with the rest of provinces all being below 9%. Northern Cape has the smallest percentage of special schools, namely 2% and the majority of these schools are in the Kimberley area. There is also huge disparity in terms of the per capita personnel expenditure. Gauteng has the lowest per capita spending on personnel and the percentage of teachers (36%) are not in line with the fact that they have 29% of the learners enrolled in special schools. These statistics emphasise the fact that urban children are advantaged above rural children, a situation which was highlighted when Education White Paper 6 was published in 2001. Over 12 years the situation has changed very little in terms of achieving equity and redress.

**Table 47: Learner enrolment of disabled learners as percentage of total enrolment in special and in ordinary schools in 2012**

| Provinces | Total Learners enrolled in both Ordinary & Special Needs Education Centres ( SNE) | Learners in SNE sector: As a percentage of all learners in both Ordinary & Special Needs Education Centres , in 2012 | Percentage of disabled learners in 2012                            |                                                           |
|-----------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------|
|           |                                                                                   |                                                                                                                      | As a percentage of all disabled learners in Ordinary & SNE sectors | As percentage of all disabled learners (mainstream + SNE) |
|           |                                                                                   |                                                                                                                      |                                                                    |                                                           |



|               |                 |             |            |             |
|---------------|-----------------|-------------|------------|-------------|
| Eastern Cape  | 1976193         | 0.5         | 1.6        | 28.2        |
| Free State    | 668168          | 0.9         | 4.2        | 20.7        |
| Gauteng       | 2112185         | 1.9         | 3.3        | 59.9        |
| KwaZulu-Natal | 2865736         | 0.6         | 1.5        | 36.7        |
| Limpopo       | 1716885         | 0.5         | 0.6        | 78.2        |
| Mpumalanga    | 1061005         | 0.3         | 1.5        | 23.0        |
| Northern Cape | 278980          | 0.6         | 1.6        | 37.6        |
| North West    | 775236          | 0.7         | 0.9        | 74.3        |
| Western Cape  | 1059250         | 1.9         | -          | -           |
| <b>TOTAL</b>  | <b>12513638</b> | <b>0.87</b> | <b>1.9</b> | <b>44.8</b> |

Source: 2012 Annual Special School Survey and Annual School Survey

**Table 47** looks at the spread of learners with disabilities enrolled in both special and ordinary schools. Column two shows how far the system is falling short of the 3% disability rate which is the internationally accepted norm endorsed by the WHO. Gauteng and Western Cape have the highest percentages of learners and they only make provision for 1.9% in special schools. The table shows where there are serious shortfalls in terms of recording learners with disabilities. These statistics emphasise the critical need to find other ways of making provision for learners with disabilities without resorting to the building of more special schools. One of the critical short term strategies would be to have a more effective and equitable personnel dispensation which supports learners in the mainstream.

**Table 48: Number of learners, educators and institutions in SNE sectors, by province, national learner-educator ratio (LER), national learner-school ratio (LSR) and national educator-school ratio (ESR), in 2011 and 2012**

| Province      | Year | SNE      |           |         |      |       |      |
|---------------|------|----------|-----------|---------|------|-------|------|
|               |      | Learners | Educators | Schools | LER  | LSR   | ESR  |
| Eastern Cape  | 2011 | 9 031    | 878       | 41      | 10.3 | 220.3 | 21.4 |
|               | 2012 | 9 117    | 854       | 42      | 10.7 | 217.1 | 20.3 |
| Free State    | 2011 | 5 514    | 602       | 20      | 9.2  | 275.7 | 30.1 |
|               | 2012 | 5 801    | 625       | 21      | 9.3  | 276.2 | 29.8 |
| Gauteng       | 2011 | 39 283   | 3 182     | 129     | 12.3 | 304.5 | 24.7 |
|               | 2012 | 41 184   | 3 396     | 131     | 12.1 | 314.4 | 25.9 |
| KwaZulu-Natal | 2011 | 15 955   | 733       | 71      | 21.8 | 215.6 | 9.9  |
|               | 2012 | 16 264   | 1 393     | 71      | 11.7 | 225.9 | 19.3 |
| Limpopo       | 2011 | 8 360    | 706       | 34      | 11.8 | 245.9 | 20.8 |
|               | 2012 | 8 524    | 684       | 34      | 12.5 | 250.7 | 20.1 |
| Mpumalanga    | 2011 | 3 639    | 269       | 20      | 13.5 | 182.0 | 13.5 |
|               | 2012 | 3 549    | 355       | 20      | 10.0 | 177.5 | 17.8 |
| Northern Cape | 2011 | 1 644    | 160       | 10      | 10.3 | 164.4 | 16.0 |
|               | 2012 | 1 646    | 165       | 10      | 10.0 | 164.6 | 16.5 |
| North West    | 2011 | 5 634    | 236       | 33      | 23.9 | 170.7 | 7.2  |

|              |      |                |              |            |             |              |             |
|--------------|------|----------------|--------------|------------|-------------|--------------|-------------|
| Western Cape | 2012 | 5 437          | 465          | 32         | 11.7        | 169.9        | 14.5        |
|              | 2011 | 19 180         | 1 853        | 81         | 10.4        | 236.8        | 22.9        |
| South Africa | 2012 | 20 076         | 1 802        | 82         | 11.1        | 244.8        | 22.0        |
|              | 2011 | <b>108 240</b> | <b>8 619</b> | <b>441</b> | <b>12.6</b> | <b>244.9</b> | <b>19.5</b> |
|              | 2012 | <b>111 598</b> | <b>9 739</b> | <b>443</b> | <b>11.5</b> | <b>251.3</b> | <b>21.9</b> |

Source: 2011 and 2012 Annual Special School Survey

**Table 48** provides statistics on learner-educator ratio, learner-school ratio and educator-school ratio. The average national learner-educator ratio in special schools is 11:1, the average learner enrolment per school, 251 and the average number of teachers per school, 21. Free State special schools have the lowest learner-educator ratio (9.2:1) whilst Gauteng has the highest (12:1). Gauteng schools has the highest average learner enrolment (304) per school and Northern Cape the lowest, namely 164 learners per school on average.

### 5.6.2 Funding Norms

The National Norms and Standards for Funding Schools accommodating Learners with Special Needs within an Inclusive Education System are input based funding and deal with Non Personnel Non Capital (NPNC) funding as they relate to the inclusive education system as a whole. This system refers to special schools/resource centres, full service schools, and ordinary schools coupled with support from district based support teams.

NPNC includes assistive devices, transport, hostel accommodation, maintenance repairs and the specialised equipment. It therefore does not cover personnel related cost or cost which is considered to be of a capital nature. Capital cost includes not only infrastructure related expenditure but also items of equipment above the threshold of R5 000.

