Implementing Inclusive Education in South Africa
2001 – 2016

Presentation by:
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Contents

• Overview of Education System
  – Constitutional imperatives
  – Statutory obligations

• Contextual realities and barriers to achieving inclusive quality education for all

• Introduction of Policy
  – Achievements
  – Challenges
  – Key strategic steps
OVERVIEW OF THE BASIC EDUCATION SECTOR
BASIC EDUCATION SECTOR

National Department of Basic Education

Provincial Education Departments (9)

Education Districts (81)

Circuit Offices

Schools (± 25 000 – 12.1 Million Learners)

Public schools (24,060) of which 453 are Special Schools

Section 20 Public schools

Greater financial autonomy

Section 21 Public Schools (former Model C)

Independent (Private) schools (1,681)

Registered independent schools

Non-subsidised independent schools

Subsidised independent schools

Unregistered independent schools (illegal)
EDUCATION STATISTICS AT A GLANCE, 2014

Size of the Schooling System:

Learners: **12 655 436** of which **231 521** are learners with disabilities
Educators: **425 090**
Schools: **25 741**

Official languages

English, isiZulu, isiXhosa, isiNdebele, Afrikaans, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, Xitsonga

<table>
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<tr>
<th>Sector</th>
<th>Learners</th>
<th>Educators</th>
<th>Schools</th>
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<td>Public</td>
<td>12 117 015</td>
<td>390 608</td>
<td>24 060</td>
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<tr>
<td>Independent</td>
<td>538 421</td>
<td>34 482</td>
<td>1 681   (6.9%)</td>
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<td><strong>Total</strong></td>
<td><strong>12 655 436</strong></td>
<td><strong>425 090</strong></td>
<td><strong>25 741</strong></td>
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</table>
Qualification Framework

EMISSIONS

HEIs

FET ACADEMIC/TECHNICAL STREAM
Ordinary and Special Secondary Schools

NCV

OCCUPATIONAL STREAM
Community Colleges, Indaba, Industry, Workplace

GEC

GETC: SKILLS AND VOCATIONAL

Grade progression into Senior Phase - Some learners can straddle grades

PROGRAMME:
ALL SUBJECTS OF THE NCS
Learners in ordinary and special schools are supported through curriculum differentiation

Eligibility determined through SIAS

SKILLS AND VOCATIONAL LEARNING PROGRAMMES
OFFERED IN SPECIAL SCHOOLS AND SCHOOLS OF SKILLS
Access

Status of Learner Enrolment
Reaching out-of-school children and youth
### ACCESS TO GRADE R IN SCHOOLS

<table>
<thead>
<tr>
<th>Province</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>157 184</td>
<td>158 363</td>
<td>151 831</td>
<td>154 602</td>
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<td>GP</td>
<td>86 240</td>
<td>95 374</td>
<td>104 508</td>
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<td>189 169</td>
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<tr>
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<td>56 726</td>
<td>59 202</td>
<td>57 974</td>
<td>102 697</td>
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<tr>
<td>NC</td>
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<td>44 489</td>
<td>47 744</td>
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<td>WC</td>
<td>50 923</td>
<td>57 643</td>
<td>60 308</td>
<td>65 085</td>
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<td><strong>Total</strong></td>
<td><strong>734 654</strong></td>
<td><strong>767 885</strong></td>
<td><strong>779 370</strong></td>
<td><strong>813 044</strong></td>
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</table>
Increase in enrolments of Learners with Special Education Needs in Special and in Ordinary Schools

- Increased numbers in mainstream
  

- Increase in number of Full-Service Schools (82 of 82 districts)
  
  *30 (2007) → 787 (2014)*

- Number of special schools:
  

- Number of learners in special schools in 2012:
  
  *64 000 (2002) → 117 477 (2014)*

Total school enrolment **12 655 436** in 30 992 institutions including ECD, independent (6%) and special schools (390 608 teachers in mainstream public schools). **Source: Annual School Survey Forms**
Distribution of Special Schools Nationally
Full Service Schools

- Western Cape: 144 Schools
- Eastern Cape: 16 Schools
- Northern Cape: 4 Schools
- North West: 91 Schools
- Gauteng: 12 Schools
- Free State: 40 Schools
- KwaZulu-Natal: 75 Schools
- Mpumalanga: 133 Schools
- Limpopo: 17 Schools
**Estimated out-of-school children**

