



basic education

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

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 14th 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
SA	28.3	31.5	33.9	36.7	43.7

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
SOUTH AFRICA	80.5	84.5	82.1	85.2	85.2

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	90.2	93.5	92.4	92.4	92.5

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	53.3	68.1	79.3	66.7	70.3

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	108 240	8 619	441	12.6	244.9	19.5
	2012	111 598	9 739	443	11.5	251.3	21.9

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
South Africa	116 888	444

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
SA	3 116	3 129	3 975	1 184	6 080	6 503	28	2 238	1 239	31 594	6	12 388	2 483	3 863	93	26 388	13 170	117 477

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

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

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
EC	5318	205	1110	228	974	139	1126	6351	123	102	40	2296	114	7846	1566	750	102	28288
FS	1547	87	1111	50	206	36	1286	8731	12	16	11	863	126	6654	321	273	16	21330
GT	1528	148	167	83	135	93	168	541	10	23	12	855	1	599	313	312	23	4988
KZ	2815	71	113	45	242	68	448	1648	9	29	10	1024	139	1897	397	274	29	9229
LP	320	136	95	15	211	12	106	371	36	21	2	216	483	431	87	66	21	2608
MP	188	19	27	13	295	5	158	231	2	12	1	174	831	257	93	127	12	2433
NC	416	20	128	12	210	28	173	215	5	12	5	434		290	142	236	12	2326
NW	723	21	83	62	75	12	166	375	0	24	5	124	3	419	62	55	24	2209
WC	1050	53	510	0	141	72	8	3003	0	9	0	91		2216	94	44	9	7291
Gr Total	13905	760	3344	508	2489	465	3639	21466	197	248	86	6077	1697	20609	3075	2137	248	80702

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	
	SUB TOTAL:	26	2272
FS	Fezile Dabi	32	1835
	Lejweleputswa	21	890
	Motheo	29	2066
	Thabo Mofutsanyane	36	1695
	Xhariep	14	1624
	SUB TOTAL:	132	8110
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
	SUB TOTAL:	74	4310
KN	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
	SUB TOTAL:	101	4295
LP	Capricorn	4	
	Giyani		
	Mopani	3	
	Nkowankowa		
	Sekhukhune	4	
	Vhembe	3	
	Waterberg	3	

	SUB TOTAL:	17	
MP	Bohlabela	40	232
	Ehlanzeni	30	859
	Gert Sibande	30	303
	Nkangala	40	77
	SUB TOTAL:	140	1471
NC	Frances Baard	1	35
	John Taolo Gaetsewe	2	337
	Namaqua	0	0
	Pixley Ka Seme	1	117
	ZFM	0	0
	SUB TOTAL:	4	489
NW	Bojanala	44	1046
	Dr Kenneth Kaunda	34	561
	Dr RS Mompoti	34	314
	Ngaka Modiri Molema	38	625
	SUB TOTAL:	150	2546
WC	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
	SUB TOTAL:	147	1720
Total		793	24724

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
Total Number of learners	108 240	111 598	116 530

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	

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

Source: 2013 Annual Special School Survey

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

Disability	2011	2012
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
Total Number of Learners	119516	119861

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
Total	320 399	25 944	346 343	92.5	7.5

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
South Africa	19.5	26.3	28.2	23.5	25.7

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

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

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

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

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

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 Transfer payments (subsidy) Transfer payments (subsidy) Transfer payments (subsidy)	R 106 690
NC		2012-2014	Training Guidelines Assistive technology 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
Total	285			R 1 601 620

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 Assistive technology 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
Total		80	0		R 552 951

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
Total		28			R 719 700

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 Developing learner profiles Care and support in teaching and learning Advocacy on inclusive education	

MP		No information			
NC	1 (Frances Baard)	12	2012	Advocacy Training on Full Service Guidelines Training on Inclusive Programmes	R 0.00
NC	5	23		Advocacy Training on Full Service Guidelines 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 Advocacy Training on Full Service Guidelines 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
Total	41	106			R1 430 700

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

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

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
National	874	342	272	61	1	119	795	79

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
National	1096	1053	42	276	518	119	16	929	85.6

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	441	109	156	116

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

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

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

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

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
Total	66 districts	2947	17540	5437	4419	1202	463	R 727

