



# PROGRESS REPORT ON INCLUSIVE EDUCATION AND SPECIAL SCHOOLS

PORTFOLIO COMMITTEE ON  
BASIC EDUCATION

23 JUNE 2015



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Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**Presenter: Mr HM Mweli**



# Purpose

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To present to the Portfolio Committee meeting a report on progress made on the Implementation of Education White Paper 6 on Inclusive Education.



# Presentation Outline

- Improving access to education for special needs learners
- Improving quality education and support
- Performance of special schools in Annual National Assessments
- Performance of special schools in National Senior Certificate
- Progress Report on the Development of the Skills and Vocational Qualification and Learning Programmes
- Progress report on CAPS for SASL implementation
- Progress Report on Strengthening Full Service Schools
- Progress on the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS)
- Radical and urgent steps to be taken to realise Inclusive Education by 2019
- The Inclusive Education Round-table Discussion
- Challenges
- Way forward into 2015/16





# IMPROVING ACCESS TO EDUCATION FOR SPECIAL NEEDS LEARNERS



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# Percentage of 0-4 year old children with disabilities attending ECD, 2009 -2013

Province	2009	2010	2011	2012	2013
EC	32.2	35.5	34.2	40.3	46.2
FS	34.1	34.0	31.0	40.6	55.0
GT	39.7	45.7	44.9	44.9	63.7
KN	23.6	21.7	22.6	25.3	32.2
LP	32.0	28.6	44.8	39.1	44.5
MP	32.2	27.6	30.3	34.5	32.4
NW	20.8	27.1	27.6	38.2	46.6
NC	18.8	20.5	27.3	27.3	34.9
WC	18.2	41.0	31.0	35.1	39.4
<b>SA</b>	<b>28.3</b>	<b>31.5</b>	<b>33.9</b>	<b>36.7</b>	<b>43.7</b>



# Percentage of 5 year old children with disabilities attending ECD, 2009 -2013

Province	2009	2010	2011	2012	2013
EC	77.8	90.0	87.7	92.0	95.5
FS	81.9	79.9	72.7	81.8	76.6
GT	77.6	82.8	75.6	82.8	95.8
KN	79.8	78.8	74.2	78.8	75.7
LP	93.3	94.9	91.5	94.0	93.6
MP	79.6	87.2	81.8	85.2	80.8
NW	57.7	79.8	83.2	88.4	85.7
NC	73.7	80.1	83.4	65.4	81.8
WC	80.9	63.2	78.2	78.0	67.9
SA	80.5	84.5	82.1	85.2	85.2



# Percentage of 7-15 year-old children with disabilities attending educational institutions, 2009 - 2013

Province	2009	2010	2011	2012	2013
EC	91.7	92.4	87.3	88.9	90.1
FS	92.6	96.4	95.0	94.8	91.1
GT	87.8	93.3	93.8	87.2	96.8
KN	91.6	89.8	94.0	96.1	91.6
LP	87.9	92.8	95.1	87.7	86.7
MP	93.3	96.1	96.1	95.5	92.1
NW	84.7	94.9	89.0	96.5	97.7
NC	73.3	93.4	96.2	98.0	90.7
WC	97.7	99.1	73.9	87.5	95.6
SA	90.2	93.5	92.4	92.4	92.5



# Learners in Special Schools in 2014

Province	Learners	Schools
EC	9 165	42
FS	6 036	21
GT	42 958	136
KZ	17 169	74
LP	8 598	34
MP	3 818	20
NC	1 691	11
NW	6 764	32
WC	20 689	83
South Africa	116 888	453