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Total Number of Children 5 - 18</th>
<th>Total number of learners with disability enrolled in ordinary schools</th>
<th>Total number of learners with disability enrolled in SNE schools</th>
<th>Total number of learners with disabilities enrolled in school (Ord. and SNE)</th>
<th>5.8% of the Total Population of Children*</th>
<th>Estimated number of children with disabilities out of school</th>
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<td>Eastern Cape</td>
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<td>28 288</td>
<td>9117</td>
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<td>28055</td>
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<td>Gauteng</td>
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<td>4 988</td>
<td>41184</td>
<td>68765</td>
<td>162170</td>
<td>93405</td>
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<tr>
<td>KwaZulu-Natal</td>
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<td>9 229</td>
<td>16264</td>
<td>44264</td>
<td>182153</td>
<td>137889</td>
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<tr>
<td>Limpopo</td>
<td>1 655 548</td>
<td>2 608</td>
<td>8524</td>
<td>10899</td>
<td>96022</td>
<td>85123</td>
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<tr>
<td>Mpumalanga</td>
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<tr>
<td>North West</td>
<td>974 478</td>
<td>2 326</td>
<td>1646</td>
<td>4382</td>
<td>56520</td>
<td>52138</td>
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<tr>
<td>Northern Cape</td>
<td>321 557</td>
<td>2 209</td>
<td>5437</td>
<td>7320</td>
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<td><strong>Total</strong></td>
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<td><strong>231521</strong></td>
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Source: Annual school survey 2011 - 2012

*New statistics released by STATS SA on 10/9/2014*
PARTICIPATION, REPETITION AND DROP OUT RATE
Realities in low to middle income countries


- **Demand issues** provide arguably the predominant challenges to IE.
- To meet the demand for SNE, *access, retention, and drop-out rates* have plagued efforts in this area.
- **Access issues** are affected by factors at all levels of inputs: student, school, family/community and national.
- Probably most influential are *socio-economic and cultural factors* within the family: family economic survival needs
### 16 to 18 Year Old Children with Disabilities Attending Educational Institutions by Province, 2005-2014

<table>
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<tr>
<th></th>
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Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations
# Repetition Rate

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<th>Grade 4</th>
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<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<td>5.0</td>
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<td>17.1</td>
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<td>2010</td>
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</table>
DROP-OUT RATE

Source: National Income Dynamic Study (NIDS), 2007/08-2011/12
“Despite many positive changes since 1994, the legacy of low-quality education in historically disadvantaged parts of the school system persists. This seriously hampers the education system’s ability to provide a way out of poverty for poor children. The grade promotion of learners who are not ready in the primary and early secondary phases leads to substantial dropout before the standardised matric examination”

National Development Plan, November 2011
“Of all learners who start school, approximately 60% will reach matric, 37% will pass matric, 4,5% will attain some or other university qualification and 3% will attain a degree.”

There are several interventions that one could consider to address inequality in society, but the real change must take place in the education sector.

(Servaas vd Berg, 2016)
Policy on Inclusive Education
Inclusive Education

- South Africa is in its 15th year of implementing its Policy on Inclusive Education as outlined in *Education White Paper 6* (2001)

- Transformation of an education system from “special education” and “mainstream education” into one integrated system which embraces justice, equity and quality.

- With the promulgation of the Constitution and the Bill of Rights, came a general a striving towards equal rights for all learners, social justice and dignity;

- After 22 years of democracy, substantial progress has been made in achieving social justice, equality of access and broadening of support to all learners within the system.
Shifts in thinking and policy – WP6

‘special needs’
(within child deficit; medical deficit model)

↓

‘barriers to learning and development’
(systems change – social rights model)

Attitudinal shift away from seeing the disabled person as in deficit - that all the barriers reside in the person and their impairments-, to finding solutions to the problems they encounter in the education system.
Policy Ideals and Intentions

• White Paper 6 embodied ethical principles of fairness and social justice

• “The maintenance of a segregated special education system was seen to be incongruous with the establishment of a socially just system and ultimately a democratic society”

• Move from medical to social rights view of learning breakdown and disability

• Sees inclusion as broader than disability

• Access and redistribution of resources
Definition of Inclusion

• Is about acknowledging that *all children and youth* can learn and that all children and youth need support

• Is accepting and respecting the fact that *all learners are different* in some way and have different learning needs which are equally valued and an ordinary part of our human experience

• Is about enabling education structures, systems and learning methodologies to meet the needs of all learners

*Education Policy on Inclusive Education, 2001*
• Acknowledges and respects difference in children, whether due to age, gender, ethnicity, language, class, disability, HIV status, etc.

