INCLUSIVE EDUCATION INDABA
The Forth Pillar: Inclusive Education and Social Cohesion
MARCH 13 – 15 2019
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INCLUSIVE EDUCATION

- Inclusive Education is not a strategy nor a **placement option**

- It is in essence a **sense of belonging**

IMAGINE A WORLD WHERE ALL CHILDREN WITH DIFFERENT ABILITIES CAN LEARN TOGETHER

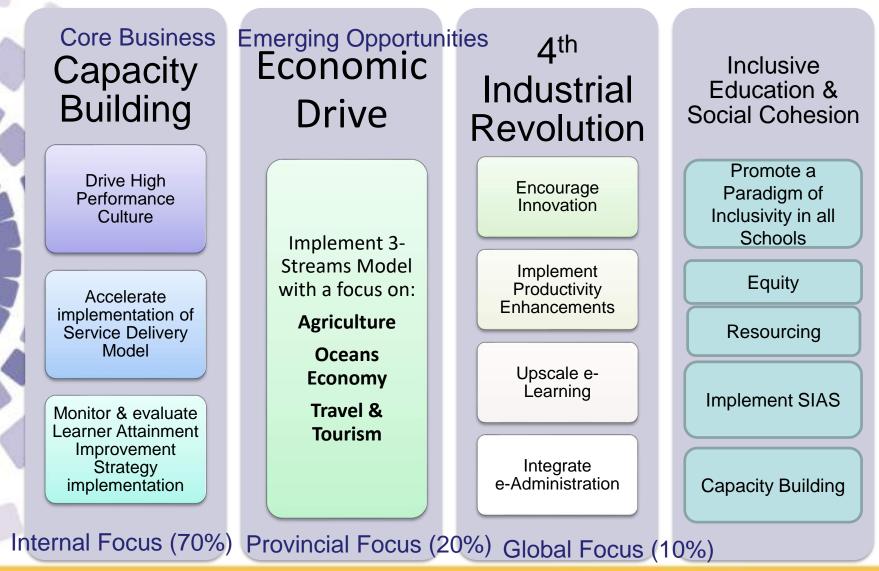Province of the
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SOCIAL COHESION

- The role of Inclusive Education to promote Social Cohesion rather than just providing education

CHILDREN FROM INCLUSIVE SCHOOLS BECOMES ADULTS THAT BRING SOCIETIES TOGETHER

Focus Areas of the ESTP 2019-2021

Core Business
Capacity Building

- Drive High Performance Culture
- Accelerate implementation of Service Delivery Model
- Monitor & evaluate Learner Attainment Improvement Strategy implementation

Emerging Opportunities
Economic Drive

Implement 3-Streams Model with a focus on:

Agriculture

Oceans Economy

Travel & Tourism

4th Industrial Revolution

- Encourage Innovation
- Implement Productivity Enhancements
- Upscale e-Learning
- Integrate e-Administration

Inclusive Education & Social Cohesion

- Promote a Paradigm of Inclusivity in all Schools
- Equity
- Resourcing
- Implement SIAS
- Capacity Building

Internal Focus (70%)   Provincial Focus (20%)   Global Focus (10%)

EDUCATION SYSTEM TRANSFORMATION PLAN: OBJECTIVES AND GOALS

- **GOAL 1: IMPROVE STAKEHOLDER ENGAGEMENT TO PROMOTE INCLUSIVITY AND SOCIAL COHESION**
- **GOAL 2: INFRASTRUCTURE: INCREASE ACCESS THROUGH UNIVERSAL DESIGN**
- **GOAL 3: CAPACITY BUILDING**
- **GOAL 4: ADVOCACY AND SENSITISATION ON INCLUSIVITY**
- **GOAL 5: DEVELOP GUIDELINES AND REGULATIONS TO SUPPORT INCLUSIVE EDUCATION**
- **GOAL 6: ENSURE AN EFFICIENT OPERATING AND ACCOUNTABLE INCLUSIVE EDUCATION SYSTEM**
- **GOAL 7: MONITORING AND EVALUATION OF THE INCLUSIVE EDUCATION SYSTEM**
- **GOAL 8: EXPANSION OF FULL SERVICE SCHOOLS**
- **GOAL 9: DEPARTMENTAL SUBSIDIES AND TRANSFERS TO SPECIAL SCHOOLS**
- **GOAL 10: HUMAN RESOURCE PROVISIONING**
- **GOAL 11: ASSISTIVE DEVICE PROVISIONING**
- **GOAL 12: DIFFERENTIATED CURRICULUMS**
- **GOAL 13: ORGANISATIONAL DESIGN**
- **GOAL 14: ORGANISATIONAL REALIGNMENT - CIRCUIT MANGEMENT CENTERS**