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

NW	4	Numbers combined with those of teachers					0	
WC	8	49	273	273	273	3	0	R 159
National Total		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
EC	4	838	68	-	11	3	8
FS	2	430	90	-	6	2	6
GT	8	2324	210	-	26	4	16
KN	8	1349	164	-	17	8	164
LP	5	852	51	-	19	5	2
MP	2	137	12	-	1	6	0
NC	1	95	53	-	4	1	0
NW	2	296	11	-	6	2	2
WC	7	1411	120	-	16	5	0
NATIONAL TOTAL:	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
EC	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
NATIONAL TOTAL:	22	39	124	285	407	22

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	17540

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	58	30 424

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
TOTAL:	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 FSS: Keyboards, Sony DVD Players, Sony HD TVs, Data Projectors, Desktop computers, Scanner Printer 0	Not provided
NC	11	4	2013	Wheelchairs FM Systems Diapers Calculators Electric 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.	
National Total	213	459	2012-2014		R74 737

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.	
LP	5 districts	2012	Health professionals, Curriculum advisors, Finance and Human resource managers , Deputy managers governance , Local NGO's , SAPS	75
MP	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
NC	5 districts	2013	Education [Cur/Inclus/CM/Admin/IMGD/Transport]Health/ Social Deve/	76
NW	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
WC	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
National Total:	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
NATIONAL TOTAL:	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
NATIONAL TOTAL:	2309	527	2300	898	254	661

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%
TOTAL	5 671 335	98.5%

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	394 359	23.63%

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
TOTAL	3986578	35723	111598	100	9739	100	444	100

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	-	-
TOTAL	12513638	0.87	1.9	44.8

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	108 240	8 619	441	12.6	244.9	19.5
	2012	111 598	9 739	443	11.5	251.3	21.9

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:

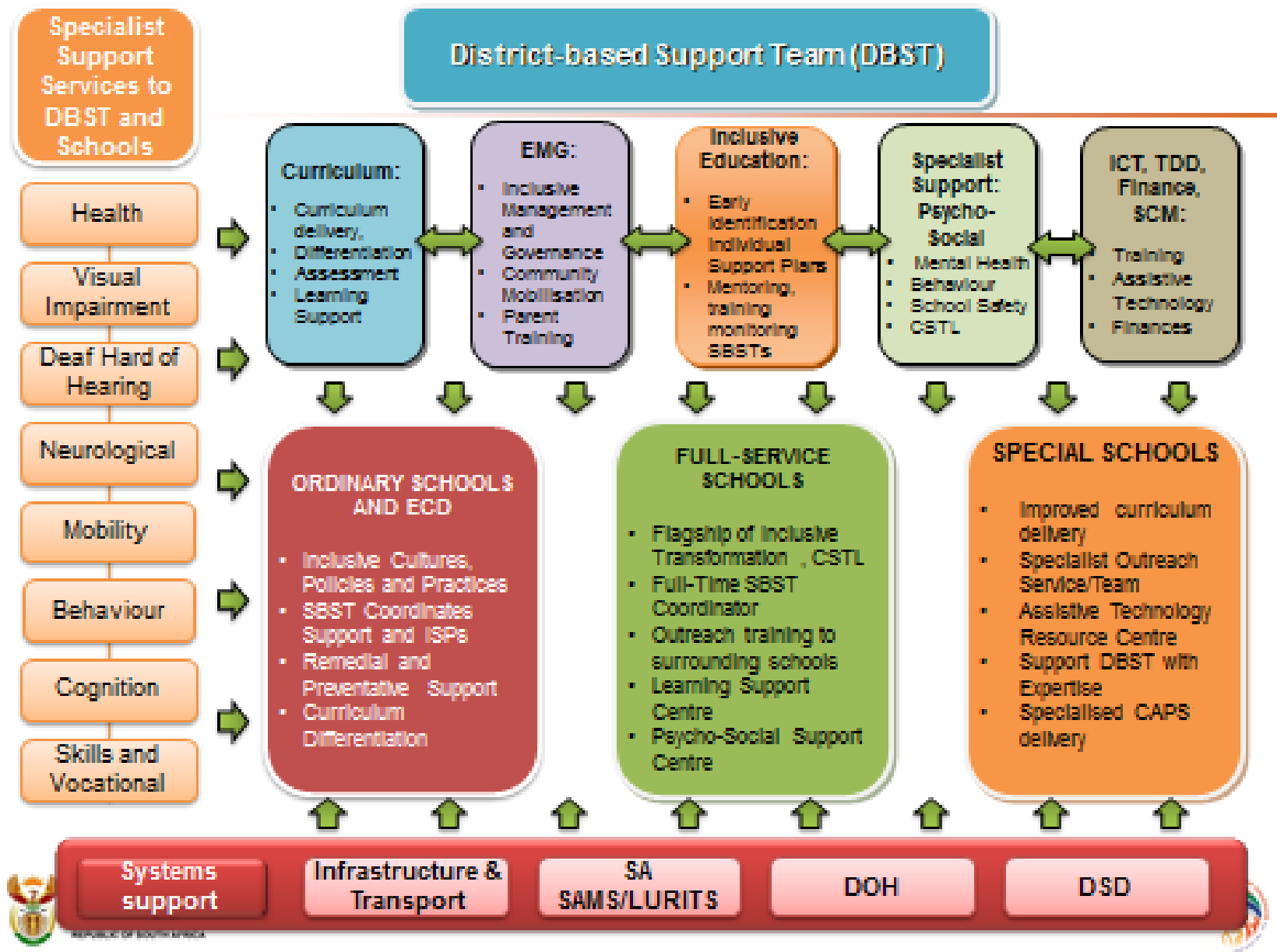
- To standardise procedures for identifying, assessing and providing programmes for learners who require additional support;
- To guide the system on how to support learners screened through the Integrated School Health Programme;
- To capacitate schools to identify and address barriers to learning;
- 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

