

Development of an Inclusive Education System in South Africa

VVOB Symposium

7 June 2017

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OUTLINE OF PRESENTATION

- Strategic and policy direction.
- Inclusive strategies and interventions to improve equity and quality of education and support.
- Persistent challenges.
- Key priorities for 2017 to 2019.
- Food for Thought...
- Concluding remark.

STRATEGIC AND POLICY DIRECTION

SUSTAINABLE DEVELOPMENT GOAL 4

“Ensure inclusive and equitable quality education that promotes lifelong learning opportunities for all”

Three priority areas:

- Fostering youth employment and entrepreneurship;
- Promoting equity and gender equality; and
- Facilitating transition to green economies and sustainable societies.

NDP GOAL AND OBJECTIVE

*“Provide **inclusive education** that enables everyone to participate effectively in a free society. Education provides **knowledge** and **skills** that people with **disabilities** can use to exercise a range of other **human rights**, such as the right to political participation, the right to **work**, the right to live **independently** and contribute to the community, the right to participate in **cultural life**, and the right **raise** a family. Ensuring that all children with disabilities have **access** to **quality** education will help South Africa meet its employment **equity** goals in the long run.”*

(National Planning Commission: National Development Plan, November 2011)

NDP – EXECUTIVE SUMMARY

- The NDP provides the following mandates to the Basic Education sector:
 - “Between 80-90% of learners should complete 12 years of schooling and or vocational education with at least 80% successfully passing the exit exams.”
 - “... provide skills development for students currently in school with a focus on grooming an entrepreneurial attitude. This should include reviewing the curriculum with a view to encouraging entrepreneurial thinking and creating the skills necessary for start-ups.
 - “An expanded skills base through better education and vocational training.”

INCLUSIVE EDUCATION DEFINED

- *Inclusion is a process of **addressing and responding to students' diversity** by increasing their **participation** in learning, cultures and communities, and **reducing exclusion within and from education** (UNESCO, November 2005)*
- It is therefore about **removing barriers to learning through ensuring:**
 - **Presence:** promotion of **visibility** of persons (recognition) who are normally excluded from activities of peers **in a normal learning context without withdrawal to “special classes or integrated segregation”**
 - **Acceptance:** degree to which communities and societies acknowledge the **diversity and rights** of those who are different from them to operate in similar educational and social settings
 - **Participation:** involvement of **persons with differentiated needs** in the quality of their learning experiences
 - **Achievement:** promotion of higher academic progress with better socio-emotional interactions in inclusive settings (Humphrey, 2008)



Shifts in thinking and policy – WP6

‘special needs’

(within child deficit; medical deficit model)