# SNE Learner Enrolment Per Disability

Province	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural Disorder	Blind	Cerebral Palsied	Deaf	Deaf/Blind Disabled	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual Disability	Multiple Disabled	Other	Partially Sighted/Low Vision	Physically Disabled	Psychiatric disorder	Severe to Profound Intellectual Disability	Specific Learning Disabled	Grand Total
EC	117	112	255	116	375	774		44	71	1728		1490	282	614	3	2688	567	9236
FS	68	160	360	155	354	419		165	41	1741	4	1771	126	194	3	115	473	6149
GT	1618	967	1899	270	2458	1851	12	1101	426	11463		4583	842	1082	32	9202	6259	44065
KZ	373	846	421	152	1251	1244	9	356	209	2220	2	3791	402	746	15	2782	2361	17180
LP	192	245	259	247	510	665	5	255	208	2136		311	350	205	28	2505	409	8530
MP	99	49	182	30	62	148		65	22	1814		36	34	38	7	1125	161	3872
NC	62	55	118	34	29	86		26	20	491		201	10	95	1	468	201	1897
NW	142	81	338	19	230	327		146	83	2081		64	192	222	4	2421	593	6943
WC	445	614	143	161	811	989	2	80	159	7920		141	245	667		5082	2146	19605
SA	3	3	3	1	6	6	28	2	1	31	6	12	2	3	93	26	13	117

# Analysis of Enrolment Per Disability

- The table above reveals the following:
  - Intellectual disability in its various forms constitutes the majority (just above 50%) of SNE learners in the system.
  - The above statistics underscores the value of Curriculum Differentiation in teaching and assessment for every teacher in the system.
  - Blindness counts among the lowest statistically yet it receives the most attention. This is because it requires a lot of adaptation of materials to enhance accessibility to information.
  - For visual impairment, DBE has adapted Workbooks into Braille and distributed to all schools for the Blind, covering grades 1-6.

# SNE Learners in Ordinary Schools, 2012

Data Year	Province	Learners with disabilities enrolled in Ordinary schools	Total number of Learners in ordinary schools	Learners with disabilities as percentage of total learner enrolment in province
2012	EC	23 179	1967076	1.2
2012	FS	22 254	662367	3.4
2012	GT	27 581	2071001	1.3
2012	KZ	25 000	2849472	1.0
2012	LP	2 375	1708361	0.1
2012	MP	11 915	1057456	1.1
2012	NC	2 736	277334	1.0
2012	NW	1 883	769799	0.2
2012	WC	6 495	1039174	0.62
<b>National Total</b>		<b>123 418</b>	<b>12402040</b>	<b>1.01</b>



# Strengthened Special Schools

Province	No. of SSs	Year	Activities	Budget (R'000)
EC	42	2012-2014	Support staff employed, educators trained, Assistive devices and school buses purchased , funds for LTSM, Admin, Maintenance, hostels and transport transferred	R186 375
FS	9	2012-2014		R 310 150
GT	21	2012-2014	Strengthening Vocational programmes & upgrading of vocational centres	R 9 240 000
KZN	73	2012-2014	Subsidy transfers, learner transport, Human resource development, curriculum delivery support, physical infrastructure upgrades and additions.	R 1 377 400 000
LP	No info.	2012-2014		
MP	19	2012-2014	Provisioning of transport to 1 school; Transfer payments (subsidy) Transfer payments (subsidy); Transfer payments (subsidy)	R 106 690 477
NC		2012-2014	Training Guidelines; Assistive technology; Specialised LTSM	R 736 000
NW	32	2012-2013	Assistive Devices, learner transport subsidy, infrastructure development, provisioning of vehicles, appointment of professional support staff, training on SIAS, SASL, Braille and HRD in IE.	
WC	74	2012 - 2014	Transfer payments for i.a. LTSM, *training, education assistive devices, learner transport, maintenance, class assistants, drivers and other operational costs	R215 960 000

# Conversion of SSs to Resource Centres

Province	District	No. of RCs	Year	Budget
EC	No information			
FS	3 Districts	4		
GT	15 districts	28		R 12 381 180
KZN	12 districts	16	2013/14	R 501 000 000
LP	No information			
MP	No information			
NC	1 District	3	2012- 2014	R 36 000.00
NW	4 districts	4		
WC	8 districts	24	2012- 2014	R3 570 000.00
<b>Total</b>		<b>80</b>		<b>R 516 987 180</b>



