

Every child is a National Asset

PORTFOLIO COMMITTEE ON SOCIAL DEVELOPMENT

Programmes and Services for
Children with Disabilities
Every Learner Matters

01 March 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

PRESENTATION OUTLINE

1. Purpose of the presentation
2. Introduction
3. Strategic direction
4. Problem statement
5. Policy obligations
6. Social justice principles
7. Envisaged learner
8. Strategic interventions
9. Challenges and mitigation strategies
10. Key Priorities for the Coming Period
11. Recommendation

PURPOSE OF PRESENTATION

To present to the Portfolio Committee on Social Development the report on the programmes and services for children with disabilities.

INTRODUCTION

- The **African Children's Charter** lifts the importance of education in enhancing a **child's full potential** while asserting that the lack of education is a life sentence of poverty and exclusion.
- This means that the **right to education is one of the most important rights** in the lives of all children, **including children with disabilities**.
- It is in line with this thinking that **Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD)** guarantees the respect and protection of the right of children with disabilities to equitable quality education.
- For people with disabilities, the right to education is particularly important as it **directly impacts the successful enjoyment of all other rights protected by the UN Convention on the Rights of People with Disabilities (CRPD)**.

STRATEGIC DIRECTION



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NATIONAL DEVELOPMENT PLAN

“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 **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.”

National Planning Commission: National Development Plan, November 2011)



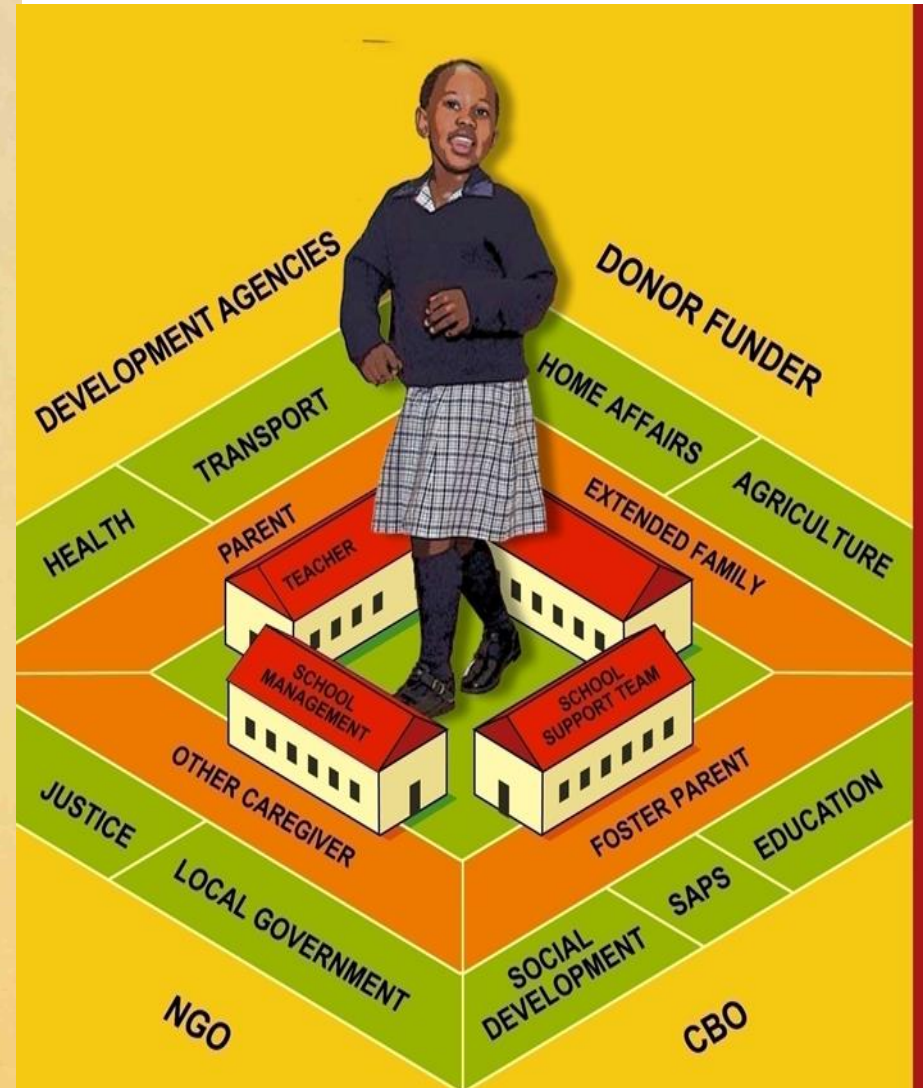
The Constitution

of the Republic of South Africa, 1996



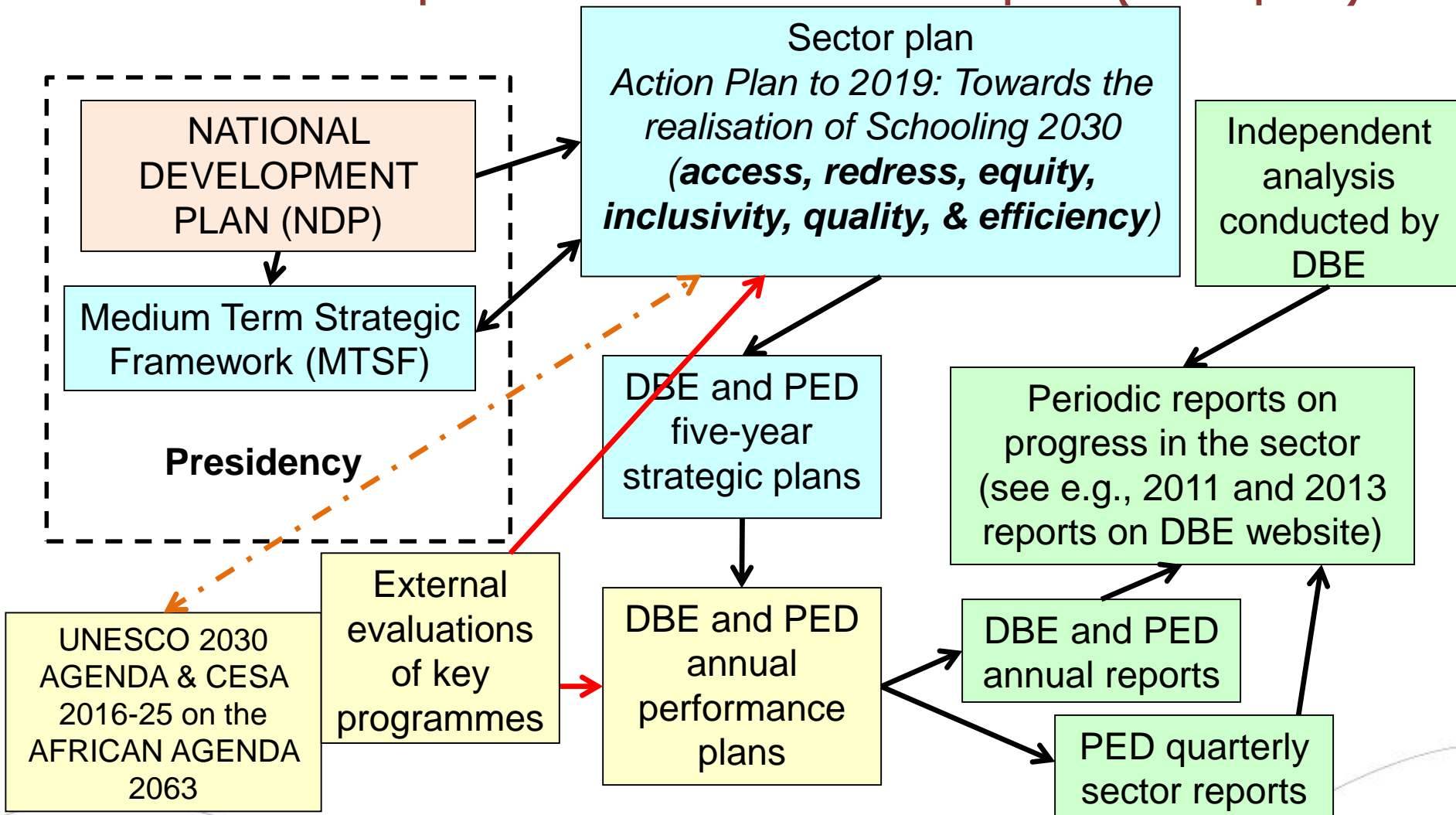
Act 108 of 1996

OVERARCHING LEGISLATION & CONCEPTUAL FRAMEWORK

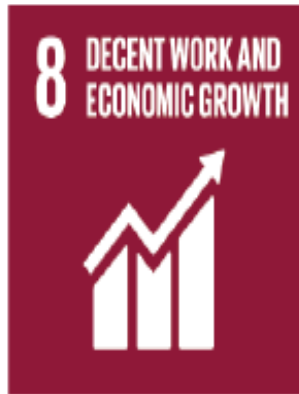
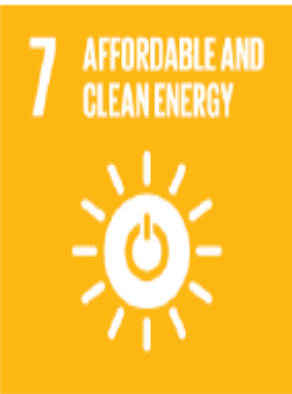


STRATEGIC DIRECTION

How the sector plan relates to SDGs and other plans (and reports)



SUSTAINABLE DEVELOPMENT GOALS



UNESCO EDUCATION AGENDA 2030

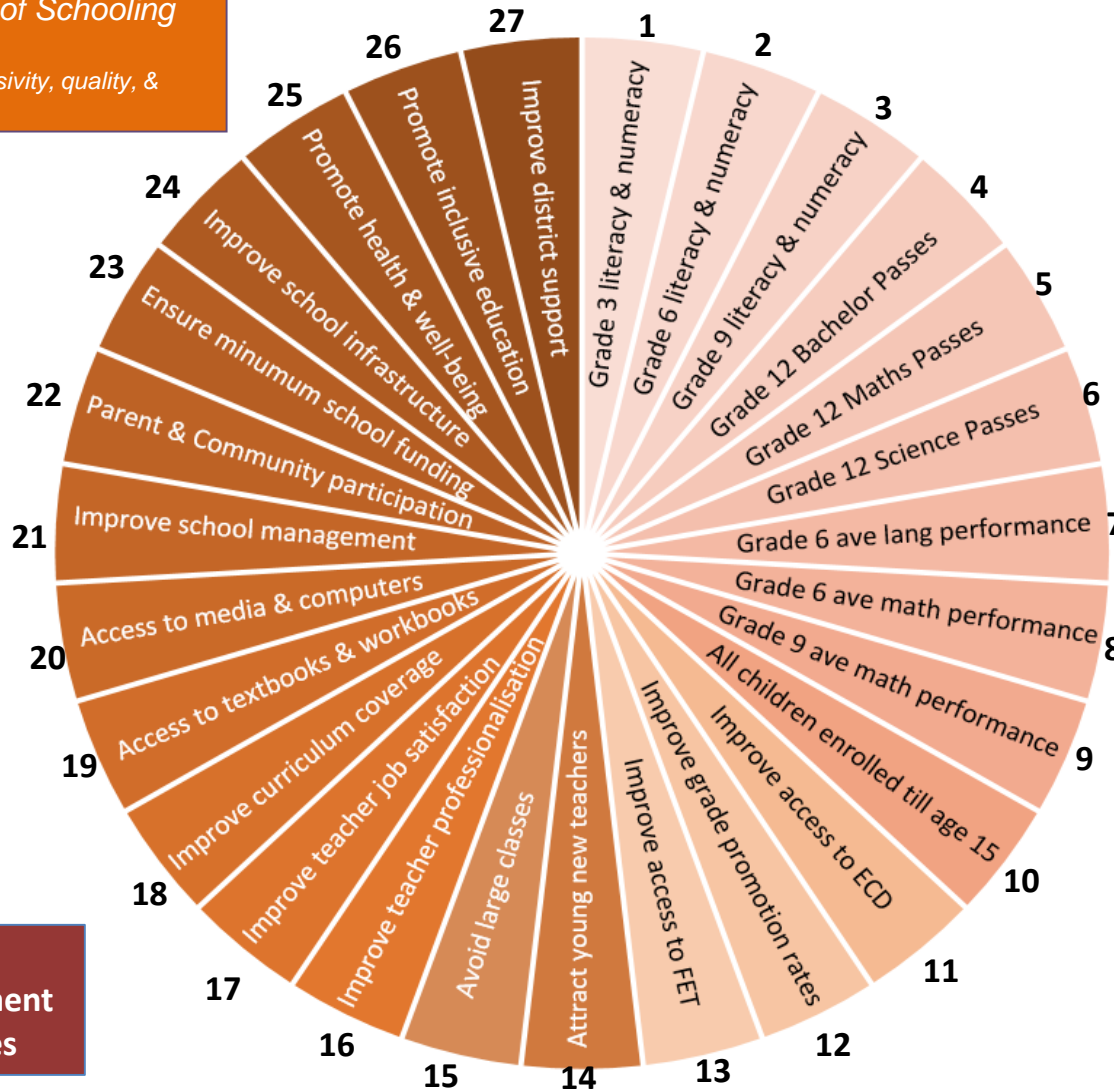


STRATEGIC THRUST

Action Plan to 2019:

Towards the realisation of Schooling 2030

(access, redress, equity, inclusivity, quality, & efficiency)



Goals 1 to 13: Improvement of Learning Outcomes

- Improve learning outcomes in Language, Mathematics and Science as measured in Grades 3, 6, 9 and 12
- Ensure full access to compulsory schooling
- Decrease grade repetition and retention
- Improve access to FET colleges
- Improve quality of Grade R

Goals 14 to 27: Support the improvement of learning outcomes

STRATEGIC THRUST...

Action Plan to 2019:

*Towards the realisation of Schooling 2030
(access, redress, equity, inclusivity, quality, & efficiency)*

Five goals with an especially strong “action focus”.

Goals 1 to 13: Improvement of Learning Outcomes

- Improve **learning outcomes** in Language, Mathematics and Science as measured in Grades **3, 6, 9 and 12**
- Ensure **full access** to compulsory schooling
- Decrease **grade repetition** and **retention**
- Improve **access** to **FET colleges**
- Improve **quality of Grade R**

Goals 14 to 27: Support the improvement of Learning Outcomes

- Increase teacher supply and improve teacher utilisation (incl. post provisioning)
- Improve **teacher development** and job satisfaction
- Increase curriculum coverage
- Ensure **minimum set of books**, materials and equipment
- Improve **school management**, funding and governance
- Ensure adequate physical infrastructure
- Ensure learner well-being, inclusive education, community linkages
- Improve **district functionality**

3 Strategic Areas:

Early Childhood Development

ICTs

Foundations for Learning

BASIC EDUCATION SECTOR PRIORITIES

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1. Early Childhood Development

2. Reading

3. Skills & Competencies for a Changing World

4. Teacher Quality

5. Quality & Efficiency

6. ICT & Operation Phakiso

7. Decolonization

8. Social Cohesion

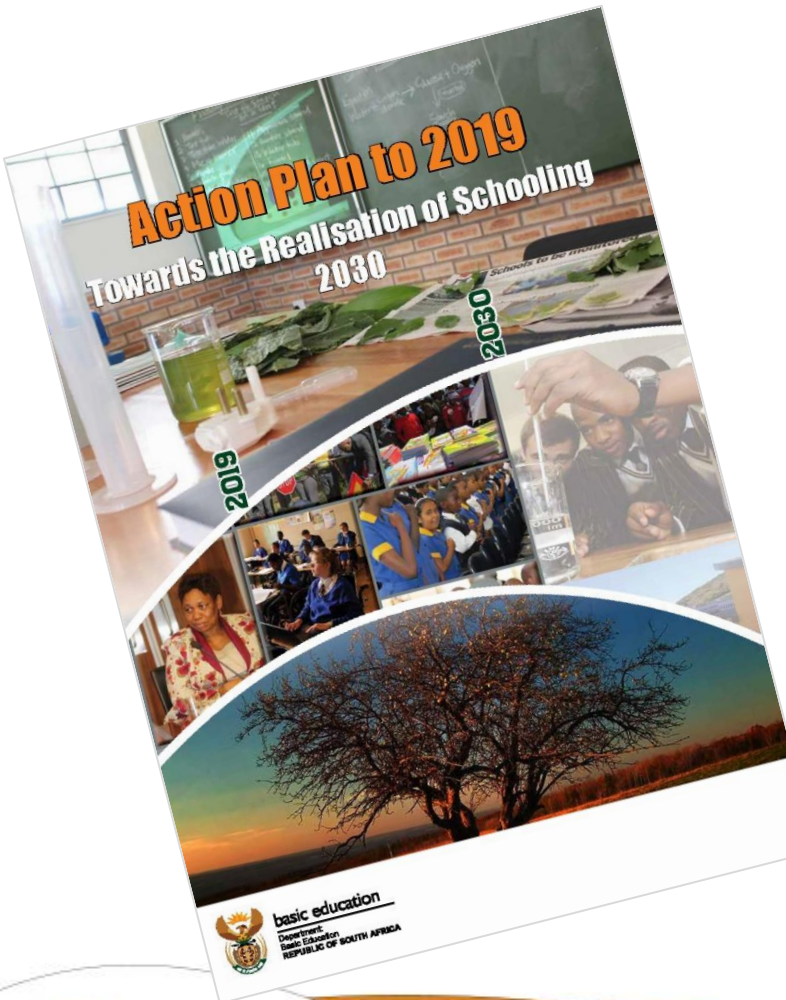
9. Infrastructure

10. Pro Poor & ELSEN

11. Partnerships



A BASIC EDUCATION PRIORITY



Goal 26 of the Action Plan to 2019: Towards the Realisation of Schooling 2030 obligates basic education to:

Goal 26

Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.

PROBLEM STATEMENT

- In 2001, **South Africa adopted inclusive education** as a mechanism for ensuring that everyone was enable to participate and contribute effectively to their life and that of their community and society at large.
- Since then, South Africa has not looked back, **significant progress has been made** in deploying inclusive education as a mechanism for ensuring access to education for all, **especially children with disabilities**.
- However, **challenges and gaps have remain**, which require specific interventions to ensure that we can reach **full inclusion**.
- It is important to **consolidate the gains** and **address the gaps** as education provides knowledge and skills that people with disabilities can use to **exercise a range of other human rights** and help South Africa meet its **equity and human development goals**.



POLICY OBLIGATIONS



POLICY OBLIGATIONS

- Auditing, **qualitative improvement and conversion of special schools** to resource centres that provide professional support to neighbourhood schools and are integrated into district-based support teams.
- Overhauling of the **process of screening, identifying, assessing and supporting learners** and replacing it by one that acknowledges the key role played by educators and parents.
- Mobilisation of **out-of-school disabled children and youth** of school-going age.
- **Designation, conversion and resourcing** of approximately **500 out of 20,000** primary schools to **full-service schools**, beginning with the **30 school districts** that are part of the national District Development Programme.



POLICY OBLIGATIONS

- Establishment of **district-based support teams** to provide a co-ordinated professional support service.
- Ensuring that **learning difficulties** are not only perceived as residing **within a learner**, but also **within various aspects of the system**.
- Establishment of **institutional-level support teams**, whose primary function will be to put in place properly coordinated learner and educator support services.
- Establishment of an effective management, policy, planning and monitoring **capacity to guide and support the development of an inclusive education and training system**; and



POLICY OBLIGATIONS

- Launch of a **national advocacy and information programme** to communicate policy proposals, including the rights, responsibilities and obligations.

SOCIAL JUSTICE PRINCIPLES

- Access
- Redress
- Equity
- **Efficiency**
- **Quality**
- Inclusivity

21ST CENTURY LEARNER



STRATEGIC INTERVENTIONS



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IMPROVING ACCESS TO BASIC EDUCATION



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ACCESS TO EDUCATION FOR LEARNERS WITH DISABILITIES, 2002 - 2022

GROWTH AREA	2002	2022
Number of special schools	295	489 (435 Public, 54 Independent)
Learner enrolment in special schools	64 000	137 483
Number of full-service schools	30	832
Number of learners with disabilities in public ordinary schools	77 000	121 461
Number of children with disability supported by the LSPID Grant in special care centres and targeted schools	Implementation started in 2018	8 641

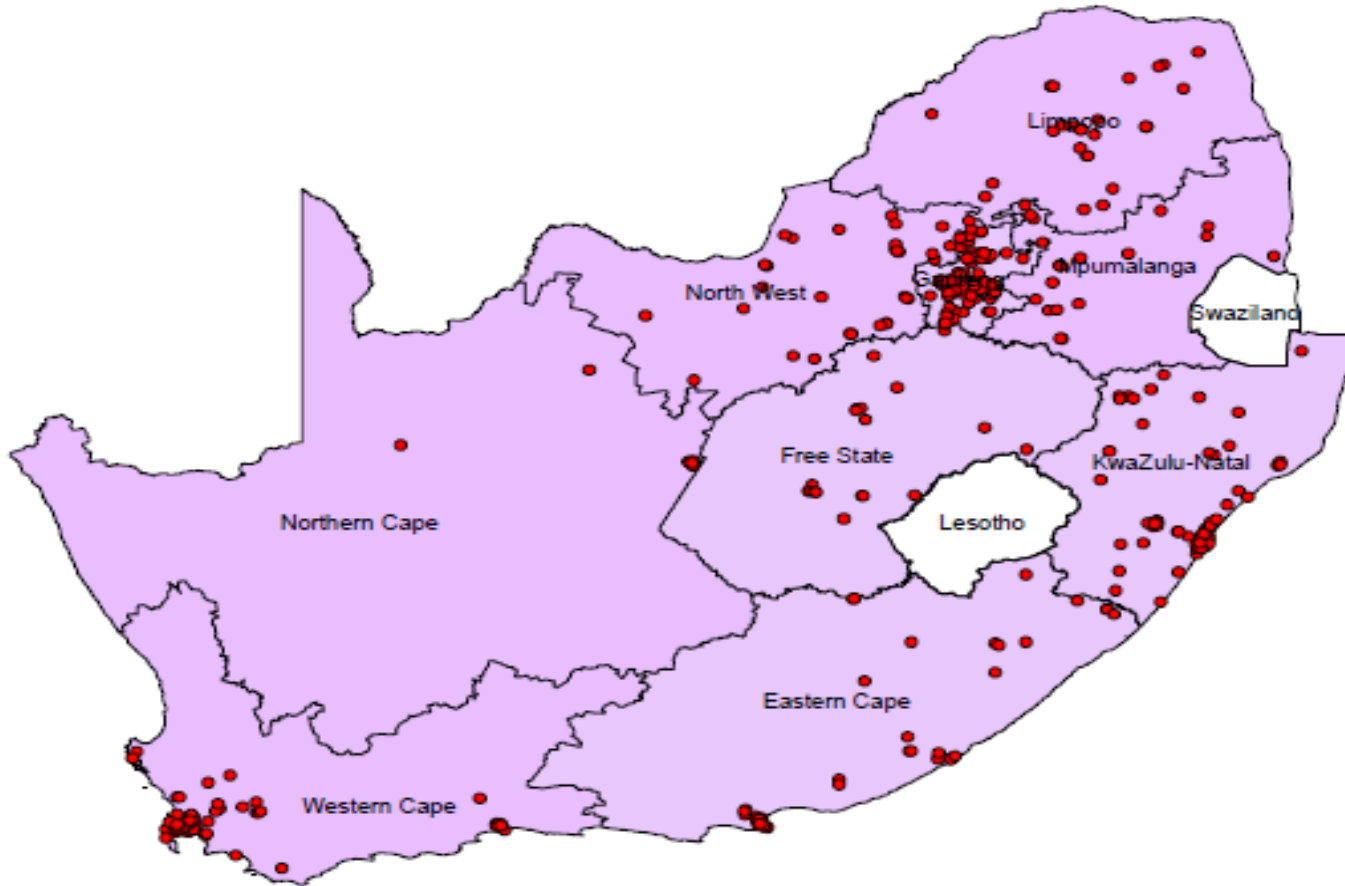
Source: EMIS data for 2020

ENROLMENT OF LEARNERS IN SPECIAL SCHOOLS PER PROVINCE, 2022

PROVINCE	NO OF SCHOOLS	NO OF LEARNERS 202
Eastern Cape	46	9 895
Free State	23	6 447
Gauteng	124	58 305
KwaZulu-Natal	75	20 545
Limpopo	35	8 159
Mpumalanga	18	4 010
Northern Cape	11	1 890
North West	32	7 684
Western Cape	71	20 548
National	435	137 483

