



**DISABILITIES IN EDUCATION
AND
INCLUSIVE EDUCATION
Policy Review and Literature Survey**

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SECTION A: Policy Review

Purpose and Approach of Section A

Section A sets out the key documents and guidelines that make up the policy landscape for Inclusive Education and Disabilities in Education. The relevant Act, Policy or Guideline is followed by a brief summary of content related to disabilities in education and to the philosophy of inclusive education. Education White Paper 6 is dealt with in detail, as this is the foundation for subsequent policies and guidelines.

While initial phases introducing policy implementation were mainly targeted at ECD and the general education band rather than the FET band (secondary schools), the policies apply to all twelve years of schooling.

1. South African Schools Act (Act 84 of 1996)

This Act states that public schools must admit learners and serve their educational requirements without unfairly discriminating in any way. The Act states that ‘where reasonably practicable’, the State must provide education for children with special needs at ordinary public schools, and provide relevant educational support services for such learners. The principal and Head of Department need to take into account the rights and wishes of the parents and the principle of ‘what is in the best interests of the child.’ Public schools must also take all reasonable measures to ensure that the physical facilities are accessible to disabled persons.

2. Quality Education for All: Overcoming Barriers to Learning and Development (Department of Education, 1998)

The Commission for Special Needs in Education and Training and the National Committee on Education Support Services published this report after a wide-reaching consultative process. The aim of the report was to understand the then-current provision of special needs education, to identify gaps, problems and barriers, and to put together a Strategic Implementation Plan which would take into account legislation and policies required to address identified needs. Many of these recommendations were formalised in the Education White Paper 6.

3. Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001)

3.1 Background

The impetus for White Paper 6 came from various international movements in relation to disabilities in education. There was a move towards dismantling separate special education systems and promoting access and participation in regular classes for children with disabilities or other special needs. This move became known as *inclusive education* and found expression in the Salamanca Statement (UNESCO, 1994). Inclusive education became seen as a cost-effective way for schools in developing countries to combat discrimination and achieve education for all.

In addition, the newly formed democratic government of 1994 was involved in the campaign for the United Nation Convention on the Rights of Persons with Disabilities (CRPD). The thrust of the CRPD coheres with the principles of the South African Constitution, namely that persons with disabilities are equal citizens with the right to inclusion and self-representation, and that disabilities should be 'mainstreamed' across government machinery. In educational terms, this translated into support for the notion of 'inclusive education' as reflective of the country's constitutional values of the rights to education, equality and freedom from discrimination.

3.2 Inclusive education defined

In the White Paper, the term 'inclusive education' is defined as follows:

- 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. (White Paper 6 page 6-7)

3.3 Scope of the policy

The scope of this policy is broad as it attempts to address the diverse needs of all learners who experience barriers to learning. It does not refer only to learners who have physical disabilities or specific learning impairments, but also to the fact that '... Different learning needs arise from a range of factors, including physical, mental, sensory, neurological and developmental impairments, psycho-social disturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation.' (White Paper 6, page 17). In addition, issues such as the nature of the curriculum, the medium of instruction, poor teaching and discriminatory attitudes can also create barriers to learning.

3.4 Types of schools

Because of this widening of scope, the policy moves away from using categories of disabilities as an organising principle for institutions. The provision of education for learners with disabilities is based on the degree and type of support needed to overcome the impact of the disability. Learners requiring a low level of support would attend **ordinary schools**, those needing moderate support would attend a **full service school**, and learners needing a high or intensive level of support would attend **special schools**. Full service schools would need to meet certain criteria. Special schools would also serve as resource centres for ordinary and full service schools.

3.5 Human resources

The policy notes: 'Classroom educators will be our primary resource for achieving our goal of an inclusive education and training system. This means that educators will need to improve their skills and knowledge, and develop new ones. Staff development at the school and district level will be critical to putting in place successful integrated educational practices.' (White Paper 6, page 18). Capacity building and training interventions for teachers and other personnel include the following:

- In mainstream education: e.g. multi-level classroom instruction, co-operative learning, curriculum enrichment, dealing with behavioural problems.
- In full service schools: e.g. multi-level instruction, building on learners' strengths, co-operative learning and problem-solving.
- In special schools: e.g. new roles within district support services, serving as a resource specialised skills and expertise to build inclusive schools, building on learners' strengths rather than focusing on their disabilities.
- For district-support teams: new roles, providing strategies and support teachers within the range of schools, support systems and adaptations thereof for the classroom.
- For management and governance teams: orientation towards the nature and goals of inclusive education, and how these impact on school policies and procedures.