LEGISLATIVE FRAMEWORK

- White Paper Six on Inclusive Education (2001)
- United Nations Convention on the Rights of Persons with Disabilities (2006)
- Guidelines on Full Service Schools (2010)
- South African Schools Act of 1996, amended in 2011 (SASA)
- Screening Identification Assessment and Support (SIAS) 2014
- South African Sign Language Curriculum Assessment Policy Statement (SASL CAPS)
- White Paper on Rights of Persons with Disability (2016)
- **New Draft Guidelines on the Resourcing of an Inclusive Education System**
- The White Paper on the Rights of People with Disabilities
- Concept document on CSTL (Care and Support for Teaching and Learning
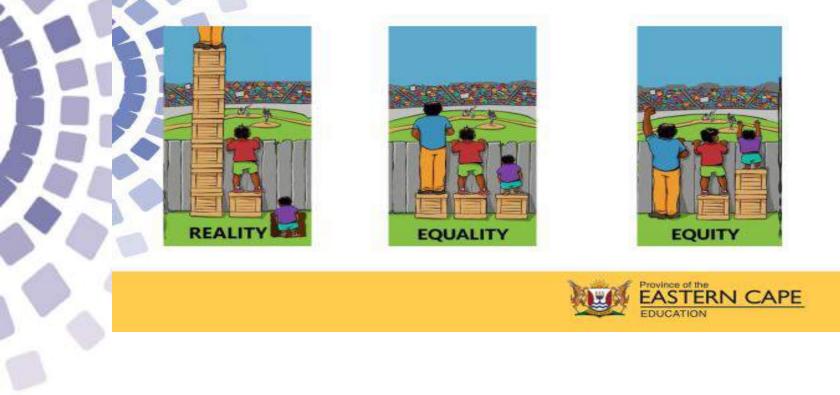- ISHP (Integrated School Health Programme)

TRANSFORMING THE SYSTEM

- Humans are naturally different and diverse and so are children

- The Education system must embrace diversity and not promote conformity

How do we create a system that provide individualised teaching and support provisioning through range, nature and level of support programmes

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FROM REALITY TO EQUITY

REALITY

EQUALITY

EQUITY

Equitable Access to Education and Appropriate Support

	Ordinary Schools	Full Service Schools	Special Schools and SSRC	
What kind of support and term!	Low Level Support Short Term	Moderate Support Short to medium term	High Intensity Support High Frequency	
For who!	Additional Support Required	Full Range of Learner Needs	Domains of Specialization	

Continuum of Support

Level of Support

	Ordinary Schools	Full Service Schools	Special Schools and SSRC	
How! Range, nature and Level	Support Package • Differentiated Support • Access to assistive Devices • Low access to itinerate Specialist Support ISP SBST ⟶	Support Package • Extra Personnel • Infrastructure • Resources SBST	Support Package • Specialized Professional Staff • Curriculum Differentiated • LSTM and Assistive Technology • Training and mentoring of teachers SBST	Addressing barriers to learning Why!
Structures	District Based	Support Teams		
	Plan, Guide and Monitor Support Services			
Outreach Programmes	Preventative Services	Indirect Support to all surrounding schools	Special Schools as Resource Centres	
	Specialized Support Sites			

Existence of an effective System for Screening, identification, Assessment and Support

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TRANSVERSAL SUPPORT SYSTEM

Special School	Full-Service School	Ordinary School
• Favourable learner-teacher ratio • Specific support and specialist staff requirements • Enhanced NPNC allocation • Infrastructure/facilities allocation	• Additional teaching and support staff • Once-off equipment allocation • NPNC allocation per moderate programme of support 10% above current target for ordinary schools • Transport and/or hostel allocation • Once-off infrastructure allocation	• Additional teaching and support staff as number grows • Access to DBST and to specialised skills and support • Access to DBST and Resource centre