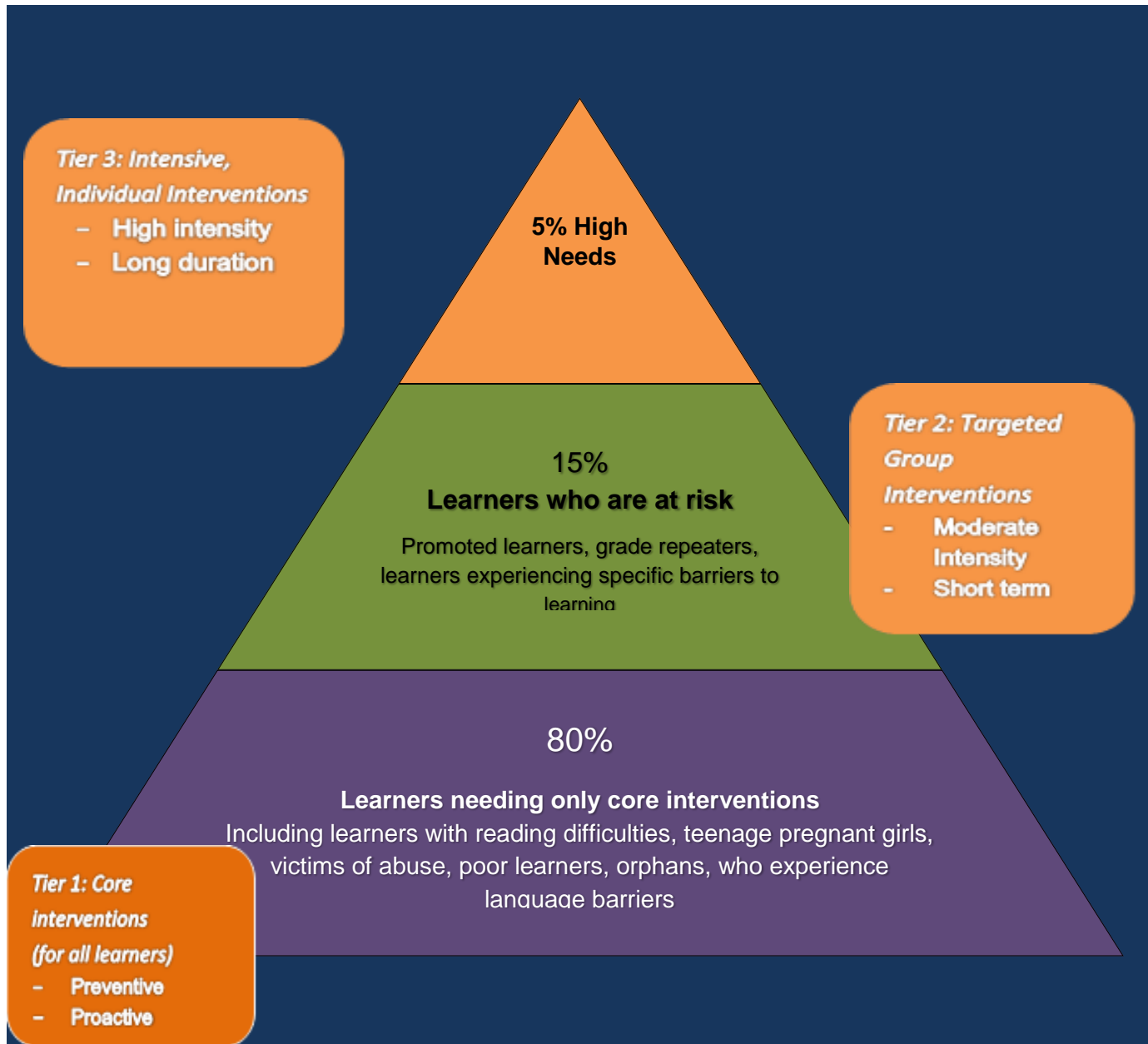


‘barriers to learning and development’

(systems change – social rights model)



Three Tier Pyramid of Support



INCLUSIVE STRATEGIES AND INTERVENTIONS TO IMPROVE EQUITY AND QUALITY OF EDUCATION AND SUPPORT

Public Special Schools Budget, 2017 MTEF

	2016/17		2017 MTEF Allocations		
Provinces	Main Budget	Adjusted Budget	2017/18	2018/19	2019/20
	R'000	R'000	R'000	R'000	R'000
EC	690 280	690 280	736 017	787 428	836 711
FS	426 878	460 600	474 283	532 624	574 139
GT	2 021 733	2 111 114	2 343 748	2 518 378	2 685 111
KZ	1 020 360	1 035 570	1 089 809	1 162 460	1 229 538
LP	448 754	448 754	488 368	534 903	568 159
MP	247 638	247 638	293 303	373 136	398 744
NC	116 251	116 251	140 181	167 616	177 829
NW	512 311	521 711	561 668	599 768	637 063
WC	1 181 976	1 181 976	1 245 542	1 355 183	1 458 475
TOTAL	6 666 181	6 813 894	7 372 919	8 031 496	8 565 769

Conditional Grant for Implementation of Policy & Learning Programme for Children with Profound Intellectual Disability

- Amount awarded: 2017/18: R72 million; 2018/19: R185 million; and 2019/20: R220 million – **TOTAL for 2017 MTEF is R477 m**
- The Conditional Grant will be **utilised for**:
 - Conducting a follow-up audit of care centres and linking them to special schools.
 - Appointment of provincial co-ordinators (DCES).
 - Creation and filling of posts within DBST for itinerant teams (5 per team).
 - Training of itinerant teams.
 - Finalisation and printing of Policy and Learning Programme.
 - Procurement of toolkits for centres.
 - Establishing inter-departmental structures for preparing the system for implementation – **DSD, DOH, DOT, COGTA**.
 - Assessing children in care centres and developing database.

Grant Allocation per Province

PROVINCES	COLUMN A	COLUMN B	
	ALLOCATION	MTEF ESTIMATES	
	2017/18	2018/19	2019/20
	R'000	R'000	R'000
Eastern Cape	3 537	12 283	14 622
Free State	11 368	28 864	34 360
Gauteng	12 632	30 707	36 554
KwaZulu-Natal	5 558	14 739	17 545
Limpopo	9 853	24 565	29 243
Mpumalanga	12 883	31 322	37 285
Northern Cape	2 021	6 142	7 312
North West	2 274	6 756	8 042
Western Cape	11 874	30 093	35 822
Unallocated	-	-	-
Total	72 000	185 471	220 785
Allocated Amount Check	72 000	185 471	220 785

