DEPARTMENT OF EDUCATION

Framework and Management Plan for the First Phase of Implementation of Inclusive Education

Managing the Transition Towards an Inclusive Education System

FRAMEWORK AND MANAGEMENT PLAN FOR THE FIRST PHASE OF IMPLEMENTATION OF INCLUSIVE EDUCATION

2005 - 2009

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Terminology

Barriers to learning	The notion refers to difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself which prevent both the system and the learner needs from being met. When, based on objective evaluation made by an educational authority, it is ascertained that teaching and learning are hampered where such needs are not met, educationally sound measures must be applied.
District Based Support Teams (DBST)	Groups of departmental employees whose job it is to promote inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning, leadership and general management.
Ordinary local schools	In terms of the South African Schools Act (1996) a public school may be an ordinary public school or a public school for learners with special education needs (Section 12(3)). The local ordinary school would be the school closest to where the learner lives.
Full-Service Schools (FSS)	Ordinary schools which are specially equipped to address a full range of barriers to learning in an inclusive education setting. In addition to their ordinary learner population they will become accessible to most learners in an area who experience barriers to learning and provide the necessary support. In the initial implementation stages these full service schools will be models of institutional change which reflect effective inclusive cultures, policies and practices.
Special Schools (SSs)	Schools equipped to deliver education to learners requiring high-intensive educational and other support either on a full-time or a part-time basis.
Special Schools/Resource Centres (SpS/RCs)	These would be special schools which are transformed to fulfil a wider function of accommodating learners who have high intensity support needs, as well as providing a range of support services to ordinary schools, full-service schools as part of the District-based Support System.
Support programmes	Support programmes refer to structured interventions delivered at schools and in classrooms within specific time frames. The support programmes would mainly consist of curriculum support but could also be support for educators and managers. Support programmes could provide for staff time and expertise (consultation, training, mentoring, therapeutic intervention) as well as physical and material resources (transport, assistive devices, teaching and learning materials, ramps and accessibility features)
Category of disability	The main organiser for schools, funding and post provisioning in the current special education system. The weighted categories are: Multiply disabled, deaf, hard of hearing, blind, partially sighted, deaf/blind, cerebral palsy, specific learning disability, behavioural disorder, mild or moderate intellectual disability, severe intellectual disability, physical disability, autistic spectrum disorders, epilepsy, attention deficit disorder, with/without hyperactivity.
Level of support needs	A range of factors will be taken into account to determine the level of intensity of support needed by individual learners. These factors could be intrinsic to the learner him/herself or factors within the learning and living environment of the learner.
Institution Level Support Teams (ILSTs)	Teams established by institutions in general, further and higher education, as institution-level support mechanism whose primary function is to put in place co-ordinated learner and educator support services. The teams have different names in different provinces such as Site Based Support Teams, Teacher Support Teams, etc.

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Section

1

What is Inclusive Education and how do we start implementing it effectively?

The purpose of this document is to provide a framework and management plan for the first stage of implementation of Education White Paper 6 on Building an Inclusive Education and Training System which will clarify the roles and responsibilities of all role players in the process as well as outline the indicators for the field testing component.

1.1 Introduction

One of the core purposes of the Department of Education is to ensure that the whole system is organised in such a way that there is effective delivery of education and support services to all learners who experience barriers to learning and development in both public ordinary as well as public special schools.

The overall strategic objectives of the Department of Education are informed by the key priority areas of government, namely poverty relief, the enhancement of social cohesion, the improvement of the quality of life of all our people and addressing persisting racial and gender inequalities, the disempowerment of our youth and people with disabilities.

In July 2004 Minister Pandor issued a Mission Statement for the Department of Education which emphasises the implementation of new policy with more rigor and effectiveness so as to ensure that the transformation which they intend will become a reality for all South African children, especially those who have suffered neglect in the past. This mission statement spells out the following objectives in relation to Inclusive Education:

- More decisive action regarding past neglect of special education
- Implementation of policy of inclusion – acknowledging the potential problems posed by policy shift
- Proper monitoring and management of the change process
- Equality and quality of provision for 'learners with special needs'

Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System was Gazetted in July 2001 in terms of the National Education Policy Act (Act 27 of 1996).

While embarking on the first stage of implementing Education White Paper 6 (2001), the Department of Education will be heedful of ensuring that both the current system as well as the unfolding new system of inclusive education receives the necessary attention so as to avoid unnecessary disruption of the lives of children who are vulnerable while creating expanded access and educational opportunities.

Education White Paper 6 sets out a clear framework for the implementation of the policy of Inclusive Education in a gradual and incremental way.

The transformation of the education system from a dual (special and ordinary) to a single inclusive system is an exercise that requires major shifts at a conceptual and practical level. It impacts on the gaze of intellectuals and practitioners, different bands of education, curriculum, assessment, assessment procedures and every aspect of how we think and act in pedagogical terms.

Such deep change cannot happen overnight. Any attempt at transformation of this nature must be organized and carefully planned. For example, a complex issue such as developing

inclusive teaching, learning and assessment practices cannot become a reality within our classrooms if all educators, managers and administrators do not understand what has to change at both a theoretical and a practical level.

In order for inclusive practices to be implemented, we need to start understanding what changes have to happen within:

- the classroom in the way in which teachers teach and respond to learners,
- schools in the way they develop inclusive cultures, policies and practices
- systems and structures which support educators, managers and institutions.

To ensure that this deep and systemic change occurs in all bands of education from ECD to GET, FET, ABET and HEI, a phased introduction of the policy is outlined in Education White Paper 6.

This policy of the Department of Education should be driven by all sectors in education to ensure that we have system wide implementation at the end of the envisaged 20 year period. It is probable that most of the systemic change will occur within the first 8 years, after which system wide roll out will take place.

1.2 The two fundamental propositions of the White Paper

The paradigm shift which is outlined above can be summarised under the following two fundamental propositions:

- We have to move away from a learner deficit model which organises all support on the basis of the category of disability/learning difficulties of the learner without attempting to understand what the intensity and the nature of support is that the learner really needs.
- We have to move beyond the notion of 'Special Needs' Education to understanding the various barriers to learning which go beyond disability and also include amongst others negative attitudes towards difference, poverty, language, gender, disease, inappropriate pedagogy and particular life experiences.

1.3 The definition of Inclusive Education as outlined in Education White Paper 6

The following definition of inclusion emphasises how wide the interpretation given in Education White Paper 6 is and that the policy does not only focus on disability. On p. 6 it is stated that inclusive education and training is defined as:

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases.
- Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures.
- Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners;
- Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.

1.4 Strategic levers for initiating the incremental change process

Education White Paper 6 outlines six strategic levers for initiating the change which has to occur within the system as a whole. These are:

STRATEGY 1 Within mainstream education, the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the targeting of early identification of learners who experience barriers to learning (including learners with disabilities) and intervention in the Foundation and Intermediate Phase.

STRATEGY 2 Mobilisation of the large number of disabled and other vulnerable out-of-school youth

STRATEGY 3 Phased conversion of 500 primary schools into full-service schools over 20 years

STRATEGY 4 Establishing district-based support teams

STRATEGY 5 The qualitative improvement of special schools and settings for the learners that they serve and their conversion to resource centres that are integrated into district-based support teams.

STRATEGY 6 Engaging in advocacy and development of educators and all other stakeholders to understand the new approach and our programmes

1.5 Purpose of the Field Test

In order to develop a feasible implementation plan for the envisaged twenty-year period a number of research tasks will need to be undertaken. Such research will inform the development of the implementation plan particularly with respect to the financial, human resource and institutional constraints that have been identified. Research will be organised under the following headings:

1. Costing of the converted institutions:

- Costing of an ideal district-based support team.
- Costing the conversion of special schools to a special schools/resource centres.
- Costing conversion of an ordinary primary school into an ideal full-service school.
- Costing non-personnel expenditure requirements within the integrated support system and outlining the accountability measures (physical and material resources)

2. Describing the processes involved in the conversion:

- Process of establishing a district-based support team
- Change management strategies for developing inclusive cultures, policies and practices in all education institutions
- Field testing Guidelines for Inclusive Teaching and Learning
- Field testing of the National Strategy on Screening, Identification, Assessment and Support

3. Implications for Human Resource Development

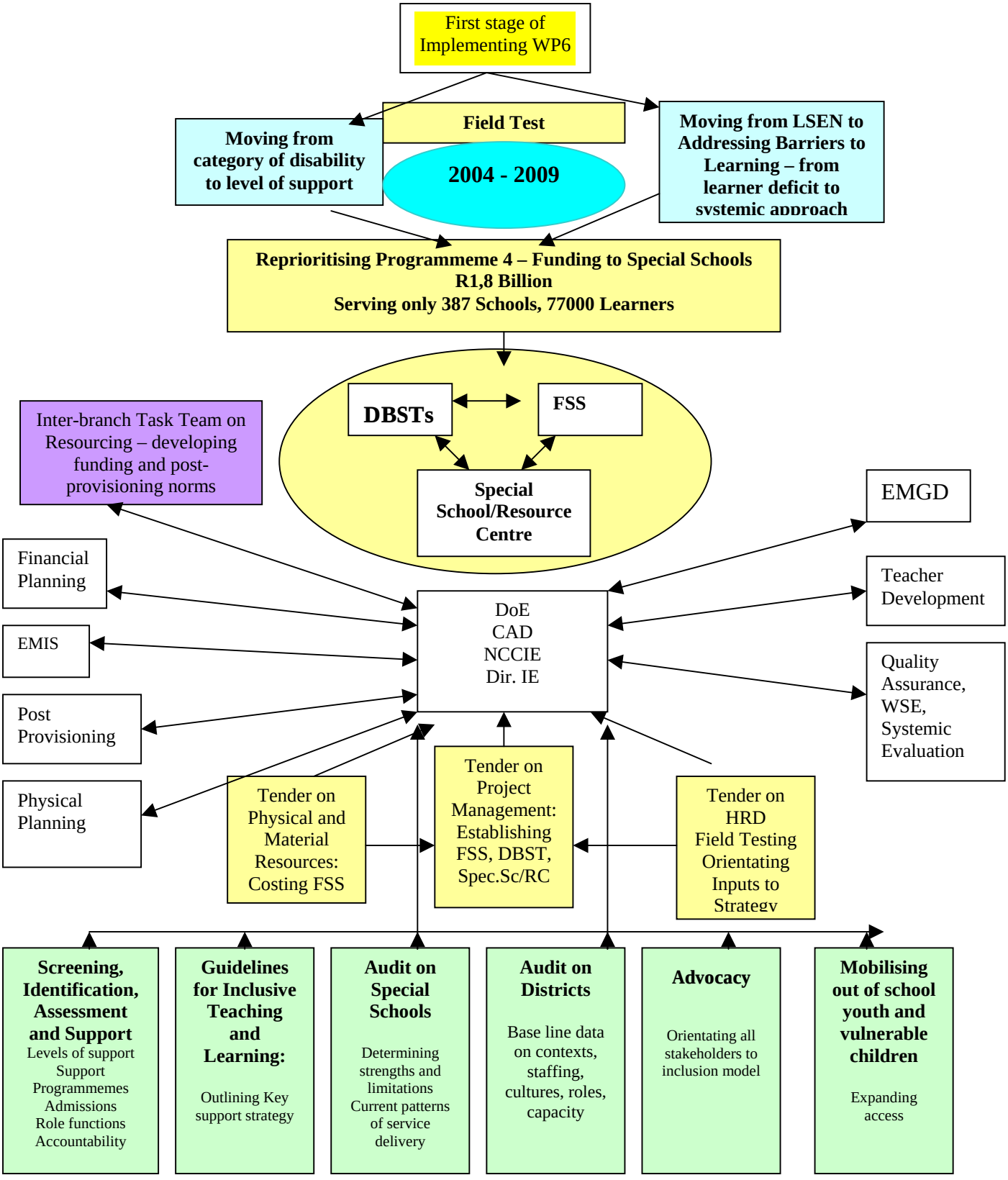
Devising a human resource development strategy which would outline:

- Advocacy strategies
- Approaches to orientation in inclusive education
- Implications for role functions of educators and professionals working in the system
- Implications for personnel provisioning

- Implications for IPET and CEPD
- Implementation of Guidelines for Inclusive Teaching, Learning and Assessment
- Implementation of The National Strategy on Screening, Identification, Assessment and Support

The answers to the above research areas will assist us to move towards system-wide implementation in the medium and the long-term

1.6 Flow Chart of Responsibilities of Various Directorates at National and Provincial Level


First stage of Implementing WP6
Field Test
2004 - 2009
Moving from category of disability to level of support
Moving from LSEN to Addressing Barriers to Learning – from learner deficit to systemic approach
Reprioritising Programmeme 4 – Funding to Special Schools
R1,8 Billion
Serving only 387 Schools, 77000 Learners
DBSTs
FSS
Special School/Resource Centre
Inter-branch Task Team on Resourcing – developing funding and post-provisioning norms
EMGD
Financial Planning
Teacher Development
EMIS
DoE
CAD
NCCIE
Dir. IE
Quality Assurance, WSE, Systemic Evaluation
Post Provisioning
Physical Planning
Tender on Physical and Material Resources: Costing FSS
Tender on Project Management: Establishing FSS, DBST, Spec.Sc/RC
Tender on HRD Field Testing Orientating Inputs to Strategy
Screening, Identification, Assessment and Support
Levels of support
Support Programmemes
Admissions
Role functions
Accountability
Guidelines for Inclusive Teaching and Learning:
Outlining Key support strategy
Audit on Special Schools
Determining strengths and limitations
Current patterns of service delivery
Audit on Districts
Base line data on contexts, staffing, cultures, roles, capacity
Advocacy
Orientating all stakeholders to inclusion model
Mobilising out of school youth and vulnerable children
Expanding access

Section

2

Managing the transition towards an Inclusive Education and Training System

2.1 Final Objectives and Goals to be achieved by 2009:

The Education White Paper 6 gives a clear outline of what the outcomes are that have to be achieved by the end of the first phase of transition towards an inclusive education and training system. These are the following:

- Norms and standards for resourcing an inclusive education system must be developed
- Human Resource Development Strategy to be in place which will impact on both Initial Professional Educator Training (IPET) and Continued Educator Professional Development (CEPD)
- There will be a clear understanding of the systemic functioning of the core new support system: Full Service Schools, District Based Support Teams, Special Schools as Resource Centres – how they function, how they relate to each other and to the rest of the schools in each district and how they manage and coordinate support at the local and community level

- There will be a sound framework for taking the new inclusive system to scale in 140 districts, 500 Full service schools, 387 Special Schools as Resource Centres
- All special schools will be strengthened to deliver quality services to the learners whom they serve
- Expanded access will be provided to a significant number of vulnerable learners who are not accessing education at present like children and youth in conflict with the law, children in child labour, children in need of care and out of school youth with disabilities
- There will be sound and implementable Guidelines for Inclusive Teaching and Learning and a core of teachers trained to implement these in institutions
- There will be a legally binding National Strategy for Screening, Identification, Assessment and Support in place and ready for implementation throughout the education system with the main purpose of facilitating access to schools and to additional support as needed
- The Advocacy programme will have reached and orientated all educators, managers and school governing bodies to the inclusion model
- There will be system-wide inter-sectoral implementation of strategies where other directorates, government departments, NGOs, DPOs and CBOs will be involved.

Strategic Objective 1: Expand the reach of education programmes to disabled out-of-school children and youth

As part of the development work in the nodal areas, a strategy will be developed to identify and mobilise out of school children and youth with disabilities and incrementally increase their access to educational programmes and support. A range of strategies will be applied to increase the enrolment of learners with disabilities, such as coordinated identification procedures, community mobilisation through advocacy and increasing physical accessibility features of school sites and availability of assistive technology. We will investigate possibilities of addressing staff shortages for the provision of support through the Extended Public Works Programme. Encouraging disabled children and youth from poor communities to enter schools, will lead to empowerment and access to basic services and integration into the social fabric of their communities.

Strategic Objective 2: Implement short-term steps of White Paper 6

A tender has been awarded to conduct an investigation into the physical and material resource needs of 30 designated **full-service schools**. This investigation informs the actual process of physical and material upgrading of these schools so that they are able to provide a full range of support to all learners, also those with disabilities. These schools will serve as models of inclusive education within the Inclusive Education and Training System which is being incrementally developed.

Guidelines for screening, identification, assessment and support have been developed and are being prepared for field testing in the 30 designated nodal area districts, full-service schools and special schools. These Guidelines will promote access for all learners to appropriate support in a site as close as possible to their home. The guidelines also inform the practices of staff involved in District-Based Support Teams and Institution-level support teams.

The establishment of **District-Based Support Teams** in 30 designated districts will be a key area of activity in the short term period 2004 - 2009. Within the Framework of Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System, the District-based support team is seen as the key driver of an integrated, cost-effective and community based support system – involving also staff from Special Schools as Resource Centres. The project management tender is responsible for the establishment of DBSTs (See Objective 3). The orientation of the staff will be conducted by the service provider for Human Resource Development.

The three tenders which have been awarded (on project management, human resource development and physical and material resources) all have the central objective of developing and outlining the maintenance of operational systems which would provide integrated support towards effective delivery of outcomes-based education within the GET band. The establishment of District-based Support Teams, Full-Service Schools and Special Schools as Resource Centres in selected nodal area sites will demonstrate how strategies for Inclusive Teaching and Learning and optimal, appropriate and cost-effective support services can be made available for all learners within the system.

The integrated support system outlined above, will have to be driven by a **transformed funding strategy for inclusive education** which will be field tested in the 30 nodal areas.

The results of this field test will inform the work of the Inter-branch task Team on Resourcing Inclusive Education which is in the process of developing draft funding norms.

A comprehensive report on the results of the **National Audit on Special Schools** which was conducted in 2002, has been completed and is awaiting release. This report points out the strengths as well as weaknesses within the Special Schools Sector and will inform the process of strengthening special schools to become resource centres. It will also inform the **framework for the reprioritisation of existing Special Schools allocations** so as to ensure more equitable and cost-effective spending in the sector.

Strategic Objective 3: Develop and implement integrated programmes for vulnerable youth and children - viz children in conflict with the law, street children and children in need of care

The focus of the Directorate Inclusive Education with regard to vulnerable children is to outline and strengthen the role of the Department of Education in relation to the integrated service delivery strategies between the various government departments and other service providers working in the field.

This process will involve participation in the inter-sectoral development of national strategies for each grouping of vulnerable children, namely out-of school children and youth with disabilities, orphans, children in conflict with the law, street children, children in child labour and those who have been victims of abuse (especially sexual abuse).

It is important that these national strategies should include sections which outline the protocols and systems for tracking, reporting and supporting vulnerable children.

The specific development areas are:

- The development of an inter-departmental protocol for children in conflict with the law as outlined in the Child Justice Bill
- To conduct research and develop a national strategy of answering the educational needs of street children
- The development of a strategy for the identification and mobilisation of out-of-school children and youth with disabilities (See Strategic Objective 1)

- The participation in the consultative process around the National Policy Framework (NPF) proposed in the Children's Bill which will address co-ordination between government departments, levels of government and civil society outlining the role and responsibility of the Education Department.
- Participation in the inter-sectoral committee for the development of the *Draft National Policy Framework and Strategic Plan for the Prevention and Management of Child Abuse, Neglect and Exploitation* will ensure a clarification of the role of the Education Department in addressing barriers experienced by many vulnerable learners.
- Participation in the inter-sectoral committee which is developing a Child Labour Action and Implementation Plan.

Strategic Objective 4: Ensure access to the National Curriculum for children with disabilities and children experiencing barriers to learning and development

A report has been drafted on the findings of the third phase of advocacy around the policy on Inclusive Education. These findings have been incorporated into the advocacy strategy for the fourth phase of advocacy in the nodal areas. The aim is to ensure that staff of district offices, full-service schools and special schools/resource centres fully understand their roles in an inclusive system and are open to develop examples of good practice which can slowly but surely be applied throughout the system. The advocacy campaign will also distribute Conceptual and Operational Guidelines for Full-Service Schools, Special Schools as Resource Centres and District-Based Support Teams. A media strategy is also being developed to spread a general understanding of the inclusion model amongst management, governing bodies, professional staff and parents throughout the system.

A tender on **human resource development** will soon be awarded. The service providers who will be appointed will orientate all stakeholders involved in the 30 nodal areas, from district officials, to managers, to educators, to governors to parents and communities in which the designated schools are situated. One of the deliverables of the tender will also be to develop a Human Resource Development Strategy for Inclusive Education which will have implications for the broader professional development strategy for educators, managers and support personnel of the department and for both Initial Professional Educator Training (IPET) and Continued Educator Professional Development (CEPD).

Guidelines have been developed for **Inclusive Learning Programmes**. These Guidelines are being prepared for field-testing in the 30 designated nodal areas. The Guidelines show clearly how all learners can be accommodated and supported within the framework of the RNCS. If teachers acquire the skills to use these guidelines effectively, fewer learners will drop out because the barriers which they are experiencing in ordinary as well as in special schools are not being identified and addressed. The field testing of the guidelines is one of the deliverables of the tender on Human Resource Development.

With regard to the assessment of diverse learner performance within the framework of the RNCS (Gr R – 9) and the NCS (Gr 10 – 12), it is necessary to develop and field test **guidelines for dynamic, adaptive assessment programmes**. The guidelines will replace all previous policies on concessions and adaptations so as to be in line with the principles of outcomes based and continuous assessment.

From the Audit on Special Schools and other more recent audits, it has become clear that special schools are not yet fully implementing the National Curriculum Statement. To rectify this situation, targeted **orientation on the RNCS will be conducted in special schools** to wipe out the backlog in this area. The Guidelines for Inclusive Learning Programmes will be used in as well as refined through this orientation programme.

