

Portfolio Committee on Basic Education Deaf Education



Preamble



- DeafSA, founded in 1929.
 - And in 1995 the former SANCD was transformed to a new democratically elected organization
 - DeafSA is represented in all 9 provinces with 19 offices across South Africa
- Mission is to preserve, protect and promote the civil, human and linguistic rights
- Training Deaf Social Auxiliary Workers and SASL interpreters
- There are significant gaps and opportunities for Deaf Children in Schools of the Deaf in South Africa and this was widely consulted
- The Literacy and numeracy rate of Deaf learners have historically been low.
- Schools of the Deaf often discourage Deaf learners to be part of a dynamic academic environment because they believe that students will achieve substandard results.
- The implementation of Curriculum is subjective and dependent on what resources and skills are available for a Deaf child at the discretion of the school.
- DeafSA believes that the provision of necessary and adequate support to Deaf learners to enable the learners to actively participate on an equal basis with their peers to be enhances and to be consistent.
- A grave concern for DeafSA is that currently in South Africa, we have fragmented educational structures in terms of Deaf Education ad that there is no unity in Deaf Education.

International Conference on Education of the Deaf



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Delegates to the
2nd International Conference of Education of the Deaf

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World Federation of the Deaf



- Without appropriate education, advancement in society as an independent, employed, contributing citizen becomes problematic.
- Deaf children have the same innate intellectual, social and emotional capacities, as do all children.
- Majority of current Deaf education programmes do not respect the linguistic human rights of Deaf children.
- Research studies regarding educational development, language acquisition and Deaf children:
 - Deaf students learn best through visual modalities and depend on sign language.
 - Deaf children of Deaf adults generally have a head start in language acquisition, communication development and educational prowess, and do well in later life as employees, citizens and leaders.
 - Sign language is a valid linguistic means of conveying thoughts, ideas and emotions.
 - Programmes utilising bilingual or multilingual approaches, and employing qualified professionals, provide Deaf children with a strong language base
 - Deaf children who are in school are often in programmes that do not meet their needs, educationally, socially or emotionally.
 - Early educational intervention, bilingual/multilingual programmes and qualified professionals and role models enable Deaf learners to achieve full intellectual, social and emotional development,

World Federation of the Deaf



- Full inclusion for a Deaf learner means a totally supportive, signing and student-centred environment. This permits the learner to develop to his/her full educational, social and emotional potential..
- Statement of Rights and Recommendations
 - To ensure that the educational rights of Deaf learners are fulfilled, WFD therefore:
 - Reaffirms its position that all Deaf people, including Deaf children, have the right to full access to quality education through visual modes, including indigenous sign languages. This position is supported by several international conventions of the UN.
 - Supports early identification of Deaf infants and youth, followed promptly with sign language environments and educational intervention strategies and programmes, in partnerships between families, Deaf adults and professionals.
 - Calls upon governments to ensure full and equal access to and educational success for Deaf learners based on regular education goals, standards and curricula.
 - States, furthermore, that such curricula should provide the opportunity for students to learn in and study both their local/national sign language and the local (written) language as academic subjects.

UN Convention on the Rights of persons with Disabilities



Article 24

- States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - The full development of human potential and sense of dignity and self-worth,
 - The development of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- In realizing this right, States Parties shall ensure that:
 - Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live
- States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
 - Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

White Paper on the Rights of Persons with Disabilities



Ensuring that all children with disabilities have access to quality education will help South Africa meet its employment equity goals in the long run” National Development Plan, Chapter 9

- Facilitating the learning of South African Sign Language and the promotion of the linguistic identity of the Deaf community;
- Ensuring that the education of persons, and in particular children,, Deaf, and in environments which maximize academic and social development;
- **Employing teachers, including teachers with disabilities, who are qualified in South African Sign Language**
- **Train professionals and staff who work at all levels of education.**

Education Rights of Deaf Children



- As for all learners, Deaf children have the same right to education and full access to quality education.
- Section 29 of the South African Constitution:
 - everyone has the right to a basic education, including adult basic education;
 - [1] and to further education, which the state, through reasonable measures, must make progressively available and accessible.
- Like all children, Deaf children must have access to equal and quality education.
- their needs and human, linguistic and educational rights are respected and supported by educational authorities, in full compliance with international policy statements, national legislation and national curricula.
- Deaf children are born with the same basic capacities for learning and language as all children;
- They can and should reach their full potential with appropriate, visual, quality educational programmes and support.