Transversal Outreach Teams

Educational, social and therapeutic support and ongoing training to caregivers

- 1 Education Psychologist Gr 1
- 1 Chief Education Therapist (Occupational)
- 1 Chief Education Therapist (Speech Language)
- 1 Chief Education Therapist (Physio)
- 1 Senior Education Specialist (SES) (specialised in education of children with severe to profound intellectual disability)

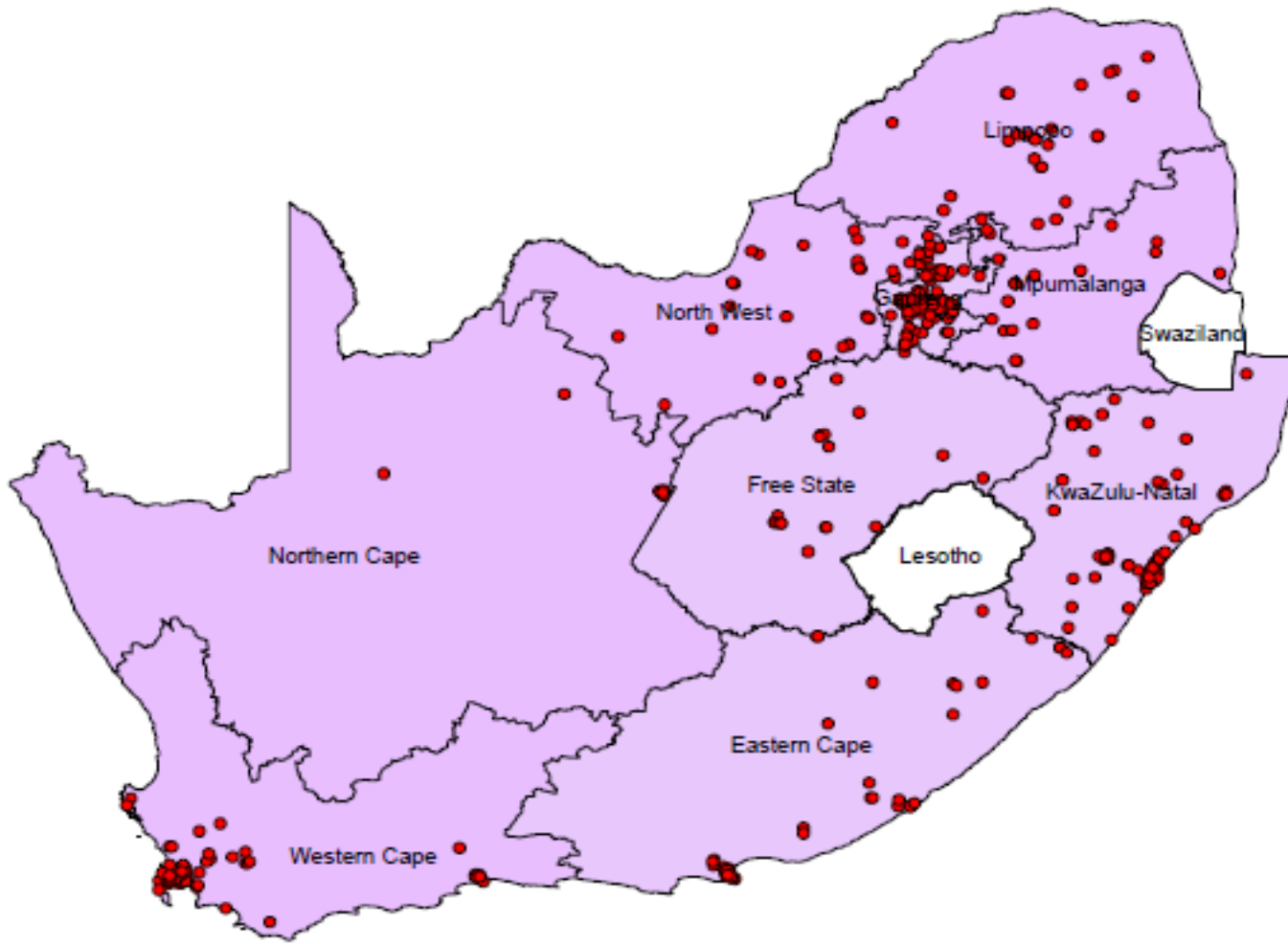
Special School Turn-around Strategy

- The **Turn-around Strategy** with its Four Pillars intends turning around the functionality and quality of education in Special schools.
- Implementation started in 2016 and is being **monitored** on a quarterly basis.
- Training and monitoring of Special School Guidelines continue.
- Monitoring of education delivery in special schools has become a transversal function of Districts.
- **Transport systems** are being improved in consultation with DoT.
- Funding for **hostels** is being improved.