• Is broader than formal schooling, and acknowledges that learning occurs in the home, the community, and within formal and informal modes and structures

• Is about changing attitudes, behaviours, methodologies, curricula and environments to meet the needs of all children

• Is about maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning

*Education Policy on Inclusive Education, 2001*
Progressively removing barriers to and promote realisation of accessibility as part of the general system of society

Universal and inclusive design
Understanding inclusion

‘Inclusion is concerned with all children and young people in schools; it is focused on presence, participation and achievement; inclusion and exclusion are linked together such that inclusion involves the active combatting of exclusion; and inclusion is seen as never-ending process. Thus an inclusive school is one that is on the move, rather than one that has reached the perfect state.’ (Ainscow, Booth et al. 2006)
PRINCIPLES

• Access
• Redress and Equity
• Efficiency
• Quality
• Inclusivity
Overcoming discrimination and exclusion faced by most vulnerable groups

Globally there are 59 million children out of school - a quarter of a billion children who are not learning the basics. Sustainable Development Goal (SDG) 4 aims to ensure inclusive and equitable quality education – and to promote lifelong learning opportunities for all people. The Initiative has widened the lens away from access to the quality of education, to lifelong learning, to skills, to teaching and content, to education for sustainable development, and to global citizenship education.
International Best Practice

- Success strategies in countries that do well in international assessments such as PISA:
  - Excellence through equity
  - Nurturing top performance and tackling low performance
  - Extending school hours
  - Introducing and resourcing structured additional support sessions at schools
  - Promoting inclusion rather than referral
  - Increasing posts for learning support teachers (itinerant or school-based)
  - Introducing technical vocational education in senior primary or lower secondary school
Progress made

• Strong legislative and policy measures to focus on access and participation
• Early Childhood Development Policy for 0 to 4 and Gr R
• Reading and literacy strategy
• Maths, Science and Technology Strategy
• Strengthening Foundation Phase
• National School Nutrition Programme – 9 million children
• National programme of support for learners affected by HIV and AIDS and other chronic illness
• Programmes for early identification and addressing of barriers to learning
• Inclusivity a central principle of all curriculum and other policies
• Emphasis on systemic support services at all levels
• Advent of the Convention on the Rights of Persons with Disabilities (ratified by the SA Government in 2007) Article 24
Other Achievements

• Strategy for Teenage Pregnancy
• School Safety Programme
• Policy on Screening, Identification, Assessment and Support (SIAS)
• Home Education
• Integrated School Health Policy
• Collaboration with Departments of Social Development and Justice to support children in conflict with the law
• Introduction of Technical Vocational and Technical Occupational Education
• Norms for Resourcing Inclusive Education
• Inter-Departmental Tracking System for out-of-school vulnerable children
Contextual Realities
Poverty and infra-structure backlogs

New full-service school being built

Application of Universal Design through School Infrastructure Norms
Inclusive School in rural Eastern Cape
Systemic challenges

Overcrowding and lack of resources but teachers trained on inclusive education

KwaQonda rebuilt in 2011/12 to become a fully fledged Full-Service School in the Flagstaff area
Standards of completed full-service schools

Beaufort-West in Karoo
Reasons provided why 7-18 years olds are not attending school, 2012

22% of Females stated family commitments against less 1% for Males

Source: Statistician General: 2016
Groups that are vulnerable to compounded marginalisation

- 10,1 M (54,3%) Children in poor households
- 85 000 Child headed households
- 5,6 M (30.5%) Children with unemployed parents
- 2.5 M (13%) Children are hungry – down from 30% in 2002
- 3,3 M Youth (15 – 26 year olds) not in Education or in Employment (NEET)
- Children with Severe to Profound Intellectual Disability
- Children with disabilities in ECD

*(Child Gauge Reports and Statistician General’s Report, 2016)*
Responding to the Rights of Children with Profound Intellectual Disability

Proposals of Draft Policy Framework:

• DSD Funds Centres
• DOH provides Health Care
• DBE provides stimulation programmes
Introduce measures for reasonable accommodation:

The Policy on Screening, Identification, Assessment and Support (2014) +

Institutionalisation of Curriculum Differentiation
Three Tier Pyramid of Support

**Tier 1: Core interventions (for all learners)**
- Preventive
- Proactive

**Tier 2: Targeted Group Interventions**
- Moderate intensity
- Short term

**Tier 3: Intensive, Individual Interventions**
- High intensity
- Long duration

**5% High Needs**

**15% Learners who are at risk**
Promoted learners, grade repeaters, learners experiencing specific barriers to learning

**80% Learners needing only core interventions**
Including learners with reading difficulties, teenage pregnant girls, victims of abuse, poor learners, orphans, who experience language barriers
Avoiding an approach that “misrepresents disability as individual impairment and sets out to clarify, map and measure these children with disabilities” or learning difficulties (Slee, 2011).

Ensuring self-representation by children and parents.

Hearing the voices on the ground.

Recognising the dignity of the child.
Purpose of the SIAS Policy

• To provide a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school.

• To improve access to quality education for vulnerable learners and those who experience barriers to learning, including:
  – Learners in ordinary and special schools who are failing to learn due to barriers of whatever nature (family disruption, language issues, poverty, learning difficulties, disability, etc.)
  – Children of compulsory school-going age and youth who may be out of school or have never enrolled in a school due to their disability or other barriers

• To manage and support teaching and learning processes for learners who experience barriers to learning within the framework of the National Curriculum Statement Grades R–12.
Purpose of the SIAS Policy

• Aligned to the *Integrated School Health Policy* to establish a seamless system of early identification and effective intervention.

• Directs the system on how to *plan, budget* and programme support at all levels.

• A key procedure to ensure the *transformation* of the education system towards an inclusive education system in line with *EW P6*.

• To provide clear guidelines on *enrolling learners in special schools* and settings which also acknowledge the central role played by parents and teachers (Education White Paper 6, p.7).
Purpose of the SIAS Policy

• Includes a protocol as well as a set of official forms to be used in the process of screening, identifying and assessing barriers experienced by learners as well as by teachers and schools with a view to planning the support provision according to programme domains and to monitoring by the District-based Support Team.

• Outlines the role and functions of staff appointed in district as well as school structures responsible for planning and provision of support.

• Regulates the composition and operations of the SBSTs and DBSTs.

• Aligns with other Department of Basic Education strategies which aim to support teachers, managers, districts and parents in schools.

• The SIAS Policy is aimed at increasing opportunities for learners who experience barriers to learning to attend their local neighbourhood schools and receive support in inclusive learning environments.
“The rhetoric, texts and meanings of policy makers do not always translate directly and obviously into institutional practices. They are inflected, mediated, resisted and misunderstood, or in some cases simply prove unworkable” (Slee, 2011).
Teaching and planning to respond to diversity in the classroom
“Despite good intentions, deficit thinking is still deeply ingrained and too often leads many to believe that some pupils have to be dealt with in a separate way.” Ainscow
Curriculum delivery

a simplified model

Method of presentation

input

How new information is presented to learners

Method of practice and performance

processing

What methods and activities learners use in order to understand the context on their own terms

Method of assessment

outcome

How learners show understanding of what they are learning or have learned
Differentiating Assessment
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Dispelling the myth that standards are compromised by differentiation

Traditional classrooms take a **whole-group instruction** approach because it is a timesaver for lesson delivery. This timesaver is illusory. Without incorporating differentiation based on formatively assessed needs, learners shut down as they believe that they cannot succeed. As the **knowledge or skills gap widens**, the learning obstacle may turn into something too massive to overcome.

If we know that not all learners learn at the same pace and may not process skills and concepts in the same way, then differentiation is the **solution** to maximising the number of learners who can apply their understanding of standards in summative and external assessment. **Pre-planned Differentiation** does not take significantly more time to teach a unit. Curriculum differentiation uses existing time more effectively to meet needs of all learners.