Source: 2022 PED Annual Reports

DISTRIBUTION OF SPECIAL SCHOOLS

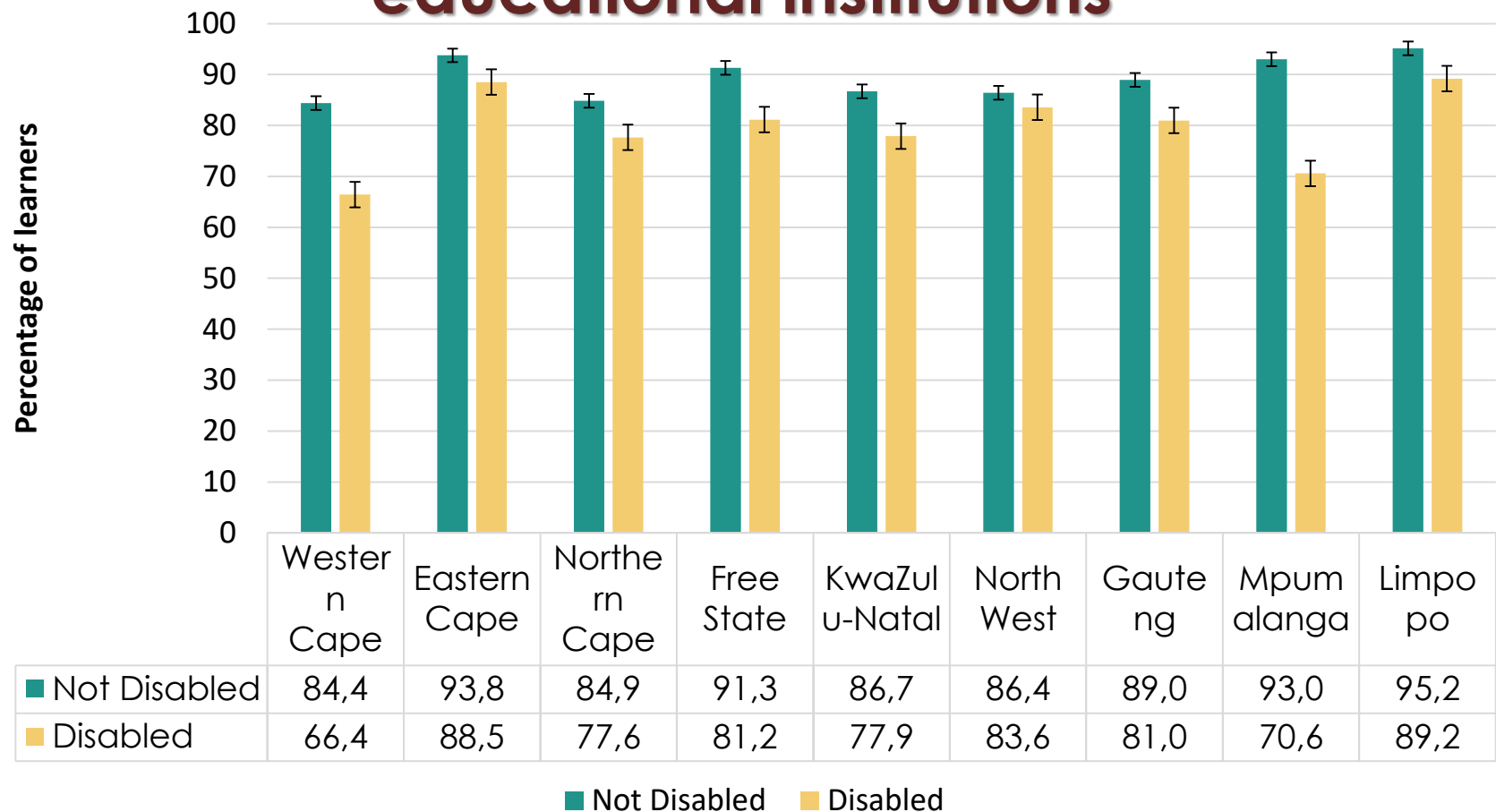


Source: EMIS, 2022

ENROLMENT OF LEARNERS WITH DISABILITIES IN PUBLIC ORDINARY SCHOOLS

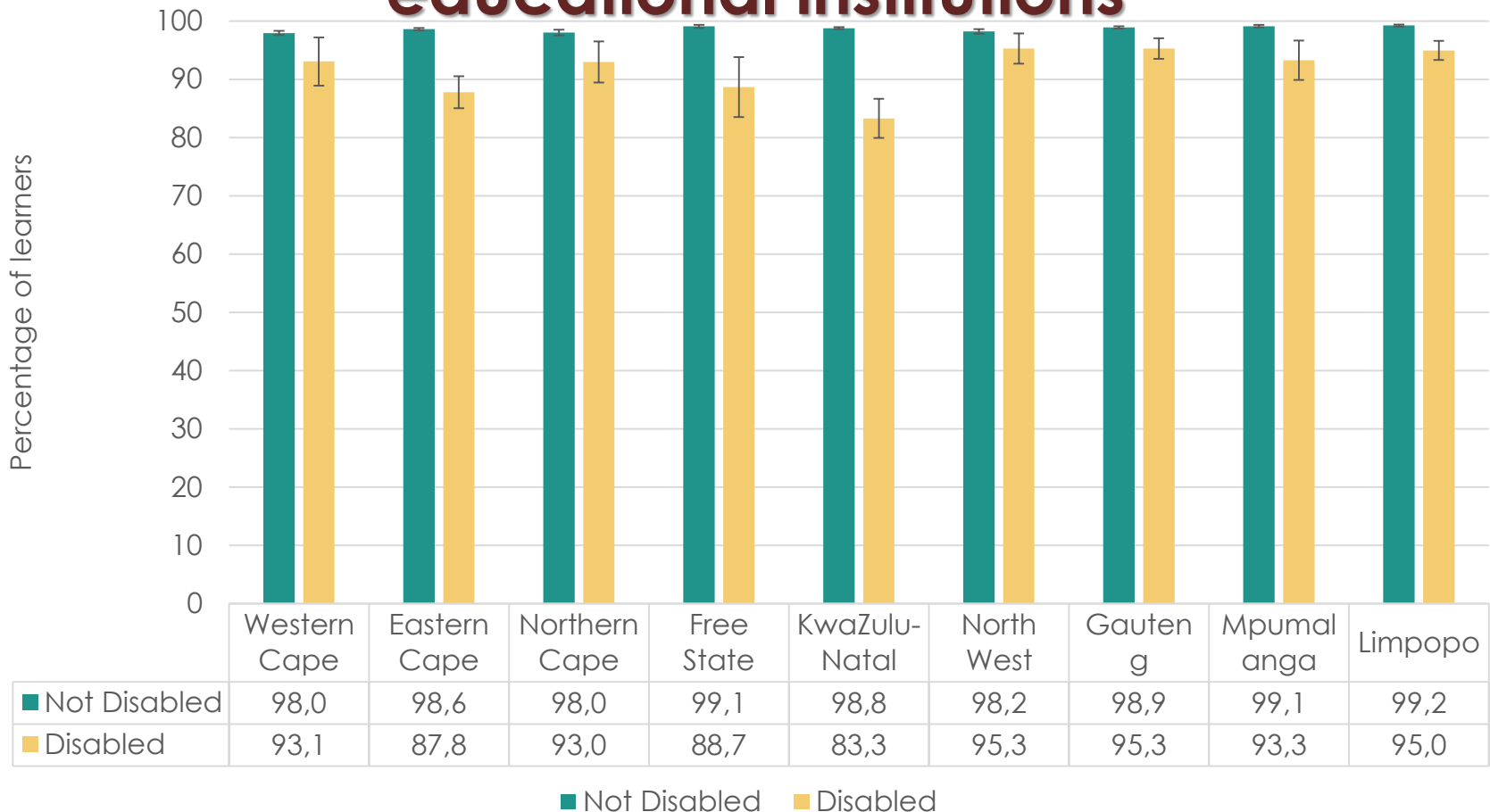
PROVINCE	NUMBER OF LEARNERS
Eastern Cape	19 506
Free State	24 548
Gauteng	40 367
KwaZulu-Natal	16 905
Limpopo	2 118
Mpumalanga	7 958
Northern Cape	1 419
North West	2 582
Western Cape	6 058
National	121 461
Source: Annual Survey for ordinary schools, 2022	

Percentage of 5 to 6-year-olds with disabilities and those without disabilities attending educational institutions



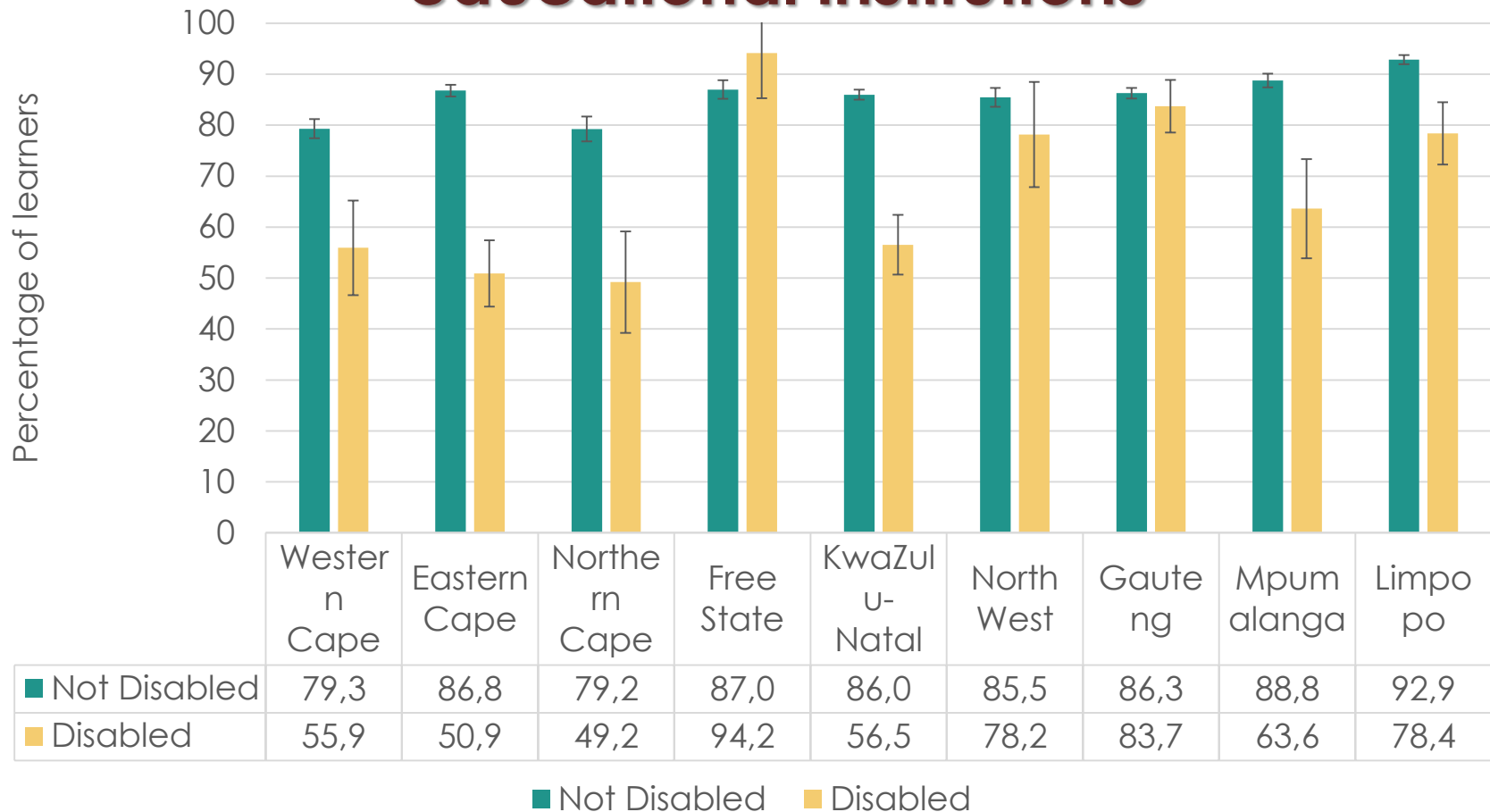
Note: Data for 2015 to 2021 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