Special Schools Resource Centres, 2016/17 Year

Province	Special Schools Resource Centres
EC	19
FS	5
GT	17
KZN	16
LP	5
MP	8
NC	5
NW	8
WC	25
Total	108

DISTRIBUTION OF SPECIAL SCHOOLS NATIONALLY

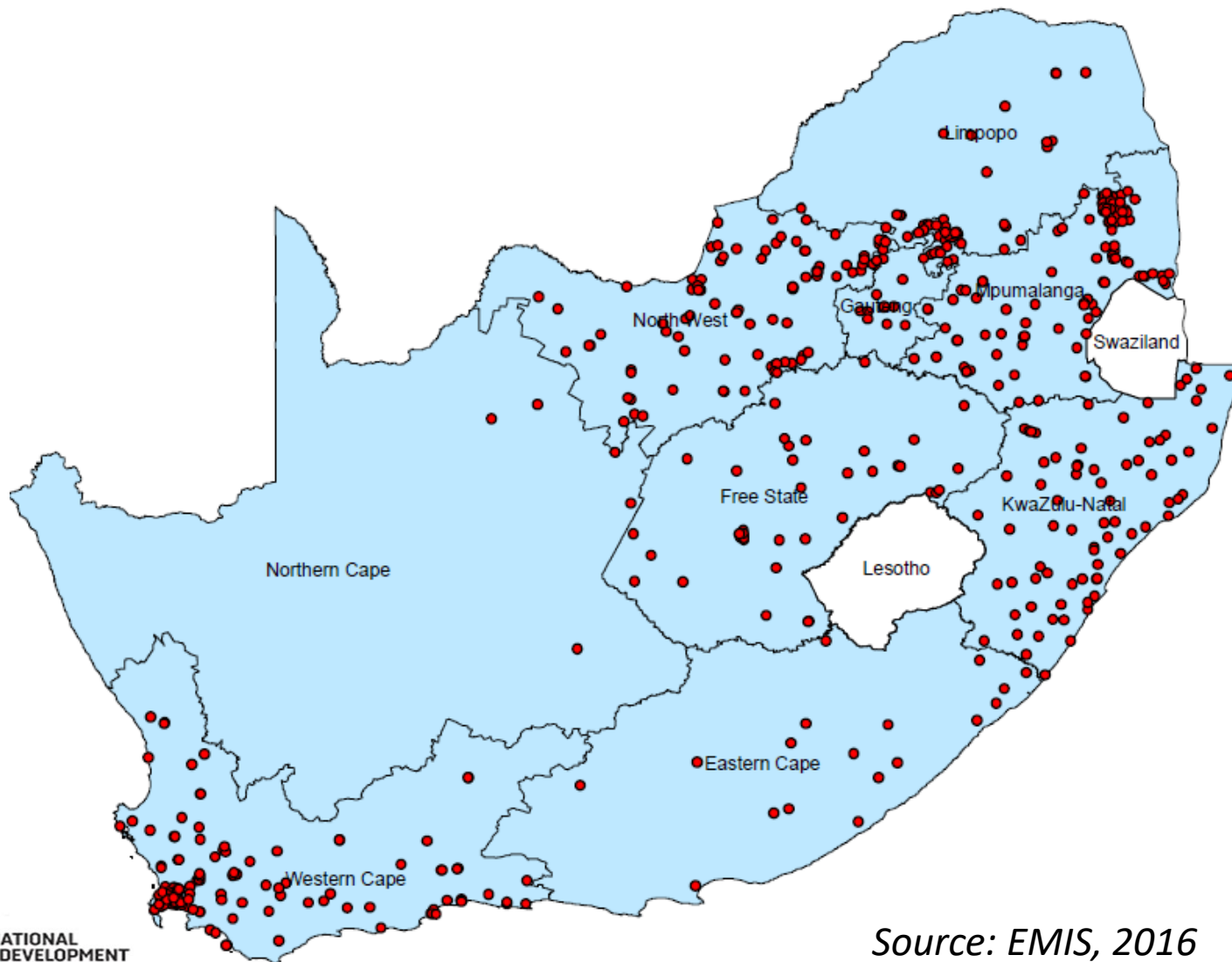


Source: EMIS, 2016

Designated Full Service Schools

Province	Designated Schools
EC	31
FS	175
GT	18
KZN	102
LP	17
MP	150
NC	11
NW	182
WC	39
Total	725

Distribution of Full Service Schools Nationally



Source: EMIS, 2016

National Strategy for Autism

- National Consultation Session was held on **16 and 17 March 2017**.
- A **cross-spectrum** of National Autism Stakeholders were invited.
- A Framework for the development of a **National Strategy for Autism** was developed during the session.
- The **Draft Strategy** will be finalised for further consultation by the end of **May 2017**.