The generation and distribution of personnel resources through the post-provisioning process in terms of low, moderate and high support needs, also need to be reviewed in conjunction with the development of this funding policy so as to arrive at an inclusive approach which will not continue to artificially segregate learners in order to ensure that they have access to support.

Infrastructure and be provided as per the Norms and Standards for an Enabling Physical Teaching and Learning Environment (NSEPTLE) and Regulations relating to minimum uniform norms and standards for public school infrastructure. Other capital related expenditure should be funded from relevant provincial capital budgets.

The National Norms and Standards for Funding Schools accommodating Learners with Special Needs within an Inclusive Education System will apply to supplement the National Norms and Standards for School Funding (NSSF). This means that matters that apply to public schools expressed in the NSSF are not included in this document as they also apply to public special schools as well as full service schools.

### **5.6.3 Admissions policy**

All admissions to special schools must be governed through the application of the protocols and procedures as outlined in the Policy on Screening, identification, Assessment and Support (SIAS) (2014). No learners who do not have a high level of support needs may be admitted to a special school.

Learners in ordinary schools who have been identified as requiring moderate and low level support may not be referred for outplacement, but must be supported in the school.

### **5.6.4 Learner transport policy**

Lack of accessible transport is one of the most serious barriers to access for learners with disabilities in an inclusive education system. Learners are prevented to enrol in full-service schools that have been upgraded because they do not have transport. Many learners in special schools spend an unreasonable amount of time on the road. Furthermore the costs for special schools to provide transport constitute one of the most serious challenges that they face.

It is therefore absolutely critical that the School Transport Policy which is currently being developed takes an integrated approach which does not separate transport for special schools from that of transport for ordinary schools. The grid that is developed for any given area must make provision for transporting learners with disabilities in terms of routes, accessible vehicles, supervision and agreements with public transport operators. Only if this issue could be resolved, can a fully inclusive education system materialise.

### **5.6.5 Special School Hostel Policy**

An audit conducted in special schools by the Department of Women, Children and People with Disabilities in 2012 uncovered extremely poor conditions in many special school hostels. There is a high rate of child abuse in special school hostels. Especially learners who are Deaf or intellectually disabled are doubly vulnerable. It is critical that the Hostel Policy for special schools is finalised to address all issues pertaining to accessibility of facilities, supervision, safety, etc. If new special schools are built, there must either be a hostel to accommodate learners who live further away than 1 hour's drive from a school, or appropriate transport. A school should not be opened if a suitable staff establishment for supervision and care in hostels has not been made available.

### **5.6.6 School safety policy**

Implementation of the school safety strategy should target special schools as a critical focus area in view of the high level of abuse that has been reported.

### **5.6.7 School infrastructure norms**

The new Minimum Uniform Norms and Standards for Public School Infrastructure, now referred to as the Regulations, make provision for Universal Design principles and requirements, including inter alia provision for incontinence rooms for special schools that accommodate learners with physical disabilities.

All implementing agents, principal agents and architects assigned responsibility for planning and design of schools are obligated to adhere to all relevant regulations, including the National Building Regulations, SANS 10-400 and the Occupational Health and Safety Act.

The steps that are currently being taken by the DBE to improve accountability measures of provincial education departments are addressed in the performance grants conditions of National Treasury and will form part of the reporting on the implementation of the Norms and Standards referred to above.

The NEIMS must be updated to track conversion of full-service schools, refurbishment of special schools and the addition of access features in existing schools.

## **6. Radical and urgent steps to be taken to realize Inclusive Education**

### **6.1 Implementation of the Policy on Screening, Identification, Assessment and Support**

According to the General Household Survey of 2013 and population estimates of the DBE, an estimated 400 000 vulnerable children (including children with disabilities) are currently out-of-school and do not have access to quality education and support. The main reason for this is that they are not identified early enough and also do not have access to support services that will ensure that they are admitted to school and supported in school once they are admitted.

A significant percentage of learners do not complete a full cycle of basic education due to the fact that their barriers to learning and development are not identified and addressed early enough.

In the absence of an integrated policy that clearly outlines the transversal responsibilities at all levels of the system to provide preventative support to learners, the throughput rate in the GET and FET phases cannot be improved.

Managers and teachers throughout the system are not equipped to effectively address the support needs of learners in classrooms and schools that are efficient, welcoming and encouraging participation of all learners in the curriculum.

### **The National Strategy on Screening, Identification, Assessment and Support (SIAS)**

SIAS (2008) is one of the key strategies for the implementation of Education White Paper 6. Its main purposes are:

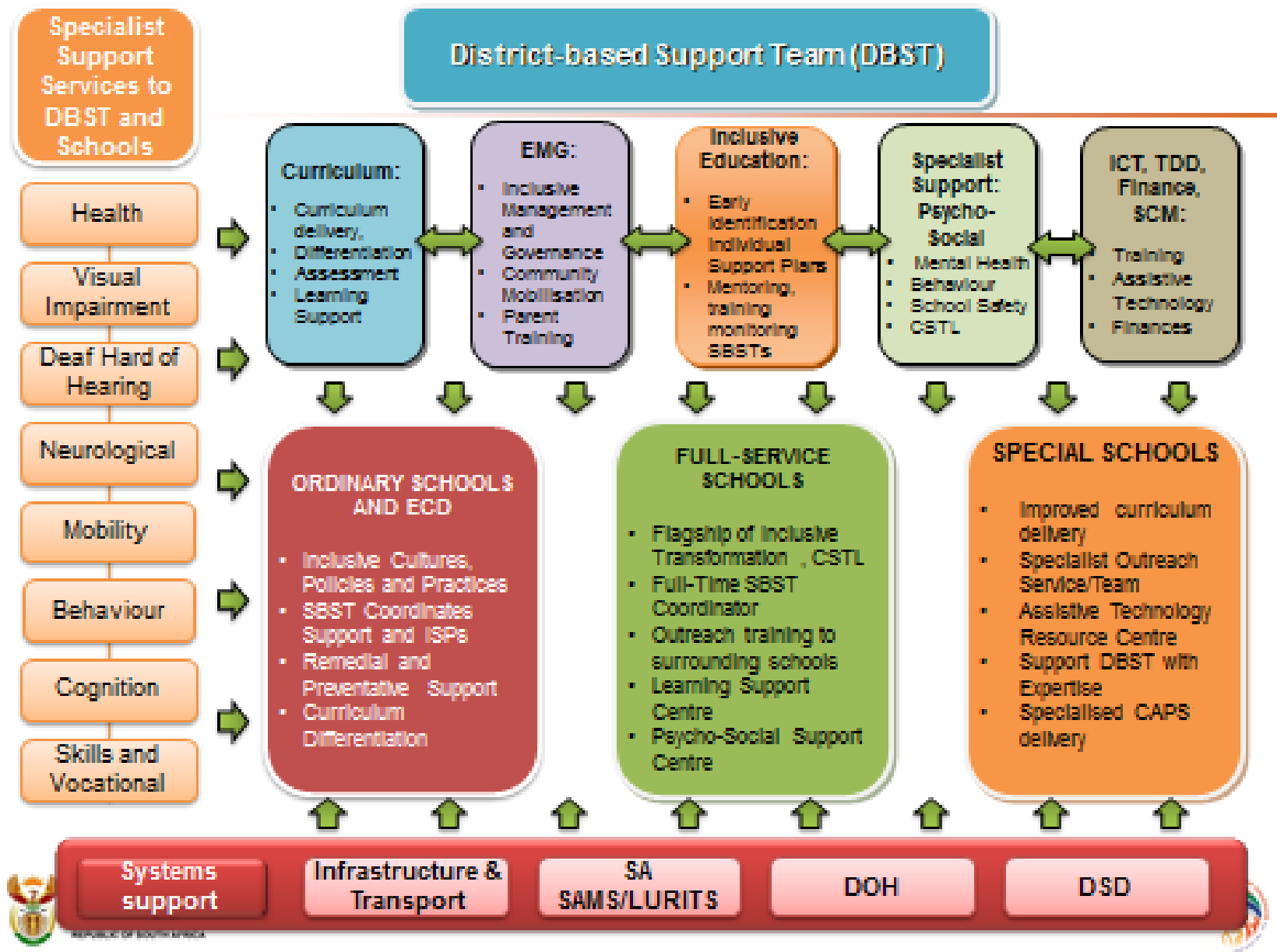
- To standardise procedures for identifying, assessing and providing programmes for learners who require additional support;
- To guide the system on how to support learners screened through the Integrated School Health Programme;
- To capacitate schools to identify and address barriers to learning;
- To centrally involve teachers and parents in supporting learners in the classroom in an attempt to prevent drop-out, exclusion and learning breakdown;
- To guide on the roles and responsibilities of district-based and school-based support systems; and
- To inform the resourcing of the system by outlining what constitutes low, moderate and high needs support.