Education Rights of Deaf Children



- Deaf learners should be in a system that is a barrier-free learning environment that would mean the provision of sign language learning environments..
- In order to ensure that a learning environment is linguistically and culturally accessible, the following aspects need to be covered:
- All communication is accessible
- The learning process and teaching are both culture and language-sensitive
- The curriculum includes elements of Deaf community, Deaf culture and sign language with aims to nurture the linguistic identity and development of the deaf community (Article 24.3(b)), as mentioned in the CRPD
- Deaf education is designed specifically to meet the educational, linguistic, cultural, social and cognitive needs of the individual student.

Everyone  use SASL
No exclusion

Education Rights of Deaf Children



- Deaf and hard of hearing children have the right to a quality education, with the same content and to the same academic level as hearing children.
- Studies have shown that Deaf students who have higher levels of sign language proficiency also have better results in reading and writing tests (i.e. literacy), and perform better in cognitive tasks.
- Language and communication are at the heart of everything we do as humans and without them any academic, cognitive, emotional or social development becomes difficult.
- DeafSA believes that SASL is central to a linguistically and culturally appropriate education for Deaf children, be it the national sign language of a country.
- The goal of bilingual Deaf education is language proficiency in at SASL and a written/spoken language. Teachers must have the knowledge and skills necessary to teach literacy and all academic subjects, and fluency in SASL is a critical skill for teachers who work with Deaf and hard of hearing students.
- In South Africa we are in a fortunate position that SASL are mentioned in Laws , policies and the recognition of SASL as a subject , but the implementation thereof are not assisting the Deaf Learners in Schools of the Deaf.

We have International Policies, Domestic
Legal and policy frameworks

How does this benchmark on the actual
situation on Deaf Education in South
Africa?

Deaf Schools in South Africa



- DeafSA visited a School of the Deaf in the Northern Cape 2015 and the following concerns was brought to the attention of the Department and no action was taken:
- no equipment at the school for implementation of SASL CAPS
- Lack of SASL CAPS subject advisor makes implementation very difficult as there is no expert to refer questions to.
- School shares a hostel with another school far from Retlameleng and there is very limited space.
- Long waiting list as the school is the only one catering for Deaf in a geographically large province and all those waiting require hostel placement too. At the time of the meeting there were 21 learners waiting for placement.
- subject choice is very limited and is further exacerbated by a lack of teachers in the province overall, let alone specialist teachers
- teacher burnout and frustration levels high as they are not trained to teach the deaf and have to teach both blind and deaf as the school has only one post for, for example, matric Maths Lit or English.
- Learners who stay near the school make use of public transport as the school combis are old and too expensive to repair. Some parents refuse to pay for public transport so learners are not coming to school. Classes are not full.
- Learners frequently don't do homework as parents do not enforce discipline or know how to sign to them to explain what to do.
- Although teachers have been on the SASL training offered by WITS Language School, many of the teachers still do not have the necessary SASL skills to teach advanced subject content.
- When there is training for teachers and assistants, the NW DoE frequently does not provide interpreters so teachers land up interpreting for their colleagues.
- There needs to be an intervention at Retlameleng in order to motivate and upskill teachers to understand the learning needs of Deaf learners and to improve SASL skills