Strategic Objective 5: To Monitor and support the phased implementation of Inclusive Education

For purposes of effective implementation as well as long term sustainability of the systemic change which has to be achieved through the field test, it is vital to develop and field test a monitoring and support framework in collaboration with all provinces. The implementation will be monitored against agreed upon indicators at all levels of the system. This monitoring system will be underpinned by a comprehensive Information Management System which will be developed in collaboration with EMIS at the national as well as the provincial level.

Section

3

Strengthening District Support Systems and Special Schools in the interim and establishing Full Service Schools as models of Inclusive Education

Strengthening District Support Systems and Special Schools in the interim and establishing Full Service Schools as models of Inclusive Education

It is important that all existing support systems and institutions be strengthened as well as reorientated to deliver more cost-effective and equitable services to all learners within the emerging inclusive education system of education.

3.1 Strengthening District Support Systems in the short term

Education White Paper 6 outlines the new strengthened support system on p. 28 – 29. “At the centre of this support system will be the new district-based support teams (DBSTs) that will comprise staff from provincial district, regional and head offices and from special schools.”

The primary function of these DBSTs will be to:

- Evaluate programmes
- Diagnose their effectiveness and suggest modifications

- Support teaching, learning and management to build capacity of schools, ECD and ABET centres as well as colleges and Higher Education institutions to recognise and address barriers to learning and accommodate a range of learning needs.

One of the main activities of the field test will be to establish and test models of District Based Support Teams within a wide variety of provincial contexts. It will be the responsibility of the Project Management Tender to establish District Based Support Teams and to ensure that they are orientated to understand their new roles within an integrated and community based support system. The orientation will be done by the Service Provider for Human Resource Development. Once this process has been completed, the structures, role functions, resourcing and post provisioning for district-based support teams will be clearer.

The department will then base norms for resourcing inclusive education on these findings.

This process cannot happen in isolation from the larger District Development Programme which is being driven by the Directorate Education Management and Governance Development.

3.2 Structure of a District-Based Support Team

The assumption is that an optimally-functioning District-based Support Team will be working on the basis of transversal teams to deliver each programme. Each programme should possibly be driven by a lead unit with team members from all the relevant units in the district. Accountability for the service delivery of the DBST will lie with the District Manager. The dedicated task of coordinating inclusion programmes of the district will however be assigned to a senior official at DCES or CES level. In order for the Inclusion objectives to be infused in the services of the district, it will be important not to assume that the coordination of the DBST necessarily lies with the old Education Support Service/Special Needs Education unit.

In many districts in the country there is no meaningful support at the moment. This is particularly true in rural and historically disadvantaged areas. Where there is support, however, this usually includes some of the functions mentioned under leg 2, which is institutional support. The functions of the newly constituted District Based Support Teams should therefore develop from what is already in existence in the system but needs to be extended, reorganised and enhanced.

POSSIBLE STRUCTURE AND FUNCTIONS OF DISTRICT-BASED SUPPORT TEAM

Programmes	Focus Area 1	Focus Area 2	Focus Area 3	Focus Area 4
	Classroom-based Support	Institutional Support	Administrative Support	Psycho-Social, Environmental and Health Support
Programme 1: Developing enabling environments through capacity building	Training/orientation of teachers Consultative and mentoring support to teachers Training and Monitoring of ILSTs Coordinating and monitoring of assessment of learner needs Planning and monitoring learning support programmes for identified learners/groups of learners	Development and monitoring of school policies that would enhance inclusivity and minimise exclusion Staff development Whole school and organisational development Establishment and management of school-based support structures Managing enrolment and admissions SGB and parent development	Training in financial management Information systems and technology support Admin training Personnel supply, management, training and support Transport management	Monitoring the development and implementation of prevention and intervention programmes to children who are vulnerable and in need of care Capacity building in management of challenging and anti-social behaviour Programmes for HIV and Aids Health promotion and safety, including child justice, support for street children, prevention of child labour Developing networks for social support and counselling The coordination at an inter-sectoral level of all support services and intervention programmes which address barriers to learning and development
Programme 2: Developing and monitoring curriculum support programmes	Curriculum development Assessment of learner achievement and planning support programmes	Development of curriculum leadership Monitoring assessment and promotions	Administration of assessment	Development, implementation and monitoring of guidelines for Inclusive Learning Programmes Development, implementation and monitoring of dynamic and adaptive assessment
Programme 3: Resource provisioning	Provisioning of LTSM Development of LTSM	Managing and monitoring LTSM budgets and supply Managing and monitoring development of LTSM	Management of physical facilities Provisioning of assistive devices	Selection, Procurement and Monitoring provisioning of LTSM Development of LTSM to address specific barriers

3.3 Main principles of an inclusive education support service

3.3.1 Redefining Support

Before one can look at the most effective way of organising support, a new definition of support to be in line with the principles of White Paper 6 must be set out. Support must no longer be seen as focusing on 'deficits' that have been 'diagnosed' in individual learners who are assumed to be in need of 'remediation' through individual attention by specialist staff.

Support could be defined as all activities which increase the capacity of a school to respond to diversity. Providing support to individuals is only one way of attempting to make lessons accessible to all learners. Support is also provided, for example, when educators plan lessons which recognize different starting points and learning styles of learners or when staff explore the possibilities of peer tutoring. Individual support will generally aim to increase the inclusiveness of the curriculum. Support, then, is an integral part of all teaching. Though the major responsibility for the coordination of support may rest with a limited number of people, all staff are involved in support activities.

All officials and educators clearly need to understand that Inclusion is centrally a curriculum issue since curricula create the most significant barrier to learning and exclusion for many learners, whether they are in 'special' schools and settings or in 'ordinary' schools and settings. These barriers to learning arise from various interlocking parts of the curriculum such as the content of learning programmes; the language and medium of teaching and learning; the management and organization of classrooms; learning style and pace; time frames for completion of curricula; materials and equipment which have to be available and assessment methods and techniques. Support must therefore be organised in such a way that this range of barriers is uncovered and addressed.

3.3.2 Moving away from category of disability to level of intensity of support needed

The overhauled screening, identification and assessment system should ensure that no learner will be assessed simply on the basis of his/her category of disability. It needs to become clear to all who are involved in the education of specifically learners with disabilities that the range of support needs for each learner differs drastically in terms of his/her specific intrinsic needs as well as his/her context. Learners who are blind and who have mastered Braille will have less intense support needs than those who still have to undergo Braille training. There will in all cases also be a wide range of cognitive abilities within each group which will of

necessity require a range of responses from educators. Contextual barriers such as poverty and socio-economic home conditions will furthermore determine the level of support that the system has to provide.

3.3.4 District-Based Support and Programme Support

Assessment instruments and procedures which will determine the intensity and the nature of the support should be structured in such a way that they can be translated into support programmes. Such programmes which need to address barriers uncovered during the assessment process, will have to be coordinated by the District-Based Support Team and should focus primarily on the institution-level support team and the teachers to ensure that the curriculum is made accessible for all learners.

Clear indicators will also have to come out for the roles envisaged for all sections and staff in the District-based Support Teams, moving away from traditional functions which had been shaped within a medical deficit paradigm. This will entail new linkages and networks as well as new fields of operation and will have implications for training of both educators, managers and specialised staff.

The way in which programmes are structured will also provide indicators for non-personnel costs, e.g. provision of assistive devices and specialised materials, etc.

The research in the field testing project needs to determine the percentages of learners and schools within each level of support needs and the formulae for translating these into funding of support programmes according to a sliding scale with regard to personnel and non-personnel costs.

3.3.5 De-linking Support from Site

The levels of intensity of support needed (on a scale from 1 to 5) will not necessarily be aligned to specific sites where this level of support will be provided. One of the principles is to organise support in the most cost effective and appropriate way and the levels are more an organisational and funding measure. In view of the broader definition of support, the ordinary neighbourhood school should always remain an option and goal. There must be a critical shift in terms of the assumptions made regarding how learners with various levels of support needs can be supported in new ways, given the availability of more support staff at the district level. Therefore short-term steps have to be taken to control admissions of learners to special /resource schools to ensure that only learners who present high intensity support needs access these sites. Clear guidelines need to be developed within the framework

outlined above, to determine which learners receive support from or at special/resource schools or full service schools.

In terms of this principle, as well as the principle that special/resource schools will no longer be organized on the basis of category of disability, it is likely that the character of most existing special/resource schools will radically change. This will happen in an incremental way through the rigorous new admissions procedures followed for first time enrolments which will be controlled by the District-based Support Team.

3.2 Strengthening Special Schools

3.2.1 How the White Paper describes the future role of special schools

It is clear from the main changes outlined in Education White Paper 6 that the existing special schools will in future have to make radical changes in their orientation and role to align them with this vision of an integrated and inclusive system of education.

The White Paper clearly outlines this future role as follows:

"Special schools will be strengthened rather than abolished. Following the completion of the audit of special schools, the Department of Education will develop investment plans to improve the quality of education across all of them. Learners with severe disabilities will be accommodated in these vastly improved special schools, as part of an inclusive system. In this regard, the process of identifying, assessing and enrolling learners in special schools will be overhauled and replaced by structures that acknowledge the central role played by educators, lecturers and parents. Given the considerable expertise and resources that are invested in special schools, we must also make these available to neighbourhood schools, especially full-service schools and colleges. As we outline in this White Paper, this can be achieved by making special schools, in an incremental manner, part of district support services where they can become a resource for all our schools." (Education White Paper 6, p. 3)

From the above statement it becomes clear that special schools as resource centres have a major role to play in the implementation plans of Education White Paper 6. It is also clear that, given the history of the dual system of special and ordinary as well as the ideological training of staff, there is a need for the large-scale development of human resources. In addition, the development of physical and material resources will have to supplement human resource development.

The successful implementation of Education White Paper 6 relating to special schools as resource centres depends to a large extent on the commitment of all. However, various initiatives forming part of the first stage of implementing inclusive education, such as the field testing of the guidelines for curriculum adaptation and for screening, identification, assessment and support, will be crucial to developing a response consistent with the notion of shifting from the category of disability to determining the level of support learners need.

Ultimately, the success of special schools as resource centres will depend on the staff of these schools as well as on full-service schools, neighbourhood schools and district-based support teams. They have a unique opportunity for aligning the education landscape with the provisions of Education White Paper 6. That would create the conditions for real redress and equity for the recipients of education service delivery in South Africa.

3.2.2 Strengthening special schools in the short term

Whilst we are between two systems, namely Specialised Education and Inclusive Education we have a situation where certain operational anomalies exist, some of which that there are firm barriers to creating a non-racial and integrated system of education.

Interim guidelines will be drafted for use in provinces regarding matters such as :

- Abolishing categorisation of Special Schools according to Disabilities
- Stipulating the range of fees that specialised facilities can charge so that these highly specialised and limited facilities are available to the masses
- Providing policy that makes these highly specialised and limited facilities, provincial facilities and not facilities “owned” by Districts
- Regularising of admission and exit criteria of Special Schools

All this should be done in pursuit of equity and redress in creating an inclusive education system that is an integrated component of our education and training system.