### **Building capacity of Provincial Education Departments to Implement the SIAS**

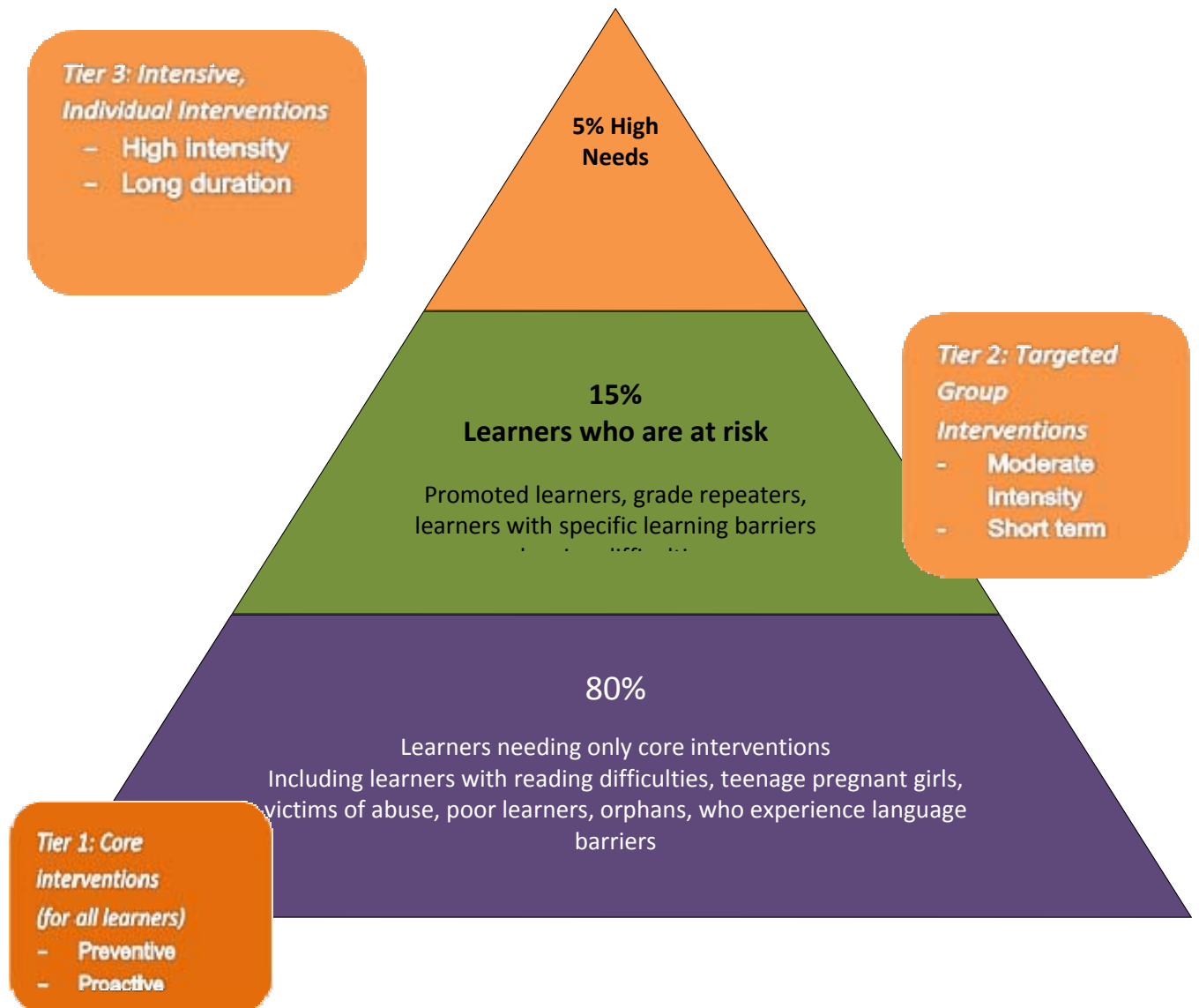
The Department of Basic Education (DBE) in collaboration with Provincial Departments of Education (PDEs) has been engaged since 2008 to prepare the system for the implementation of the Draft Policy on Screening, Identification, Assessment and Support (SIAS). This entailed utilising the Expansion of Inclusive Education budget to create and fill Inclusive Education posts at provincial, district and circuit levels, to appoint learning support teachers, establish transversal district/circuit teams to support schools and establish School-based Support Teams. It is anticipated that the Policy will be promulgated before the end of the year for implementation in 2015. Therefore structures (DBSTs) need to be in place in which everyone understands that support to schools is multi-faceted and entails management, governance, curriculum, psycho-social and HR planning and development support.