With more learners mastering standards, teachers can provide more in-depth learning experiences.
Guidelines for Full-Service Schools
Strengthening Ordinary Schools to become inclusive

- They are schools that welcome all learners and celebrate diversity;
- They are flagship schools that demonstrate best practice in inclusive education;
- They ensure that the curriculum is accessible to all learners through the way in which they teach and allow learners to learn;
- They provide support to all learners in a multitude of creative ways without necessarily referring them elsewhere;
- They promote team work amongst teachers and between teachers and parents;
- They have a flourishing relationship with other schools and with all members of the community and send a message of tolerance, respect and acceptance towards all;
- They are advocates for all learners who are at risk of becoming marginalised, including learners with disabilities, chronic illness, learning difficulties and social, emotional and behaviour problems;
- They take every possible measure to ensure that the school is physically accessible, safe and equipped with the necessary equipment that individual learners might need; and
- They demonstrate how all children of school-going age can attend their local school and achieve their full potential.
Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres
Strengthening Role of Special Schools as Resource Centres

- Staff of special schools must become part of DBST validation and monitoring process
- Special school staff will provide outreach training, mentoring and consultation
- Outreach services by therapists and psychologists based at Special Schools
- Assistive devices resource and loans centre
- Ongoing development of specialised competencies
- Cutting edge expertise in latest developments in fields of specialisation
- Screening of learners for outplacement into mainstream
- Early admission of learners with disabilities
- Transition to work programmes
THREE STREAMS MODEL

• Academic Stream
• Technical Vocational Stream
• Technical Occupational Stream
INTRODUCTION OF DIFFERENTIATED PATHWAYS

Introduction of the Three Stream Model:

• Strengthening the Academic stream by improving equitable access, participation, schools of focused learning, inclusive pedagogies and support for all learners

• Expanding the roll-out of the Technical Vocational stream in Grades 10 – 12 (CAPS for Technical High Schools)

• Introducing the Technical Occupational Qualification and 26 Subjects in 2018 (after piloting in 2017)
**TECHNICAL VOCATIONAL STREAM**

- Technical Mathematics
- Technical Sciences

**Civil Technology**
- Construction,
- Woodworking, and
- Civil Services.

**Electrical Technology**
- Power Systems,
- Electronics, and
- Digital Systems.

**Mechanical Technology**
- Automotive,
- Fitting and Machining, and
- Welding and Metal Work.
TECHNICAL OCCUPATIONAL QUALIFICATION

Four year qualification at NQF Level 1 for learners between 13 and 18 years old

• **General Subjects (50%)** –
  – CAPS aligned foundational knowledge in Language, Maths and Life Skills

• **Occupational Subjects (50%)**
  – Technical Occupational: Electrical, Agriculture, Motor Mechanics, Maintenance, Welding, Sheet Metal, Plumbing, etc.
  – Trades and Skills: Food Production, Hairdressing, Upholstery, Hospitality Studies, Tourism, Office Practice, Ancillary Health Care, Security Services, Arts and Crafts, etc.
FREE STATE DEPT OF EDUCATION

BEST PRACTICES
Free State Province: Best Practise

- MAINSTREAMING INCLUSIVE EDUCATION

  - Inclusive Education Directorate works closely with Curriculum Directorate
    - Subject Advisors were trained on SIAS
    - Subject Advisors lead and co-train Curriculum Differentiation with IE Officials to ensure that in each subject there is differentiation for maximum participation (assess to curriculum)
  - IE Directorate works closely with Institutional Management and Governance Circuit Managers
    - CM were trained on SIAS and Full Service Schools Guidelines
  - School Governing Bodies as Policy custodians at school level were oriented on SIAS, CSTL (Care and School for Teaching and Learning)
  - District Based Support Teams were established and are fully functional
  - Increased the number of learners experiencing mild to moderate learning barriers enrolled at mainstream school
  - Established a support network (Collaboration) between the mainstream, Full Service and Special Schools
  - Continuous Monitoring and Support
Free State Province: Best Practise
Achievement: Full Service School

– Jacobsdal Prim. School:
  › 2016 National Education Excellence Rewards
    • Rewarded as one of the most improved FSSs in the country.
Guillain–Barré syndrome (GBS)

Down syndrome (DS)

Learning disabilities

Physical disability
'n Plek van liefde waar die kinders kan blom

Nuve sentrum in Jacobsdal bring hoop

'n Besonderse sentrum is onlangs in Jacobsdal geopen waar gestremde kinders 'n heenkome vind waar hulle kan leer en ontwikkel. Siska Martin gee haar indrukke van die sentrum en die gemeenskap waarin dit funksioneer.