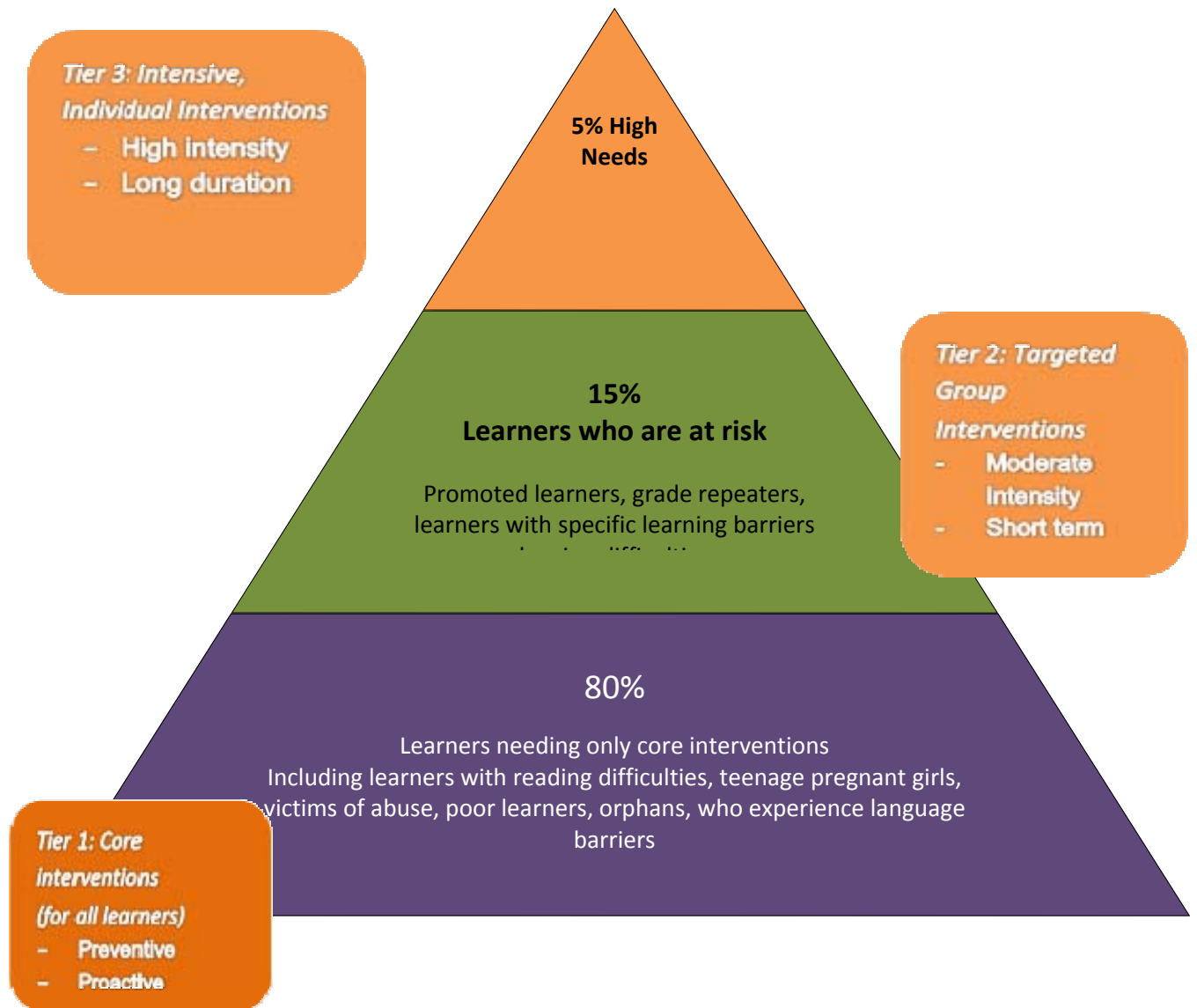


Table 49: Building capacity in education Departments in PEDs on SIAS in 2012 - 2013

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
Total	1443	4730

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

Key Result Area: Increasing access to education and support by implementing the SIAS			
Deliverables	Impact/Outcomes	Responsibility	Time Frames
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 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: Branch C Branch D Branch T	August – November 2014

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

Deliverables	Impact/Outcomes	Responsibility	Time Frames
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 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 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 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 PED	2014/15
Field test and subsequently apply funding and post provisioning norms	Norms field tested in 18 districts	DBE PED	2014/15/16
	System wide implementation of norms by providing a continuum of support packages	DBE PED	2016/17 2017/18 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 PED	2014/15/16

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

Deliverables	Impact/Outcomes	Responsibility	Time Frames
	260 000 Training manuals printed and distributed to all schools in the system	DBE PED	2016/17
Monitor school-based training and functionality of SBSTs, submitting progress reports to DBE	Training of NTT = 90 officials Training 86 X 6 DBST members = 516	DBE PED	2014/15
	Training 20 000 SBST members in Special and Full-Service Schools	DBE PED	2015/16
	Training of further 20 000 SBST members in all ordinary schools	DBE PED	2016/17
	Training of further 20 000 SBST members in all ordinary schools	DBE PED	2017/18