3.2.3 Recommendations emerging from the Special School Audit Report

Based on the findings of the National Audit on Special Education Provision (2004), the following would apparently be needed for strengthening special schools in the short term:

- All schools need to be empowered through staff development programmes
- The provinces should, as a matter of extreme urgency, upgrade schools with serious physical and material neglect
- Urgent intervention is required in cases of physical and sexual abuse, as stated in the qualitative reports on the audit
- Spending by provinces in the area of special needs education should be aligned with the paradigm shift heralded by Education White Paper 6 – the approach should not be to provide more of the same services, but rather to investigate thoroughly the global situation of special schools
- Directorates (or sub-directorates) for special needs education / psychological services / inclusive education should not be solely responsible for the planning, delivery and monitoring of services. Instead, this responsibility should be infused into all sections of departments, for example from education management and governance development to curriculum support, physical planning, provisioning and exams and assessment. Circuit managers will have to take responsibility for the initiatives for whole school development and extended collaboration with ordinary public schools in their areas
- Provinces should control the assessment and admission procedures of special schools to ensure greater access and eliminate discriminatory practices and waiting lists
- What is paramount in planning to strengthen special schools is to ensure greater cost-effectiveness so that these schools can be incrementally transformed into centres of excellence which can act as resource centres in a wider district. As resource centres, special schools will have to be empowered with the skills to lead the way towards innovative curriculum development, support programmes and community outreach programmes, making scarce specialised support services available to a larger number of learners throughout the system
- Special schools should be brought out of their isolation to become part of the broader network of service providers in the social sector.

3.3 Establishing the Full Service School as a Model of Inclusive Education

The idea of full-service schools, colleges, and further and higher education institutions is new in the South African education system, although many schools and other learning centres have already taken steps towards developing education institutions that are responsive to a range of learning needs.

Full-service schools are, first and foremost, ordinary schools that provide quality education to all learners through flexibly meeting the full range of learning needs in an equitable manner. They are being equipped and supported to provide for a greater range of learning needs than ordinary schools. For example, they might have a wider range of assistive devices available. They also have the capacity to respond to a greater learner diversity by providing learning programmes and support that can cater for the particular needs of learners.

Full-service schools and colleges are committed to:

- inclusion;
- providing a supportive environment;
- a culture of teaching and learning; and
- good community relations and ownership.

The first step being undertaken in the policy implementation is to designate and convert primary schools to full-service schools in the 30 school districts that form part of the national Schools District Development Programme. These schools are serving as sites for field-testing the policy implementation described in the **Education White Paper 6**. The successes and challenges of these schools will inform the way that the model is then expanded to other primary and high schools.

The ultimate aim is to designate and convert to a full-service school at least one primary school within each school district, taking into account where the special school as resource centres are located. Approximately 500 out of 20 000 primary schools will be converted to full-service schools, with more being established at a later date, if necessary. According to the

20 year plan, these full-service schools will be provided with the necessary physical and material resources and the staff and professional development to accommodate the full range of learning needs.

Section

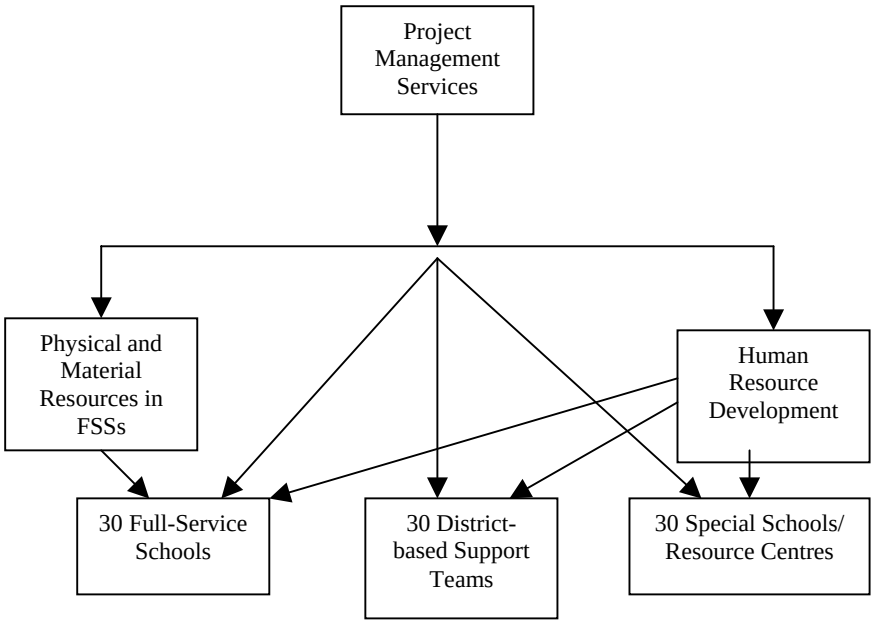
4

HOW THE TENDERS WILL ADDRESS THE AIMS OF FIELD TEST

How the tenders will address the aims of the field test

As graphically pointed out in Section 1 above, the tender processes will be central to the overall research and implementation process. Each of the consortia of service providers which have been appointed to deliver specific components of the field test have the responsibility of both coordinating or driving implementation and/or answering specific research questions.

4.1 Relationship Between The Three Tenders And The Recipients



Tenders: EDO 295 = Project Management Services
EDO 296 = Physical and Material Resources in Full Service Schools
RT 1665 GP = Human Resource Development

4.2 TENDER 1: (EDO 295) PROJECT MANAGEMENT SERVICES FOR THE FIRST STAGE OF IMPLEMENTING EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION

Scope of tender

The service provider will be responsible for managing and coordinating all the activities on the basis of a sound framework and implementation plan which focuses on the following: (NB: Institutions are defined as full-service schools, special schools/ resource centres and District-Based Support Teams)

- the setting up of the district-based support teams, conversion of full-service schools and special schools as resource centres involving negotiations with staff from district offices, special schools and ordinary schools
- the transformational and development work involved in the establishment of the institutions relating to human, physical and material resource development
- the human resource development of staff in the institutions
- the physical and materials development of the full-service schools
- the field-testing of the Guidelines of the Curriculum Task Team and the Assessment and Resourcing Task Team in the designated sites
- the collaboration and interaction between the three institutions forming the basis of an integrated inclusive education support system
- Advocacy campaign
- management of the establishment of Institution-based Support Teams in both special schools and full service schools
- external evaluation and research
- developing a profile of each school in terms of physical and material resources and geographical situation
- to develop a profile of learner and staffing situation in each school

- to write a report and make recommendations regarding systemic processes involved in the setting up of district-based support teams and the conversion of schools that can serve to inform the medium and longer-term implementation of Education White Paper 6.

4.3 TENDER 2: (EDO 296) ON THE PROVISION OF PHYSICAL AND MATERIAL RESOURCES FOR 30 FULL SERVICE (INCLUSIVE SCHOOLS) IN THE NODAL AREAS AS PART OF THE IMPLEMENTATION OF EDUCATION WHITE PAPER 6

SCOPE OF WORK

1. To develop a framework for upgrading physical resources, acquisition of necessary assistive devices and material resources that will ensure the conversion of 30 ordinary primary schools in designated nodal areas into full service schools.
2. To determine the incidence of disability, in order to make realistic projections in relation to need.
3. To make available information concerning the correct maintenance and care of other resources such as assistive devices.
4. To set up an accessible and user-friendly database to assist in planning and implementation of the framework.
5. To provide a cost breakdown for the recommendations on each school

4.4 HUMAN RESOURCE DEVELOPMENT FOR THE FIRST STAGE OF IMPLEMENTING EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION

SCOPE OF WORK

The service provider will be responsible for providing human resource development on the basis of a sound framework and operational plan which will focus on the following: (NB: Institutions are defined as full-service schools, special schools/ resource centers and District-Based Support Teams)

- Developing approved manuals for field-testing and conducting field-testing of curriculum adaptation as well as screening, identification and assessment. The manuals must be developed on the basis of the work completed by two working groups on curriculum adaptation and screening, identification and assessment. Provide a detailed report one month after the field-testing regarding strengths and limitations of field-testing content and materials.

- Provide approved manuals and all other products for training that are consistent with theories, assumptions, models, practices and tools contained in the framework of Education White Paper 6 and the Revised National Curriculum Statement two months after the field-test. This manual should incorporate the field-testing material that have been modified in the 30 full-service schools, 30 special schools/resource centers and 30 district-based support teams and make use of materials developed by Scope and Danida pilot projects.

- Develop approved manuals for training that will become the property of the Department of Education. The manuals should be completed in three phases. The first manual should be developed two months after the field-test. The second manual should be completed two months after the first-year. The third manual should be completed two months after the second year. The manuals should include matters relating to: a new theoretical framework and practices, guidelines for human resource development, recommendations for system-wide training and strengths and weaknesses of the training that has been completed relating to inclusive education. Specific reference should be made to content, methodologies and matters relating to Braille, South African Sign Language, Assistive Devices and Augmentative Devices. The framework of the manual must be negotiated and approved by the department of education. All guidelines must take into consideration both pre- and in-service training.

- Train all staff in the designated institutions

Section

5

Roles, Responsibilities and Communication

Roles, Responsibilities and Communication

In a project of such magnitude, it will be crucial that clear lines of responsibility and communication are drawn right from the start and that there is a common understanding of the purposes and indicators of success of the field test amongst all who are participating in the project.

5.1 Roles and Responsibilities of the Various Structures

5.1.1 National Department of Education (DoE)

The National Department of Education is responsible for implementing the programme. They have developed terms of reference and have contracted service providers to undertake projects within the programme. They will liaise with the programme managers and service providers and monitor and evaluate each stage of the programme from the development of plans to the implementation of all actions, the conducting of research and the writing of final reports and recommendations. They will liaise with other government departments and bodies to facilitate the programme. In the long run many of the officials involved in the coordination of the field test will eventually have management/coordination functions within

the new inclusive education structures such as the District Based Support Teams and the Institution-Level Support Teams.

Structures within the Department of Education are:

1. The **National Project Steering Committee** (NIEPSC) – Chief Director and Directors of the General Education Branch (Inclusive Education, Early Childhood Development, Schools, Adult Basic Education, Teacher Development and EMGD); the Chief Director of the Budget Office, the Director Physical Planning, the Funders and the Project Managers.
2. The Chief Directorate Curriculum and Assessment Development (CAD) – as a consultative and collaborative forum
3. The National Coordinating Committtee on Inclusive Education (NCCIE) as a sub-committee of HEDCOM – as a liaison with provinces, districts and schools and as a forum which makes recommendations to other HEDCOM sub-committees as well as to the steering committee or HEDCOM whichever is relevant.
4. The Directorate Inclusive Education (DIE) – in a project management and coordinating capacity
5. The Inter-branch Task Team on Resourcing Inclusive Education – to develop draft funding norms and report to the Inter-Branch meeting
6. Other Directorates outside CAD which will provide technical and consultative support: EMIS, Quality Assurance, Systemic Evaluation, Whole School Evaluation, EMGD, Teacher Development, FET, HE, Financial Planning, Post Provisioning, IT and Legal Services.

5.1.2 Provincial Departments of Education (PDE)

The provincial department of education will assist the National Department of Education to implement the programme. They will do this through facilitating projects (by for instance ensuring access to schools) and ensuring that there is appropriate local support. They will also take all possible steps to ensure local buy in to the programme so as to ensure sustainability and deep systemic change in the long term. In cases where a request has been made for the development of additional sites, provincial heads of department will have to take responsibility for carrying costs.