Policy on Accommodations & Concessions

- The policy was promulgated in May 2014
- Seeks to ensure the equalisation of opportunities for special needs learners to participate in teaching, learning and assessment
- Provides criteria for legibility
- Legibility to be determined by qualified professionals
- A move away from focusing only on grade 12 year in preparation for the final examination but provides for application from grade R to 12
- Blanket provision of concessions discouraged – mainly individual cases considered on their merits

Screening, Identification, Assessment & Support (SIAS) Policy

- SIAS Policy was promulgated in December 2014
- Provides a mechanism for early identification of barriers to learning for early intervention
- Underscores the significant role of teachers in the implementation and the rights of parents to participate in decision-making on support for their children
- Implementation is dependent on a multidisciplinary team approach
- Interventions can take the form of referrals facilitated through the CSTL framework
- Approach to interventions take a programmatic approach
- In instances of special needs education, assistive devices and technology may be considered

Institutionalisation of Curriculum Differentiation

- A key strategy for responding to diversity in teaching and learning
- Takes into account **differences in learners' ability levels, interests, background** etc.
- Modification, changing, adapting, extending and varying aspects of the curriculum
- Aspects of the curriculum to be Differentiated:
 - Content
 - Teaching methodologies
 - Learning environment
 - Assessment



Progress: SIAS Policy & Curriculum Differentiation

Provinces	Number of Teachers trained	Number of Officials trained	Number of Schools trained
EC	3 169	482	2180
FS	3 270	150	772
GT	4 000	419	1095
KZN	8 793	220	180
LP	1 800	100	2355
MP	4 262	180	1283
NC	1 290	68	420
NW	1 385	103	250
WC	1 414	576	274
National Total:	29 383	2 298	6 379

Source: Provincial data for 2017

Provision of Health Professionals in the Sector

Province	Specialists
Eastern Cape	Provincial office: 1 Psychologist Districts: 3 psychologists 80 posts created at special schools – waiting to be filled
Free State	Provincial Office: 1 Psychologist Districts: 12 social workers 3 occupational therapists 47 learning support facilitators (itinerant)
Gauteng	Provincial Office: 1 social work manager 3 social work supervisors Districts: 27 social workers (including special schools) 32 psychologists (including in special schools) 25 social workers from DSD seconded to districts
KwaZulu-Natal	Provincial Office: 3 psychologists Districts: 38 psychologists, 25 social workers
Mpumalanga	Provincial Office: 1 psychologist Districts: 4 social workers (1 per district), 1 counsellor in Ehlanzeni District

Provision of Health Professionals in the Sector

Province	Specialists
Limpopo	Provincial office: 1 B Psych (Guidance & Counselling; Remedial Education) 1 Educational Psychology 1 Career Guidance Districts: 1 career Guidance (Sekhukhune) 1 social worker ; 1 educational psychologist (Waterberg) 1 BA Honours Psychology (Capricorn) 1 Special needs (Mopani) 1 Learning Support (Vhembe)
Northern Cape	Provincial office: 1 Psychologist Districts: 5 psychologists, 4 social workers, 5 learning support specialists
North West	Provincial office: 1 social worker Districts: 2 psychologists

Provision of Health Professionals in the Sector

Province	Specialists
Western Cape	<p>Provincial office: 1 Senior Educational psychologist 1 social work manager</p> <p>Districts:</p> <ul style="list-style-type: none">- 8 Senior educational psychologists – for 8 districts- 49 educational psychologists for 8 districts- 22 psychology posts for the multidisciplinary outreach teams- 18 registered counsellors in schools of industry- 50 social workers at district level- 8 supervisors for the 8 districts

Introducing Norms and Standards for Distribution of Resources in an Inclusive Education System

- The norms respond existing disparities in the sector and seek to standardise the provision for the following critical systems to ensure inclusivity:
 - Human Resource Provisioning
 - Non-Personnel Non-Capital Funding
 - Provisioning of infrastructure

Provision of Accessible LTSM & Assistive Technology

- **Guidelines** and Specifications for provision of **assistive technology** in special and ordinary schools have been developed in consultation with rights holder organisations and DTPS.
- Agreement with **ICASA** to roll out connectivity, software and hardware provision to all special schools by 2019.
- **Advisory Body** for Education of Learners with Visual Impairment has been established and will oversee access to affordable Braille Textbooks and Workbooks as well as training of teachers.
- Provinces are establishing **Assistive Devices Resource Centres** with specialist staff, e.g. WC, NW.
- Draft Resourcing Norms make provision for appointment of Technicians in special schools and in resource centres to support all schools on the introduction of assistive technology.