Percentage of 7 to 15-year-olds with disabilities and those without disabilities attending educational institutions



Note: Data for 2015 to 2021 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

Percentage of 16 to 18-year-olds with disabilities and those without disabilities attending educational institutions



Note: Data for 2015 to 2021 has been pooled together to overcome small sample challenges. 95% confidence intervals shown.

KEY INTERVENTIONS TO IMPROVE EQUITABLE ACCESS TO BASIC EDUCATION



PUBLIC SPECIAL SCHOOLS FUNDING,

	APPROVED BUDGET	ADJUSTMENTS	ADJUSTED BUDGET	ACTUAL EXPENDITURE AS AT 31 DEC 2022	PROJECTED EXPENDITURE JAN 2022 - MAR 2023	TOTAL PROJECTED EXPENDITURE FOR 2022/23	PROJECTED UNDER/ (OVER)- EXPENDITURE	% SPENT AS AT DEC 2022
PROVINCES	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%
Eastern Cape	1 741 459	291 689	2 033 148	1 201 471	853 459	2 054 930	(21 782)	59,1%
Free State	958 021	49 650	1 007 671	713 179	294 492	1 007 671		70,8%
Gauteng	1 686 845		1 686 845	1 296 101	390 744	1 686 845		76,8%
KwaZulu-Natal	2 387 952	95 063	2 483 015	1 690 488	792 527	2 483 015		68,1%
Limpopo	1 315 811	170 735	1 486 546	914 713	571 833	1 486 546		61,5%
Mpumalanga	1 134 360	9 513	1 143 873	515 486	628 387	1 143 873		45,1%
Northern Cape	686 935		686 935	458 256	228 679	686 935		66,7%
North West	1 236 625		1 236 625	765 035	471 590	1 236 625		61,9%
Western Cape	1 236 077		1 236 077	1 246 567	99 359	1 345 926	(109 849)	100,8%
TOTAL	12 384 085	616 650	13 000 735	8 801 296	4 331 070	13 132 366	(131 631)	67,7%

Screening, Identification, Assessment And Support



EARLY IDENTIFICATION AND INTERVENTION

- The **National Development Plan: Vision 2030** sets quality **Early Childhood Development (ECD)** as a priority for the country to **improve quality of education** and the **long-term prospects of future generations and society** as a whole.
- In 2014, the Department of Basic Education promulgated the **Policy on Screening, Identification, Assessment and Support (SIAS)**.
- The purpose of the Policy on SIAS is 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**.



TRAINING

- To date, **178 757 teachers** (since 2015), **10 786 officials** (since 2015) and **8 727 ECD Practitioners** (since 2020) have been trained on the implementation of the Policy on SIAS.
- The focus is **now less on training** and more on the **implementation of the Policy on SIAS**.
- In order to support the principle of **early identification and intervention**, a decision has been taken for the sector to **focus on the Foundation Phase**.

SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT

- The Department of Basic Education monitors the following **key aspects of the implementation** of the Policy on Screening, Identification, Assessment and Support:
 - learners **screened**;
 - learners **identified** as experiencing barriers to learning;
 - cases **successfully resolved** by schools;
 - cases **referred** to the District-Based Support Team;
 - cases **resolved by retaining learners** in their current schools or
 - Cases **resolved by referring** them into other schools



PROGRESS IN IMPLEMENTATION

- No of learners **screened: 444 586**
- Learners **identified** as experiencing barriers to learning: **104 998**
- Cases **successfully resolved** by schools: **42 603**
- Cases **referred** to District-Based Support Team: **25 957**
- Cases successfully resolved by DBST by **retaining learners** in their schools: **21 699**
- Cases successfully resolved by DBST by **referring** them to other schools: **6 577**

Training of Teachers in Specialised Areas of Disability



TEACHERS AS KEY AGENTS OF CHANGE

- It is widely accepted that **children fall behind in school for a host of reasons**, and these often have nothing to do with an inability to learn, as the ability to learn depends on the **strength of the networks of support**.
- However, what we have learned is that **nothing matters more than teachers** in these networks of support. Teachers matter because of their **skills, knowledge, attitudes and values**.
- It is generally a known fact that most teachers **already have much of the knowledge and skills** to teach inclusively. What literature suggests they lack, is **confidence in their own competence** and, to a certain extent, **lack of appropriate training opportunities**.

TRAINING OF TEACHERS IN SPECIALISED AREAS

- One of the priorities identified for special schools has been the **improvement of teacher competencies and qualifications** in specialised areas.
- Training of teachers in specialised areas has focused on training in **Braille, SASL as LoLT, Autism and other inclusive programmes** (namely, **specific areas troubling the sector**).
- This is to ensure that inclusive education principles are translated into the benefits to learners in classrooms.
- **3 464 and 16 920** teachers were trained in **2020 and 2021 respectively**.

COURSES FOR TEACHERS

- The collaborative partnership between Department of Basic Education and Department of Higher Education and Training has led to the development of specialised university qualifications in education of learners who are/have:
 - **Deaf and hard of hearing** (University of Witwatersrand);
 - **Visually impaired** (University of Pretoria); and
 - **Neuro-developmental conditions** (University of Western Cape and University of Johannesburg).

FUNZA LUSHAKA

- It is envisaged that the Department's bursary scheme, called Funza, Lushaka will **fund all teachers who take courses in these specialised areas.**
- In terms of the Convention on the Rights of Persons with Disabilities, more teachers with disabilities must be recruited. **Students with disabilities are actively being recruited** to study teaching through the Funza Lushaka Bursary Scheme.

TEACHING FOR ALL INITIATIVE

- To this end, a **group of key stakeholders**: the University of South Africa (UNISA), British Council and MIET AFRICA with the Department of Basic Education as associate partner, came together in response to a call by the European Union to ask: “**How can we together help build a teacher development programme for Inclusion?**”.
- This led to the initiative called **Teaching For All: Mainstreaming Inclusive Education In South Africa**.
- The Teaching for All intervention aims to **strengthen the capacity of pre-service and in-service teachers** to recognise and respond effectively to the educational needs of children, thereby contributing to a **more effective inclusive education system**.

TEACHING FOR ALL INITIATIVE

- The **key deliverables** of the Teaching for All initiatives are:
 - A comprehensive and collaborative **research report** on *The State of Inclusive Education in South Africa and the Implications for Teacher Development Programmes*, which was published in 2018.
 - A **24-credit NQF Level 6 module** and materials for **Bachelor of Education and Postgraduate Certificate in Education** programmes.
 - **Short courses and support materials** for continuing professional development (CPTD) endorsed by the South African Council for Educators (SACE).
- The initiative is currently being piloted in schools in the Western Cape to **train and equip teachers with the necessary skills.**

Designation, Conversion and Resourcing of Full-service Schools



DESIGNATION, CONVERSION AND RESOURCING OF FULL-SERVICE SCHOOLS

- The **designation and phased conversion of mainstream schools to full-service** school is one of the key strategies in the development of a single, inclusive system of education.
- Education White Paper 6 targeted the conversion and designation of **500 schools** as full-service schools in **30 education districts**.
- However, by the end of 2018, provincial education departments (PEDs) had already designated **813 public ordinary schools** into full-service schools.
- This has **exceeded the sector target** of 624 full-service schools for 2018 **by 26,4%**.

DESIGNATION, CONVERSION AND RESOURCING OF FULL-SERVICE SCHOOLS

- However, in performing the education sector audit on full-service schools (FSS), the Auditor-General of South Africa (AGSA) identified several **shortcomings and weaknesses**.
- To address the identified **weaknesses and shortcomings**, the DBE has issued **Circular S4 of 2019** to guide provincial education departments to undertake the following remedial actions:
 - **Assessing the situation** at the designated schools to establish the extent of functionality;
 - **Developing a clear** roadmap of what needs to be done by whom and by when to ensure designated schools are functional, which must include **outreach services** and linking the school with a special school as resource centre, where possible;

DESIGNATION, CONVERSION AND RESOURCING OF FULL-SERVICE SCHOOLS

- Providing **once-off funding to improve accessibility** at the designated school, including the improvement of infrastructure;
- Developing and implementing a **support programme** for the designated school in line with the different services the schools are expected to provide.
- Implementing monitoring and support services to ensure that the school **functions as a full-service school**.
- In addition to the above, a **task team** was established by the Interprovincial Meeting on Inclusive Education to develop **standard operating procedures** to guide the designation, conversion and resourcing of full-service schools