It is advisable that Provincial IE Project Steering Committees (PIEPSC) be established which mirror the national programme steering committee, therefore consisting of representatives of the following Directorates in the Provincial Head Offices: Curriculum, Inclusive Education, Education Management and Governance Development and Teacher Development. For technical support the Directorates Organisational Development, EMIS, Financial Management, Post Provisioning, Quality Assurance, Systemic Evaluation and Physical Planning can be involved on an ad hoc basis.

The role of the provincial coordinating committees would be to monitor and support the field test at the provincial level and to give feed back on a quarterly basis to the National Project Steering Committee. By involving a multi-sectoral team, the cross-cutting systemic implications of the policy on inclusive education will become clearer. It will also ensure that change occurs at all levels to ensure sustainability in the long run. Role functions within an integrated and infused service delivery model will become well established in the course of the two years of the field test.

5.1.3 District/Regional Education Office

As the establishment of a District-Based Support Team (DBST) lies at the core of the field test, the senior manager of the District[1] /Regional Office will hold the key responsibility for the successful implementation of the field test in the area. He/She can delegate the authority for day to day management, logistical arrangements and communication between the various role players, to a district project coordinator.

Even at district level, it will be important to establish a District Project Coordinating Committee (DIEPCC) which will be chaired by either the district manager or the project coordinator to whom he has delegated the authority (see paragraph above) and will involve coordinators of all the above mentioned units as well as the principals of the special schools and full-service schools participating in the field test. The core function of the district project coordinating committee would be to liaise with the Programme Manager, service providers and schools on all aspects of the day to day running of the project.

[1] For the purpose of the Inclusive Education Field Test, the term District will refer to the local education management unit which can also be an EMDC or a region (with circuits).

5.1.4 Project Manager (PM):

The project manager will develop a plan for the project in consultation with the National Department of Education. He will work with service providers appointed by the DoE in developing detailed operational plans for their projects. He/she will be responsible for coordinating, monitoring and reporting processes between the service providers and the DoE. He will ensure that the learning on the project is captured and provided to the DoE in a final report

5.1.5 Service Providers (SP)

The various service providers will develop project plans for their projects of the programme in liaison with the Project Manager and the Department of Education. They will implement these projects in accordance with the programme plans and project procedures. They will not liaise directly with District officials and Schools in implementing the project but will go through the communication channels outlined in the communication strategy below.

5.1.6 Coordination at school level

The principal of the school will be held accountable for the successful participation of the school in the field test programmes. The institution level support team will be the coordinating body for driving the change process in the school.

5.2 Communication Strategy

The basic communication route will be:

For formal and introductory communication:

Service Provider – Director Inclusive Education – Chief Director: CAD – Deputy Director General Education – Director General – Provincial Head of Department – Provincial Head of Inclusive Education.

All correspondence will also be forwarded to the Members of the National Project Steering Committee, the Provincial Project Steering Committee and the District Project Steering Committee.

For ongoing communication:

Service Provider – Director Inclusive Education / IE Project Manager – Provincial / District / School Project Coordinator.

The National Project Steering Committee (NIEPSC)

The NIEPSC will meet on a quarterly basis to review progress in all legs of the project and to track whether deliverables have been achieved. This Committee will also analyse the results of the field test on an ongoing basis to determine the implications for systems change and norms and standards. Members of the NIEPSC will also visit provinces on a quarterly basis to meet with the Provincial Steering Committees (PIESC), track progress and give support at the provincial level. Team members will also conduct site visits at least twice in the course of the two years of the Field Test.

The Provincial Project Steering Committee (PIEPSC)

The Provincial Project Steering Committee will play an oversight and support role at the provincial level and will hold quarterly meetings with representatives from the NIEPSC. The PIEPSC must meet at least 4 times a year to track progress within the project. They also have to play an ongoing facilitating role to address specific areas of development within the project, such as in the HRD programme, the building programmes, the post provisioning, etc.

The PIESC has to provide quarterly provincial progress reports to the NIEPSC.

All communication between the service providers and the district has to involve the coordinator or the relevant members of the PIESC.

The District Project Steering Committee (DIEPSC)

The DIEPSC must meet at least once a month and provide monthly progress reports to the PIESC. All communication between the service providers and the schools has to go through the PIESC.

The National Coordinating Committee on Inclusive Education will act as a consultative forum for the project**.**

The Project Managers

All reports of service providers must be submitted to the NIEPSC on dates determined in the contract.

The National Director Inclusive Education

The Director Inclusive Education will be the operational manager of all processes related to the field test.

Section 6

MANAGEMENT PLAN FOR THE FIELD TEST

Management plan for the field test

The management plan below outlines how the field test will be conducted and what the indicators for the main research objectives will be.

Field Test Objective 1: Costing the conversion of ordinary primary schools into full-service schools, special schools into resource centres and district-based support teams

- Costing of an ideal district-based support team.
- Costing and processes involved in conversion of special schools to a special schools/resource centres.
- Costing and processes involved in conversion of an ordinary primary school into an ideal full-service school.
- Costing non-personnel expenditure requirements (physical and material resources)

- Reprioritising Programme 4 Funding to ensure maintenance of services as well as cost-effectiveness, equity and redress

Stages of the overall Field Test Project	Activities (Components) (Strategic Objectives)	Indicators	Time Frames	Management and monitoring
Stage 1: Set-up, planning and investigatory stage	Developing draft funding norms for Resourcing Inclusive Education	Business Plan for Process developed and approved by DoE	May 2005	CD, DDG:G CD, DDG:P Senior Management HEDCOM
	Analysing current expenditure under programme 4	- Audit of special school analysed - Annual School Survey captured and analysed - Provincial Expenditure Surveys analysed - Audit on admissions procedures to special schools completed and analysed	June 2005	DDG: P DDG: G Inter-Branch Task Team on Resourcing Inclusive Education
	Develop interim norms for reprioritisation of programme 4 budget	- Interim norms for reprioritisation submitted to HEDCOM to be approved for public comment	August 2005	DDG: P DDG: G Inter-Branch Task Team on Resourcing Inclusive Education
	Costing Physical and Material Resource provisioning in Designated Full-Service Schools	Costed plan for conversion of ordinary school to a full-service school	March 2005	D: IE CD: CAD NIEPSC DDG DG
	Appointment of Service Provider	Service provider appointed	Aug. 2004	Director IE
	Develop plan for project	Development plan completed and approved	Sept. 2004	Director IE Eva Mahlangu M. Gumede
	Develop a baseline survey instrument for full service schools	Survey instrument developed and approved	Sept 2004	Eva Mahlangu M. Gumede
	Conduct site visits to determine physical and material resources needs of FSSs	Site visits completed	Oct. 2004	Eva Mahlangu
	Development of costing tool	Costing tool developed and approved	Nov. 2004	
	Draft a Report on site visits	Report on site visits submitted	Nov. 2004	
	Develop a data base format and provide a detailed report on each FSS	Data base developed in approved format	Jan. 2004	

Stages of the overall Field Test Project	Activities (Components) (Strategic Objectives)	Indicators	Time Frames	Management and monitoring
Stage 2: Implementation phase of project	Establish and cost DBSTs in designated nodal areas	DBSTs established and costed in all 30 nodal areas	Sept 2006	D: IE CD: CAD NIEPSC
	Appoint project management service provider to coordinate set up work in 30 Districts and to align the DBSTs to FSSs and SPS/RCs	Project managers appointed, project plan submitted and first stage of implementation underway	September 2006	D: IE CD: CAD NIEPSC
	Cost an Ideal DBST	Inter-Branch Task Team on Resourcing developed and refined funding matrix Provincial Depts.consulted on the matrix Structure and functions of DBSTs determined through the findings of the experience in the various districts	March 2005 – March 2006	CD, NIEPSC, DDG:G CD, NIEPSC, DDG:P
	Appoint service provider for conversion of FSSs	DTC	June 2005	NIEPSC, CD, DDG:G NIEPSC, CD, DDG:P
	Full scale conversion of 30 FSSs commences		August 2005 – May 2007	NIEPSC,CD, DDG:G NIEPSC,CD, DDG:P PIESC DIEPSC
Stage 3: Evaluation stage of programme and development of norms	Cost conversion of FSSs	SP DoE	Dec 2007	NIEPSC,CD, DDG:G NIEPSC,CD, DDG:P
	Develop norms for FSS	DoE IBTT	Dec 2007 – June 2008	NIEPSC,CD, DDG:G NIEPSC,CD, DDG:P

Field Test Objective 2: To determine the processes involved in establishing the new Institutions

- Process of establishing a district-based support team
- Change management strategies for developing inclusive cultures, policies and practices in all education institutions
- Field testing Guidelines for Inclusive Teaching and Learning
- Field testing of the National Strategy on Screening, Identification, Assessment and Support

Project Stages	Activities (Components)	Indicators	Time Frames	Management and monitoring
Stage 1: Set-up, planning	Selection of 30 ordinary schools to be	Sites selected according to criteria provided by	July 2003	

Project Stages	Activities (Components)	Indicators	Time Frames	Management and monitoring
and investigatory stage	converted into full-service schools, 30 special schools to be converted into special schools/resource centres in 30 nodal areas	DoE		
	Advocacy in the designated schools and districts	Phase 4 of advocacy campaign completed in nodal areas. Comprehensive Report submitted	March 2005	D: IE CD: CAD CAD Steering Committee
	Complete distribution of Conceptual and operational guidelines to all designated FSS, SPS/RC and DBSTs		March 2005	D: IE CD: CAD CAD Steering Committee
	Appoint service provider for Project Management Services	Service provider appointed	August 2004	D: IE CD: CAD CAD Steering Committee
	Drafting of Project plan	Project plan approved	September 2004	D: IE CD: CAD CAD Steering Committee
Stage 2: Implementation phase of project	Process of managing all activities related to conversion of 30 30 30 commences	Stage one of conversion process completed	Jan. 2005	D: IE CD: CAD CAD Steering Committee
	Establish DBSTs in designated nodal areas	DBSTs established and report written that makes recommendations regarding systemic processes involved in the setting up of district-based support teams and the conversion of schools that can serve to inform the medium and longer-term implementation of Education White Paper 6.	Sept 2006	D: IE CD: CAD CAD Steering Committee
	Develop strategy to mobilise out of school vulnerable youth	Comprehensive strategy to mobilise out of school vulnerable youth in nodal areas developed and approved	June 2005	D: IE CD: CAD CAD Steering Committee
	Develop strategy for out of school youth with disabilities by analysing:	Strategy for mobilising out of school youth with disabilities completed, approved and ready for	April 2005	D: IE CD: CAD