The organograms below outline:

- a. The Systems, Structures and Operations required at Provincial and District Level for the Implementation of the SIAS, clearly demonstrating the importance of transversal collaboration across units and the creation of specialist units at provincial and district levels.
- b. The Rationale for Provision of Support Services at Low, Moderate and High Level shows that if more preventative support can be given for 80% of the learner population, the number of learners that will be referred to special education sites can be contained and the goal of inclusive education attained.



## The Three Tier Pyramid of Support and Interventions



**Table 49: Building capacity in education Departments in PEDs on SIAS in 2012 - 2013**

| Province     | Officials trained in SIAS | Teachers trained in SIAS |
|--------------|---------------------------|--------------------------|
| EC           | 1104                      | No data                  |
| FS           | 151                       | 1508                     |
| GP           | 150                       | 709                      |
| KZN          | 120                       | 540                      |
| LP           | 100                       | 700                      |
| MP           | No data                   | 540                      |
| NC           | 86                        | 1508                     |
| NW           | 93                        | 868                      |
| WC           | 50                        | 0                        |
| <b>Total</b> | <b>1443</b>               | <b>4730</b>              |

**Table 48** indicates that all PEDs are continuously training Districts Officials and schools using the current SIAS strategy. The WC has trained in the old version of SIAS in previous years but is currently awaiting the gazetting of the revised SIAS before continuing with the training roll-out at school level in 2014. Of the PEDs that submitted their reports, EC has trained the most District Officials (1104) whilst the NW has trained the least (93). Regarding the teachers, NW has trained the majority of teachers (868) on SIAS whilst the MP trained the least (540).

#### **Action Plan for the implementation of the SIAS Policy – 2014 - 2019**

| <b>Key Result Area: Increasing access to education and support by implementing the SIAS</b>                                                |                                                                                                     |                                          |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------|
| <b>Deliverables</b>                                                                                                                        | <b>Impact/Outcomes</b>                                                                              | <b>Responsibility</b>                    | <b>Time Frames</b>        |
| Finalise policy and consult with disability and children's rights sectors                                                                  | National buy in into the policy                                                                     | DBE                                      | September – November 2014 |
| Obtain approval of final SIAS Policy through Senior Management, HEDCOM, CEM after which it will be gazetted                                | Policy promulgated and ready for implementation in 2015                                             | DBE                                      | November 2014             |
| Finalise integrated implementation plan in consultation with PEDs, DOH, DSD, School Health, DHET, HEIs                                     | Costed plan developed for the implementation of the Policy                                          | DBE<br>PEDs                              | November 2014             |
| Make inputs to process for development of funding and post provisioning norms to ensure that resources will be in place for implementation | Draft Funding and Post Provisioning Norms developed and approved for publication for public comment | DBE:<br>Branch C<br>Branch D<br>Branch T | August – November 2014    |



**Key Result Area: Increasing access to education and support by implementing the SIAS**

| <b>Deliverables</b>                                                                                      | <b>Impact/Outcomes</b>                                                                                                                                                   | <b>Responsibility</b> | <b>Time Frames</b>            |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| Develop training pack and train officials across provincial and district offices to implement the policy | Training pack developed and National Training Team trained                                                                                                               | DBE                   | September 2014 to March 2015  |
| Monitor training of School-based Support Teams in special schools and full-service schools               | National training teams train 9 provincial and 86 district – based support teams. Enough posts filled for the effective implementation of the policy                     | PED                   | January – August 2015         |
| Develop advocacy strategy targeting parents and communities in collaboration with DOC and DSD            | Information materials made available to broader public in all languages. Local Radio stations utilized to reach parents and communities on the ground                    | DBE<br>PED            | 2014/15                       |
| Mediate and distribute approved SIAS Gazette to provincial stakeholder organisations                     | All 86 DBSTs and SBSTs in 444 Special Schools and 783 Full-Service Schools receive copies of policy and training on its implementation                                   | DBE<br>PED            | 2014/15/16                    |
| Mediate and distribute Policy with Provincial Management Structures                                      | Management Teams in all 9 provinces receive and are orientated on the SIAS and its intentions                                                                            | DBE<br>PED            | 2014/15                       |
| Finalise provincial implementation plan in consultation with provincial DOH, DSD and School Health       | Partnerships formed at all levels to align services between DOH, DSD and DBE – in terms of allocation of assistive technology, services by therapists and social workers | DBE<br>PED            | 2014/15                       |
| Field test and subsequently apply funding and post provisioning norms                                    | Norms field tested in 18 districts                                                                                                                                       | DBE<br>PED            | 2014/15/16                    |
|                                                                                                          | System wide implementation of norms by providing a continuum of support packages                                                                                         | DBE<br>PED            | 2016/17<br>2017/18<br>2018/19 |
| Print training manuals and ensure that training involves cross sector of directorates                    | 14 000 Training Manuals printed and distributed to 9 Provinces, 86 Districts, 444 Special Schools and 786 Full-Service Schools                                           | DBE<br>PED            | 2014/15/16                    |

**Key Result Area: Increasing access to education and support by implementing the SIAS**

| <b>Deliverables</b>                                                                                      | <b>Impact/Outcomes</b>                                                                                   | <b>Responsibility</b> | <b>Time Frames</b>                                  |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------|
|                                                                                                          | 260 000 Training manuals printed and distributed to all schools in the system                            | DBE<br>PED            | 2016/17                                             |
| Monitor school-based training and functionality of SBSTs, submitting progress reports to DBE             | Training of NTT = 90 officials<br>Training 86 X 6 DBST members = 516                                     | DBE<br>PED            | 2014/15                                             |
|                                                                                                          | Training 20 000 SBST members in Special and Full-Service Schools                                         | DBE<br>PED            | 2015/16                                             |
|                                                                                                          | Training of further 20 000 SBST members in all ordinary schools                                          | DBE<br>PED            | 2016/17                                             |
|                                                                                                          | Training of further 20 000 SBST members in all ordinary schools                                          | DBE<br>PED            | 2017/18                                             |
|                                                                                                          | Training of further 20 000 SBST members in all ordinary schools                                          | DBE<br>PED            | 2018/19                                             |
| Implement advocacy strategy at provincial level making use of nationally produced materials and messages | Printing and distributing pamphlets in all languages (subject to availability of a budget)               | DBE<br>PED            | 2014/15                                             |
| Establish transversal District-based Support Teams (DBSTs) to implement the SIAS Policy                  | Monitor incremental filling of posts in 86 DBSTs with specific focus on districts that are under-staffed | DBE<br>PED            | 2014/15                                             |
| Mediate policy with District Management                                                                  | Ensure that Inclusive Education functions of the DBST is incorporated into the District Policy           | DBE<br>PED            | 2014/15                                             |
| Establish SBSTs and fill support staff posts and reach agreement with DSD and DOH                        | Ensure that all 444 Special Schools and 786 Full-Service Schools have a functional SBST                  | DBE<br>PED            | 2014/15                                             |
|                                                                                                          | SBSTs established in 5000 ordinary schools per annum                                                     | DBE<br>PED            | 2015/16<br>2016/17<br>2017/18<br>2018/19            |
| Make support services, assistive devices and mentoring on curriculum differentiation available to SBSTs  | Incremental increase of services, equipment and training to schools and teachers                         | DBE<br>PED            | 2014/15<br>2015/16<br>2016/17<br>2017/18<br>2018/19 |