Early Childhood Development



- Early identification and intervention has no improved outcomes for most children who are Deaf and hard of hearing. A 2014 Policy Statement on Early Childhood Programs by DeafSA, set forth recommendations for increasing inclusion of Deaf and Hard of hearing infants, toddlers and preschool children, birth to age 7, in high-quality early childhood programs.
- The current situation is that Deaf Children are excluded from local programs provide language rich environments that are fully accessible to young children who are deaf or hard of hearing. There are no programs that are culturally appropriate for the diverse community of South African Sign Language (SASL) users
- What we know that there are not:
 - Family-centered early intervention results in better outcomes.
 - Families need information and guidance from experts.
 - Families need confidence to make informed decisions on behalf of their children and families.
 - Families need to be included as collaborative partners.
 - Interactions with families must be relevant to each family's expectations, values and needs.
- Early childhood is a critical period for early learning, literacy and social-emotional development. Children's language development is reflective of their linguistic exposure and experience; children need early, direct and consistent access to language and communication. SASL must be delivered to SASL users directly by a teacher who is a competent SASL signer.
- In order to address the concerns, DeafSA had 2 workshops (2012 and 2014) with the Department of Basic Education and Department Social Development to address the concerns because both departments has a dual responsibility to ECD. Deaf Children are excluded from any of the programmes from Government.
- Most hearing parents cannot communicate with their deaf children and this means that Deaf children are getting no form of language input until they start school.
- Deaf children need to identified early and the correct intervention must take place.
- Drastic intervention is needed to address the ECD challenges Deaf Children are facing and none of the two departments monitor the smooth transition from ECD to formal schooling of Deaf children.

Language of learning and Teaching



- The Schools Act of 1996 states - sign language has the status of an official language for purposes of learning at a public school. Since 1996 DeafSA has engaged with the Department that teachers in Schools of Deaf should use SASL as a medium of instruction.
- Despite many attempts by DeafSA to enlist the support of the Department of Education for formal training of educators in SASL, no such training has been implemented in schools for Deaf learners yet. Some schools offer SASL training opportunities for both educators and parents, but there is no formal monitoring system or uniform training programmes.
- Despite the fact that SASL is the only language that is accessible to Deaf learners, the language is not a requirement for trainee educators even at the two universities which offer it as a major on undergraduate level in the University of the Free State and the University of the Witwatersrand.
- In February 2003 DeafSA organised a countrywide march with the assistance of Disabled People South Africa (DPSA). The main reason for this march was the unacceptably low standard of education in schools for Deaf learners, and the blatant disregard for the only language that is fully accessible to Deaf learners, by implication a perpetuation of the hegemony of spoken language at the cost of equal education.
- All of this despite the existence of protective legislation (such as the SA Constitution, 1996 and the SA Schools Act, 1996) and human rights-based policies (such as An Integrated National Disability Strategy 1997, Education White Paper 6, 2001 and the Revised National Curriculum Statement, 2002)
- DeafSA raised at two meetings with Dr Simelane (22 March 2016 and 6 April 2017). Both meetings highlighted the need to research what was happening in the classrooms to understand what interventions are needed. We also requested full audit of Teaching and Learning environment i.e hostels, teacher morale, teacher training, SASL competency of support staff etc.
- TEDI research report page 68 indicates the following:
 - Many learners and teachers identified a lack of teacher proficiency in SASL as a pivotal problem that not only affects their ability to teach, but also has an impact upon how teachers understand what it is to be Deaf.
 - Learners felt frustrated and disrespected by their teachers' lack of SASL knowledge and have the expectation that they should be taught proficiently in their preferred medium of instruction. Teachers' limited use of SASL is sometimes viewed as laziness because Deaf learners experience limitations in learning oral language that hearing people do not have in learning SASL.
 - The inability to use SASL fluently has a negative impact on the educational process and results in a slower pace in the classroom due to the extended time it takes to convey information to learners. All role players in Deaf education note that fluency in SASL is essential if education for Deaf learners is to be effective and accessible.

SASL CAPS as a subject



purchasing SASL resources and materials and ensuring availability of resources. Almost 4 years later some of this still needs to be attended to.

- This meeting cemented the collaborative relationship between the CMT and the DBE. However, despite these efforts by the CMT and the request by the Minister that the CMT continue to support the implementation of the SASL CAPS, on 8 August 2014, the Director of Inclusive Education, Dr Simelane informed the members that the CMT had now completed its mandate.