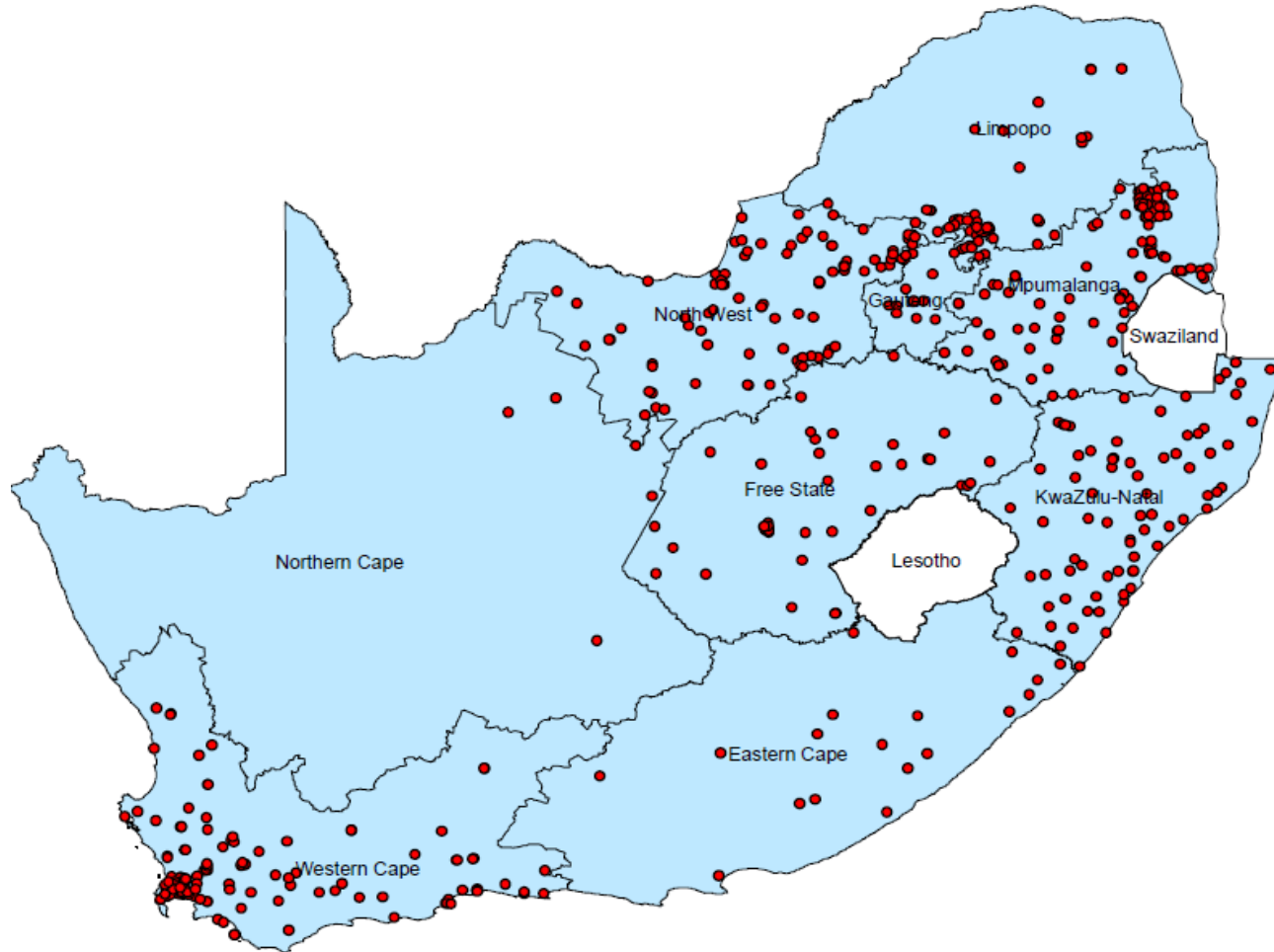
DESIGNATION, CONVERSION AND RESOURCING OF FULL-SERVICE SCHOOLS

- The document **provides guidance** on the **designation, conversion** and **support** of full-service schools in the basic education sector, especially at district level.
- Following the Auditor-General's recommendation to assess the functionality of full-service schools, **656 have been assessed** and **186 support programmes provided** as part of capacity building.
- **598** full-service schools have been provided with **appropriate and proper toilets**.
- Out of 656, **267 full-service schools have initiated outreach programmes** to support other public ordinary schools

NUMBER OF FULL-SERVICE SCHOOLS PER PROVINCE

PROVINCE	DESIGNATED SCHOOLS
Eastern Cape	62
Free State	27
Gauteng	48
KwaZulu-Natal	102
Limpopo	25
Mpumalanga	125
Northern Cape	26
North West	230
Western Cape	168
Total	813

DISTRIBUTION OF FULL-SERVICE SCHOOLS



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Strengthening the Capacity of Special Schools



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WHITE PAPER ON E-EDUCATION

- The **White Paper on e-Education** (2004) calls for the development of Guidelines for Schools Information and Communication Technology (ICT) Hardware and Software Specifications.
- The DBE places a strong emphasis on e-Education, which is further given expression through the Action Plan to 2019: Towards the Realisation of Schooling 2030, the Department's long-term strategy to achieve **quality education**.
- The Department of Education published **Guidelines for Schools ICT Hardware and Software** in 2008.

WHITE PAPER ON E-EDUCATION

- The *Action Plan* highlights the need for **teachers to be computer-literate** and ensure that our learners have improved access to **a wide range of media**, including computers that will enrich their education.
- In adherence to the DBE's commitment to the implementation of inclusive education, these guidelines contain a section on the selection, **procurement, maintenance** and **management** of assistive technology for learners with disabilities and other specialised support needs.
- The section in the guidelines discusses the **ICT needs of learners with disabilities** within a range of domains and levels of functioning.

PROVISION OF ICTs AND OTHER ASSISTIVE TECHNOLOGIES TO SPECIAL SCHOOLS

- The DBE aims to **provide access and reasonable accommodation** for all learners with disabilities through the effective **provisioning and integration of ICTs to teaching and learning** and other assistive technologies or facilities particular to their specific needs.
- This process was achieved in **collaboration with various disability stakeholders suppliers and Provincial officials.**
- The development of the guidelines is imperative as it informs the **rollout of hardware required** by special schools, which is provided in partnership with Independent Communication Association of South Africa (ICASA), Department of Telecommunication and Postal Services, under the aegis of the Universal Services and Access Obligations project (USAO).
- All **447 special schools** are being **provided** with a **standard package of technology** that will be **adapted to the unique needs** of the learners in the school.

PROVISION OF ASSISTIVE DEVICES, ICTS AND CONNECTIVITY THROUGH THE UNIVERSAL SERVICE ACCESS OBLIGATION (USAO)

NETWORK OPERATORS	NUMBER OF SCHOOLS ALLOCATED AND THE PROGRESS ON PILOT SCHOOL		
	NUMBER OF SPECIAL SCHOOLS	NAME OF PILOTED SCHOOL AND PROVINCE completed in 2018-2019	NO. OF SCHOOLS COMPLETED 2020-2022
MTN	140	Helen Franz for Physical disability (LP)	96
Cell-C	140	Silindokuhle – SID/Deaf and Blinds (Multi Disabled) (MP)	5
Vodacom	140	St Thomas School for the Deaf (EC)	140
Liquid Telcoms/Neotel	140	Bartimea school for the Deaf and Blind (FS)	42



DESIGNATED SPECIAL SCHOOLS AS RESOURCE CENTRES, 2022/23

PROVINCE	% SPECIAL SCHOOLS RESOURCE CENTRES
EC	52%
FS	54%
GT	16%
KZN	30.6%
LP	29%
MP	66%
NC	100%
NW	12.5%
WC	38%
Total	108

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Provision of Learning and Support Materials to Learners with Disabilities



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PROVISIONING OF BRAILLE TEXTBOOKS

- In 2021, the DBE purchased over **26 master-copies of Braille and Large Print** language textbooks from Pioneer printers and Blind SA service providers.
- These resources **were uploaded on the DBE website for schools** to download and/or reproduce/print for learners with visually impairment.
- Subsequently, the **link was forwarded to provinces.**

PROVISIONING OF BRAILLE TEXTBOOKS

- For the past six (6) years, the Department has provided the following Braille workbooks:
 - Grades R volumes 1-4 Braille workbooks in 11 African languages;
 - Grades 1-6 Home Language volume 1 and 2 Braille workbooks in 11 African languages;
 - Grades 1-3 Mathematics Braille workbooks volume 1 and 2 in 11 African languages;
 - Grades 4-9 Mathematics Braille workbooks volume 1 and 2 in English and Afrikaans; Grades 1-6 Toolkits in all 11 African languages; and
 - Grades 1-3 Life Skills Book 1 workbooks in 11 African languages.
 - Life Skills Book 1 workbooks in 11 African languages.
 - All Braille workbooks provided are accompanied by Teachers' Guides
- The Braille textbooks are procured by provinces directly from the Pioneer Printers and Braille Services.

MINISTERIAL ADVISORY COMMITTEE

- The first meeting of the **Advisory Committee on Provisioning for Learners with Visual Impairments** was held on **23 March 2017**.
- The **terms of reference** guide the work of the Committee, and entail:
 - **Identifying challenges** related to the education of learners with visual impairment and **advise on mediation, best practices, and resources;**
 - **Advising on ongoing development, printing and delivery of LTSM**, including assistive technology and devices; and
 - **Advising on training programmes** and resource toolkits to capacitate educators, teacher aides and school support staff to **achieve excellence in the field of visual impairment**

PROVISION OF BRAILLE TECHNOLOGY PER SCHOOL

	NAME OF SCHOOL	PROCURED TECHNOLOGY
EC	Efata	Perkins brailers; Braille Ring Binder; Rolls Dynamo Type; Measuring instruments; Talking calculator; Handheld magnifying glasses; Braille labellers; Tracing wheels; Braille embosser Duxbury, Braille 200, board marker and computer programmes, joysticks, Trigger Switches, click n type, laptops, jaws
	Khanyisa	Perkins Brailers; Braille Ring Binder; Rolls Dynamo Type; Measuring instruments; Talking calculator; Handheld magnifying glasses; Braille labellers; Tracing wheels; Braille embosser Duxbery, Braillo 200, board marker and computer programmes, joysticks, Trigger Switches
	Zamokuhle	Perkins Brailers; Braille Ring Binder; Rolls Dynamo Type; Measuring instruments; Talking calculator; Handheld magnifying glasses; Braille labellers; Tracing wheels; Braille embosser Duxbery, Braillo 200, board marker and computer programmes, joysticks, Trigger Switches

PROVISION OF BRAILLE TECHNOLOGY PER SCHOOL

	NAME OF SCHOOL	PROCURED TECHNOLOGY
FS	Bartimea	30 Perkins Braille Machines; Medium Volume Braille Embosser; Graphic Embosser; Desk Magnifier; Computer memory upgrade and Dolphin Super Nova site License; Screen reading software (Super Nova access suite); 5 Computers with built in jaws for totally blind learners; 5 computers with build zoom text for learners with low vision
	Thiboloha	30 Perkins Braille Machines; Board marker computer programme; Desk top magnifier; Graphic Embosser; Desk Magnifier; Computer memory upgrade Dolphin Super Nova site License; 10 Computers with built in jaws for totally blind learners

PROVISION OF BRAILLE TECHNOLOGY PER SCHOOL

	NAME OF SCHOOL	PROCURED TECHNOLOGY
GT	Sibonile	Eye Pal Solo; Braille Note Apex 18; Prodigy Desktop 20; Graphical Braille Embosser; Monitor 10.00; Lumens, Document Camera; LCD, Projector; Braille Note Apex 18; Prodigy Desktop 20
	Prinshof	Braille Note Apex 32; Eye Pal Solo; A3 Epson Scanner; Jaws; Talking Scientific Calculator; Perkins Brailleurs
	Filadelfia	Braille Note Apex 18; Eye Pal Solo; Victor Reader New Stream 2nd Generation; Prodigy Desktop 20; Braille Note Apex 32 BT; Duxbury Braille Translator; Epson D700 A3 Scanner; Dolphin Easy Converter

PROVISION OF BRAILLE TECHNOLOGY PER SCHOOL

	NAME OF SCHOOL	PROCURED TECHNOLOGY
KwaZulu-Natal	Open Air; Arthur Blaxall and Ethembeni	The province has budgeted R550 000 per school for procurement of braille production equipment in each of the schools for visual impairment as well as schools that have units for visual impairment. The Province is also planning to establish Braille production units at the three schools that will produce braille for all schools in the province that admit learners with visual impairment.
Limpopo	Central procurement by PED for distribution to schools	180 Braille note Apex 188T; 150 Projectors; 151 Dell Laptops and 151e Beams; Total cost: R8 million; Budget has not yet been made available for extending Braille production capacity at Siloe and Setotolwane. Rivoni school uses Braille printing facilities at Venda University.