# Conversion of Ordinary Schools to FSSs, 2012-14

Province	No. of Districts	Number of Full Service Schools	Year	Expenditure (R'000)
EC	23	24	2014	R 41 000 000
FS	5	128	0	
GT	15	52		R 3 360 000
KZN	12	0	n/a	0
LP	5	13		
MP		No information		
<b>NC</b>	1	12	2012	R 0.00
	(Frances Baard)			
NC	5	23		R0.00
NW	4	20	2012-14	
WC	8	147	2012- 2014	R 5 586 000



# Full Service Schools in LP & MP

Province	District	Number of Full-service Schools	Number of learners with disabilities enrolled
LP	Capricorn	4	
	Giyani		
	Mopani	3	
	Nkowankowa		
	Sekhukhune	4	
	Vhembe	3	
	Waterberg	3	
	<b>SUB TOTAL:</b>	<b>17</b>	
MP	Bohlabela	40	232
	Ehlanzeni	30	859
	Gert Sibande	30	303
	Nkangala	40	77
		<b>SUB TOTAL:</b>	<b>140</b>

# Programme 4 Allocation for 2014/15

Province	Allocation 2014/15 R'000	Fourth Quarter Spending %
Eastern Cape	541 698	97.5%
Free State	387 871	99.8%
Gauteng	1 817 476	97.8%
KwaZulu-Natal	844 012	101.5%
Limpopo	379 607	100.1%
Mpumalanga	219 361	97.1%
Northern Cape	84 055	104.0%
North West	354 443	108.7%
Western Cape	1 042 812	93.0%
<b>TOTAL</b>	<b>5 671 335</b>	<b>98.5%</b>





# Expansion of IE Allocation 2014/15

Provinces	Main Budget	First Quarter Expenditure
	<b>R'000</b>	
<b>Eastern Cape</b>	64 677	48.5%
<b>Free State</b>	1 330	100%
<b>Gauteng</b>	34 506	.4%
<b>KwaZulu-Natal</b>	28 092	0.0%
<b>Limpopo</b>	8 640	0.0%
<b>Mpumalanga</b>	97 717	10.2%
<b>Northern Cape</b>	Only Programme 4 funding provided	
<b>North West</b>	52 458	24.7%
<b>Western Cape</b>	85 307	20%*
<b>TOTAL</b>	<b>394 359</b>	<b>23.63%</b>



# Teacher Training & 140 Teacher Resource Centres

- Training of School-based Support Teams (SBSTs) in the implementation of the SIAS Policy. This will include loading of the SIAS Policy assessment forms embedded in SA SAMS;
- Training of SBSTs of Full-Service Schools on the Guidelines for Full-Service Schools;
- Training of SBSTs on the implementation of the Policy on Accommodations and Concessions;
- Training of SBSTs and teachers to deepen knowledge of Curriculum Differentiation in all subjects and in remedial education, making use of remedial teachers in the system;
- Ongoing training on SASL for teachers in schools for the Deaf to improve their competency in SASL for use as LoLT; and
- Training in Braille and in the use of assistive technology for teachers in the area of visual impairment. This will be done specifically in the Centres that have been equipped by Vodacom.





# IMPROVING QUALITY EDUCATION AND SUPPORT



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# PERFORMANCE OF SPECIAL SCHOOLS IN THE ANNUAL NATIONAL ASSESSMENTS



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# Special Schools Participating in ANA

PROVINCE	No. of Special Schools	Participating in 2012	Participating in 2013	Participating in 2014
EC	42	22	22	17
FS	21	13	15	5
GP	136	27	60	44
KZN	74	25	28	23
LP	34	04	06	7
MP	20	01	01	1
NC	11	01	02	2
NW	32	02	04	3
WC	83	14	18	14
National	<b>453</b>	<b>109</b>	<b>156</b>	<b>116</b>



# Grade 3 Performance in Home Language

Province	HOME LANGUAGE	HOME LANGUAGE	HOME LANGUAGE
	AVERAGE MARK(%)	AVERAGE MARK(%)	AVERAGE MARK(%)
	2012	2013	2014
EC	47.6	54.1	43.8
FS	31.6	38.6	43.1
GP	42.3	46.5	54.9
KZ	6.7	48.7	54.5
LP	0.0*	32.1	27.2
MP	27.9	00*	53.3
NC	33.5	50.7	59.5
NW	48.0	39.8	69.3
WC	59.1	52.4	56.3
<b>National</b>	19.6	48.6	52.4