SASL CAPS as a subject



Insufficient and inadequate implementation of the SASL CAPS

- 2 training sessions for Foundation Phase and Grade 9 teachers and Deaf teaching assistants.
- There has also been implementation of the SASL CAPS for Foundation Phase and Grade 9 Bridging Programme,
- Though strides were made DeafSA is of the view that there are serious inadequacies with the implementation of SASL CAPS that must be addressed.

Lack of continuous training of Deaf teacher assistants, Foundation Phase and Grade 9 teachers

- The implementation plan required the continuous training of Deaf teacher assistants, Foundation Phase and Grade 9 teachers. While there was one more additional one week training session, reports were generally that the training insufficient and that there were inconsistencies in the training provided with some aspects of the training manual being incorrect.

No preparedness for 2018 Grade 12 examination assessment

- Grade 12's to write the SASL CAPS NSC Examination in 2018.
- Schools have not been provided with clear guidance on how the SASL Computer Lab should be set up (including what programmes to use). In addition, schools have not been given training on technical aspects of filing learner work electronically while preserving the integrity and privacy of learners' assessments. Many schools do not have the necessary equipment even at this point in time. This compromises both the current Grade 11 learners' future opportunities as well as degrades the language.

Lack of participation and oversight by members of the Deaf community

- There is currently a lack of oversight by and involvement of the Deaf Community in the implementation process. This is similar to English speakers with limited isiZulu competency overseeing the process of implementing isiZulu Home Language as a new subject.
- As mentioned above, in the Meeting of 6 August 2014, the Minister requested that the CMT continue their work as an oversight body, but their services were nevertheless terminated. Thereafter, there was only one meeting of an Advisory committee in June 2015. To date, there have been no further attempts to involve Deaf stakeholders.

SASL CAPS as a subject



Inadequate funding

- Since the inception of this implementation process there was an undertaking from DBE to approach National Treasury for the necessary funding. However, it is not clear whether this has been done.
- In the meeting between the DBE and the CMT on 3 February 2014 it was stated that the DBE would put plans in place, including proper budgeting plans. In addition, on 16 April 2014, the Acting Director, Mr Lesufi, undertook to approach National Treasury for funding for the implementation of the SASL CAPS.
- The continued reason given for delays in implementation of the SASL CAPS: for no Advisory Committee meetings; and for not having screening meetings for LTSM evaluation, is that the DBE has “no budget”. It bears emphasis that the right to basic education as guaranteed in section 29(1)(a) of the Constitution, is an immediately realisable right, not subject to the available resources of the government.

Insufficient and unsuitable LTSM

- The lack of commissioning and procurement of LTSM has resulted in a dire lack of suitable resources for the implementation of the subject. At recent training, FET SASL teachers were given DVDs with videos of poetry in ASL (American Sign Language) and BSL (British Sign Language).
- At FET level the learners should have common set work texts across the country yet the only texts they have been given are foreign. There has been no commissioning of LTSM from established producers within the country. While there was an audit done on existing materials, no funding has been set aside to obtain materials suitable for Home Language developed.

SASL CAPS as a subject



- **DeafSA's engagement with the DBE**
- email correspondence and letters addressed to the DBE remain unanswered. - includes DeafSA's numerous requests to meet.
- On 28 October 2014, the Legal Resources Centre (LRC), on behalf of DeafSA, wrote a letter to the Dr Simelane, informing that DeafSA has concerns about how the DBE plans to make the teaching of SASL as a subject a reality for Deaf and hard hearing learners. In particular, DeafSA had concerns about the training of teachers; posts for new teachers; and the actual implementation of teaching SASL. DeafSA sought clarity on various issues including, the starting date for teaching SASL, the availability of teachers to teach SASL, training of teachers, training of deaf teaching assistants, and the employment of deaf teaching assistants. DeafSA also sought information on whether language subject advisors have received adequate and sufficient knowledge and training about SASL.
- On 14 April 2015, a letter to Minister Motshekga, requesting an urgent meeting. The reason for this request was twofold. about the submission the CMT made to the Minister in April 2014, to which no response had been received. The CMT made numerous follow up with Dr Simelane, no response had been received. In addition, Mr Druchen enquired regarding the decision to end the mandate of the CMT, specifically, whether this instruction came from Minister Motshekga.
- On 22 October 2015, DeafSA addressed an email to Mr Allan Subban of the DBE requesting the minutes of a meeting held in June 2015 and expressing disappointment with the DBE for not responding to their request to meet with the Minister.
- On 23 October 2015, a response from Mr Allan Subban was received stating that he did not recall DeafSA's letter requesting a meeting with the Minister. Mr Subban undertook to check the records thereof and forward them as requested. Mr Subban requested that DeafSA re-sent the letter to him
- On 27 October 2015, DeafSA re-sent the letter requesting a meeting with the Minister. In this email, DeafSA provided a brief summary of the situation in the schools for the Deaf. Noting that in certain schools hearing teachers were still confused and unsure of the linguistics of SASL despite the two weeks training provided to them. Again, DeafSA requested minutes of the meeting held in June 2015, which they had not yet received.