| <b>Key Result Area: Increasing access to education and support by implementing the SIAS</b>                                       |                                                                                                     |                       |                    |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------|--------------------|
| <b>Deliverables</b>                                                                                                               | <b>Impact/Outcomes</b>                                                                              | <b>Responsibility</b> | <b>Time Frames</b> |
| Train SBSTs to ensure that no learners are admitted to special schools as from 2016 without having been assessed through the SIAS | LURITS system captures and maintains assessment records of all learners admitted to special schools | DBE<br>PED            | 2015/16            |
|                                                                                                                                   | All learners with special needs enrolled at Full-Service Schools are captured on LURITS             | DBE<br>PED            | 2016/17            |
|                                                                                                                                   | Learners with additional support needs in 5000 schools captured on LURITS                           | DBE<br>PED            | 2017/18            |
|                                                                                                                                   | Learners with additional support needs in a further 5000 schools captured on LURITS                 | DBE<br>PED            | 2018/19            |
| Monitor functionality of SBSTs                                                                                                    | Monitoring tool developed in consultation with Districts Directorate and NEEDU                      | DBE<br>PED            | 2014/15            |
|                                                                                                                                   | Monitoring reports submitted of all Special and Full-Service Schools                                | DBE<br>PED            | 2016/17            |
|                                                                                                                                   | Monitoring reports submitted of 5000 Ordinary Schools                                               | DBE<br>PED            | 2017/18            |
|                                                                                                                                   | Monitoring reports submitted of 5000 Ordinary Schools                                               | DBE<br>PED            | 2018/19            |

## **6.2 Institutionalisation of Curriculum Differentiation**

The Department of Basic Education is committed to building of an Inclusive Education system at all levels as outlined in Education White Paper 6: Building an Inclusive Education System, 2001.

“Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out” (DBE Strategic Plan 2011 – 2014, p. 10).

The policy contends that the failure of the system to achieve dramatic improvement in the quality of teaching and learning in schools can be addressed if more teachers have the skills to effectively support the diverse learning needs of all learners in their classrooms. The recently published Macro Indicator Trends in Schooling Report of 2011 underscores the fact that the large numbers of learners who have dropped out of school after Grade 9 are learners who have special needs that have not been met throughout their schooling years..

**Objectives:**

- To develop a cohort of effective Subject Advisors/Curriculum Implementers that is capable of providing both mentoring and content-related support to teachers.
- To develop teachers in all phases, in ordinary and special schools in essential knowledge on how to identify and address barriers to learning in their day to day classroom practice

**Proposed topics to be covered:**

- Understanding Diversity in the Classroom
- Policy and Legal Framework
- What is curriculum
- What is differentiation?
- What is differentiated?
  - Differentiating the content
  - Differentiating the teaching methods
  - Differentiating the learning environment
  - Differentiating assessment

**Action Plan for the implementation of the Strategy on Curriculum Differentiation**

| Key Result Area: Institutionalisation of Curriculum Differentiation                                   |                                                                                                                                                                            |                                 |                                                                        |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------|
| Deliverables                                                                                          | Impact/Outcomes                                                                                                                                                            | Responsibility                  | Time Frames                                                            |
| Finalize the Institutionalization Plan                                                                | Close collaboration forged between Inclusive Education, ECD, GET and FET Curriculum to steer implementation of Curriculum Differentiation at all levels                    | Branch C                        | October 2014                                                           |
| Produce Training Manuals for teachers                                                                 | National training manuals developed and made available to provinces for reproduction and distribution.<br>Additional training materials developed with practical exemplars | Inclusive Education Directorate | March 2015<br><br>March 2015<br>March 2016<br>March 2017<br>March 2018 |
| Conduct training workshops NCTT, PCTT and Subject Advisors and teachers in Curriculum Differentiation | 398 Foundation Phase subject advisors trained<br>100062 Ordinary School Teachers<br>4000 Special School Teachers<br>20 000 Multi-grade teachers trained                    | NTT<br>PTT                      | 2014/15                                                                |

| <b>Key Result Area: Institutionalisation of Curriculum Differentiation</b>              |                                                                                                                                                                           |                                        |                                          |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|
| <b>Deliverables</b>                                                                     | <b>Impact/Outcomes</b>                                                                                                                                                    | <b>Responsibility</b>                  | <b>Time Frames</b>                       |
|                                                                                         | 1169 Intermediate Phase and Senior Phase subject advisors trained<br>69016 Ordinary School Teachers<br>4000 Special School Teachers<br>20000 Multi-grade teachers trained | NTT<br>PTT                             | 2015/16                                  |
|                                                                                         | 1492 FET subject advisors trained<br>100008 Ordinary School Teachers<br>4000 Special School Teachers<br>20000 Multi-grade teachers trained                                | NTT<br>PTT                             | 2017/18                                  |
|                                                                                         | Mop up                                                                                                                                                                    | NTT<br>PTT                             | 2018/19                                  |
| Develop interactive electronic teacher training programme on Curriculum Differentiation | Digital portal populated with online training courses and exemplars of good practice – also available in teacher centres                                                  | DBE<br>PEDs<br>HEI and NGO<br>Partners | 2015/16<br>2016/17<br>2017/18<br>2018/19 |
| Monitor implementation of Curriculum Differentiation                                    | Impact of training monitored through random school visits and follow up mentoring and monitoring                                                                          | DBE<br>PEDs<br>HEI and NGO<br>Partners | 2015/16<br>2016/17<br>2017/18<br>2018/19 |

### 6.3 Development of a Skills and Vocational Qualification and Learning Programme

| <b>Key Result Area: Development of a Skills and Vocational Qualification and Learning Programme</b> |                                                                                                                                                                           |                       |                    |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|
| <b>Deliverables</b>                                                                                 | <b>Impact/Outcomes</b>                                                                                                                                                    | <b>Responsibility</b> | <b>Time Frames</b> |
| Finalisation of the GETC: Skills and Vocational at NQF level 1                                      | A Skills and Vocational exit level qualification will benefit more than 30 000 learners who find it difficult to attain the academic requirements of the Senior Phase NCS | DBE                   | August 2015        |