Ministerial Advisory Committee on Education of Learners with Visual Impairment

- The first meeting of the Advisory Committee was held on **23 March 2017**.
- The terms of reference (ToRs) of the Committee have been finalised.
- Some of the ToRs entail:
 - Identifying challenges related to the education of learners with visual impairment and advise mediation, best practices, and resources;
 - Advising on ongoing development, printing and delivery of LTSM, including assistive technology and devices; and
 - Advising on training programmes and resource toolkits to capacitate educators, teacher aides and school support staff to achieve excellence in the field of visual impairment.

Production & Distribution of Braille Workbooks

Type of Workbook	EC	FS	GT	KZ	LP	MP	NC	NW	WC	Total
Language Grade R Learner	82	44	64	74	178	4	12	4	92	554
Language Grade R Teacher Guide	12	8	8	10	20	2	4	2	8	74
Maths Grade 1 Learner	20	9	27	16	26	2	1	12	22	135
Maths Grade 1 Teacher Guide	3	2	4	3	5	1	1	2	3	24
Language Grade 1 Learner	26	18	35	21	100	0	1	14	29	244
Language Grade 1 Teacher Guide	3	2	4	2	5	0	1	1	2	20
Maths Grade 2 Learner	25	21	28	33	69	2	0	7	19	204
Maths Grade 2 Teacher Guide	3	2	3	3	5	1	0	1	2	20
Language Grade 2 Learner	25	9	28	19	69	0	2	7	19	178
Language Grade 2 Teacher Guide	3	2	4	2	5	0	2	1	2	12
Maths Grade 3 Learner	26	36	17	30	63	2	1	7	20	220
Maths Grade 3 Teacher Guide	3	2	3	3	5	1	1	1	3	22
Language Grade 3 Learner	26	18	17	19	64	0	1	7	20	172
Language Grade 1 Teacher Guide	3	2	4	2	5	0	1	1	3	21
Maths Grade 4 Learner	30	29	20	27	64	3	3	8	22	206
Maths Grade 4 Teacher Guide	3	1	3	3	5	1	1	1	2	20
Language Grade 4 Learner	30	20	20	27	64	0	3	8	22	195
Language Grade 4 Teacher Guide	3	2	5	3	5	0	1	1	2	22
Maths Grade 5 Learner	40	19	19	26	81	5	0	12	19	221

Production & Distribution of Braille Workbooks...

Type of Workbook	EC	FS	GT	KZ	LP	MP	NC	NW	WC	Total
Maths Grade 5 Teacher Guide	3	1	3	3	5	1	0	1	2	19
Language Grade 5 Learner	40	15	16	26	81	0	0	12	20	210
Language Grade 5 Teacher Guide	3	2	4	2	5	0	0	1	3	20
Maths Grade 6 Learner	48	20	24	32	69	5	4	13	17	232
Maths Grade 6 Teacher Guide	3	1	3	3	5	1	1	1	3	21
Language Grade 6 Learner	48	17	24	32	69	0	4	13	18	225
Language Grade 6 Teacher Guide	3	3	4	3	5	0	1	1	3	23
Maths Grade 7 Learner	21	15	27	18	54	7	4	5	17	168
Maths Grade 7 Teacher Guide	3	2	3	2	5	1	1	1	3	19
Maths Grade 8 Learner	23	13	27	8	12	0	4	5	18	210
Maths Grade 8 Teacher Guide	3	2	3	1	1	0	1	1	3	20
Maths Grade 9 Learner	21	13	17	8	12	0	4	5	18	232
Maths Grade 9 Teacher Guide	3	2	3	1	1	0	1	1	3	21

Braille Textbooks

- **223** Braille textbooks have been adapted.
- The Braille textbooks are procured by provinces directly from the Pioneer Printers and Braille Services.

