**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 3001**

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**INTERNAL QUESTION PAPER: 33/2018**

**3001. Ms H S Boshoff (DA) to ask the Minister of Basic Education:**

**(1) With reference to her department’s presentation on the progress of the implementation of the Curriculum Assessment Policy Statement (CAPS) for SA Sign Language (SASL), Grades R-12, presented to the Portfolio Committee on Basic Education on 12 September 2018, and with reference to slide 10 of the presentation, (a) is there a full-time dedicated Chief Education Specialist with experience of the education of deaf learners in the employment of her department and (b) what are the qualification of the specified specialist;**

**(2) how many provincial education departments (a) have dedicated Chief Education Specialists with previous experience of the education of deaf learners and (b) where are they based;**

**(3) with reference to slide 10 of the presentation, has she found that the duration of the training of teachers is sufficient to prepare them for the implementation of CAPS for SASL; if not, what is the position in this regard; if so, what are the relevant details? NW3315E**

**Response**

(1) (a) There is currently no full-time Chief Education Specialist at the Department of Basic Education (DBE) responsible for schools for the Deaf. The Project Manager for the implementation of *SA Sign Language*(SASL) is fulfilling this role and supporting schools for the Deaf. She has 11 years experience of the education of Deaf learners as well as 8 years experience in managing curriculum adaptations in schools for the Deaf.

(b) The project manager has the following qualifications:

* B.Ed. Hon: Support teaching; and
* MEd: Psychology of Education – Alternative and adaptive methods of assessment for learners with barriers.

(2) (a) and (b) None

(3) The duration of the training of teachers is sufficient to prepare them for the implementation of CAPS for SASL.

The training conducted by DBE focused on the SASL CAPS as well as the basic skills that teachers and Deaf Teacher Assistants need to teach in the implementing Grades. The training conducted to the first group of Foundation Phase teachers was more elementary to align with the curriculum in that phase, while the training offered to the higher grades, increased in terms of depth and scope. The teaching and assessment of the four key skills were emphasised, namely, Observing and Signing, Visual Reading and Viewing (literature), Recording and Language Structure and Use.