PROVISION OF BRAILLE TECHNOLOGY PER SCHOOL

	NAME OF SCHOOL	PROCURED TECHNOLOGY
Mpumalanga	Silindokuhle School	A budget of R2,5 m was made available; Service provider appointed to train a technician; Dedicated officials at provincial and district level to co-ordinate braille procurement and production.
Northern Cape	Re Tlameleng	The school has previously been equipped with a Braille production facility; There is no provincial budget that is dedicated for procurement of Braille; The school has to procure through their Programme 4 allocation
North West	Christiana	2x High Volume Braille Embossers; 3x Low Volume Braille; Embossers; 2x Graphics Embossers; Computer with software to operate Braille Embosser; 2x Braille Boxes; 3x Braille Printers
Western Cape	Athlone Pioneer	Apex Braille Note and iPal Solo provision to all learners according to an incremental roll-out plan.

Performance of Learners with Disabilities in the National Senior Certificate (NSC) Qualification



SOUTH AFRICAN SIGN LANGUAGE ENROLMENT

	2019	2020	2021	2022
Subject Description	Entered	Entered	Entered	Entered
South African Sign Language Home Language	100	103	128	210

NEW SUBJECTS ACHIEVEMENT

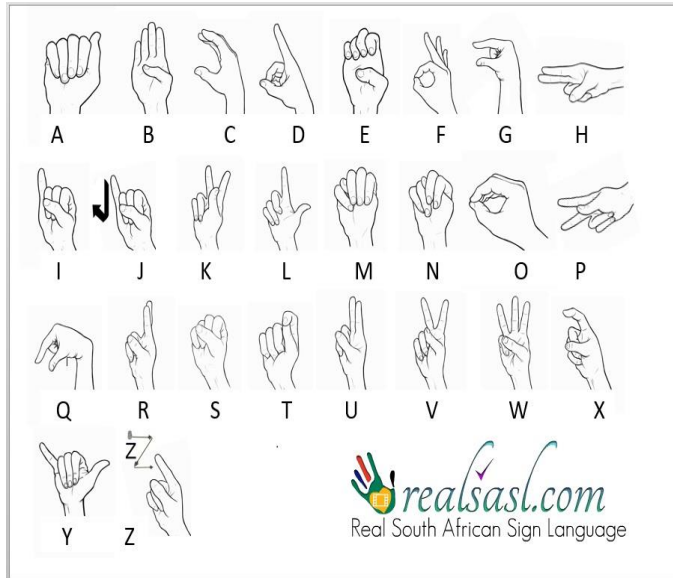
South African Sign Language (SASL) Home Language

Wrote

% Achieved

210

77.1%



ENROLMENT OF SPECIAL NEEDS LEARNERS – NSC 2021 - 2022

Province Name	2021		2022	
	Total Entered	Total Wrote	Total Entered	Total Wrote
EASTERN CAPE	130	121	192	188
FREE STATE	736	711	5	4
GAUTENG	1 048	1 000	249	242
KWAZULU-NATAL	93	92	198	193
LIMPOPO	43	43	106	96
MPUMALANGA	202	199	280	271
NORTH WEST	77	77	38	36
NORTHERN CAPE	48	45	39	39
WESTERN CAPE	112	109	25	23
NATIONAL	2 489	2 397	1 132	1 092

CONCESSIONS & ACCOMODATIONS (2022)

Province Name	2022																					Grand Total				
	99 - Other	Anxiety	Attention Deficit Disorder	Hyperactive Disorder	Autism	Blind	Cerebral Palsy	Chronic	Conduct Disorder	Deaf	Deaf-Blindness	Depression	Dyscalculia	Dysgraphia	Dyslexia	Epilepsy	Hard of Hearing	Language Disorder/Aphasia	Learning Disability	Mild Intellectual Disability	Partially Sighted		Physical Disability	Severe Intellectual Disability	Social Communication Disorder	Speech Sound Disorder
EASTERN CAPE	20	1	1	3	2	4	6			61				1	1	1	3		32	14	30	9	1	1	1	192
FREE STATE						1									3							1				5
GAUTENG	33	4	5	9	1	1	1	5	1	20		1	1	1	4	1		77	65	5	13	1				249
KWAZULU-NATAL	2	1	2	1		145				10		1			10		1		9	1	11	3	1			198
LIMPOPO	22		1	4		22	3			4				2	3				13	5	19	7	1			106
MPUMALANGA	164		19			3		2		17	1		1		24	1	2		13	1	26	6				280
NORTH WEST			1							27				4	3				1		2					38
NORTHERN CAPE	10			3	1	1		2		1			4	9		1	1	4				2				39
WESTERN CAPE	4	3	2	4				1		1				1	3			2	3					1		25
NATIONAL	255	9	31	24	4	177	10	10	1	141	1	2	10	4	57	6	8	3	152	86	93	41	4	2	1	1132

ACHIEVEMENT: 2021

Province Name	Total Entered	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	% Bachelors Achieved	Achieved Diploma	% Diploma Achieved	Achieved Higher Certificate	% Higher Certificate Achieved	Achieved NSC	Achieved Endorsed	Total Not Achieved	Total Absent	Total Incomplete
EASTERN CAPE	130	121	96	79.3%	44	36.4%	32	26.4%	18	14.9%	0	2	25	0	9
FREE STATE	736	711	589	82.8%	238	33.5%	210	29.5%	100	14.1%	0	41	122	29	25
GAUTENG	1 048	1 000	776	77.6%	323	32.3%	269	26.9%	139	13.9%	0	45	172	49	100
KWAZULU-NATAL	93	92	88	95.7%	40	43.5%	39	42.4%	9	9.8%	0	0	4	1	1
LIMPOPO	43	43	26	60.5%	13	30.2%	8	18.6%	5	11.6%	0	0	17	3	0
MPUMALANGA	202	199	166	83.4%	98	49.2%	42	21.1%	26	13.1%	0	0	33	4	3
NORTH WEST	77	77	59	76.6%	31	40.3%	11	14.3%	13	16.9%	0	4	18	0	0
NORTHERN CAPE	48	45	35	77.8%	22	48.9%	11	24.4%	2	4.4%	0	0	10	3	3
WESTERN CAPE	112	109	102	93.6%	70	64.2%	14	12.8%	2	1.8%	0	16	6	3	4
NATIONAL	2 489	2 397	1 937	80.8%	879	42.1%	636	24.1%	314	11.2%	0	108	407	92	145

ACHIEVEMENT: 2022

Province Name	Total Entered	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	% Bachelors Achieved	Achieved Diploma	% Diploma Achieved	Achieved Higher Certificate	% Higher Certificate Achieved	Achieved NSC	Achieved Endorsed	Total Not Achieved	Total Absent	Total Incomplete
EASTERN CAPE	192	188	121	64.4%	55	29.3%	50	26.6%	16	8.5%	0	0	67	5	4
FREE STATE	5	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	4	0	1	1
GAUTENG	249	242	234	96.7%	90	37.2%	54	22.3%	16	6.6%	0	74	8	3	7
KWAZULU-NATAL	198	193	166	86.0%	83	43.0%	51	26.4%	32	16.6%	0	0	27	5	5
LIMPOPO	106	96	84	87.5%	48	50.0%	26	27.1%	10	10.4%	0	0	12	9	10
MPUMALANGA	280	271	222	81.9%	124	45.8%	67	24.7%	31	11.4%	0	0	49	9	9
NORTH WEST	38	36	9	25.0%	3	8.3%	6	16.7%	0	0.0%	0	0	27	2	2
NORTHERN CAPE	39	39	34	87.2%	20	51.3%	10	25.6%	3	7.7%	0	1	5	0	0
WESTERN CAPE	25	23	19	82.6%	16	69.6%	0	0.0%	0	0.0%	0	3	0	3	6
NATIONAL	1 132	1 092	893	79.0%	439	37.2%	264	18.8%	108	6.8%	0	82	195	37	44

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Learning Programme for Learners With Severe to Profound Intellectual Disabilities



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CURRICULUM FOR LEARNERS WITH INTELLECTUAL DISABILITY

TYPE	PROFOUND INTELLECTUAL DISABILITY	SEVERE INTELLECTUAL DISABILITY	MILD INTELLECTUAL DISABILITY
LP/CURRICULUM	Year 1-3 Learning Programme <ul style="list-style-type: none"> • Numeracy • Literacy • Life Skills 	Grades R-6 CAPS for 21 occupational subjects (e.g. Beauty and Nail Technology)	Year 1-4 CAPS for 22 occupational subjects

PURPOSE AND OUTPUTS

- **Purpose:** To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to children with severe to profound intellectual disabilities.
- **Outputs:**
 - Nine deputy chief education specialists appointed as provincial grant managers and 245 transversal itinerant outreach team members appointed to provide outreach services to special care centres (SCC) and targeted schools;
 - 505 special care centre data captured and managed using South African School Administration and Management System;
 - 245 transversal itinerant outreach team members, 2970 caregivers, 1928 teachers, 510 officials and 408 in-service therapists trained on the learning programme for learners with profound intellectual disability and other programmes that support the facilitation of the learning programme; and
 - 9669 children with severe to profound intellectual disability supported through a range of services.

PROGRESS: HUMAN RESOURCES

TRANVERSAL ITINERANT OUTREACH TEAM MEMBERS			
PROVINCE	TARGET	ACTUAL	VARIANCE
Eastern Cape	30	25	5
Free State	25	18	7
Gauteng	32	31	1
KwaZulu-Natal	35	34	1
Limpopo	35	31	4
Mpumalanga	30	24	6
Northern Cape	13	7	6
North West	15	10	5
Western Cape	33	29	4
Total	248	209	39



PROGRESS: HUMAN RESOURCES

GRANT MANAGERS			
PROVINCE	TARGET	ACTUAL	VARIENCE
Eastern Cape	1	1	0
Free State	1	0	1
Gauteng	1	1	0
KwaZulu-Natal	1	1	0
Limpopo	1	1	0
Mpumalanga	1	1	0
Northern Cape	1	1	0
North West	1	1	0
Western Cape	1	0	1
Total	9	7	2



PROGRESS: DATA MANAGEMENT

PEDs	SPECIAL CARE CENTRES		CAREGIVERS		LEARNERS IN SPECIAL CARE CENTRES						
	Target	Actual	Target	Actual	Target	Actual	No with PID	No with SID	No with MMID	Nos with no ID	Not yet diagnosed
EC	68	67	350	338	1413	1328	332	117	118	50	711
FS	47	47	252	238	350	621	290	146	67	3	115
GP	62	61	520	626	1403	1497	1168	188	23	1	117
KZN	60	60	250	256	830	678	183	72	61	1	361
LP	89	21	253	52	1454	306	97	87	58	0	64
MP	60	58	220	215	1040	1001	638	160	38	12	153
NC	21	19	62	47	111	216	17	5	1	0	193
NW	33	31	100	157	457	415	265	48	32	02	68
WC	65	62	580	582	1592	1588	1194	202	20	8	164
TOTAL	505	426	2587	2511	8650	7650	4184	1025	418	77	1946

PROGRESS: TRAINING

TRANSVERSAL AL ITINERANT OUTREACH TEAM MEMBERS	CAREGIVERS	TEACHERS	OFFICIALS	THERAPISTS
209	2 511	1 305	251	310



PROGRESS: OUTREACH SERVICES

OUTREACH SERVICES PROVIDED

Type of service	Number reached
Psycho-educational assessments	5 704
Children taught using the Learning Programme for Learners with Profound Intellectual Disability	4 381
Children provided with a range of therapeutic interventions	4 233
Children from SCC placed in schools	87

PROGRESS: OUTREACH SERVICES

OUTREACH SERVICES PROVIDED

Outreach services	Number reached
Special Care Centres provided with LTSM	426
Children provided with assistive devices	368
Special Care Centres with no storage space provided with storage containers	20