Project Stages	Activities (Components)	Indicators	Time Frames	Management and monitoring
	- report of service providers for costing of Full-Service Schools - Report of HRD service providers on field test of SIAS Strategy - audit of special schools - advocacy report - studies conducted by provinces - STATS SA statistics	implementation in nodal area districts		CAD Steering Committee
	Develop inter-sectoral strategy for children in conflict with the law	Role of Education in the implementation of the Child Justice Bill outlined and approved	June 2005	D: IE CD: CAD CAD Steering Committee
	Outline role of Education in inter-departmental strategy on Child Labour	Clarity on role of Education in strategy on Child Labour	June 2005	D: IE CD: CAD CAD Steering Committee
	Outline role of Education in strategy for Street Children	Comprehensive strategy in place to provide education and support programmes to Street Children	June 2005	D: IE CD: CAD CAD Steering Committee
	Develop Monitoring and Evaluation Mechanisms to track progress of service delivery in nodal areas	Monitoring and evaluation mechanisms in place to track progress of all development work in nodal areas	March 2005	D: IE CD: CAD CAD Steering Committee
Stage 3: Evaluation stage of programme and development of norms	Write comprehensive report on conversion process		2007 - 2008	

Strategic Objective 3: To outline the Human Resource Development Strategy for the new integrated Inclusive Education and Training System

- Devising a human resource development strategy which would outline:
    - Advocacy strategies
    - Approaches to orientation
    - Implications for role functions of educators and professionals working in the system

- Implications for personnel provisioning
- Implications for PRESET and INSET
- Guidelines for Inclusive Teaching and Learning
- The National Strategy on Screening, Identification, Assessment and Support

Project Stages	Activities (Components)	Indicators	Time Frames	Management and monitoring
Stage 1: Set-up, planning and investigatory stage	Completion of Guidelines for Inclusive Teaching, Learning and Assessment	Guidelines for Inclusive Teaching, Learning and Assessment completed through consultative process, approved and ready for field testing	March 2005	D: IE CD: CAD CAD Steering Committee
	Completion of Strategy on Screening, Identification, Assessment and Support	Strategy on Screening, Identification, Assessment and Support completed through consultative process, approved and ready for field testing	March 2005	D: IE CD: CAD CAD Steering Committee
	Award Tender on Human Resource Development	Consortium/consortia appointed to conduct HRD programme in designated schools and districts	March 2005	D: IE CD: CAD CAD Steering Committee
	Develop HRD Project Plan	Project plan for implementation of HRD developed and approved	April 2005	D: IE CD: CAD CAD Steering Committee
	Develop Manuals for field testing of Guidelines for Inclusive Teaching, learning and assessment	Manuals for field testing of Guidelines for Inclusive Teaching, learning and assessment completed and approved	May 2005	D: IE CD: CAD CAD Steering Committee
	Conduct field test of Guidelines for Inclusive Teaching, learning and assessment	Detailed report on strengths and limitations of field testing content and materials submitted and approved	June 2005	D: IE CD: CAD CAD Steering Committee
	Develop Manuals for field testing of Strategy on Screening, Identification, Assessment and Support	Manuals for field testing of Strategy on Screening, Identification, Assessment and Support completed and approved	May 2005	D: IE CD: CAD CAD Steering Committee

Project Stages	Activities (Components)	Indicators	Time Frames	Management and monitoring
	Conduct field test of Guidelines for Strategy on Screening, Identification, Assessment and Support	Detailed report on strengths and limitations of field testing content and materials submitted and approved	June 2005	D: IE CD: CAD CAD Steering Committee
Stage 2: Implementation phase of project	Develop Phase 1 manuals for orientation programme in all 30 30 30 sites	Manuals developed, approved and distributed for orientation programme in 30 30 30 sites incorporating findings of field test as well as SCOPE and DANIDA materials	July 2005	D: IE CD: CAD CAD Steering Committee
	Conduct training for all staff in 30 30 30 sites	Training conducted in all 30 30 30 sites	Aug. – Nov. 2005	D: IE CD: CAD CAD Steering Committee
	Develop phase 2 manuals for orientation programme	Manuals developed, approved and distributed for orientation programme in 30 30 30 sites incorporating findings of first round of training	February 2006	D: IE CD: CAD CAD Steering Committee
	Conduct training	Training conducted in all 30 30 30 sites	March - Sept. 2006	D: IE CD: CAD CAD Steering Committee
Stage 3: Evaluation stage of programme and development of norms	Develop phase 3 manuals	Manuals developed, approved and distributed for orientation programme in 30 30 30 sites incorporating findings of all training and provide a comprehensive HRD Strategy for Inclusive Education (see tender specifications)	Nov. 2006	D: IE CD: CAD CAD Steering Committee

ANNEXURE A

Annexure A: Profiles and contact details of designated districts

Western Cape

EMDC METROPOLE EAST

Full Service School: Soyisile Primary, Khayelitsha

Principal: X C Manzezulu
P O Box 284
Khayelitsha
7785

(021) 361 5070 Tel.
(021) 364 2002 Fax
admin@soyisile.wcape.school.za

Special School: Noluthando, Khayelitsha

Principal: P L Barnard
P O Box 1856
Somerset West
7129

(021) 361 1160 Tel.
(021) 361 1161 Fax
083 2250424
admin@nsd.w.cape.school.za

EMDC METROPOLE SOUTH

EMDC Coordinator: Berenice Daniels
badaniel@pawc.wcape.gov.za

Full Service School: Cascade Primary, Mitchell's Plain

C M Snyders
Cascade Street
Eastridge
Mitchell's Plain
7785

(021) 397 6030 Tel.
(021) 397 2056 Fax

caspri@mweb.co.za

Special School: Agape School, Mitchell's Plain

B R Lambert
P.O. Box 223
Mitchell's Plain 7785

(021) 392 4162 Tel
(021) 392 5496 Fax
agape@new.co.za

EMDC SOUTHERN CAPE / KLEIN KAROO

Full Service School: J D Crawford Primary, Beaufort West

Mr H J Sawat
P O Box 732
Beaufort West
6970

023 414 2664 tel.
023 414 3733 fax
head@crwafordps.w.cape.school.za

Special School/Resource Centre: Oudtshoorn Resource Centre (Klein Karoo School of Skills, Kairos School, El Jada School), Oudtshoorn

S K Hauptfleisch
P Bag X642
Oudtshoorn
6620

(044) 272 6054/5 Tel
(044) 272 4005 Fax
kkvs@xsinet.co.za

Gauteng

District Tshwane North (D3)

Full Service School: Baxoxele School

Mrs MW Malebye
PO Box 141
Soshanguve
0164

(012) 7981302 Tel
(012) 7983256 Fax
240556@gde.za.net

Special School/Resource Centre: Dominican School for the Deaf

Mrs EM Mathibe
PO Box 33
Hammanskraal
0400

(012) 7110032/0378 Tel
(012) 711 0316
240648@gde.za.net

District Ekhuruleni West (D6)

Full Service School: Nthuthuko School

Mrs T B Mrobo
PO Box 12107
Kathlehong
1431

(011) 905 2115 Tel
(011) 905 2115 Fax
073 335 2484

Special School/Resource Centre: Ezibeleni Special School for Physical Disability

Mr Benzie Tenza
PO Box 124237
Alrode
1451

(011) 909 391892 Tel
(011) 909 7301 Fax
tbesibel@mweb.co.za

District Johannesburg East (D9)

Full Service School: MC Weiller School

Mrs R A Shibambu
87 East Bank Ave., Alexandra
PO Box 246
Bergvlei
2012

(011) 882 8928 Tel
(011) 882 8928 Fax
082 4286354

Special School/Resource Centre: Nokuthula School

Ms Joyce Manan Mahakoe
PO Box 662
Bramley
2018

(011) 786 9806 Tel
(011) 887 1778 Fax

District Johannesburg South (D11)

Full Service School: Lakeview Primary School
Mr MC Yaya Box 28
PO Moroka
1860

(011) 9847718
083 5032616

Special School/Resource Centre: Phillip Kushlick Special School for Cerebral Palsy

Mrs B P Luthuli
PO Box 82139
Southdale
2135

(011) 933 1728/90
083 732 0083

Additional Special School/Resource Centre: Jiswa School

Mrs Neeru Mohan Bhana
PO Box 729
Lenasia
1820

(011) 854 9907 Tel
(011) 854 5832 Fax
082 7568297
110130@gde.za.net

District Johannesburg North (D11)

Special School/Resource Centre: Coronation Training Centre (additional school)

Mrs Phebe Bothan-Kerspuy
PO Box 88663
Newclare
2112

(011) 673 5220 Tel
(011) 673 5221 Fax
140046@gde.za.net

Eastern Cape

District Lusikisiki

Full Service Schools: Kwaqonda

Mrs N Mgilane
Box 1258
Flagstaff

4810

082 2964708

Full Service School: Zanokhanyo

Mrs MM Gckinca
Box 394
Lusikisiki
4820

(039) 253 1065 Tel
(039) 253 1079 Fax

Special School/Resource Centre: No special school in the district

Closest Town: Lusikisiki

District Bizana

Special School/Resource Centres: Nompumalanga School for Severe Intellectual Disability

Mrs M Mtolo
Box 135
Bizana
4800

(039) 2514589 Tel
(039)2514589 Tel
(039) 2514589 Fax

Special School/Resource Centres: **Vukuzenzele School for Learners with Physical Disability**

Mrs Bandezi
P/Bag x507
Bizana
4800

(039) 251 3605
(039) 251 3605
083 3925754
vukuzenzele@intekom.co.za

Closest Town: Kokstad

District Port Elizabeth

Full Service School: Elundini

Mrs Zokufa
23 Bikana Street
NU 4
Motherwell
Port Elizabeth
6211

(041) 469 4821 Tel

Special School/Resource Centre: Ruebin Birn

Mr GT Engelbrecht
Box 11189
Algoa Park
Port Elizabeth
6005

Closest Town: Port Elizabeth

District East London

Full Service School: Ebotwe Primary School

Mrs Dalamba
PO Box 192
Mdantsane
5219
(043) 761 1116
082 505 9176

Special School/Resource Centre: Vukuhambe

School for Learners with Physical Disability

Mr Kenneth Mjila
P. O. Box 150
Mdantsane
5219

(043) 761 2179/314
(043) 761 3650
082 855 8470

Closest Town: East London / Mdantsane

Northern Cape

District : Frances Baard

Full Service School: Peme Cluster

Sol Plaatje 1

Mrs. Mogamisi
P.O. Box 8019
Galeshewe
8335

(053) 871 1030 Tel

Sol Plaatje 2

Mr. P. Mangate

P. O. Box 8054
Galeshewe
8335
(053) 871 5734 Tel
(053) 871 5734 Fax
082 402 0204

Redirile

Mr. M. E. Molaolwa
P. O. Box 8014
Galeshewe
8335
(053) 874 1240 Tel
(053) 874 1240 Fax

Special School/Resource Centre: Re Tlameleng

Mr. N. S. Maphalane
P. O. Box 2646
Kimberley
8300

(053) 871 3289 Tel.
(053) 871 3286
retlameleng@freemail.absa.co.za

Special School: Kimberley Training Centre

Mrs. A. Marais
P. O. Box 1814
Kimberley
8300

(053) 871 2255 Tel
(053) 871 3355 Fax
083 452 4157

Special School: Jannie Brink

Mrs. D. Groenewalt
P. O. Box 814
Kimberley
8300

(053) 841 0139 Tel
(053) 841 0352 Fax
janniebrink@absamail.co.za

District : Siyanda

Full Service School: Deben

Mrs. van Stedent
P. O. Box 2
Debeng
8463

(053) 791 0219 Tel
(053) 791 0219 Fax

Special School/Resource Centre:

District : Pixley ka Sama District

Full Service School: Alpha Primary School

Mr. A.W. de Leeuw
P.O. Box 294
De Aar
7000
Tel: (053) 841 0139

Mpumalanga

Region: Ehlanzeni

Director: Mr M.J Lushaba – 013 9472060
CES: Mr. J.C Khoza
Inclusive Education Coordinator: Mr. A. Viljoen – 0835565463

Circuit: Nelspruit

Full Service School: Tenteleni

Circuit Manager: Mr. V A Myanga

Principal: Mrs. G. Maseko
PO Box 64
Kanyamazane
1214

0721469304 / 013 – 7940197 / 013 - 7940251

Special School/Resource Centre: Kamagugu

Circuit Manager: Mr D M Buthelezi

Principal: Mr. D. Mhlongo

013 748 0017

Region: Ehlanzeni

Circuit: Lubombo

Full Service School: Mshengu Higher Primary

Circuit Manager: Mr.B.R Ngcane

Principal: Mr Bhiya

Box 811

Kwalugedlane
1341

0721239217 / 013 - 7820073

Region: Nkangala

Director: Mr J.J Mabena – 013 9472060
CES: GET/FET: Mrs. G. Ditshego
Inclusive Education Coordinator: D. Jiyane - 0725442669

Circuit: Marapyane

Full Service School: Sibisi

Circuit Manager: Mr P J Motshwane
Principal: Mr Z Mashiane
PO Box 38
Skilpadfontein
0431

012 – 7243120

Special School/Resource Centre: Pelonolo

Circuit Manager: Mr P J Motshwane
Principal: Ms Komane
PO Box 173
Skilpadfontein
0431

012 724 3150

Region: Nkangala

Circuit: Nkomazi West

Special School/Resource Centre: Silindokuhle

Circuit Manager: Mr. Bhiya

Principal: Ms G T Shabangu
PO Box 1397
Kwalugedlane
1341

013 782 0245

Free State

Provincial contact person:

Ms MAPHOKA LIPHAPANG
TEL: 051-4048225
FAX: 051 – 4048223
CELL: 0832872087
maphokal@edu.fs.gov.za

District : Thabo Mofutsanyana

Full Service School: Letlotlo Primary School

Mr J M Tsolo
TEL: 058-7184734
FAX: 058-7131218

Principal: Mrs N. L. Thejane
P. O.Box 5003
Phuthadithjhaba
9866

058 713 4268 Tel
058 713 4268 Fax
083 7541241

Closest Town: Phuthaditjhaba/Bethlehem

Special School/Resource Centre: Thiboloha School

Mr PA Cook
P. O. Box 829
Betlehem
9870

(058) 7130048/2821
(058) 713 1800
082 578 7095

Closest Town: Phuthaditjhaba/Bethlehem

District : Motheo

Full Service School: Maboloka Primary School

Mrs. Mm Lynch
Tel.051-4049058
Fax – 051-4049075

Principal: Mr. Tebogo Shale
P. O. Box 18020
Bloemfontein
9315

(051) 432 1588 Tel.
(051) 432 1588 Fax
082 9363827

Special School/Resource Centre: Tswellang

Principal: Mrs. M. le Grange
P. O. Box 16087
Mangaung
9307

(051) 432 3975 Tel.
(051) 432 4664 Fax
082 2009466

tswellcp@shisas

District : Lejweleputsoa

Full Service School: Mojaho Primary School

Mr L Munsamy
TEL: 051-4048233

Principal: Mr. George Fothoane
Box 40039
Motsetabong
9463

057 3963789 Tel.
083 3706901

Special School/Resource Centre: Leboneng Special School

Principal: Mr. Louis Schoonraad
P/Bag x 66
Welkom
9460

057 395 1305/6 Tel
()57) 3951307
0822024627
leboneng@worldonline.co.za

North West

District : Bophirima

Full Service School: Isagontle Primary

Principal: Ms M E Dichabe
P Bag X128
Mothibistad
8474

Special School/Resource Centre: Learamele

School for Learners with Severe Intellectual Disability
Principal: G.C. Ntwaeagae
PO Box 525
Mothibistad
8474

District: Southern

Full Service School: Nanogang

Principal: Mr C Mathekga
PO Box 40026
Ikangeng Lesedi
2531

Nearest Town: Potchefstroom

Special School/Resource Centre: Ikalafeng

Principal: Mr M J van Zyl
PO Box 2095
Potchefstroom
2520

Nearest Town: Potchefstroom

District : Bojanala West

Full Service School: Mphuphuthe

Principal: Mr M E Mollo
PO Baratheo
0338

Nearest Town: Rustenburg

Special School/Resource Centre: Kutlwanong

School for the Deaf
Principal: Mrs P L Nong
PO Box 288
Rustenburg
0300

Nearest Town: Rustenburg

KwaZulu Natal

Region : Ethekwini

District: Pinetown

Full Service School: Ukukhanyakokusa

Principal: Mr. Mduduzi Mhlongo
P/Bag x 058
KwaMashu
4360

Full Service School: Sondelani

Principal: Mr. Mdududzi Mhlangu
P. O. Box 40939
Redhill
4071

Closest Town: Durban/Pinetown

Special School/Resource Centre: Khalipha

School for Learners with Intellectual Disability
Principal: Ms. Thoko Nkabinde

P. O. Box 40326
Redhill
4071

Closest Town: Durban

Special School/Resource Centre: Inanda

School for Learners with Intellectual Disability
Principal: Ms N. Ntuli
P/Bag 54323
Durban
4000

Closest Town: Durban

Region : Zululand Region

District: Vryheid

Full Service School: Bhaqa

Closest Town: Nongoma

Special School/Resource Centre: Zamimpilo

School for learners with Physical Disability

Closest Town: Ulundi

District: Empangeni

Full Service School: Dover

Principal: Mr Sipho Ndlovu
P. O. Box 44
Empangeni
3880

Closest Town: Empangeni

Special School/Resource Centre: Thuthukani

School for Learners with Severe Intellectual Disability

Principal: Ms. P. Jean Stead

P. O. Box 1121
Empangeni
3880

Closest Town: Empangeni

Limpopo

District : Greater Sekhukhune

District Senior Manager:
Mr M P Molabe

Private Bag X70 Lebowakgomo
0737
Tel. 015 9633
Fax 015 – 633 5143 / 6177
Cell 082 788 8614

Inclusion Coordinator: Dr M.J. Maake

Full Service School: Mokgalabe Primary

Principal: Mr A.M. Motubatse
P. O. Box 1640
Groblersdal
0470

Cell: 083 499 6969
Closest town: Dennilton

Special School/Resource Centre: Bosele School

Principal: Ms. Rebone Thema
P/Bag 128
Nebo
1059

Closest town: Dennilton

District : Vhembe

District Senior Manager: Mr M.R. Mathivha
Private Bag X2250
Sibasa
Venda
0970
Tel. 015 – 962 6037
Fax 015 – 962 3674
Cell 082 541 6046

Inclusion / PsySES Coordinator: Dr J.G. Tshifularo (DCES)
Curriculum Coordinator (GET): Mr Muloiwa (DCES), Tel. (015) 963 1545
16 FES posts, 13 filled

Education Multi-Purpose Centre (EMPC): Tshisimane
Circuit: Dzindi
Circuit Manager: Mr M V Mphadzha

Full Service School: Tshisahulu Primary

Principal: Mr. V. Murovhi
P. O. Box 395
Shayandima
0945
072 240 1989

Special School/Resource Centre: Tshilidzini School

District : Bohlabela

District Senior Manager: Mr R.W. Usinga
Private Bag X1339
Thulamahashe
1365
Tel. 013 – 708 5000-
Fax 013 – 708 5158
Cell 082 859 4335

Inclusion Coordinator: Ms C. Sihlangu
Curriculum Coordinator (GET): Ms Doris Sibuyi (DCES)
Mr Dennis Mbowane
16 FES Posts

EMPC: Mapulaneng (Hazyview)
Circuit: Manyeleti
Circuit Manager: Mr MM Mgiba

Full Service School: Samson Sibuyi Primary

Principal: Mr O. Skosana
P.O. Box 844
Hlovukani
1363
Cell: 082 862 3167

Closest town: Acornhoek/Bushbuckridge

District: Mopani

District Senior Manager: Mr WWX Nkuna
Tel. (015) 812 1911

Circuit: Nkowankowa
Circuit Manager: Mr Peter Halala (015 303 1725)
Curriculum Coordinator (GET): Mr Norman Mathedimosa (083 433 5243)
EMPC: Tivumbeni

Special School/Resource Centre: Letaba School

School for Blind Learners and Learners with Physical Disability
Principal: Mr John Eastes
P.O. Box 2445
Tzaneen

Closest town: Bushbuckridge

ANNEXURE B

Annexure B: Strategic And Operational Plan Of The Directorate Inclusive Education

Strategic Objectives	Performance Measures	Performance Measures	Performance Measures	Performance Measures	Performance Measures
	2005	2006	2007	2008	2009
Expand the reach of education programmes to disabled out-of-school children and youth	Strategy developed for mobilising out of school vulnerable children in nodal areas for access to education and support	Strategy for mobilisation of vulnerable children implemented in nodal areas	Programme for mobilisation of out of school vulnerable children refined and ready for system wide implementation	System wide implementation of strategy for mobilisation of out of school vulnerable children and youth	System wide implementation of strategy for mobilisation of out of school vulnerable children and youth
	Strengthened and expanded services provided at special schools through the Expanded Public Works Programme in all special schools in the field test programme.	Strengthened and expanded services provided at special schools through the Expanded Public Works Extending to full service schools in the nodal areas.	Strengthened and expanded services provided at special schools through the Expanded Public Works Extending to all special schools in districts where the field testing is done	Strengthened and expanded services provided at special schools through the Expanded Public Works Extending to all special schools in the system	Strengthened and expanded services provided at special schools through the Expanded Public Works To Reform schools involved in the Field Test.
Implement short-term steps of White Paper 6	Framework for physical and material resources in 30 designated Full Service Schools completed and actual upgrading of schools commenced	Implementation of Framework for Physical and material resource development completed in 30 designated Full Service Schools	Implementation of Framework for Physical and material resource development completed in 35 designated Full Service Schools and in 30 designated Special Schools / Resource Centres	Norms and standards for resourcing Full Service Schools and Special Schools / Resource Centres developed and approved	Norms and standards for resourcing Full Service Schools and Special Schools / Resource Centres implemented