\* Indicates cases where no learners participated



# Grade 3 Performance in Mathematics

Province	MATHEMATICS	MATHEMATICS	MATHEMATICS
	AVERAGE MARK(%)	AVERAGE MARK(%)	AVERAGE MARK(%)
	2012	2013	2014
EC	50.6	63.9	42.6
FS	16.4	36.7	49.5
GP	46.7	54.3	56.0
KZ	31.0	54.4	53.0
LP	14.6	32.8	30.7
MP	34.6	46.2	58.1
NC	21.7	62.4	63.4
NW	26.5	46.1	39.7
WC	30.3	60.7	57.8
<b>National</b>	32.3	54.6	52.8
* Indicates cases where no learners participated			



# Grade 6 Performance in Languages

PROVINCE	HOME LANGUAGE	HOME LANGUAGE	FAL	FAL	FAL 2014
	2012	2013	2012	2013	
	AVERAGE MARK (%)	AVERAGE MARK (%)	AVERAGE MARK (%)	AVERAGE MARK (%)	AVERAGE MARK (%)
EC	9.8	56.7	47.9	35.7	29.6
FS	0.0*	63.7	18.7	28.4	24.6
GP	27.8	56.3	38.9	35.6	35.9
KZ	1.5	64.9	2.1	43.4	30.1
LP	0.0*	33.7	6.8	00*	24.3
MP	0.0	00*	5.1	26.7	32.3
NC	17.1	50.5	22.0	00*	32.0
NW	0.0*	63.4	42.1	52.3	39.0
WC	51.5	57.7	35.8	41.3	59.5
<b>National</b>	<b>8.7</b>	<b>57.0</b>	<b>10.3</b>	<b>39.5</b>	<b>34.1</b>

\* Indicates cases where no learners participated





# Grade 6 Performance in Mathematics

Province	MATHEMATICS		MATHEMATICS		MATHEMATICS	
	AVERAGE 2012	MARK(%)	AVERAGE 2013	MARK(%)	AVERAGE 2014	MARK(%)
EC	22.0		21.0		29.6	
FS	5.8		35.2		24.6	
GP	29.5		34.9		35.9	
KZ	24.9		44.8		30.1	
LP	8.8		26.6		24.3	
MP	21.9		17.7		32.3	
NC	5.9		37.8		32	
NW	21.9		50.2		39	
WC	27.0		35.2		59.5	
<b>National</b>	23.6		35.8		34.1	
* Indicates cases where no learners participated						



# Grade 9 Performance in ANA, 2013

Province	HOME LANGUAGE	FAL	MATHEMATICS
PROVINCE	AVERAGE MARK(%)	AVERAGE MARK (%)	AVERAGE MARK (%)
EC	46.4	33.1	17.0
FS	43.8	22.2	15.3
GP	41.6	36.5	14.1
KZN	52.3	32.6	26.2
LP	00*	31.7	5.0
MP	00*	00*	00*
NC	47.9	00*	20.0
NW	52.4	23.2	24.3
WC	41.2	30.4	13.8





# PERFORMANCE OF SPECIAL SCHOOLS IN NATIONAL SENIOR CERTIFICATE



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# Special Schools 2012 NSC Results

Province	Sum of Total Entered	Sum of Total Wrote	Sum of Total Achieved Bachelor	Sum of Total Achieved Diploma	Sum of Total Achieved H-Cert	Sum of Total Achieved	Sum of Total Achieved NSC	Average of % Achieved
EC	140	137	24	56	30	110	0	79.3
FS	66	65	9	40	9	58	0	89.7
GT	514	496	132	272	42	449	3	88.5
KZN	121	107	45	43	8	96	0	78.5
LP	48	47	2	11	11	34	10	77.4
MP	9	8	6	2	0	8	0	100.0
NW	29	29	6	16	6	28	0	96.7
NC	13	13	3	7	1	11	0	66.7
WC	156	151	49	71	12	135	3	89.9
<b>Total</b>	<b>1096</b>	<b>1053</b>	<b>276</b>	<b>518</b>	<b>119</b>	<b>929</b>	<b>16</b>	<b>85.6</b>