	Training of further 20 000 SBST members in all ordinary schools	DBE 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 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 PED	2014/15
Mediate policy with District Management	Ensure that Inclusive Education functions of the DBST is incorporated into the District Policy	DBE 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 PED	2014/15
	SBSTs established in 5000 ordinary schools per annum	DBE PED	2015/16 2016/17 2017/18 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 PED	2014/15 2015/16 2016/17 2017/18 2018/19

Key Result Area: Increasing access to education and support by implementing the SIAS			
Deliverables	Impact/Outcomes	Responsibility	Time Frames
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 PED	2015/16
	All learners with special needs enrolled at Full-Service Schools are captured on LURITS	DBE PED	2016/17
	Learners with additional support needs in 5000 schools captured on LURITS	DBE PED	2017/18
	Learners with additional support needs in a further 5000 schools captured on LURITS	DBE PED	2018/19
Monitor functionality of SBSTs	Monitoring tool developed in consultation with Districts Directorate and NEEDU	DBE PED	2014/15
	Monitoring reports submitted of all Special and Full-Service Schools	DBE PED	2016/17
	Monitoring reports submitted of 5000 Ordinary Schools	DBE PED	2017/18
	Monitoring reports submitted of 5000 Ordinary Schools	DBE 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. Additional training materials developed with practical exemplars	Inclusive Education Directorate	March 2015 March 2015 March 2016 March 2017 March 2018
Conduct training workshops NCTT, PCTT and Subject Advisors and teachers in Curriculum Differentiation	398 Foundation Phase subject advisors trained 100062 Ordinary School Teachers 4000 Special School Teachers 20 000 Multi-grade teachers trained	NTT PTT	2014/15