SASL CAPS as a subject



DeafSA's engagement with the DBE

- In 2016, DeafSA continued to engage with the DBE regarding the implementation of SASL CAPS
- Since DeafSA received no response to the email dated 12 January 2016, on 10 February 2016 DeafSA sent a follow up email, to which Dr Simelane responded that he had not yet received a response from the Examination Division.
- After DeafSA's unsuccessful attempts to receive a substantive response to its concerns, on 10 March 2017 a letter was addressed to Minister Motshegka. In this letter DeafSA requested an urgent meeting with Minister Motshegka and informed the Minister that all previous efforts to meet with the Minister and other relevant officials had failed.
- On 6 April 2017, a meeting was held to discuss the need for research to be conducted and the bad results for the Grade 12's of 2016. The meeting was attended by Odette Swift from DeafSA, Dr Simelane, the Director for Examinations, Ms Ogunbanjo and two of the senior examinations staff. At the meeting the issue of designated subjects were raised. This followed an email from Dr Simelane dated 21 March 2016, in which he mentioned that in a joint DBE and Department of Higher Education ("DHET") meeting, the issue of designated subjects were discussed. Dr Simelane informed it is for the DHET Ministers to review this. Dr Simelane undertook to provide a response by June / July 2017. However, to date, no response had been received. DeafSA's concerns pertaining to the inadequate implementation of SASL CAPS had not been discussed at this meeting.
- DeafSA has raised its concerns with the Human Resource Development Council on the 10 November 2017. At the meeting a presentation was made to provide an overview of the history and development of South African Sign Language (SASL) and current challenges Deaf Learners are facing in terms of SASL CAPS and their Education in General, with a matric pass rate of 28%. It highlighted the current status of Deaf education and training in the country with a specific focus on schooling and post schooling.
- The meeting agreed that that The Deaf Federation of South Africa (DeafSA) should meet with the Minister of Basic Education and out of that meeting, report back to the Human Resource Development Council in order to decide on how to best proceed with the challenges. The report should be provided at the next Council meeting. DeafSA wrote a letter to the Minister for such a meeting on the 22 January 2018, no response was received.
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The Chairperson of the HRDC, now the President of South Africa stated



"We welcome the fact that the issue of South African sign language and deaf education is on the agenda. For too long, this has been any area of education and training that has been neglected, both in policy and in practice. Unless we attend to sign language and deaf education, a significant portion of our people will remain excluded from meaningful economic participation by virtue of disability."

SASL CAPS as a subject

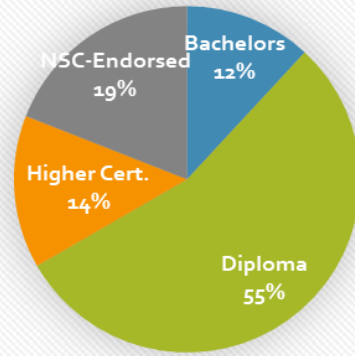


DeafSA again wrote a letter requesting the Department for a meeting via EELC and a meeting was held on the 6-7 March 2018

The way forward:

- ECD meeting and workshop: DeafSA will lead the coordination. DBE has accepted the call to provide support for this meeting.
- Dr Simelane to make submission for an Advisory Committee to be established. This AC will be established to drive the implementation of SASL and will be made up of various key stakeholders, including DeafSA. It will contain various streams including – Grade 12 exams, input on language policy, appointments / recruitment of experts etc.
- Dr Simelane to make a submission to the Director General
- DeafSA to write motivation letter
- EELC to circulate meeting minutes which must be attached to submission'
- DeafSA to assist Dr Simelane with recommendation regarding which other stakeholders should form part of the AC
- Dr Simelane to report back on submission to DG within 30 days from the date of the meeting – being by 7 April 2018.
- Evacuation / Safety system: DeafSA to provide DBE access to a sample of the system.
- University and principal forums: DBE expressed interest in attending these forums.
- DBE cannot divulge about the interview panel of the examiners due to confidentiality, but undertook to ensure inclusivity and that the Deaf community are adequately represented.

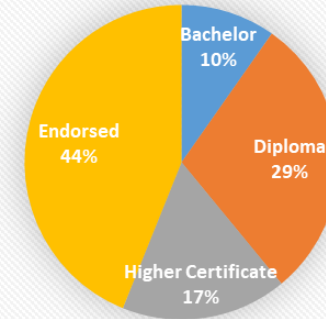
2015



■ Bachelors ■ Diploma ■ Higher Cert. ■ NSC-Endorsed

Province	Learners who passed	Percentage who passed	Number of schools offering Grade 12 (2015)
Gauteng	3/5	60%	2
Limpopo	1/20	5%	1
Free State	5/7	71%	2
KZN	24/30	80%	5
Eastern Cape	0/12	0%	1
Western Cape	9/10	90%	2

2016



■ Bachelor ■ Diploma ■ Higher Certificate ■ Endorsed

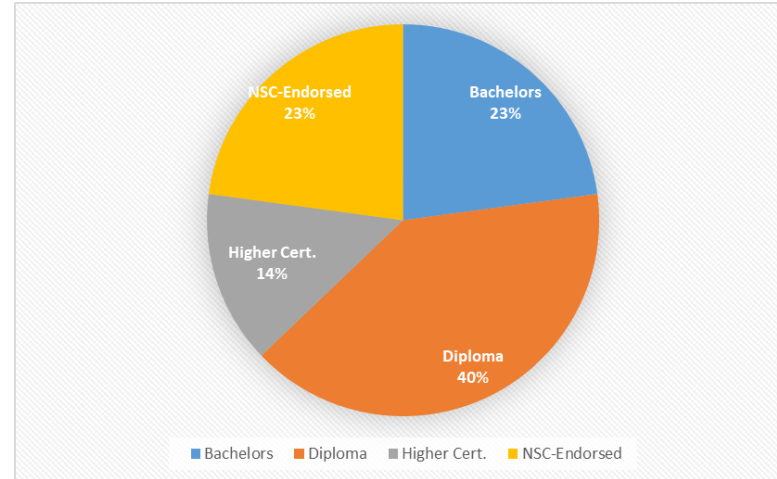
	Number who wrote	Number who passed	Provincial pass rate	No of schools offering matric	Bachelor Passes	Diploma passes	Higher Certificate passes	Endorsed certificate
Western Cape	16	13	81.25%	1	1	3	2	7
Eastern Cape	14	2	14.29%	1	0	0	0	2
Free State	5	4	80.00%	2				4
Gauteng	21	10	47.62%	3	2	2	1	5
KZN	24	12	50.00%	4	1	7	4	0
Limpopo	63	0	0%	1				
	143	41		12				