# Special Schools NSC Results 2013

Province	Total Wrote	Achieved Bachelors	Achieved Diploma	Achieved H/Cert	Achieved NSC	Achieved Endorsed NSC	Did Not Achieved
EC	69	25	22	7	0	7	8
FS	58	11	12	8	0	18	9
GT	170	29	47	6	1	60	27
KN	112	33	55	10	0	6	8
LP	50	9	23	6	0	10	2
MP	24	8	16	0	0	0	0
NW	8	2	2	4	0	0	0
NC	4	1	0	0	0	0	3
WC	379	224	95	20	0	18	22
<b>National</b>	<b>874</b>	<b>342</b>	<b>272</b>	<b>61</b>	<b>1</b>	<b>119</b>	<b>79</b>



# Special Schools 2014 NSC Results

Province	Total wrote	Achieved Bachelor	Achieved Diploma	Achieved H/Cert	Achieved NSC	Achieved Endorsed NSC	Average % achieved
EC	146	22	57	14	0	1	1
FS	58	6	28	11	5	46	46
GP	730	203	375	52	37	69	69
KZN	103	20	64	6	0	4	4
LP	51	3	8	10	6	6	6
MP	7	4	3	0	0	0	0
NW	23	4	14	3	0	0	0
NC	19	6	9	0	2	1	1
WC	183	40	79	8	24	27	27
<b>National</b>	<b>1320</b>	<b>308</b>	<b>637</b>	<b>104</b>	<b>74</b>	<b>154</b>	<b>154</b>





# PROGRESS REPORT ON THE DEVELOPMENT OF SKILLS & VOCATIONAL QUALIFICATION & LEARNING PROGRAMMES



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# Progress on Skills & Vocational Programmes

- The Draft GETC: Skills and Vocational Education and Training has been completed
- 26 Draft Learning Programmes development has had two sessions of a week-long each – final session to be held I 2015/16 financial year
- Learning Programmes are developed according to:
  - Moderate Intellectual Disability (MID)
  - Severe Intellectual Disability (SID)
  - Profound Intellectual Disability (PID)
- A Draft Policy Framework for Children and Youth with Profound Intellectual Disability has been developed







# PROGRESS IN THE IMPLEMENTATION OF CAPS FOR SASL



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# Progress in CAPS for SASL

- 250 Foundation Phase and grade 9 teachers and Deaf Teaching Assistants were trained in October 2014
- 24 Home Languages subject advisors were orientated into CAPS for SASL
- 38 schools are implementing CAPS for SASL, with 159 teachers teaching in FP, 68 teaching grade 9, 79 Deaf Teaching Assistants available
- 2 277 learners are offering CAPS for SASL at FP and 353 learners offering it in grade 9 across provinces
- By February 2015, 7 PEDs (excl. KZ and NC) had coordinated LTSM procurement





# PROGRESS REPORT ON STRENGTHENING FULL SERVICE SCHOOLS



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# Progress Report on Full Service Schools

- By February 2015, **791 Full Service Schools** had been designated from which **137 (15%)** had been physically **upgraded for accessibility** – **little progress** in NC and LP
- R5.7bn was allocated to Special Schools in 2014/15 against R400m for strengthening Full Service Schools
- Draft Funding Norms have been developed to address the disparity of funding FSSs in part, across provinces
- 740 district officials and 546 teachers were orientated in Guidelines for Full Service Schools in 2014/15
- 1 880 district officials and 16 127 teachers from Full Service Schools were trained in Curriculum Differentiation
- R11.2m worth of assistive devices were provided to FSSs





# PROGRESS ON IMPLEMENTATION OF POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT (SIAS)



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# Implementation of Policy on SIAS