2022/2023 EXPENDITURE AS AT 31 JANUARY 2023

Province	Allocation	Actual Transfer – 31 Jan 2023	Actual Expenditure – 31 Jan 2023	Balance	% Spent Per Total – 31 Jan 2023
	R'000	R'000	R'000	R'000	%
EC	28 333	28 333	20 324	8 009	71,73
FS	27 125	27 125	17 719	9 406	65,23
GP	35 150	35 150	27 739	7 411	78,92
KZN	34 423	34 423	27 582	6 841	80,13
LP	34 451	24 451	24 739	9 712	71,81
MP	31 523	31 523	22 623	8 900	71,77
NC	14 068	14 068	7 544	6 524	53,63
NW	16 997	16 997	11 298	5 699	66,47
WC	33 451	33 451	24 483	8 968	73,19
Total	255 521	245 521	184 051	71 470	72,03

MTEF ALLOCATION

PROVINCE	2023/2024 ALLOCATION	2024/2025 ALLOCATION	2025/2026 ALLOCATION
	R'000	R'000	R'000
Eastern Cape	29 070	30 232	31 173
Free State	28 334	30 705	31 500
Gauteng	36 000	37 728	38 970
KwaZulu-Natal	34 534	35 524	36 750
Limpopo	34 228	35 023	36 721
Mpumalanga	31 650	32 960	34 372
Northern Cape	15 528	16 528	17 951
North West	17 000	18 000	20 244
Western Cape	34 080	35 420	36 630
Total	260 424	272 120	284 311



PROGRESS ON THE IMPLEMENTATION OF THE CONDITIONAL GRANT

- In the **absence of enabling legislation** to **transfer funds** to special care centres, the Department Basic Education (DBE) has **funded services** provided to **special care centres** through:
 - Recruitment of **specialised human resources** to support the implementation of the learning programme and provision of psycho-therapeutic intervention to LSPID in special care centres and schools;
 - Procuring **tools of trade** that will enable teams to provide the services;

PROGRESS ON THE IMPLEMENTATION OF THE CONDITIONAL GRANT

- Establishment of the **database of special care centres**;
- Provision of **LTSM** to special care centres and selected schools;
- Training of transversal itinerant outreach team members, caregivers, teachers and officials** on the implementation of the learning programme for CSPID; and
- Monitoring and supporting the implementation** the implementation of the Learning Programme for LSPD;

Curriculum and Assessment Policy Statement for Learners with Severe Intellectual Disabilities – Pilot Project



TECHNICAL TASK TEAM

- On **15 February 2019**, the Director-General approved the **establishment** of a **Technical Task Team and Critical Readers**.
- The Technical Task Team was assigned the task of ensuring that there is a **clear articulation** between the **Learning Programme** for Learners with Severe to Profound Intellectual Disability (LSPID), **CAPS Grades R-5** for Learners with SID and **other relevant pathways**.
- The Technical Task Team **aligned the 21 subjects** for CAPS Grades R-5 to the **National Curriculum Statement (NCS)** and divided them into Foundation and Intermediate Phase and **included content for Grade 6**.



SUBJECTS

- **Foundation Phase** (Grades R-3):
 - Mathematics;
 - Life Skills; and
 - Home Language.
- **Intermediate Phase** (Grades 4-6):
 - Mathematics;
 - Life Skills;
 - Home Language;
 - First Additional Language; and
 - Agricultural Studies.

SUBJECTS

- Ancillary Health Care
- Art and Crafts
- Beauty and Nail Technology
- Bricklaying and Plastering
- Consumer Studies: Food Production
- Consumer Studies: Sewing
- Hairdressing and Beauty Care
- Hospitality Studies
- Maintenance
- Motor Mechanics
- Natural Sciences
- Office Administration
- Plumbing
- Welding
- Woodworking and Timber

KEY OBSERVATIONS

- The following positive developments were noticed during monitoring and support visits:
 - Teachers were **willing to implement** the curriculum as given that such curriculum did not exist before.
 - All the teachers that attended the national training session had **started implementing the curriculum before provincial training took place** in Mpumalanga and North West.
 - **Subject advisors** (e.g. Northern Cape) had taken the responsibility to **support the implementation** of the curriculum.

KEY OBSERVATIONS

- **KwaZulu-Natal** had **developed workbooks** for use in the curriculum.
- **The following risks and threats were noticed during monitoring and support visits:**
 - There is a **shortage of qualified educators** for some subjects.
 - Although **some schools** have workshops; some are **using makeshift spaces as workshops**.
 - The successful implementation of the curriculum will **require a huge injection of resources**.

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Occupational Stream for Learners with Mild to Moderate Intellectual Disabilities



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RATIONALE

- The CAPS curriculum is predominantly focused on academic/theoretical learning, which means that it does not cater adequately for vocational, technical and occupationally oriented learning.
- This resulted in the following challenges:
 - **Limited learning choices** in the schooling system.
 - Curriculum that does not cater sufficiently respond to demands of the **Fourth Industrial Revolution**.
 - Misconceptions about the **value of post-school learning opportunities** in the Technical, Vocational and Occupational Fields.

AIM OF THE THREE STREAM MODEL

“contribute to remodeling the schooling system so that it is responsive to the needs of national development imperatives, the skills demand of employers, the needs of graduates to secure employment and self-employment, and needs of local communities”.



DEPARTURE POINT FOR THE THREE STREAM MODEL

Systemic
'joined-up'
qualifications

Inter-
institutional
arrangements

Supporting
learners on
individual
paths



UNDERSTANDINGS OF ARTICULATION

OCCUPATIONAL SUBJECTS: 24 SUBJECTS

Out	Subjects	Learner Guides Years 1 to 4	Teacher Guides Years 1 to 4	Outstanding work
1	Agricultural Studies	Complete	Complete	
2	Arts and Craft	Not Complete	Not Complete	Year 4
3	Office Administration	Complete	Complete	
4	Early Childhood Development	Complete	Complete	
5	Mechanical Tech: Motor Mechanics	Complete	Complete	
6	Mechanical Tech: Spray Painting and Body works	Complete	Complete	
7	Mechanical technology : Welding	Complete	Complete	
8	Mechanical Tech: Sheet Metal Work	Complete	Complete	
9	Electrical Tech: Electrical	Complete	Complete	
10	Civil Tech: Woodorking and Timber	Complete	Complete	
11	Civil Tech: Plumbing	Complete	Complete	
12	Civil Tech: Bricklaying and Plastering	Complete	Complete	
13	Personal Care: Hair dressing	complete	Complete	
14	Personal Care: Beauty and Nail technology	Not complete	Not Complete	Year 3 and 4
15	Personal Care: Ancillary Health care	Not complete	Not Complete	Years 2; 3 and 4
16	Service Tech: Upholstery	Complete	Complete	
17	Service Tech: Maintaince	Complete	Complete	
18	Consumer studies: Food Production	Not Complete	Not Complete	Yea1, 3 and 4
19	Consumer Studies: Sewing	complete	Complete	
20	Hospitality Studies	Not complete	Not Complete	Year 3
21	Wholesale and Retail Studies	Complete	Complete	
22	Home Languages	Not Complete	Not Complete	Year 3 and 4
23	Mathematics	Not Complete	Not Complete	Year 3 and 4
24	Life skills	Not Complete	Not Complete	Years 3 and 4
	TOTAL completed	13/24	13/24	



THE TRAINING PROCESS PLAN PROGRESS AND FUTURE PLANS

ACTIVITY	TIME - FRAMES	PROGRESS
<p>1st Workshop: the establishment and appointment of the members of the National Training Team (NTT) for the development of the CAPS Theory.</p>	<p>21 – 28 March 2022</p>	<p>Completed</p>
<p>2nd Workshop: Development of the Practical Manuals for CAPS.</p>	<p>03 – 12 April 2022</p>	<p>Completed</p>
<p>3rd Workshop: Centralised Training of the Provincial Co-ordinators and Subject Advisors on the CAPS Theory by the NTT and DBE Subject Specialists</p>	<p>26 – 01 July 2022</p>	<p>Completed</p>

AUDITING AND ALIGNMENT OF TECHNOLOGY CAPS WITH SKILLS CENTRES CURRICULUM

NAME OF SKILLS CENTRE	PROVINCE	DATE AUDITED	PROGRESS & COMMENTS
Ekurhuleni Skills Centre	Gauteng	9 – 10 May 2022	Completed. The skills centre complies with the CAPS prescripts and practical training manuals.
Mpumalanga Regional Training Trust (MRTT)	Mpumalanga	12 – 15 May 2022	Completed. The skills centre complies with the CAPS prescripts and practical training manuals.
Eastern Cape Training Center (ETC)	Port Elizabeth (Eastern Cape)	23 – 25 May 2022	Completed. The skills centre complies with the CAPS prescripts and practical training manuals.

AUDITING AND ALIGNMENT OF TECHNOLOGY CAPS WITH SKILLS CENTRES CURRICULUM

NAME OF SKILLS CENTRE	PROVINCE	DATE AUDITED	PROGRESS & COMMENTS
<p>Production Management Institute Technical (PMI)</p>	<p>Welkom (Free State)</p>	<p>26 – 27 May 2022</p>	<p>Completed. The skills centre complies with the CAPS prescripts and practical training manuals.</p>
<p>College of Cape Town Western</p>	<p>Western Cape</p>	<p>9 June 2022</p>	<p>Completed. The skills centre complies with the CAPS prescripts and practical training manuals.</p>
<p>Imperial Academy</p>	<p>Cape Town</p>	<p>10 June 2022</p>	<p>Completed. The skills centre complies with the CAPS prescripts and practical training manuals.</p>

CHALLENGES AND FUTURE PLANS

CHALLENGES	MEDIATION
<ul style="list-style-type: none"> • Lack of Subject Advisors for Occupational and Vocational subjects in provinces including Engineering Graphics and Design (EGD) in Limpopo, Mpumalanga, Free State, Eastern Cape and Northern Cape. 	<ul style="list-style-type: none"> • Limpopo, Mpumalanga, Free State, Eastern Cape and Northern Cape are encouraged to advertise the posts in districts and Head Office.
<ul style="list-style-type: none"> • Learner participation rate and school participation rate very low in the Occupational and Vocational subjects including EGD. 	<ul style="list-style-type: none"> • DBE and provinces to embark on radical Advocacy Campaign.
<ul style="list-style-type: none"> • No Digital learner support materials in the Occupational and Vocational subjects including EGD. including EGD, Technical Mathematics and Technical Sciences. 	<ul style="list-style-type: none"> • Development of Digital learner support materials in the Occupational and Vocational subjects including EGD. including EGD, Technical Mathematics and Technical Sciences.