District-Based Support Teams

- Multi-disciplinary Outreach Teams
- Teaching and learning support
- Psycho-social and health support
- Systems and administrative support
- Institutional support and monitoring support
- Transport and office space for teams

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Policy Rationale

Policy Intent

- Expand access to learners with barriers to learning

- Individualised support measures for learners to access curriculum

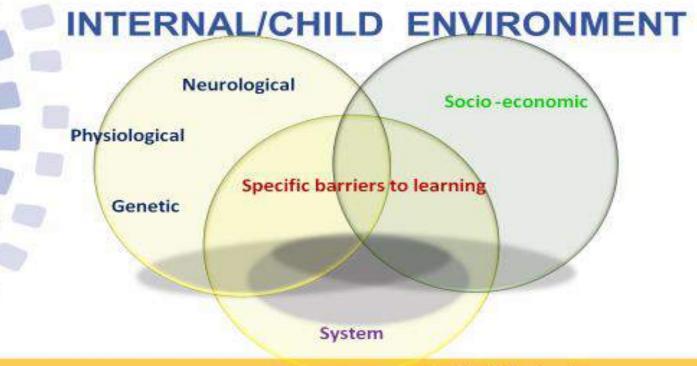- Concessions for learners

- Equity

Services

- Assistive technology or specialised equipment

- Curriculum differentiation, Concessions

- Access to specialised support services (Therapists and Psychologists)

- Training and mentoring of teachers (Learning Support Services)

- Parental support systems

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DOMAINS OF DISABILITY

Domain No.	Area of Specialisation
1	Vision
2	Hearing
3	Motor
4	Communication (cross cutting)
5	Learning and Cognition
6	Neurological and Neuro-developmental impairments
7	Health (incl. mental health) (cross cutting)
8	Behaviour and Social Skills
9	Skills and Vocational Education and Training
10	Multiple and complex needs

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WHAT ARE THE NEEDS WITHIN DISTRICTS

Row Labels	CLUSTER A	CLUSTER B	Grand Total
Aphasic	393	63	456
Aphasic/Dyslectic	620	586	1206
Attention Deficit Disorder	515	4288	4803
Autistic Spectrum Disorder	45	147	192
Behavioural Disorder	237	643	880
Behavioural Disorder:Other	198	129	327
Bipolar	66	211	277
Blind	48	17	65
Cerebral Palsied	27	23	50
Deaf	81	46	127
Deaf/Blind	13	4	17
Deaf/Blind Disabled	12	10	22
Dyscalcula	64	36	100
Epilepsy	147	148	295
Hard of Hearing	489	482	971
Impaired upper limb	62	38	100
Mental illness:Other	21	8	29
Mild/Moderate Intellectually Disabled	918	6686	7604
Moderate to Severe Intellectual Disability	125	1307	1432
Multiple Disabled	41	117	158
Neurological and Neurodevelopmental:Other	22	9	31
Partially Sighted	437	694	1131
Physically Disabled	139	197	336
Psychiatric Disorder	28	44	72
Severe Intellectually Disabled	109	860	969
Specific Learning Disability	1207	6714	7921
Grand Total	6064	23507	29571

INCLUSIVE EDUCATION APPROACH

- The development of an integrated and holistic approach which does not separate support provisioning of special and ordinary schools from that of districts and aims at strengthening support to all learners who experience barriers to learning in the system on a continuum from low to high intensity support.

- To developed guidelines as a key procedure to ensure the transformation of the education system towards an inclusive education system in line with the prescripts of *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001).*
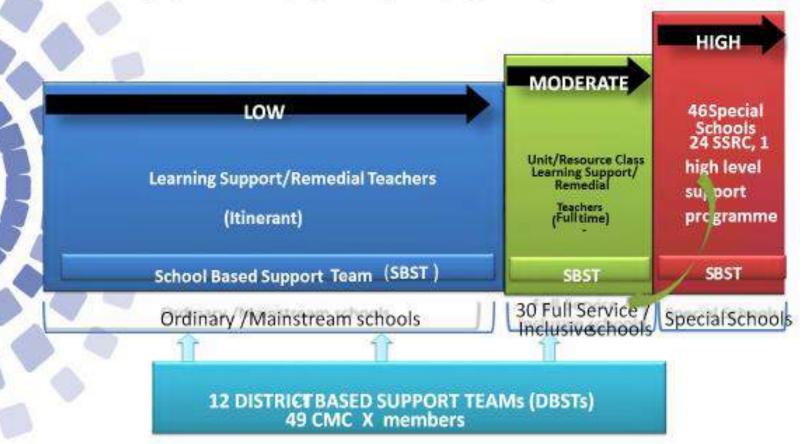
NATIONAL BENCH MARK