Provision of Braille Technology to Schools

Prov	Name of School	Procured Technology
EC	Efata	Perkins brailers; Braille Ring Binder; Rolls Dynamo Type; Measuring instruments; Talking calculator; Handheld magnifying glasses; Braille labellers; Tracing wheels; Braille embosser Duxbury, Braille 200, board marker and computer programmes, joysticks, Trigger Switches, click n type, laptops, jaws
	Khanyisa	Perkins Brailers; Braille Ring Binder; Rolls Dynamo Type; Measuring instruments; Talking calculator; Handheld magnifying glasses; Braille labellers; Tracing wheels; Braille embosser Duxbury, Braillo 200, board marker and computer programmes, joysticks, Trigger Switches
	Zamokuhle	Perkins Brailers; Braille Ring Binder; Rolls Dynamo Type; Measuring instruments; Talking calculator; Handheld magnifying glasses; Braille labellers; Tracing wheels; Braille embosser Duxbury, Braillo 200, board marker and computer programmes, joysticks, Trigger Switches
FS	Bartimea	30 Perkins Braille Machines; Medium Volume Braille Embosser; Graphic Embosser; Desk Magnifier; Computer memory upgrade and Dolphin Super Nova site License; Screen reading software(Super Nova access suite); 5 Computers with build in jaws for totally blind learners; 5 computers with build zoom text for learners with low vision
	Thiboloha	30 Perkins Braille Machines; Board marker computer programme; Desk top magnifier; Graphic Embosser; Desk Magnifier; Computer memory upgrade Dolphin Super Nova site License; 10 Computers with build in jaws for totally blind learners
GT	Sibonile	Eye Pal Solo; Braille Note Apex 18; Prodigy Desktop 20; Graphical Braille Embosser; Monitor 10.00; Lumens, Document Camera; LCD, Projector; Braille Note Apex 18; Prodigy Desktop 20
	Prinshof	Braille Note Apex 32; Eye Pal Solo; A3 Epson Scanner; Jaws; Talking Scientific Calculator; Perkins Brailers
	Filadelfia	Braille Note Apex 18; Eye Pal Solo; Victor Reader New Stream 2nd Generation; Prodigy Desktop 20; Braille Note Apex 32 BT; Duxbury Braille Translator; Epson D700 A3 Scanner; Dolphin Easy Converter

Provision of Braille Technology to Schools...

Province	Name of School	Procured Technology
KwaZulu-Natal	Open Air; Arthur Blaxall and Ethembeni	The province has budgeted R550 000 per school for procurement of braille production equipment in each of the schools for visual impairment as well as schools that have units for visual impairment. The Province is also planning to establish Braille production units at the three schools that will produce braille for all schools in the province that admit learners with visual impairment.
Limpopo	Central procurement by PED for distribution to schools	180 Braille note Apex 188T; 150 Projectors; 151 Dell Laptops and 151e Beams; Total cost: R8 million; Budget has not yet been made available for extending Braille production capacity at Siloe and Setotolwane. Rivoni school uses Braille printing facilities at Venda University.
Mpumalanga	Silindokuhle School	A budget of R2,5 Million was made available; Service provider appointed to train a technician; Dedicated officials at provincial and district level to co-ordinate braille procurement and production.
Northern Cape	ReTlameleng	The school has previously been equipped with a Braille production facility; There is no provincial budget that is dedicated for procurement of Braille; The school has to procure through their Programme 4 allocation
North West	Christiana	2x High Volume Braille Embossers; 3x Low Volume Braille; Embossers; 2x Graphics Embossers; Computer with software to operate Braille Embosser; 2x Braille Boxe3s; 3x Braille Printers
Western Cape	Athlone Pioneer	Apex Braille Note and iPal Solo provision to all learners according to an incremental roll-out plan.

Introduction of Learning Programme for Learners with Intellectual Disability

- The writing teams have completed **21 Differentiated Subjects** for learners with severe intellectual disability for Grades R-5.
- A national training will be conducted in **June 2017** after which the provincial training will take place between July and **September 2017**.
- The subjects will be introduced in **155 schools** for severe intellectual disability on a pilot basis in 2018.
- The expected outcome of the programme is the standardisation of the quality of curriculum delivery for learners with severe intellectual disability.

Introduction of South African Sign Language Subject

- Sign Language is **recognised in South African Schools Act** as a language of teaching and learning (LoLT) for the Deaf
- Deaf learners have never had an approved Home Language over the years and therefore **never had equitable access to quality education**
- SASL Curriculum and Assessment Policy Statement (CAPS) was developed at Home Language level between 2010 and 2014
- Implementation started in 2015 incrementally in 42 schools with Deaf learners and will be implemented at grade 12 in 2018

Equity and Quality in SASL Implementation

- Implementation follows a **Team Teaching Model** between **teachers and Deaf Teaching Assistants (DTAs)**.
- **Exemplar questions** are developed for teachers teaching SASL at FET level
- Examiners have already been appointed in preparation for the NSC exam of SASL in 2018
- **Consultations** with **Umalusi**, the Quality Council, have commenced in preparation for the setting of the Grade 12 examination paper for 2018

Introduction of a Three Streams Model

- A process of diversification of Curriculum to offer options to learners who prefer vocational or occupational pathway
- Introduction of Vocational and Occupational pathways seeks to respond to about 60% of learners in respect of their interest and aptitude
- The Three Streams:
 - Academic Stream
 - Technical Vocational Stream
 - Technical Occupational Stream

