



Introducing Inclusive Education: Achievements and challenges

Presentation to Portfolio Committee
20 May 2008



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

Defining Inclusive Education

- South African policy broadly defines Inclusion as referring to processes of increasing participation for all learners and reducing exclusion from local sites of learning;
- It moves from the premise that all learners can learn but may need different levels of support that have to be catered for;
- Sets the framework for the creation/development of enabling education structures, systems and methodologies
- Acknowledges and respects difference – age, gender, ethnicity, language, class, disability etc.

In the Aftermath of Apartheid

- Glaring inequality in all sections of education but especially for learners with physical disabilities;
- There were parallel systems of 'special' and ordinary education which benefited mostly urban and white children;
- Learners with disabilities in rural areas still have little or no access to education;
- An estimated 288,000 disabled children of compulsory school going age are estimated to be out of school;
- Existing Special Schools sitting with long waiting lists (limited learner spaces).

Policy Implementation Agenda 2001 - 2009

Within White Paper 6 **six key strategies and levers** were identified for establishing an inclusive education and training system:

- Within mainstream schools, identifying and converting approximately 500 of the approximately 27,000 schools into full service schools (starting with primary schools);
- The general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and assist in the early identification of disabilities for support and intervention in the Foundation Phase;
- The mobilisation of the approximately 280,000 disabled children and youth outside of the school system.

Policy Implementation Agenda 2001 - 2009

six key strategies and levers (cont.) :

- The qualitative improvement of special schools into quality centers of learning as well as their conversion to resource centres;
- The establishment of district-based support teams to provide a co-ordinated professional support service (working in collaboration with Special Schools where appropriate);
- The development and implementation of a national advocacy and information programme in support of the inclusion model focusing on the roles, responsibilities and rights of learners, educators, parents and local communities, highlighting the key programmes in the various institutions and reporting on progress.

Implementing the policy: context and key challenges

- Implementation occurs in the face of
 - a concerning lack of **adequate** and **appropriate** support for learners with disabilities across the system (mainstream and special schools);
 - **Inadequate funding** of support to schools which include learners with disabilities and **inequitable** funding where it exists, both within and between provinces;
 - Unacceptably poor conditions of Special Schools particularly those serving the poor and rural, as well as shortage of adequately trained personnel;
 - Lack of appropriate resources and assistive devices for learners;
 - No clear system to place learners in Special Schools;

Systemic problems



Over crowding and lack of resources



Deep rural areas – no access to special schools or support services unless in closest local school

Some Designated Full Service Schools

**Kwa Qonda
in the
Eastern
Cape**



**Poor basic infra-structure – wiping
out backlog in building of new schools**

Mokgalabye in Limpopo being rebuilt as a Full-Service School



Inclusion in an urban advantaged school



**Quality education, well-resourced –
main challenges are attitudes towards
difference**

Special Schools: Envisaged Role

Within the Inclusive Education Framework
(White Paper 6)

- Provide high level support
- Act as **Resource Centre** to provide support for neighbouring schools in the local community, district, region.

Data Extracted From Audit 2002 and Ed Stats 2005

Province		No of special schools	No of learners (special)	No of Educators (special)
Gauteng		108 (96)	33 707	2 379
Western Cape		80	14 927	1 540
KwaZulu-Natal		62 (63)	10 578	902
Eastern Cape		42 (43)	8 521	842
North West		40	3 957	374
Limpopo		25 (23)	6 659	518
Free State		20	5 020	430
Mpumalanga		18	3 218	164
Northern Cape		9 (8)	1 278	145
TOTAL		404	87 865	7 294

Audit Report 2004: key findings on special schools

- **assessment and admission procedures** – discriminatory, inappropriate, no uniform policy
- Serious **physical and material neglect and lack of transport**
- **Staffing**
 - Inadequate preparation
 - Incomplete data on teacher qualifications and specialisations
 - Staff establishments outdated or not finalised (too many volunteers and lack of assistants)
 - 931 health professionals – should be one health professional to 88 learners,
 - Lack of classroom support – teacher aides, classroom assistants, therapeutic interventions
- **Physical and sexual abuse** often related to shortage of **hostel** staff, security (813 reported cases over a 3 year period)
- **Poor quality of teaching and learning;**

Progress to date: establishing full-service schools

- Pilot conversion of 30 strategically placed schools into full-service. Through **financial support from Finnish government** of R38 830, 10 schools are due for completion in 2008 and an additional 20 in 2009.
- Put in place a screening, identification, assessment and support system to appropriately place and support learners. SIAS document being piloted this year in special and operational full-service schools and 2000 teachers trained on its usage through **Swedish funding** of R 16 095 in 2007/08

Special schools

- Approach to special schools:
 - Centering the creation of quality hostel and learning environments for children through provision of highly needed resources and assistive devices (R9m tender awarded to benefit 26 Special schools and 12 Full-service schools in 2008, serving approximately 1 200 learners).
 - Training teachers in Special Schools in Braille, Sign Language and SIAS;
 - Prioritising the 135 schools identified through 2002(2004) audit as most neglected schools through provincial budgets to address the most urgent needs.