Key Result Area: Institutionalisation of Curriculum Differentiation			
Deliverables	Impact/Outcomes	Responsibility	Time Frames
	1169 Intermediate Phase and Senior Phase subject advisors trained 69016 Ordinary School Teachers 4000 Special School Teachers 20000 Multi-grade teachers trained	NTT PTT	2015/16
	1492 FET subject advisors trained 100008 Ordinary School Teachers 4000 Special School Teachers 20000 Multi-grade teachers trained	NTT PTT	2017/18
	Mop up	NTT 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 PEDs HEI and NGO Partners	2015/16 2016/17 2017/18 2018/19
Monitor implementation of Curriculum Differentiation	Impact of training monitored through random school visits and follow up mentoring and monitoring	DBE PEDs HEI and NGO Partners	2015/16 2016/17 2017/18 2018/19

6.3 Development of a Skills and Vocational Qualification and Learning Programme

Key Result Area: Development of a Skills and Vocational Qualification and Learning Programme			
Deliverables	Impact/Outcomes	Responsibility	Time Frames
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

Deliverables	Impact/Outcomes	Responsibility	Time Frames
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 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 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 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 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"> Development of a national catalogue for SASL LTSM. 	2014/15: LTSM audit and screening of SASL LTSM for Foundation Phase and grade 9.	DBE/ Project Manager	July 2014
	SASL national catalogue for Foundation Phase and grade 9 developed and distributed to 31 Schools for the Deaf	DBE/ Mr Subban	September 2014
	2015/16: LTSM audit and screening of SASL LTSM for Intermediate Phase and grade 10.	DBE/ Project Manager	April 2015
	SASL national catalogue for Intermediate Phase and grade 10 developed and distributed to 31 Schools for the Deaf	DBE/ Mr Subban	July 2015
	2016/17: LTSM audit and screening of SASL LTSM for Senior Phase and grade 11.	DBE/ Project Manager	April 2016
	SASL national catalogue for Senior Phase and grade 11 developed and distributed to 24 Schools for the Deaf	DBE/ Mr Subban	July 2016
	2017/18: LTSM audit and screening of SASL LTSM grade 12.	DBE/ Project Manager	April 2017
	SASL national catalogue for grade 12 developed and distributed to 13 Schools for	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"> Procurement of LTSM and specialised equipment. 	<p>2014/15: 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>2015/16: 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>2016/17: 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>2017/18: 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"> Printing and distributing the SASL CAPS to PEDs for incremental distribution to Schools for the Deaf. 	<p>2014/15: 200 SASL CAPS printed for all the phases 31 schools for the Deaf to receive the SASL CAPS for all the phases 360 Foundation Phase teachers issued with an CAPS for SASL Foundation Phase 50 teachers teaching SASL as a subject in grade 9 issued with an SASL CAPS for Senior Phase</p> <p>2015/16: 100 Intermediate Phase SASL teachers issued with an SASL CAPS for Intermediate Phase 50 Senior Phase SASL teachers issued with an SASL CAPS for Senior Phase</p> <p>2016/17: 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"> Orientation of identified Language subject advisors. 	<p>2014/15: 72 Language subject advisors orientated on the SASL CAPS</p> <p>2015/16: 100 SASL subject advisors trained on the SASL CAPS for Foundation and Intermediate Phases as well as grades 9 and 10</p> <p>2016/17: 50 SASL subject advisors trained on the SASL CAPS for grade 11</p> <p>2017/18: 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"> Incremental training of SASL teachers and Deaf Teaching Assistants 	<p>2014/15: Training of 300 Foundation Phase and grade 9 teachers and Deaf teaching assistants</p> <p>2015/16: Training of 100 Intermediate Phase and grade 10 teachers and Deaf teaching assistants</p> <p>2016/17: 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 2016/17: 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 PED: EMIS	April 2015 and ongoing
	SASAMS updated by all Full-Service Schools in terms of enrolment of learners with	DBE: EMIS 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

Deliverables	Impact/Outcomes	Responsibility	Time Frames
	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

Deliverables	Impact/Outcomes	Responsibility	Time Frames
	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 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 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 PEDs	March 2016
	Reach agreement with DOH on procurement of assistive devices	DBE DOG	March 2016
	Provinces submit costed plans for procurement of basic minimum packages for Full-Service Schools	PEDs 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

Deliverables	Impact/Outcomes	Responsibility	Time Frames
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 PEDs	March 2016
Develop a national plan for scholar transport at Full-Service Schools	Accessibility to local Full-Service Schools will be enhanced	DBE DOT 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.