Grade 12 Performance



2017

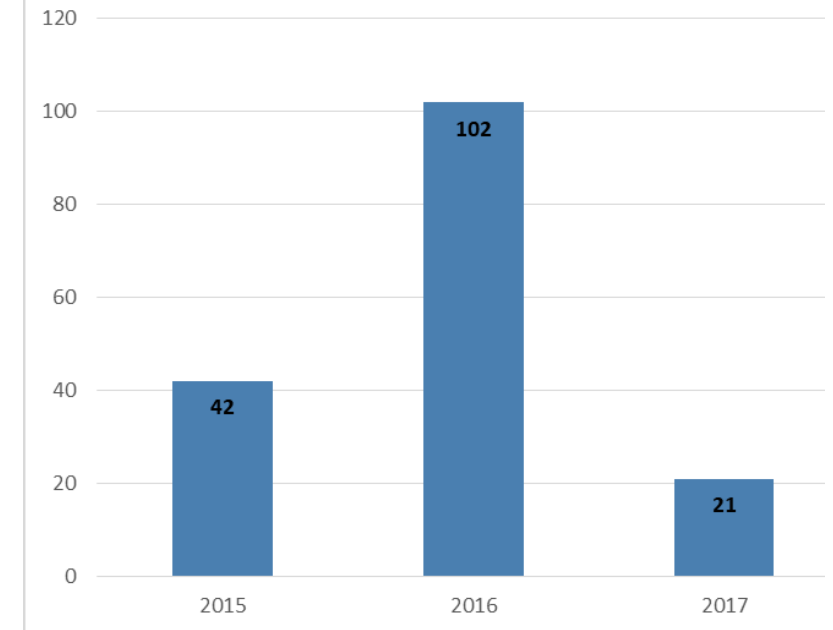
Grade 12 Performance



Province	Learners who passed	Percentage who passed	Number of schools offering Grade 12 (2015)
Gauteng	2/2	100%	1
Free State	9/9	100%	2
KZN	16/32	50%	5
Eastern Cape	3/8	37.5%	1
Western Cape	5/5	100%	1

Subject Choices are limited

	Bachelor Pass	Bachelor %	Diploma Pass	Diploma %	Higher Cert Pass	Higher Cert %	Endorsed Pass	Endorsed %
2015	5	12%	23	55%	6	14%	8	19%
2016	4	9.80%	12	29.30%	7	17%	18	43.90%
2017	8	23%	14	40%	5	14%	8	23%

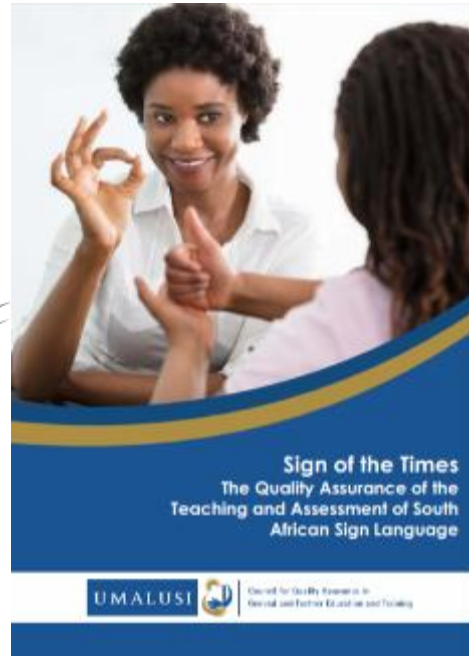


Residential Facilities



- Most schools for Deaf learners are residential in nature due to their geographical location in relation to where Deaf people resided.
- DeafSA has raised concerns to the DBE as early as 2003 that the residential atmosphere of schools for the Deaf is unlike that of other residential schools because it is at the residential school that the Deaf learner gets the most access to communication. Residential schools for the Deaf underestimate their extra-curricular responsibility and there is a dire need of appropriate programmes to enhance the Deaf learner's education experience.
- NO holistic approach and other area in a Deaf person's life
- At the meetings with Dr Simelane in 2016 and 2017 the need to audit hostel safety (especially after the tragedy at North West Secondary School of the Deaf
- Ability of the hostel parents to sign adequately as well as the employment of suitable Deaf adults in hostels as cultural and language role models.
- DeafSA and the Legal Resource Centre has worked together to address challenges in the Eastern Cape. Several Meetings was held to address matters of grave concerns with in residential facilities of Deaf Schools.
- Safety and hygiene
- Staff that cannot sign in schools for the Deaf – this was an issue that came up at all the schools during the visit to schools in the Eastern Cape. It was noticed in both hostels and classrooms and that this lack of communication results in neglect and abuse as corporal punishment is used when communication fails.
- Deaf learners still experience lack of care in hostels – house parents unable to sign at all in some schools
- Lack of support from the carers when it came to completing school work