**Key Result Area: Development of a Skills and Vocational Qualification and Learning Programme**

| <b>Deliverables</b>                                                                                      | <b>Impact/Outcomes</b>                                                                                                                                                                                                                                     | <b>Responsibility</b> | <b>Time Frames</b> |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|
| Developing a skills and vocational learning programme for learners with moderate intellectual disability | Four writing sessions held involving 44 teachers and provincial officials to complete learning programmes for 20 skills subjects that will benefit more than 30 000 learners                                                                               | DBE<br>PED writers    | July 2015          |
| Developing a skills and vocational learning programme for learners with severe intellectual disability   | Four writing sessions held involving 26 teachers and provincial officials to complete learning programmes for 20 skills subjects for SID                                                                                                                   | DBE<br>PED writers    | July 2015          |
| Developing a policy framework and learning programme for learners with profound intellectual disability  | Four writing sessions held involving 5 teachers, provincial officials and academics to complete learning programmes for Profound Intellectual Disability benefiting 20 000 out-of-school children and youth attending care centres and stimulation centres | DBE<br>PED writers    | July 2015          |
| Training of teachers to implement                                                                        | Training of 1500 teachers to introduce the new Learning Programme in 46 Schools of Skill and 150 Schools for Intellectual Disability                                                                                                                       | DBE<br>PED            | 2015/16            |

**6.4 Action Plan for the Introduction of South African Sign Language**

**Key Result Area: Preparing the System for the Introduction of South African Sign Language**

| Deliverables                                                                                         | Impact/Outcomes                                                                                                         | Responsibility       | Time Frames    |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------|----------------|
| <ul style="list-style-type: none"> <li>Development of a national catalogue for SASL LTSM.</li> </ul> | <p><b>2014/15:</b><br/>LTSM audit and screening of SASL LTSM for Foundation Phase and grade 9.</p>                      | DBE/ Project Manager | July 2014      |
|                                                                                                      | <p>SASL national catalogue for Foundation Phase and grade 9 developed and distributed to 31 Schools for the Deaf</p>    | DBE/ Mr Subban       | September 2014 |
|                                                                                                      | <p><b>2015/16:</b><br/>LTSM audit and screening of SASL LTSM for Intermediate Phase and grade 10.</p>                   | DBE/ Project Manager | April 2015     |
|                                                                                                      | <p>SASL national catalogue for Intermediate Phase and grade 10 developed and distributed to 31 Schools for the Deaf</p> | DBE/ Mr Subban       | July 2015      |
|                                                                                                      | <p><b>2016/17:</b><br/>LTSM audit and screening of SASL LTSM for Senior Phase and grade 11.</p>                         | DBE/ Project Manager | April 2016     |
|                                                                                                      | <p>SASL national catalogue for Senior Phase and grade 11 developed and distributed to 24 Schools for the Deaf</p>       | DBE/ Mr Subban       | July 2016      |
|                                                                                                      | <p><b>2017/18:</b><br/>LTSM audit and screening of SASL LTSM grade 12.</p>                                              | DBE/ Project Manager | April 2017     |
|                                                                                                      | <p>SASL national catalogue for grade 12 developed and distributed to 13 Schools for</p>                                 | DBE/ Mr              | July 2017      |

**Key Result Area: Preparing the System for the Introduction of South African Sign Language**

| Deliverables                                                                                     | Impact/Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Responsibility                                                                                                                                                  | Time Frames                                                                         |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                  | the Deaf                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Subban                                                                                                                                                          |                                                                                     |
| <ul style="list-style-type: none"> <li>Procurement of LTSM and specialised equipment.</li> </ul> | <p><b>2014/15:</b><br/>Thirty one schools for the Deaf that will offer SASL in Foundation Phase and grade 9 in 2015 equipped with the minimum SASL resource pack</p> <p><b>2015/16:</b><br/>Thirty nine schools for the Deaf that will offer SASL in Foundation and Intermediate Phases as well as grades 9 and 10 in 2016 equipped with the minimum SASL resource pack</p> <p><b>2016/17:</b><br/>Thirty nine schools for the Deaf that will offer SASL in Foundation, Intermediate and Senior Phases as well as grades 10 and 11 in 2017 equipped with the minimum SASL resource pack</p> <p><b>2017/18:</b><br/>Thirty nine schools for the Deaf that will offer SASL in</p> | <p>Provincial Education Departments</p> <p>Provincial Education Departments</p> <p>Provincial Education Departments</p> <p>Provincial Education Departments</p> | <p>December 2014</p> <p>December 2015</p> <p>December 2016</p> <p>December 2017</p> |



**Key Result Area: Preparing the System for the Introduction of South African Sign Language**

| Deliverables                                                                                                                                            | Impact/Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Responsibility                                                    | Time Frames                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|
|                                                                                                                                                         | Foundation, Intermediate, Senior and FET Phases in 2018 equipped with the minimum SASL resource pack                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                   |                                                        |
| <ul style="list-style-type: none"> <li>Printing and distributing the SASL CAPS to PEDs for incremental distribution to Schools for the Deaf.</li> </ul> | <p><b>2014/15:</b><br/>200 SASL CAPS printed for all the phases<br/>31 schools for the Deaf to receive the SASL CAPS for all the phases<br/>360 Foundation Phase teachers issued with an CAPS for SASL Foundation Phase<br/>50 teachers teaching SASL as a subject in grade 9 issued with an SASL CAPS for Senior Phase</p> <p><b>2015/16:</b><br/>100 Intermediate Phase SASL teachers issued with an SASL CAPS for Intermediate Phase<br/>50 Senior Phase SASL teachers issued with an SASL CAPS for Senior Phase</p> <p><b>2016/17:</b><br/>50 FET SASL teachers issued with an SASL CAPS for FET</p> | <p>DBE/ Mr Subban</p> <p>DBE/ Mr Subban</p> <p>DBE/ Mr Subban</p> | <p>December 2014</p> <p>June 2015</p> <p>June 2016</p> |