Dealing with findings of the Audit: Free State

- Boitumelong Special School Motheo District has been upgraded (Short-term solution) with the building of 3 classrooms and mobile toilets - R5m
- Rosehof and Jimmy Roos Special Schools have received maintenance services amounting to R350 000

Dealing with findings of the audit: Gauteng

- ⑩ No evidence that the 20 schools identified in the Audit have to date received the attention they should have, however
- ⑩ All schools including LSEN schools were audited in the NEIMS in 2007 & the budget statement (2008/9) for Gauteng, in line with the approved infrastructure plan

Dealing with findings of the audit :

North West

- Backlogs in special schools are being addressed over a three year period 2006/07 -2008/09
 - Total improvements for 2007/8 to the value of R13,841,300 (infra-structural spending was R5,739,000)
 - In 2007/8 renovations took place at: Rekgonne Bapo; Iteko; Oom Paul; Reoleboge; Christiana
 - A new building is being provided for Bophelong
 - 5 of the 34 special schools in NW have been earmarked for mergers: Folang; Lekgetho; DP Moloto; Resomaretswe; Tomo
 - 17 schools received 13-seater buses & a further 13 schools will receive buses in 2008/9
 - All special schools received scholar transport subsidies and assistive devices in 2007/8

Dealing with findings of the audit: Limpopo

- R13 626 000.00 was spent in 2007/8 on material resources, incl kitchen and bedding requirements, and LTSM in the following schools:
 - Bana-Ba-Thari; Benedict and Hope; Tsoga-O-Itirele ; Helen Franz ; Mahlasedi; Ratanang; Setotolwane; Bosele; Ipelegeng; Letaba; Pfunanani ; Yingisani; Grace and Love; Tshilidzini
- DoE and Premier of Limpopo provided funds for renovations to Letaba School in 2007/8
- De Beers mining company, in collaboration with the Limpopo Department of Education, building classrooms and hostels for Ratanang special school

Dealing with findings of the audit: Mpumalanga

- Provincial infrastructure (school building) systems slowed progress
- Physical infrastructure development and improvements e.g. classrooms, workshops: Basizeni, KaMagugu, Silondokuhle
- Computers purchased: Basizeni
- Jim van Tonder: Transport problems addressed.
- Staff appointment (principal, therapists): KaMagugu, Matjiedi, WH de Klerk, Estralita
- School moved to new premises: Masinakane
- Thanduxolo: Fencing upgraded

Dealing with findings of the audit: Northern Cape

- ReTlameleng: Learners staying in hostels provided with transport between residence in Elizabeth Conradie Special School and school ReTlameleng

Dealing with findings of the audit: KwaZulu-Natal

- **Transport:** 35 Buses have been procured for Special Schools for learner transportation
- **Staff Provisioning:** 232 support staff posts established for Special Schools
- **Teacher Aides:** 27 posts for teacher aides filled in 13 Special Schools identified as Resource Centres
- **Additional Facilities:** 3 Districts: Obonjeni, Empangeni and Sisonke have registered new sites for learners with special needs.

Dealing with findings of the audit: Western Cape

- Noluthando: 8 Deaf teacher aides were appointed, 2 new workshops were built (through donor funding) and a class for learners with autism was established with assistance from Vera School outreach programme.
- Alpha School: adaptations for learners with Autism Spectrum Disorder made.
- Training of educators in the NCS was conducted in 2007
- Rustoff school: Programmes to facilitate relationship building, trust and collaboration amongst staff presented, 2 classrooms and learner toilets have been constructed

Dealing with findings of the audit: Eastern Cape

- Infrastructure backlogs a challenge as 83% of Special Schools are in East London and Port Elizabeth
- Strengthening of special schools has been multi-faceted:
 - ◆ In 2006/7 support staff appointed in all Districts.
 - ◆ Appointment of Managers in schools carried out through acting principals
 - ◆ Less functional schools merged to single well managed and well resourced schools such as Parklands in East London.
 - ◆ Admission policy reviewed to ensure special schools cater only for learners with high level needs
- JJ Serfontein: Juvenile Justice Wing officially opening in July 2008
- Ikhwezi Lokusa: Construction of Residential Facility (R12 Million) underway

Converting special schools into resource centers

- 30 Special Schools designated for immediate conversion into Resource Centres in the 9 provinces;
- 26 of them have the capacity to become resource centres in the short term – the additional four will need more work and support;
- Most deep rural and township schools short of health professional staff such as therapists and nurses;
- 50% teachers not trained in the NCS;
- Some resistance in some of these schools regarding envisaged role; therefore
- Indications of possible challenges with redeployment of staff;

Taking the process forward (Special Schools): 2008 – 2010 (Treasury Bid)

- Improve resourcing of **current special schools** to meet criteria for fully functional special/resource centers.
- Prioritise 135 schools not yet dealt with particularly with reference to infrastructure and HRD at an average cost of R2m per school.
- Provide support to an increased number of mainstream schools to support disabled learners, especially in rural areas.
- Build specialist support in district based support teams.
- Strengthen administration, management and curriculum support from district offices; improve co-ordination at provincial level and strengthen capacity to leader and monitor at the DoE.