- The Policy on Screening, Identification, Assessment and Support (SIAS) and its Implementation Plan were approved in December 2014
- Implementation to scale is starting in 2015
- Approval granted for the establishment of a transversal national training team (NTT) comprising PEDs' officials – e.g. EMGD, IE, Curriculum, Teacher Development, ISHP, etc.
- Training Manual has been developed and will be strengthened during NTT training
- 15-17 April 2015 will be training of the NTT
- PEDs to submit rollout plans prioritising district officials in 2015/16 and teachers progressively per phase





# RADICAL AND URGENT STEPS TO BE TAKEN TO REALISE INCLUSIVE EDUCATION BY 2019



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# Urgent and Radical Steps

- The following new and radical steps are required at all levels of the system to ensure robust implementation to 2019:
  - Implementation of Policy on SIAS to scale
  - Development of a Skills and Vocational Exit Qualification and Learning Programmes
  - Institutionalisation of Curriculum Differentiation to scale
  - Implementation of CAPS for SASL Grades R-12
  - Finalisation and implementation of Funding and Post Provisioning Norms for an Inclusive Education and Training System
  - Strengthening of Full Service Schools





# INCLUSIVE EDUCATION ROUND- TABLE DISCUSSION



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# Inclusive Education Round-table

- The Inclusive Education Round-table Discussion seeks to achieve the following outcomes:
  - The strategic direction of government and the sector has been shared;
  - Progress on implementing White Paper 6 has been evaluated and weaknesses have been identified;
  - Ideas have been generated on strategies for effective coordination of efforts, resources, and expertise to maximize impact;
  - Efforts have been made to strengthen strategic partnership between government departments, NGOs, Private sector, National and International donors;
  - Contributions have been made in strengthening the development and the implementation of the sector plan; and
  - The role of Monitoring, Evaluation and Research in measuring impact, tracking progress and informing best practice has been affirmed





# CHALLENGES



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# Key Challenges

Challenge	Corrective Measure
<b>SASL:</b> No harmonious collaboration between Curriculum, LTSM and IE regarding implementation of CAPS for SASL at PEDs	Roles and responsibility for the implementation of CAPS for SASL to be clearly delineated
<b>SASL:</b> Lack of resources for implementing CAPS for SASL both at DBE and PED levels – particularly, funding	DBE and PEDs to revisit the Implementation Plan of CAPS for SASL that was approved by HEDCOM and CEM
<b>FSSs:</b> Unavailability and/or non-utilisation of the Expansion of Inclusive Education budget	Costed Business Plans to be submitted timeously for budget allocation and the plans to be implemented accordingly
<b>Skills Learning Programmes:</b> Lack of budget from DBE retards progress in the development of the Skills and Vocational Qualification and Learning Programmes	DBE to solicit a dedicated budget for the development and finalisation of the Skills and Vocational Qualification and Learning Programmes
<b>SIAS:</b> implementation of the SIAS Policy requires a multi-disciplinary approach	DBE is ensuring the establishment of transversal teams particularly at district level



# WAY FORWARD INTO 2015/16



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# Way Forward

- PEDs to submit quarterly reports to DBE on progress made in the strengthening of Full Service Schools and the implementation of CAPS for SASL
- PEDs to set aside budgets for travelling and accommodation of teachers, Deaf Teaching Assistants and Home Languages subject advisors of Intermediate Phase and grade 10 for training
- PEDs to set aside budgets to procure LTSM for Intermediate Phase and grade 10 as well as specialised equipment for 2016
- All curriculum writers identified from PEDs for the development of Skills and Vocational Qualification and Learning Programmes to be released for the next session
- Consolidation of inputs from the Inclusive Education Round-table Discussion into the sector strategic direction



# Way Forward Cont.

- Establishment of functional transversal district teams for the implementation of SIAS Policy
- Teacher Development, Exams and Assessment, Curriculum and Inclusive Education to develop and implement a plan to mediate the Policy on Accommodations, May 2014
- PEDs to reconsider the Organisational Structure for purposes IE management across provinces
- IE and Psycho-social Support to consider different levels of operations for specialist professionals to enhance accountability

# Recommendation

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It is recommended that the Portfolio Committee discusses the report on the Implementation of Education White Paper 6 on Inclusive Education.







# THANK YOU

**Website: [www.education.gov.za](http://www.education.gov.za)  
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