**Key Result Area: Preparing the System for the Introduction of South African Sign Language**

| Deliverables                                                                                                         | Impact/Outcomes                                                                                                                                                                                                                                                                                                                                                                                                         | Responsibility                                                                      | Time Frames                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Orientation of identified Language subject advisors.</li> </ul>               | <p><b>2014/15:</b><br/>72 Language subject advisors orientated on the SASL CAPS</p> <p><b>2015/16:</b><br/>100 SASL subject advisors trained on the SASL CAPS for Foundation and Intermediate Phases as well as grades 9 and 10</p> <p><b>2016/17:</b><br/>50 SASL subject advisors trained on the SASL CAPS for grade 11</p> <p><b>2017/18:</b><br/>50 SASL subject advisors trained on the SASL CAPS for grade 12</p> | <p>DBE/ Project Manager</p> <p>DBE/ Project Manager</p> <p>DBE/ Project Manager</p> | <p>16, 17 September 2014</p> <p>September 2015</p> <p>September 2016</p>                                            |
| <ul style="list-style-type: none"> <li>Incremental training of SASL teachers and Deaf Teaching Assistants</li> </ul> | <p><b>2014/15:</b><br/>Training of 300 Foundation Phase and grade 9 teachers and Deaf teaching assistants</p> <p><b>2015/16:</b><br/>Training of 100 Intermediate Phase and grade 10 teachers and Deaf teaching assistants</p> <p><b>2016/17:</b><br/>Training of 100 Senior Phase and grade 11 teachers and</p>                                                                                                        | <p>DBE/ Project Manager</p> <p>DBE/ Project Manager</p> <p>DBE/ Project Manager</p> | <p>6-10 October and 27-31 October 2014.</p> <p>June 2015 and September 2015</p> <p>June 2016 and September 2016</p> |

**Key Result Area: Preparing the System for the Introduction of South African Sign Language**

| Deliverables | Impact/Outcomes                                                                                              | Responsibility       | Time Frames                  |
|--------------|--------------------------------------------------------------------------------------------------------------|----------------------|------------------------------|
|              | Deaf teaching assistants<br><b>2016/17:</b><br>Training of 50 grade 12 teachers and Deaf teaching assistants | DBE/ Project Manager | June 2017 and September 2017 |

**6.5 Strengthening Full-Service Schools**

**Key Result Area: Strengthening of Full-Service Schools as a Key Strategy for the Implementation of Education White Paper 6**

| Deliverables                                                                                                                                                           | Impact/Outcomes                                                                                                                                                                                      | Responsibility            | Time Frames            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------|
| Conduct advocacy campaign with PEDs management at provincial and district level to consolidate conceptualisation of roles and responsibilities of Full-Service Schools | National buy-in into the programme and cross-sectoral ownership of the monitoring responsibility                                                                                                     | DBE: Branch C, T, P and S | March 2016             |
|                                                                                                                                                                        | Strengthen reporting about Full-Service Schools in the NLSA                                                                                                                                          | PED: All Sections         | Quarterly              |
|                                                                                                                                                                        | Develop monitoring tool for assessing functionality of Full-Service Schools                                                                                                                          | DBE: IE                   | June 2015              |
|                                                                                                                                                                        | Expand access to education for children with disabilities in rural areas by admitting them to full-service or surrounding mainstream schools                                                         | PED                       | Ongoing                |
| Finalisation of a Master List for Full-Service Schools                                                                                                                 | Comprehensive master list of Full-Service Schools maintained by EMIS providing real-time enrolment data per category of disability, data on availability of qualified staff, assistive devices, etc. | DBE: EMIS<br>PED: EMIS    | April 2015 and ongoing |
|                                                                                                                                                                        | SASAMS updated by all Full-Service Schools in terms of enrolment of learners with                                                                                                                    | DBE: EMIS<br>PED: EMIS    | March 2016 and ongoing |

**Key Result Area: Strengthening of Full-Service Schools as a Key Strategy for the Implementation of Education White Paper 6**

| <b>Deliverables</b>                                                                                           | <b>Impact/Outcomes</b>                                                                                                                               | <b>Responsibility</b>          | <b>Time Frames</b> |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------|
|                                                                                                               | special education needs                                                                                                                              |                                |                    |
| Prioritise the introduction of the SIAS Policy in Full-Service Schools                                        | DBST members assigned to each Full-Service School with clear responsibilities i.t.o. managing and monitoring SIAS protocols                          | PED: District Directors        | August 2015        |
|                                                                                                               | Trained and fully functional SBSTs established at all Full-Service Schools                                                                           | PED: DBSTs                     | Nov. 2015          |
|                                                                                                               | All learners with special needs enrolled in Full-Service Schools are assessed and have Individual Support Plans                                      | PED: Inclusive Education       | March 2016         |
| Monitor implementation of Curriculum Differentiation in all Full-Service Schools                              | Curriculum Specialists participate in training of Full-Service Schools on Curriculum Differentiation and monitor implementation                      | PED: Curriculum, IE            | Nov. 2015          |
|                                                                                                               | Examples of best practice in curriculum differentiation shared through a community of practice in each province and nationally                       | PED: Curriculum, IE            | March 2016         |
|                                                                                                               | Implementation of Curriculum Differentiation monitored through the NLSA reporting system                                                             | DBE; PEDs                      | Quarterly          |
| Finalise Funding Norms for Inclusive Education which outlines funding to be allocated to Full-Service Schools | Costed implementation plan for incremental funding of full service schools in place including costing of assistive devices and specialised equipment | DBE: Financial Planning and IE | Aug 2015           |
|                                                                                                               | Bid submitted to Treasury for Funding of the Norms                                                                                                   | DBE                            | June 2015          |
|                                                                                                               | Publishing Funding Norms for Public comments                                                                                                         | DBE                            | June 2015          |

**Key Result Area: Strengthening of Full-Service Schools as a Key Strategy for the Implementation of Education White Paper 6**

| <b>Deliverables</b>                                                                                     | <b>Impact/Outcomes</b>                                                                                                                                            | <b>Responsibility</b> | <b>Time Frames</b>    |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                                                                                                         | Promulgation of Funding Norms                                                                                                                                     | DBE                   | Sept 2015             |
|                                                                                                         | Full-Service Schools will be enabled to fulfill their roles and responsibilities                                                                                  | DBE                   | March 2016            |
| Finalise Post Provisioning Norms                                                                        | National Task Team with representation from HR Planning, IE, Psycho-Social Support Services and Districts develop Post Provisioning Norms for Inclusive Education | DBE<br>PED            | Sept 2015             |
|                                                                                                         | Full-Service Schools will be adequately resourced to be effectively inclusive                                                                                     | DBE                   | March 2016            |
| Utilise Expansion of Inclusive Education Budget                                                         | All provinces increase allocation for strengthening of Full-Service Schools                                                                                       | PEDs                  | March 2016            |
|                                                                                                         | Provincial Budget Monitoring and Support monitors expenditure and provide guidelines for tracking of expenditure according to key areas of delivery               | DBE<br>PED            | June 2015 and ongoing |
| Rationalise procurement, management and maintenance of assistive devices                                | Establish Transversal Tenders for procurement of assistive technology for Full-Service Schools                                                                    | DBE<br>PEDs           | March 2016            |
|                                                                                                         | Reach agreement with DOH on procurement of assistive devices                                                                                                      | DBE<br>DOG            | March 2016            |
|                                                                                                         | Provinces submit costed plans for procurement of basic minimum packages for Full-Service Schools                                                                  | PEDs<br>DBE           | November 2015         |
| Identify Full-Service Schools that can serve as resource centres and equip them to fulfil this function | Access to support for learners experiencing barriers to learning will progressively be realised                                                                   | PEDs                  | March 2016            |