- They also struggle with standards of operations as it relates to structures and operations as stated at the Interprovincial Inclusive Education Meeting!
- Inclusive Education in other provinces is a Chief Directorate.
- The visit of the Branch IOM to the Western Cape Province it became clear that the success of the implementation of SIAS process is largely due to the special emphasis on the two focus areas, namely teaching and learning (LSF/C) and psycho-social support services.
- Clear lines of authority in place when it comes to support services.
- Approximately 22 schools of skills per province, schools can be constructed within three if this programme is made a priority
- Western Cape has 170 psychologists appointed and 650 Learning Support Specialists/Coordinators/Facilitators, most provinces are drastically increase human resource allocations
- The Western Cape Department of Education and KZN has fully functional clusters CMC as it relates to support provisioning.
- Finalizing job responsibilities of specialists have been concluded in various provinces – specialist predominately from Health
- Implementation of the form 123b FOR PLACEMENT at Special Schools, Special Service Schools and High Level Support Programmes is a reality in some

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TRANSFORMING THE SYSTEM: FOCUS AREAS (SPECIAL, FULL SERVICE AND MAINSTREAM SCHOOLS)

- **HUMAN RESOURCES**
- **FUNDING ALLOCATIONS**
- **GUIDELINE DEVELPMENTS**
- **INFRASTRUCTURE (LINKED TO SUPPORT)**
- **STRUCTURE, SYSTEMS AND PROCEDURES**
- **CURRICULUM PROVISIONING (ALTERNATIVES)**
- **OPERATIONAL MATTERS**
- **MONITORING**
- **UNDERSTANDING (ADVOCACY)**

CONTINUUM OF SUPPORT

FOCUS AREAS AT SPECIAL SCHOOLS

- RESIDENTIAL CARE STANDARDS FOR HOSTELS INCLUSIVE OF MONITORING OF HOSTELS
- NORMS AND STANDARDS FOR SUPPPORT STAFF (SCHOOL AND HOSTELS)
- PPN ALLOCATION AND CLASS SIZE
- FUNDING NORMS FOR SPECIAL SCHOOLS
- HIGH ELECTRICITY ACCOUNTS
- STANDARDS ON SPECIAL SCHOOLS AS RESOURCE CENTRES
- SECURITY SERVICES AT SPECIAL SCHOOL
- FEE EXEMPTION VERSUS NO FEE SCHOOLS (MODEL OF REIMBURSMENT)
- NURSES
- SOCIAL WORKERS
- THERAPISTS
- TRANSPORT OF LEARNERS
- ASSISTIVE DEVICE RESOURCE CENTRES
- INDIVIDUAL SUPPORT PLANS (2015)
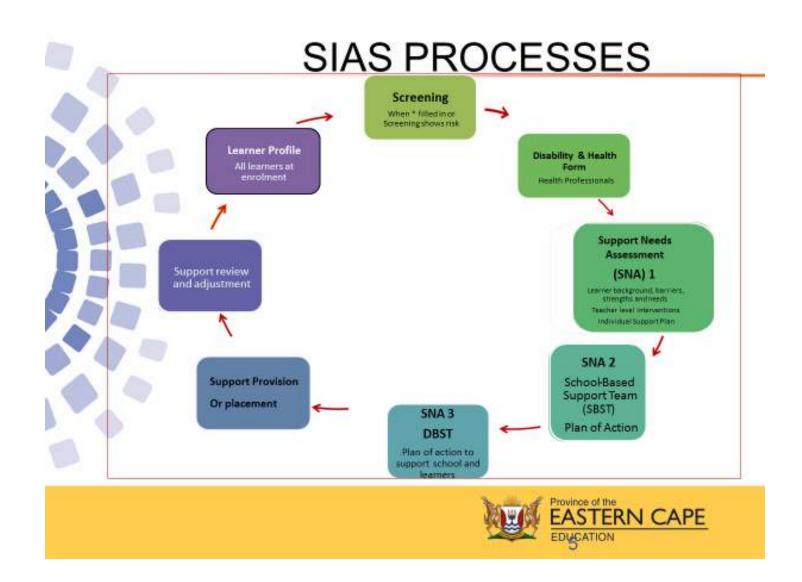
LEARNER DISABILITIES AT FSS