Die verslag het ook die hoedingsgevalle van Daphne Snyman en haar kinders oor die skool se nuwe spesiale onderwysprogram verskyn. Daphne is 'n houer van twee kinders wat vir die skool geopen is. Sy het gesê dat hulle ryk is aan die skool se aanbod en dat hulle soveel leer. Die skool se aanbod sluit in verskeie onderwysprogramme, soos die skooldiens en spesiale onderwysprogramme.

Die skool se nuwe spesiale onderwysprogram is oorleg met die skool se houers en die skool se hulpmiddels. Die hulpmiddels word gebruik om die kinders se voertuie te verbeter en om hulle se leerrys te weskap. Die skool se houers is open en bereid om hulle se kinders se leenproses te steun. Die skool se houers is ook open om hulle se kinders se leenproses te hê en om hulle se leenproses te help. Die skool se houers is ook open om hulle se kinders se leenproses te help en om hulle se leenproces te help. Die skool se houers is ook open om hulle se kinders se leenproces te help en om hulle se leenproces te help.
Success Factors

• **Functional SBSTs** –
  – Institutionalization of SIAS and Curriculum Differentiation
  – Continuous Teacher Development and Support

• SBST adopts *Care and Support for Teaching and learning strategy (CSTL)*

• Schools have vegetable gardens,

• Strong direct learner support e.g. Clothing banks for *Orphans and Vulnerable Children (OVC)*.

• **Strong collaborations** with the community.
Attitude of Parents, Teachers, Learners and Community

• A need arised 12 years ago to accommodate learners with special needs e.g. Down Syndrome. Parents did not want to send them away. Educators were not trained to work with these learners. The other parents did not want learners who need additional support in the same class as their children. They said these children will take too much teaching time away from their children. We have to change teachers, children and parents' attitude. All stakeholders had to get involved in the Full Service School to be successful. We had to decided what is the road we are going to walk with these learners. As a caring community we decided to cater for the needs of all learners and be a value driven school of excellence.
Building the system at all levels and changing attitudes

• Strengthening systems for the implementation of the SIAS
• Institutionalisation of curriculum differentiation
• Developing norms and standards which would ensure that all schools become inclusive and have access to support
• Providing curriculum opportunities for all learners by introducing a vocational track
MPUMALANGA PROVINCE

INCLUSIVE EDUCATION PRACTICES
STRENGTHENING IMPLEMENTATION OF IE

- The Department has made remarkable strides in mainstreaming budget for implementing inclusive system
- Re-training of District-Based Support Teams (multi-disciplinary team)
- Re-training of 140 designated Full-Service Schools by the University of South Africa
- Policy mediating strategy is a cascading model
- District officials are responsible for the training of educators for all planned activities for training schools
PROVISION OF ADAPTED BUSSSES
PROVISION OF RESOURCES

• Upgrading of Schools to meet the universal accessible standards. Moving old schools to new sites, upgrading of schools in the existing sites and building of new schools where there is a need

• Provision of Specialist Support Staff in Special Schools and other posts earmarked for itinerant teams (Social Support Staff) 30 posts (4 Social Workers, 9 Learning Support Educators, 7 Deaf Assistants, 9 Professional Nurses, 4 Occupational Therapists, 1 Orientation and Mobility Instructor)

• Provision of transport in Special Schools

• LTSM and Assistive Devices
COLLABORATION WITH STAKEHOLDERS

• Most of the key collaborative effort in the province are led by the Office of the Premier

• The Provincial platform for the implementation of inclusive education is through open communication of different fora:

• Disability Organizations including Provincial Council for the Blind and Provincial DEAFSA, Child Justice Forum, DoH Rehabilitation Committee and Technical Committee for Care and Support for Teaching and Learning (CSTL)

• The Department and stakeholders plan and implement together the cross-cutting activities

• Eskom donated a Mobile Unit that strengthens school health program
Way forward
“The education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities.

Provide inclusive education 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”.

DBE needs to mediate the high drop-out rate of learners in the basic schooling system;

Increase number of learners entering vocational and occupational pathways;

Create opportunities for persons with disabilities to have access to meaningful employment.
“History will judge us by the difference we make in the everyday lives of children.”

President Mandela at the 2002 UN Special Session on Children
Obtain information on latest Education policies at http://www.education.gov.za/