NEXT STEPS

Activity	Time frame
<p>Radical Advocacy</p> <ul style="list-style-type: none"> • Demystify the Three Stream Model • Showcase the importance of opening up new pathways as part of supporting the attainment of the NSC. • Align the Three Stream Model to the current job landscape where technological advancement ,emerging industries, and new occupations, have fueled the fourth industrial revolution. • Provide learners, parents and community members with an understanding of what the Three Stream Model is 	Ongoing
<ul style="list-style-type: none"> • Development of CAPS for Grades 10 to 12 on Occupational and Vocational subjects for implementation from 2025. 	2023/2024 for implementation in 2024
<ul style="list-style-type: none"> • Development of LTSM including PATS for Grades 10 to 12 on Occupational and Vocational subjects for implementation in 2024. 	2023/2024 for implementation in 2024
<ul style="list-style-type: none"> • Training of teachers and subject advisors 	2023/24
<ul style="list-style-type: none"> • Development of the Grades 10 to 12 training manuals for CAPS theory and CAPS Practicals for Occupational and Vocational subjects. 	2023 for implementation in 2024

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Infrastructure in Special Schools



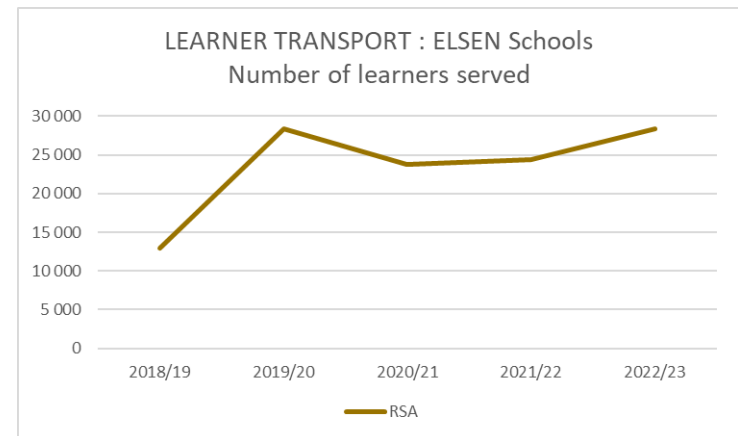
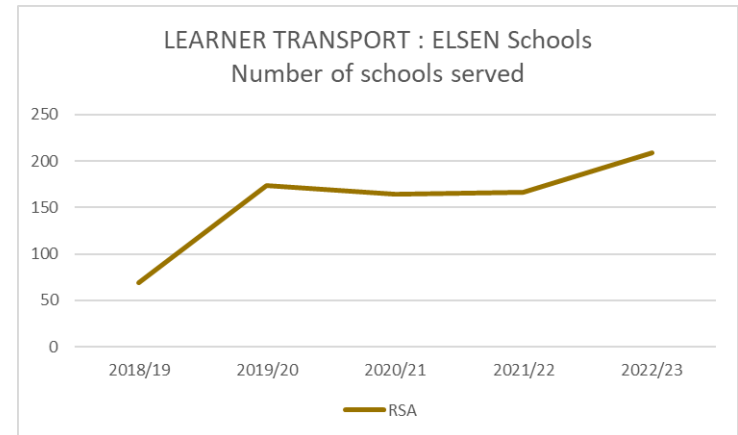
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LEARNER TRANSPORT : ELSEN SCHOOLS (OVERVIEW)

1. The number of ELSEN schools served with learner transport increased from 69 in 2018/19 to 209 in 2022/23.
2. The number of ELSEN learners benefitting from learner transport increased from 12 923 in 2018/19 to 28 418 in 2022/23.



LEARNER TRANSPORT : ELSEN SCHOOLS (DETAIL)

Province	2018/19		2019/20		2020/21		2021/22		2022/23	
	Number of schools served	Number of learners served	Number of schools targeted	Number of learners targeted	Number of schools served	Number of learners served	Number of schools served	Number of learners served	Number of schools served	Number of learners served
Eastern Cape	4	968	6	1 411	9	1 951	11	2 601	23	2 680
Free State	5	1 618	5	1 618	4	1 220	6	1 220	4	1 322
Gauteng	4	976	33	8 356	22	4 604	24	4 778	39	5 754
KwaZulu Natal	0	0	74	6 926	74	5 783	75	7 919	75	7 532
Limpopo	2	266	2	164	2	163	2	245	3	257
Mpumalanga	4	800	4	840	4	1 004	4	1 004	5	1 004
Northern Cape	2	93	1	102	1	96	1	41	5	508
North West	0	0	1	13	0	0	1	9	3	117
Western Cape	48	8 202	48	8 991	48	8 991	42	6 621	52	9 244
RSA	69	12 923	174	28 421	164	23 812	166	24 438	209	28 418



PROVINCIAL CAPITAL PROJECTS

1. There are 91 infrastructure projects at ELSEN schools in 2022/23.
2. Of these, 20 have already progressed to completion.
3. A further 22 are in construction.

Province	No of ELSEN Projects	Initiation (Stage 1)	Concept (Stage 2)	Design Development (Stage 3)	Design Document (Stage 4)	Works (Stage 5)				Handover (Stage 6)	Close-out (Stage 7)
						0 - 25 %	26 - 50 %	51 - 75 %	76 - 99 %		
EC	14	3	0	0	1	1	3	0	1	3	2
FS	6	0	0	1	1	2	0	2	0	0	0
GP	22	5	4	3	0	2	2	1	0	1	4
KZN	7	0	0	3	0	0	0	3	1	0	0
LP	9	1	2	1	2	0	1	1	0	1	0
MP	4	0	0	1	2	0	0	0	0	0	1
NW	6	2	1	2	0	0	0	0	0	0	1
NC	8	2	3	1	1	0	0	0	0	1	0
WC	15	0	2	1	4			1	1	6	0
Total	91	13	12	13	11	5	6	8	3	12	8

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MINIMUM UNIFORM NORMS & STANDARDS FOR SCHOOL INFRASTRUCTURE

1. The minimum uniform norms & standards for school infrastructure require at least 1 toilet for disabled users per school.
2. Under the ASIDI programme, 1 052 schools have been served with appropriate sanitation.
3. Under the SAFE programme, a further 2 472 schools have been served with appropriate sanitation.

PRIMARY SCHOOLS															
Enrolment range	Enrolment range per gender	Girls' toilets	Girls' basins	Boys' toilets	Boys' urinals	Boys' basins	Unisex Grade R Toilets	Grade R basins	Unisex Disabled toilets & basins	Female staff toilets	Female staff basins	Male staff toilet	Male staff urinals	Male staff basins	Total toilets
0 - 25	0 - 13	2	1	1	1	1	0	0	1*	0	0	1	0	0	6
26 - 65	13 - 33	2	1	1	1	1	0	0	1*	0	0	1	0	0	6
66 - 134	33 - 67	3	2	1	2	1	2	1	1	1	1	1	0	1	11
135 - 310	68 - 155	6	4	2	4	2	3	2	1	2	1	1	1	1	20
311 - 620	156 - 310	8	6	4	4	2	4	3	1	2	1	1	1	1	25
621 - 930	311 - 465	10	6	4	6	3	5	3	2	3	2	1	2	2	33
931 - 1240	466 - 620	12	8	6	6	4	5	3	2	3	2	1	2	2	37

SECONDARY SCHOOLS															
Enrolment range	Enrolment range per gender	Girls' toilets	Girls' basins	Boys' toilets	Boys' urinals	Boys' basins	Unisex Disabled toilets & basins	Female staff toilets	Female staff basins	Male staff toilet	Male staff urinals	Male staff basins	Total toilets		
0 - 100	0 - 50	2	1	1	1	1	1	0	0	1	0	0	6		
101 - 200	51 - 100	4	2	2	2	2	1	1	1	1	0	1	11		
201 - 400	101 - 200	6	4	2	4	2	1	2	1	1	1	1	17		
401 - 600	201 - 300	8	6	4	4	3	1	2	1	1	1	1	21		
601 - 800	301 - 400	10	6	4	6	3	1	2	1	1	1	1	25		
800 - 1000	401 - 501	12	8	4	6	3	2	3	2	1	2	2	30		
1001 - 1200	501 - 600	14	8	6	6	4	2	3	2	1	2	2	34		

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Stakeholder Engagements



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NATIONAL SUMMIT ON DISABILITY AND EDUCATION

- The **Department of Basic Education**, in collaboration with the **Department of Women, Youth and Persons with Disabilities**, hosted a National Summit on Disability and Education.
- The purpose of the summit was two-fold:
 - **Acknowledge progress made** and **unpack the barriers** to the implementation of inclusive education; and
 - Contribute to the **ways of addressing the gaps** that still exist in order to take inclusive education forward

NATIONAL SUMMIT ON DISABILITY AND EDUCATION

- The Summit **approximately 150 persons**, including the Presidential Working Group on Disability, organisations representing persons with disabilities, specialists in inclusive education and provincial education departments.
- The **Summit made recommendations** that the Department of Basic Education, in collaboration with Provincial Education Departments are implementing.

DIRECTOR-GENERAL'S MEETINGS WITH DISABILITY STAKEHOLDERS

- The Director-General has initiated **regular meetings with disability and other stakeholders** to open a space for reporting and engaging on **key issues regarding the work of the sector**.
- Three such engagement meetings have been held with the disability stakeholders: **13 September 2021; 15 August 2022; 24 October 2022**.
- During these meetings, the Department of Basic Education **presents on a range of key functions and areas** affecting access for learners with disabilities.
- There is a plan to **host two such meetings annually**.



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Monitoring of the Implementation of Inclusive Education



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METHODOLOGY AND DESIGN

- In 2017, the Department of Basic Education **initiated oversight visits to assess the state of inclusive education** in the sector.
- Four institutions are sampled from **two districts from each province**, namely:
 - Special care centre;
 - Special school;
 - Full-service school; and
 - Public ordinary.
- The rationale for sampling in this way is driven by the desire to instil in the system the idea that **every learner matters and that no child must be left behind.**
- The oversight visits are conducted over a **three-day period** in each province.

METHODOLOGY AND DESIGN

- In each instance, the **Province and District make a presentation** on the state of the implementation of inclusive education in the province and district.
- This is followed by **visits to individual schools/institutions**, where a presentation is made and interrogated.
- This is punctuated by a **debriefing and way forward session**, which is attended by provincial and district officials and Department of Basic Education.
- **Reports** on the oversight visits are sent to provincial heads of departments for intervention.



PROGRESS

TYPE OF INSTITUTION	NUMBER MONITORED
Public ordinary schools	20
Full-service schools	20
Special schools	20
Special care centres	30
TOTAL	90

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Challenges and Mitigation Strategies



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CHALLENGES AND MITIGATIONS

CHALLENGES	MITIGATION STRATEGIES
<p>The Conditional Grant on Learners with Severe Profound Intellectual Disabilities has not adequately addressed the placement of learners in public schools.</p>	<ul style="list-style-type: none"> • Circular to Provincial Education Department in respect of the placement of learners from special care centres to schools. • Strengthen oversight and support mechanisms to ensure efficiency.
<p>Inadequate support for learners experiencing barriers to learning.</p>	<ul style="list-style-type: none"> • Strengthen district-based support for teachers. • Strengthen training of teachers in specialised areas. • Strengthen capacity of special schools, District- and School-based Support Team, including School Management Teams.
<p>Access to curriculum offerings which can cater for the diverse learning needs of learners</p>	<ul style="list-style-type: none"> • Rigorous implementation of the Occupational Curriculum once approved by Umalusi. • Strengthen the capacity of schools to take more learners pursuing occupational route • Collaborate with Department of Higher Education and Training and South African Council for Educators to align teacher training and teaching profession with developments.

CHALLENGES AND MITIGATIONS

CHALLENGES	MITIGATION STRATEGIES
Increasing incidence of disability, especially Autism Spectrum Disorder.	Collaborate with the Department of Health and other relevant government departments to investigate and respond to the phenomenon.
Inclusive education is not understood as a mechanism to improve access to quality of education for all.	Mainstream the implementation of Education White Paper 6 to strengthen the system as a whole, rather than full-service schools and special schools.
Constrained fiscal environment impacting programme delivery, monitoring and support.	<ul style="list-style-type: none"> • Address inefficiencies in the system to ensure maximum utilisation of available resources. • Explore alternative sources and models of resourcing.
Infrastructure provisioning not where we want to be.	Consolidate current provision and explore alternative models to expand services.
Inadequate collaboration with key stakeholders in the sector.	Continue to consolidate collaboration and partnerships with key stakeholders in the sector – regularise engagements with key stakeholders.

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Key Priorities for the Coming Period



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KEY PRIORITIES INTO THE FUTURE

- **Institutionalisation of Policy on Screening, Identification, Assessment and Support** as a mechanism for early identification and intervention.
- **Mobilising and placing out-of-school children with disabilities** to ensure that they access to adequate public education.
- Preparing the system for **implementation of the occupational programmes.**
- **Strengthening the capacity of support system** to ensure effective implementation.
- Strengthen **collaboration with relevant government departments and key stakeholders** in the sector.
- Rigorous **advocacy and communication.**
- Review of **Education White Paper 6.**

RECOMMENDATION

It is recommended that the Portfolio Committee on Social Development discusses and considers the report on the programmes and services for children with disabilities.

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Thank you!

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