The Technical Occupational Stream

PLANNED ACTIVITIES	PROGRESS
Development of the Skills Curriculum	26 Technical Occupational subjects were completed in 2016 and Training Manuals developed per subject in January 2017
Development of the General Certificate of Education: Technical Occupational framework	The qualification was developed and approved by HEDCOM and CEM for handing over to Umalusi for further processing following several consultations between Umalusi and DHET.
Audit of 67 Schools of Skill and 33 ordinary High Schools	Audit of Pilot Schools was conducted during October/December 2016 and the Audit Report is being finalised
Learner and Teacher Support Material (LTSM) development	Textbooks and other materials for the pilot will be identified through the Audit and will inform the Plan for Workbook Development.
Training of teachers and officials	National Orientation Session was held from 27 Feb – 3 March with 260 teachers and officials attending. Training Manuals have been made available to Provinces for Provincial Training. NW, FS and LP have orientated teachers from Pilot Schools
Establishment of Partnerships in support of implementation	Further partnerships with Industry and Business are progressively being established

Further Developments in the TO Stream

- Consolidation of pilot findings and approval of the subjects.
- **Alignment** and **articulation** of qualifications with NQF in consultation with DHET, Umalusi and QCTO.
- Appropriate profiling of the programme to meet the skills requirements of the country.
- Recruitment and **professionalization** of artisans
- Development of **norms for HR provisioning** in Technical High Schools and Technical Occupational Schools.
- Costed plans for the rollout in the 2017/18 MTEF .
- Continued establishment of **partnerships** at national and provincial levels.

Specialised Teacher Training

Prov.	No. of teachers Targeted	No of teachers trained in Braille	No of teachers trained in SASL	No of teachers trained in Autism
EC	-	82	71	196
FS	-	54	12	223
GT	196	44	167	347
KZN	-	50	67	-
LP	110	40	60	-
MP	72	299	147	40
NC	-	-	-	14
NW	50	13	27	0
WC	-	80	95	60
Total	428	662	646	880

Further Teacher Developments for Inclusivity

- The DBE is collaborating with the DHET in EU Funded Teaching and Learning Development Capacity Improvement Programme (T&LDCIP) over three years from 2017.
- The programme is aimed at setting standards for improving competences of all teachers to implement inclusive education strategies in practice.
- The programme also includes the introduction of specialised university qualifications in education of learners who are Deaf, Hard-of-hearing, with visual impairment and neuro-developmental disorders such as Autism.

PERSISTENT CHALLENGES

Challenges

- Disharmony in understanding and approach in developing an Inclusive System in the sector
- Whether inclusion and integration are synonymous
- Glaring disparities in resourcing Inclusive Education in the sector
- Teacher largely incapable of accommodating diversity through the application of the inclusivity principle in their practice
- Efficiency and quality in education remain evasive
- Out-of-school vulnerable children/learners including those with disabilities



KEY PRIORITIES FOR 2017-2019

Key Priorities for 2017 - 2019

- Accelerated **Institutionalisation of SIAS Policy and Curriculum Differentiation** – to be facilitated by filling of posts in Inclusive Education at all levels.
- Mobilising **out-of-school children with disabilities** – assess children in care centres, place learners in waiting lists, monitor admissions.
- Strengthening **implementation of SASL CAPS at grade 12 in 2018**
- **Preparing the system for implementation of the Technical Occupational Programmes** – audit of schools, equipping of workshops, training of teachers – October 2017, Schools of Skill.
- Home Education Policy **finalisation and implementation.**
- **Progressive designation** of FSSs and SSRCs– funding, infrastructure, transport – 2021 targeted for SSRCs.
- **Promulgation of Funding and Human Resource Provisioning Norms** for an Inclusive System – October 2017.

Strengthening Legislation

- The **review** of the South African Schools Act currently underway includes Inclusive Education imperatives and directives.
- **Norms and Standards** for the Distribution of Resources in an Inclusive Education System will **be finalised** and **published** in 2017.
- All other Policies such as the SIAS, Admissions Policy and Assessment will be regulated.

Strengthening Inter-sectoral Collaboration

- Inter-Departmental MoU between DBE, DOH and DSD to implement policies and interventions
- DBE, DHET, VVOB, British Council and NGOs in Teacher Development for Teaching and Learning for Inclusion
- DBE and USAID and partners in supporting Inclusive Education Policy implementation

FOOD FOR THOUGHT

Food for Thought...

- The 2015 World Education Forum Declaration:
'Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all.'

*World Education Forum: Incheon Declaration, 2015,
article 7.*

CONCLUDING REMARK

“Who dares to teach, must never
cease to learn.” – John Cotton Dana

Every child is a National Asset

Thank you!

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