**Key Result Area: Strengthening of Full-Service Schools as a Key Strategy for the Implementation of Education White Paper 6**

| <b>Deliverables</b>                                                            | <b>Impact/Outcomes</b>                                                                                     | <b>Responsibility</b> | <b>Time Frames</b> |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|
| Develop a plan for physical infrastructure development at Full-Service Schools | Full-Service Schools complying with universal design principle will be increased and tracked through NEIMS | DBE<br>PEDs           | March 2016         |
| Develop a national plan for scholar transport at Full-Service Schools          | Accessibility to local Full-Service Schools will be enhanced                                               | DBE<br>DOT<br>PEDs    | March 2016         |

## **7. Lessons Learnt**

The Provinces that have invested in building a system to support the implementation of inclusive education (WC, GT, FS, NW) have improved results of learners in ordinary schools. The impact of the non-allocation of the Expansion of Inclusion Budget which was made available by National Treasury in 2007 has had disastrous results for the implementation of the policy, leaving especially rural children with disabilities in an extremely disadvantaged position.

Strengthening of special schools which cater for 119 000 children with disabilities is a critical priority. There is no point in building new special schools without allocating proper staff establishments and ensuring that all teachers who are appointed have the requisite specialised training. Not only must curriculum delivery be improved, but also safety in hostels. A serious threat that is looming are the cases of abuse in special schools that may be reported to the Human Rights Commission.

In the absence of funding and post provisioning norms, Full-service schools are not operating at full capacity. There is also no consistency in how learners identified as learners with disabilities, are assessed in full-service schools. In most cases, the profiles of full-service school enrolment is similar to that in any other ordinary school, where at least 20% of learners may be experiencing barriers to learning. The introduction of the SIAS Policy should rationalize enrolment. There is concern about enrolment of more than 150 learners with disabilities in some schools. This refutes the principle of natural proportion. Full-service schools should not be seen as a new type of special school that draw learners from far and wide. Only 137 (numbers to be confirmed) have been physically upgraded to comply with norms of universal design. There is no transport system in place to ensure access to full-service schools.

The latest census data of 2011 show that the percentage of children between the age of 5 and 18 who are disabled stand at 5.8%. This could mean that more than 500000 children with disabilities are either out of school or in school without having been identified for additional support. If the current trend of building new special schools to accommodate learners with disabilities continue,

**3500** new special schools will have to be built (with 250 learners per school). Because this is not feasible, a radically different approach needs to be followed to meet the needs of children and youth with disabilities in an inclusive education system. By establishing and staffing a continuum of services based on the cornerstone of transversal outreach teams and collaboration with DOH and DSD, all learners could have access to support.

There cannot be any effective expansion of inclusive education without well-functioning and fully capacitate provincial directorates of inclusive education to drive the process. Once all provincial directorates are fully staffed, the next priority would be to ensure that district offices have the requisite professional staff to oversee the critical implementation processes.

If the DBST is continued to be seen as existing only of the Inclusive Education Directorate and does not ensure transversal responsibility in delivering inclusive education mandates (including especially Curriculum, Education Management and Governance and other systems units), inclusive education can never be successfully implemented.

## **8. Best practice models applied in provinces**

NC

Centralised Admissions ensure that all learners are appropriately placed. Therapeutic services are based at the district level and can therefore be more optimally utilised. The province believes in moving from traditional psychology to inclusive psychology.

KZN

Establishing FSSs as nodes of support equipped with a Learning Support Centre and Counselling room. The strategy introduced by the province in 2009 established an excellent model of good practice for the country. However there has been under-spending in the budget over the past three or four years and the proposed model has not effectively come to fruition.

GT

Ongoing training and reorientation of existing support staff to apply new models of service delivery. Learning support service has been strengthened. Large numbers of Health Professionals and Social Workers have been appointed. Good progress has also been made in training school staff in specialised competencies and in disability.

WC

Utilised expansion of inclusion budget optimally to build resources and filling of posts at district and circuit levels. The outreach team model which has been created successfully provides services to learners in ordinary schools. The province is successfully establishing and strengthening a continuum of services as envisaged in the through-put model proposed above. The WCED is also in a process of transforming units which has proven to continue segregate learners.

FS

Implemented SIAS and applied through the SA SAMS. There is tight control over who is admitted to special schools. The DBSTs are functioning well although there should be more integrated service delivery with the Curriculum units. Strong programme of training school staff in specialised competencies.

NW

Optimal utilisation of expansion of inclusion budget since 2007. Funding has been utilised to strengthened special schools and training teachers and officials. Thousands of teachers and officials have been trained in Curriculum Differentiation and SIAS.

## **9. Recommendations**

- a) An integrated resourcing model that funds a continuum of services which are contextually relevant and reach learners in the poorest of poor contexts, should be considered to underpin the successful implementation of the SIAS Policy.
- b) There needs to be a more robust approach to achieve equity and redress for rural areas commencing with filling of posts at provincial and district levels.
- c) There is a need to ring-fence funding in provinces such as Limpopo, EC, KZN and MP so that the goals of the Expansion of Inclusion budget can be attained.
- d) Provincial head offices must all have Inclusive Education units at a Directorate level. These offices must be properly staffed as a first step towards creating a strong inclusive education support service.
- e) In response to the critical shortage of health and social services professionals in the system, new models of service delivery must be applied, such as the creation of itinerant and sessional posts and making better use of mid-level workers such as itinerant learning support teachers, therapy assistants, Deaf and other teaching assistants, technicians and counsellors. The e-Health project piloted in the EC will have to be expanded largely to rural provinces
- f) Full-service Schools should be resourced and strengthened to create a viable alternative to special schools. Consideration should be given to designating all ASIDI schools as full-service schools, in view of the fact that they all comply with norms of universal design.
- g) All Full-Service Schools should be allocated a dedicated post for School-based Support Team Co-ordinator.
- h) Inclusive learner transport systems must be instituted to ensure access to full-service and other ordinary schools and to alleviate pressure on special schools.



- i) Special schools that have already proven themselves to be centres of excellence must be designated and resourced as resource centres to form a basis of transversal specialist outreach teams.
- j) Assistive technology must be more optimally utilized to support learners with disabilities in the mainstream.
- k) Finally, there needs to be a change in attitudes across the system and a commitment to moving towards an inclusive education system. This can only be achieved through large scale training and advocacy and monitoring impact of training.