Row Labels	Full Service Schools	Enrolment
CLUSTER A	**15**	**13351**
Aphasic	2	16
Aphasic/Dyslectic	5	70
Attention Deficit Disorder	8	41
Autistic Spectrum Disorder	9	11
Behavioural Disorder	8	34
Behavioural Disorder:Other	3	8
Bipolar	3	12
Cerebral Palsied	3	4
Deaf	2	2
Dyscalcula	2	32
Epilepsy	13	38
Hard of Hearing	10	62
Impaired upper limb	4	20
Mild/Moderate Intellectually Disabled	13	254
Moderate to Severe Intellectual Disability	4	16
Multiple Disabled	6	18
Neurological and Neurodevelopmental:Other	2	3
No Disability	15	11825
Partially Sighted	13	130
Physically Disabled	10	27
Psychiatric Disorder	1	1
Severe Intellectually Disabled	5	19
Specific Learning Disability	14	708
CLUSTER B	**15**	**10262**
Aphasic	1	2
Aphasic/Dyslectic	5	23
Attention Deficit Disorder	10	60
Autistic Spectrum Disorder	5	19
Behavioural Disorder	9	52
Behavioural Disorder:Other	1	26
Bipolar	3	86
Cerebral Palsied	5	5
Deaf/Blind Disabled	1	1
Dyscalcula	4	10
Epilepsy	6	11
Hard of Hearing	6	35
Impaired upper limb	2	2
Mild/Moderate Intellectually Disabled	15	498
Moderate to Severe Intellectual Disability	6	38
Multiple Disabled	4	14
No Disability	15	8747
Partially Sighted	8	31
Physically Disabled	6	16
Severe Intellectually Disabled	9	125
Specific Learning Disability	12	461
Grand Total	**30**	**23613**

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FOCUS AREAS AT FULL SERVICE SCHOOLS

- **HIGH NUMBER OF LEARNERS WITH HIGH LEVEL SUPPORT NEEDS**
- **NORMS AND STANDARDS FOR SUPPPORT STAFF**
- **FUNDING NORMS FOR FULL SERVICE SCHOOLS**
- **SPECIALIST STAFF ALLOCATIONS (NORMS)**
- **ACCESSIBILITY**
- **TRANSPORT OF LEARNERS**
- **LACK OF INDIVIDUAL SUPPORT PLANS FOR ALL LEARNERS**
- **ASSESSMENT OF LEARNERS THAT ARE PLACED**
- **LINKAGE WITH SKILL PROGRAMMES**
- **PRINCIPAL OF NATURAL PROPORTION**

SIAS PROCESSES

Screening
When * filled in or Screening shows risk

Disability & Health Form
Health Professionals

Support Needs Assessment (SNA) 1
Learner background, barriers, strengths and needs
Teacher level interventions
Individual Support Plan

SNA 2
School-Based Support Team (SBST)
Plan of Action

SNA 3
DBST
Plan of action to support school and learners

Support Provision
Or placement

Support review and adjustment

Learner Profile
All learners at enrolment

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TRANSFORMING THE SYSTEM: STRUCTURES, SYSTEM AND PROCEDURES

- Circular No 1 Of 2018- Minimum Standards on Operational Measures of School Based Support Teams
- Circular No 2 Of 2018- Guidelines of the Screening, Identification, Assessment and Support Process (SIAS)
- Circular No 4 Of 2018- Guidelines on the Placement of learners at Special Schools and Full-Service Schools
- Circular No 5 of 2018- Outreach Programme offered by Special Schools as Resource Centres and Standards on Operational Matters at Special Schools
- Circular No 6 0f 2018- Guidelines on Minimum Standards on Operational measures of District Based Support Teams
- Circular No 20 Of 2018 – Admission Guidelines to Schools of Skills