Umalusi



- Front page, the fact that hearing persons were used is an insult
- Consultation with Schools of the Deaf in Gauteng are inadmissible due to the fact that Schools of the Deaf in rural areas have different factors that they are faced with.
- The information and historical background on the official status on SASL as an official language is outdated and incomplete. South African Schools Act of 1996 and various other laws were not quoted and the UN Convention on the Rights of Persons with Disabilities.
- DeafSA has from as early as 1994 engaged with the DBE on the importance of teachers to learn SASL and to train Deaf People as teachers.

- Parts of the document has been copied from American documentation on ASL and this reflects that this report was a copy and paste exercise.
- The Workshops on SASL provided by the DBE and WITS must be evaluated and quality control
- The report states that DBE provides ongoing workshops and training for SASL teachers is factually incorrect.
- In assessment mention is made that qualified Children of Deaf Adults (CODA) will be used, what makes a CODA qualified, Deaf people should be used.
- Should be only Deaf People that are native signers and not CODA hearing SASL professionals.

For too long hearing SASL professionals, might be CODA's, non-fluent users of SASL making recommendations on what should happen and making decisions for the Deaf Community and Deaf Learners without any consultation with Deaf People or consultation did happen but no recognition was given.

Self Representation policy of Government?

Take Back Deaf Education



Take Back Deaf Education

Why?

1. Deaf people remain marginalized and discriminated against in terms of access to quality basic education
2. The voice of the Deaf community is excluded in discussions and decisions concerning them
3. Matters related to the language and education of the Deaf are being lead by hearing people, in many cases without the inclusion of Deaf people at all
4. Literacy rates among Deaf school leavers remains very low, excluding them from further education and training as well as development opportunities
5. Academic opportunities and career paths are severely limited

#TBDE

Recommendations



In order to take Deaf Education back, DBE should recognize the vital role of Deaf people in the effective development of Deaf Education and therefore DBE and DeafSA should collaborate on an equal and fully consultative level. Therefore, we request that the portfolio committee supports the **Establishment of a National Task Team in consultation with DeafSA and funded by DBE**, which will address the following:

Other long-term results of the National Indaba:

- Timeframes to achieve the various objectives listed
- Policy amendments – teachers in special schools **MUST** have appropriate qualifications in specialist area before taking up a post, as well as to ensure that Schools of the Deaf must become a signing environment
- Set up a bursary for Teaching assistants to obtain recognised qualifications – create a career pathway
- Policy on residential facilities of Deaf Schools
- Establishment of Deaf ECD centers and SASL training of parents

access to equal and recognised qualifications – no in-house skills programmes permitted in any schools!

• Send
selected school representatives and SASL schools)

Conclusion



- DeafSA recognizes that SASL is the backbone of South African Deaf culture. We value the acquisition, usage and preservation of SASL and is a recognized leader in promoting the acquisition, learning, teaching, and interpreting of SASL. DeafSA was established in part to promote and preserve SASL as a legitimate language and an optimal educational tool for deaf children and adults in South Africa and will not accept that American Sign Language and British Sign Language is used as teaching materials in South Africa.
- The inherent capability of children to acquire SASL should be recognized and used to enhance their cognitive, academic, social, and emotional development. Accordingly, DeafSA supports the bilingual approach for Deaf and hard of hearing children. Deaf and hard of hearing children must have the right to receive early and full exposure to SASL as a primary language, along with English as the written language.
- In Deaf history, in defense of SASL (and modality) and human rights, the Deaf Community has been affected by and have been fighting against hearing-based colonialism, oppression, audism, linguicism, and within this hearing society that spans over the past thousands of years. SASL, culture, and history are deeply interweaved.
- Deaf Education cannot work until Deaf People are an integral part of the system at all levels. We will “Take back Deaf Education”

Thank you