	30 District Based Support Teams established in nodal areas:	Refined operational procedures for District Based Support Teams	Final guidelines for district-based support teams completed and 30 District Based Support Teams fully functional	Norms and standards for resourcing District Based Support Teams developed and approved	Norms and standards for resourcing District Based Support Teams implemented
	Framework for comprehensive funding norms for resourcing Inclusive Education completed	Draft funding strategy and specific funding norms for Full Service Schools, Special Schools / Resource Centres and District Based Support Teams completed	Funding strategy, system and related funding norms completed and gazetted	Phased implementation of funding strategy, system and related funding norms	System wide implementation of funding strategy, system and related funding norms
	Draft framework for repriotisation of Special School Allocations completed and field-tested	Framework for repriotisation of Special School Allocations approved	Repriotisation of Special School Allocations effected in all provinces	Effect of Repriotised Special School Allocations analysed and modifications proposed	Revised Special School Allocations effected in all provinces
	National integrated strategy for strengthening of special schools developed	Strategy for strengthening special schools implemented in all provinces with special attention to most neglected special schools	Strategy for strengthening special schools extended to include development of Special Schools as resource Centres	Dual Strategies for strengthening special schools and developing Special Schools as resource Centres implemented in all provinces with special attention to most neglected special schools	All special schools ready for system wide conversion into special schools / resource centres
	Protocols for Screening, Identification, Assessment and Support field tested in designated ordinary schools in nodal areas as well as in all special schools	Protocols for Screening, Identification, Assessment and Support revised, approved and ready for system-wide implementation	Protocols for Screening, Identification, Assessment and Support implemented in all provinces	Protocols for Screening, Identification, Assessment and Support revised and consolidated	First cyclical review of Protocols for Screening, Identification, Assessment and Support completed
	First Phase of human resource development programme for Inclusive Education completed and evaluated in 30 Full Service Schools, 30 Special Schools / Resource Centres, 4 Reform Schools and 30 District Based Support Teams	Second Phase of human resource development programme for Inclusive Education completed and evaluated in 30 Full Service Schools, 30 Special Schools / Resource Centres, 4 Reform Schools and 30 District Based Support Teams	Human resource development programme for Inclusive Education approved for implementation throughout the system	System wide implementation of Human resource development programme for Inclusive Education completed	First cyclical review of Human resource development programme for Inclusive Education completed
Develop and implement integrated programmes for vulnerable youth and children - viz children in conflict with the law, street children and children in need of care	Framework for Educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care developed	Framework for Educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care implemented in 4 provinces	Framework for Educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care implemented in 7 provinces	Framework for Educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care implemented in all provinces	System wide implementation of national inter-sectoral strategies for all categories of vulnerable children and youth commences

	Integrated Strategy for servicing children living on streets developed and approved	Integrated Strategy for servicing children living on streets implemented in 4 provinces	Integrated Strategy for servicing children living on streets implemented in 7 provinces	Integrated Strategy for servicing children living on streets implemented in all provinces	System wide implementation of national inter-sectoral strategies for children living on streets
Ensure access to the National Curriculum for children with disabilities and children experiencing barriers to learning and development	General public exposed to a generic advocacy campaign and communication strategy related in inclusive education in 30 nodal areas	General public exposed to a generic advocacy campaign and communication strategy related in inclusive education in all provinces	All school management teams, governing bodies, professional staff and parents exposed to a focussed advocacy campaign and communication strategy in 4 provinces	All school management teams, governing bodies, professional staff and parents exposed to a focussed advocacy campaign and communication strategy in 7 provinces	All school management teams, governing bodies, professional staff and parents exposed to a focussed advocacy campaign and communication strategy in all provinces
	Guidelines for developing Inclusive Learning Programmes completed and field tested in designated ordinary schools in nodal areas as well as in all special schools	Guidelines for developing Inclusive Learning Programmes refined, integrated into the NCS rollout and ready for system wide implementation	System wide implementation of Guidelines for developing Inclusive Learning Programmes	System wide implementation of Guidelines for developing Inclusive Learning Programmes consolidated	System wide implementation of Guidelines for developing Inclusive Learning Programmes reviewed
	Guidelines for development of dynamic, adaptive assessment programmes to accommodate diverse learner performance developed and field tested	Guidelines for development of dynamic, adaptive assessment programmes to accommodate diverse learner performance modified and approved	Dynamic, adaptive assessment programmes to accommodate diverse learner performance implemented in Special Schools and Full Service Schools	Dynamic, adaptive assessment programmes to accommodate diverse learner performance implemented in the Foundation Phase in ordinary Primary schools	Dynamic, adaptive assessment programmes to accommodate diverse learner performance implemented in the Intermediate Phase in ordinary Primary schools
To Monitor and support the phased implementation of Inclusive Education	Provincial monitoring and support framework developed and field-tested in collaboration with all provinces.	Monitoring and support programmes for Special Schools / Resource Centres, Full Service Schools and District Based Support Teams developed	Monitoring and support plans for Special Schools / Resource Centres, Full Service Schools and District Based Support Teams developed and implemented	Monitoring and support plans for Special Schools / Resource Centres, Full Service Schools and District Based Support Teams refined, consolidated and implemented	First cyclical review of Monitoring and support framework, programme and plans for Special Schools, Full Service Schools and District Based Support Teams conducted
	Monitoring system for Inclusive Education developed in collaboration with Education Management Information Systems (EMIS) Directorate	Monitoring system for Inclusive Education installed and operational in all provincial and district offices.	Monitoring system for Inclusive Education installed and operational in all provincial and district offices, special schools / resource centres.	Monitoring system for Inclusive Education installed and operational in all provincial and district offices, special schools / resource centres and Full Service Schools	First cyclical review of Monitoring system for Inclusive Education
	Updated Inclusive Education database to include Learner records for Special Schools / Resource Centres and Full Service Schools	Updated Inclusive Education database to include Profiles of District Based Support Teams	Updated Inclusive Education database to include Protocols for Screening, Identification, Assessment and Support	Updated Inclusive Education database to include Protocols for Screening, Identification, Assessment and Support	Updated Inclusive Education database accessible to duly authorised users via web-based linkages

OPERATIONAL PLAN:

Strategic Objectives	**Activities:**	**Time Frame**	**Performance Indicators**

Expand the reach of education programmes to disabled out-of-school children and youth	Develop strategy for identifying and mobilising out of school disabled children in the 30 nodal area districts;	Jun-05	Strategy document developed, discussed, presented and approved for implementation in nodal areas
	Project managers start implementing strategy to identify out of school vulnerable children in the feeding areas of the designated schools	Sep-05	Stage one of implementation strategy completed
	Run information and advocacy campaign with families and youth in the designated nodal areas on admission to appropriate education programmes	Mar-06	All targeted families and youth mobilised and ready for admission to educational programmes
	Develop and implement a strategy for the Extended Public Works Programme	Mar-06	400 participants on the Extended Public Works Programme serving as community workers based at special schools
Implement short-term steps of White Paper 6	Develop Framework for physical and material resources in 30 designated Full Service Schools	Apr-05	Framework for physical and material resources in 30 designated Full Service Schools approved,
	Commence upgrading of designated Full Service Schools	Jun-05	Service provider appointed to conduct upgrading in all 30 Full Service Schools
	Complete first stage of upgrading of designated full service schools	Mar-06	Work of physically converting and equipping designated Full Service Schools 50% completed
	Develop and approve Procedure for designating staff fro District Based Support Teams	Mar-06	Procedure for designating staff fro District Based Support Teams developed and approved.
	Establish District Based Support Teams in 30 Designated Districts		District Based Support Teams established in 30 Designated Districts
	Develop draft funding strategy for inclusive education in collaboration with the Planning Branch	Mar-06	Draft funding strategy for Inclusive Education completed and presented for approval
	Complete and field-test a framework for the reprioritisation of existing Special School allocations	Sep-06	Framework for repriotisation of Special School Allocations completed and presented for approval
	Field-test the framework for the reprioritisation of existing Special School allocations		Analytic report on field-test with evidence based recommendations for the reprioritisation of existing Special School allocations available
	Develop comprehensive national strategy for strengthening services in special schools	Jul-05	National Strategy for strengthening Special Schools developed and ready for implementation in all Special Schools.

	Field test Protocols for Screening, Identification, Assessment and Support in designated ordinary schools in nodal areas as well as in special schools		Analytic report on field-test with evidence based recommendations for Protocols for Screening, Identification, Assessment and Support available
Development and implementation of integrated programmes for vulnerable youth and children - viz children in conflict with the law, street children and children in need of care	Develop educational programmes and policies for children and youth in conflict with the law	Mar-06	Inter-sectoral strategies developed, approved and implemented for children and youth in conflict with the law
	Strengthen role of Education in the inter-departmental strategy for child labour and implement programmes	Mar-06	Document clarifying the role and responsibilities of government departments in the Child Labour Action Programme approved and operational
	Conduct research and develop integrated strategy for street children	Mar-06	Research conducted, integrated strategy for street children developed and approved
	Strengthen and outline the role of Education in the finalisation and implementation of the national protocol on the prevention and management of child abuse, neglect and exploitation	Mar-06	Integrated strategy for children in need of care completed with clarity on the role of Education
Ensure access to the National Curriculum for children with disabilities and children experiencing barriers to learning and development	Develop and disseminate advocacy materials which will inform stakeholders at all levels to understand the implications of the Inclusive Education roll-out in the nodal areas	Mar-06	Advocacy campaign (phase 4) completed in 30 nodal areas
	Run communication strategy to reach broader public with information on Inclusive Education	Mar-06	Multi-media communication strategy on inclusive education successfully run in collaboration with the Communications Directorate targeting all ordinary and special schools and the wider community
	Service providers for human resource development training manuals and conduct training in all 30 designated districts and 64 schools	Jul-05	Two Phases of human resource development completed, evaluated in 30 Full Service Schools, Special Schools as Resource Centres and District Based Support Teams
	Field test Guidelines for Inclusive Learning Programmes	Jun-05	Analytic report on field-test with evidence based recommendations for Guidelines for Inclusive Learning Programmes available
	Revise Guidelines for Inclusive Learning Programmes and train all staff in 30 districts and 64 schools (including 4 reform schools)	Jul-05	Guidelines revised and improved and basis of training in nodal areas
	Develop and Field test Guidelines for dynamic, adaptive assessment programmes to accommodate diverse learner performance	Jun-05	Analytic report on field-test with evidence based recommendations dynamic, adaptive assessment programmes to accommodate diverse learner performance available
	Run orientation programme for special schools on the RNCS	Jul-05	All staff of special schools have been trained on all aspects of the RNCS and participants records captured in a database

	Orientate all educators and managers of all 390 Special schools on the Curriculum Guidelines	Sep-05	Guidelines field tested and improved through practical inputs of staff from 390 special schools
To Monitor and support the phased implementation of Inclusive Education	Develop and field-test a monitoring and support framework in collaboration with all provinces.	Ongoing	Analytic report on field-test with evidence based recommendations for a monitoring and support framework available
	Monitor implementation of Inclusive Education against agreed upon indicators at all levels of the system in collaboration with provinces	Ongoing	Analytic report on implementation with evidence based recommendations for implementing inclusive education available
	Collaborate with the EMIS Directorate in the establishment and management of a monitoring system for Inclusive Education	Ongoing	Approved monitoring and management information system Inclusive Education established