TRANSFORMING THE SYSTEM: STRUCTURES, SYSTEM AND PROCEDURES

STANDARDS OF SERVICES AT SPECIAL SCHOOLS AS RESOURCE CENTRES

STANDARDS OF SERVICES AT FULL SERVICE SCHOOL

STANDARDS ON DBST, SBST, CBST

NORMS AND STANDARS ON SUPPORT STAFF ALLOCATIONS TO SPECIAL SCHOOLS

PLACEMENT GUIDELINES AND COMMITTEES

LINKAGE WITH SASAMS AND TRAINING: EXPANSION

THE SIAS PROCESS (STANDARDS ACROSS PROVINCES)

STANDARDS ON HIGH LEVEL SUPPORT PROGRAMMES AND PROCESS OF REGISTRATION

OSD (COLLECTIVE AGREEMENT 1 OF 2012

PROVINCIAL OFFICE

Director: Inclusive Education and Institutional Support (SS/SSRC/FSS), Health, Medical, Care and Support Services

1. **Senior Education Psychologist (Educational, Counselling)**

2. **Social Work Manager (School Social Work Services)**

3. **Senior Education Therapist (Occupational)**

4. **Senior Education Therapist (Speech Language)**

5. **DCES: Learning Support Manager (Curriculum Differentiation/Remedial/Special Education) (X3)**

6. **DCES: SSRC, SS, FSS Institutional Support Co-ordinator (x2)**

7. **DCES: School Health - HIV/AIDS, TB, Substance Abuse, Teenage Pregnancy, ISHP, CSTL (x2)**

8. **DCES: Disability Specialist Services (X3) (See domains, e.g. Visual Impairment, Cognition, Hearing, Neurodevelopmental, Skills and Vocational, Behaviour, Mental Health)**

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HEAD OFFICE: EASTERN CAPE PROVINCE

Personnel	Filled	Vacant (Suggested)
Director	0	1
CES	1	0
Senior Psychologist	1	0
Social Worker Manager	0	1
Senior Educational Therapist: Occupational	1	0
Senior Educational Therapist: Speech	1	0
DCES: Learning Support Manager	0	3
DCES: Institutional Support Manager : SS, SSRC and FSS	1 (Recommended)	1
DCES: Disability Specialists	0	3
Total	5	10

DISTRICTS

CES: Inclusive Education, Specialised Curriculum, Psycho-social, Health and Learning Support

1. Senior Education Psychologist (Educational, Counselling)

2. Senior Education Counsellor

3. Social Work Supervisor (School Social Work Services)

4. Senior Education Therapist (Occupational)

5. Senior Education Therapist (Speech Language)

6. DCES: Learning Support Supervisor (Curriculum Differentiation/Remedial/Special Education)

7. DCES: SSRC, SS, FSS Institutional Support Co-ordinator

8. DCES: HIV/AIDS, TB and ISHP Coordinator

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DISTRICT: EASTERN CAPE PROVINCE - 12

Personnel	Filled	Vacant (Suggested)
Senior Psychologist	0	12
Social Worker Supervisor	0	12
Senior Educational Therapist: Occupational	0	12
Senior Counsellor	0	12
Senior Educational Therapist: Speech	0	12
DCES: Learnings Support Supervisor	11	1
DCES: Institutional Support Coordinator: SS, SSRC and FSS	11	1
Total	22	54

EASTERN CAPE
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CIRCUITS

Inclusive education, Specialised Curriculum, Psycho-social, Health and Learning Support

1. Education Psychologist (Educational, Counselling)

2. Social Worker (School Social Work Services)

3. Chief Education Therapist (Occupational)

4. Chief Education Therapist (Speech Language)

5. SES: Learning Support Co-ordinator (Curriculum Differentiation /Remedial/Special Education)

CMC EASTERN CAPE PROVINCE - 49

Personnel	Filled	Vacant (Suggested)
Psychologist	9	40
Social Worker	0	49
Chief Educational Therapist: Occupational	17	32
Chief Educational Therapist: Speech	15	34
SES: Learnings Support Coordinator	77	70
Total	118	225

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HUMAN RESOURCES: SPECIAL SCHOOLS

CATEGORY	NUMBER OF POSTS	NUMBER OF POSTS FILLED	NUMBER OF VACANCIES
Educators in Special Schools	1250	1110	140
Specialists in Special Schools	115	56	59
Support Staff in Special Schools		1084	500+ Vacancies
Total		2250	699

THE NEW FUNDING APPROACH

The challenge faced all along has been to reconfigure and **radically transform the current funding system** which directs all funding targeting the support needs of learners with special needs (including learners with disabilities) into segregated special schools. This funding model has left little or no funding to provide **support in ordinary schools**, thereby seriously impeding the expansion of Inclusive Education as envisaged in Education White Paper 6 (2001).

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PROGRAMME 2: PERFORMANCE MEASURES

PPM 201: Number of full-service schools servicing learners with learning barriers

PPM 213: Percentage of learners in school with at least one educator with specialist training on inclusion

PROGRAMME 4: PERFORMANCE MEASURES

PPM 401: Percentage of special schools serving as Resource Centres

PPM 402: Number of learners in public special schools

PPM 403: Number of therapists/specialist staff in special schools

PROGRAMME 7: PERFORMANCE INDICATORS

Indicator

PI 716 IE: Number of District Based Support Teams(DBSTs), School Based Support Teams (SBSTs) and educators in public ordinary schools trained in Inclusive Education Policies and Programmes

PI 717 IE: Number of learners in public ordinary schools who experience barriers to learning benefitting from Specialised intervention services

PI 718 IE: Number of learners in public ordinary schools experiencing barriers to learning benefitting from Curriculum Differentiation, Concessions and Accommodation in Assessment and Remedial Education

PI 719 IE: Number of public ordinary schools with adapted LTSM or portable assistive devices to support learners experiencing barriers to learning

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CHALLENGES WITHIN PROGRAMME 4: Additional Funding

The following items are challenges that negatively impact on the quality of support services to learners within an Inclusive Education Environment, particularly as it relates to the **Budget:**

- **Non Profit Institutions** budget calculation and allocations;
- Expansion of the Technical Occupational Curriculum
- Full Service Schools: NPNC
- Provisioning of High Level Support Programme
- Establishment of Assistive Devices Resource Centres;
- Infrastructure allocation

- Increase Human Resource allocations
- Increase budget for computerized learners support programmes

NPNC Calculation

(A (school allocation) x SL (number of learners as per area of specialization) + (H (hostel funding) x HL (hostel subsidy) + (T (transport) + (RSS) =

TRANSFORMING THE SYSTEM: INFRASTRUCTURE

Preliminary Report on Conditions of Services of Special Schools with Hostels: Department of Planning, Evaluation and Monitoring

R1,2 Billion required to upgrade current Special Schools

CURRICULUM PROVISIONING

- **THE TRHEE STREAM MODEL**
  - **ACADEMIC**
  - **TECHNICAL**
  - **TECHNICAL OCCUPATIONAL**
- **NOT RESTRICTED TO SPECIAL SCHOOLS (TECHNICAL OCCUPATIONAL CURRICULUM)**
- **CURRENTLY EXPANDING TO 14 SPECIAL SCHOOLS AND 16 MAINSTREAM SCHOOL IN THE EASTERN CAPE PROVINCE**
- **CURRICULUM DIFFERENTIATION: LEARNINGS SUPPORT FACILITATORS AND SUBJECT ADVISORS**

TRANSFORMING THE SYSTEM: MONITORING

- **RECOMMENDATIONS ON THE EXPANDING OF THE SASAMS SYSTEM ON ADDITIONAL INFORMATION**
- **MONITORING REPORTS FROM SBST, CMT, DBST AND PROVINCIAL DEPARTMENT: ELECTRONIC SYSTEM (SPECIAL EMPHASIS ON OPERATIONAL MATTERS)**

'Inclusion' by 'Norman Kunc'

"When INCLUSIVE education is fully embraced, we abandon the idea that children have to become 'normal' in order to contribute to the world. …We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of <u>BELONGING</u>."

"Inclusion is not only a philosophy, but it is also a schedule where no student engages in "pull out" or alternative activities to the extent that disruptions in peer relationships occur."

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- **THANK YOU**