3.6 Success factors and forward planning

The policy gives a timeframe of 20 years for the implementation of the inclusive education and training system. It sets out a long term, medium term and short term plan with various targets.

Some of the critical factors noted are as follows:

- An information, advocacy and mobilisation campaign is needed because of the large numbers of out-of-school children and youth who may not even be in the schooling system at all.
- Capacity in the education departments at national and provincial level needs to be improved.
- Given teacher shortages and constraints on financial capacity, it is noted that '....progress towards the inclusive education and training system will be dependent heavily on more effective usage of current skills in the 'special needs' sector.' (White Paper 6 page 37).
- The right mix of institutional structures needs to be put into place.
- Policy and legislation in relation to review of these in all education and training bands needs to be coherent.

Since 2001 there have been various other policy documents which illustrate progress in terms of White Paper 6, and detail specific parts of the inclusive education system. The most important of these are summarised below.

4. Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (Department of Education, November 2007)

This document sets out criteria for Special Schools across categories such as the following:

- Admission of learners
- Curriculum and assessment
- Learning and teaching material and resources, including Alternative and Augmentative Communication devices and other assistive technology
- Staff supply and qualifications, including professional teaching staff, professional specialist support staff, non-teaching and non-professional staff and management
- Physical infrastructure
- Transport
- Family and community

It lists criteria in similar categories quality Education and Support in Special School Resource Centres. It also outlines the responsibilities of the district-based support teams.

5. National Strategy on Screening, Identification, Assessment and Support (SIAS) (Department of Education, 2008)

This document provides a strategic policy framework for screening, identifying, assessing and supporting all learners who experience barriers to learning and development within the education system, including those who are currently enrolled in special schools.

The SIAS Schools Pack sets out the process for identifying individual learner needs to establish the level and extent of additional support needed; and it sets out the process for accessing and enabling that support at different levels. Through a set of forms, this strategy outlines the protocol that has to be followed in identifying and addressing barriers to learning that affect individual learners throughout their school career. It further identifies the responsibilities of teachers, managers, district-based support teams and parents/care-givers through a set of accompanying guidelines. It provides the toolkits required to follow the protocols, and is underpinned by the Operational Manual to the National Strategy on SIAS and the SIAS Learner Pack.

6. Guidelines for full service/ inclusive schools (Department of Basic Education, 2010)

These guidelines form part of the Schooling 2025 Plan of the Department of Basic Education to strengthen the implementation of Inclusive Education. They are also intended to contribute to the fundamental mindset shift in the way the schooling system regards special needs and disability.

Criteria are set for schools, districts and provinces against which to measure their progress towards inclusion. The guidelines also incorporate incentives for schools to become inclusive, as a form of rewarding excellence.

To be identified as a full-service/inclusive school, a school must comply with most of the following criteria or must show potential to comply with them in a relatively short space of time:

- Accessibility via public transport and within the cluster/group of schools.
- The physical condition of the school – access to water, toilets, condition of building, playground and terrain etc.
- Strong leadership and general positive ethos at the school that will embrace change.
- Effective and visionary School Management Team and School Governing Body.
- Professional capacity within the school.
- Space for further expansion.
- Participation of the school in other Department of Education initiatives that makes it fertile ground to serve as a Full-Service School e.g. projects such as Health Promoting Schools, Schools as Centres of Care and Support, Child Friendly Schools and Inclusive Education Initiatives.
- Access to or existence of other support programmes run by NGOs and other Government Departments.
- Other support services within the community e.g. Hospitals, Clinics, Welfare Agencies, sporting facilities, Youth Centres.
- The full-service school should serve a mentoring role to other schools and must therefore have a level of human resource capacity that can be built on.

7. Guidelines for Inclusive Teaching and Learning (Department of Basic Education, 2010)

These guidelines support the implementation of the National Curriculum Statements with specific information on barriers to learning. While they are relevant to ordinary schools, full service schools, special schools, and special schools as resource centres, they contain information that is particularly helpful to those teachers who are in designated full service schools. The document provides

‘... additional information for educators on conditions, illnesses, disabilities and deprivations that impact on children’s ability to learn effectively. It outlines characteristics, the barriers they present, and strategies for effective teaching. Even though disabilities are addressed, this is not done according the medical model. The information presented about disabilities in this document is information that is critical for teachers who have not yet dealt with learners with disabilities. We look at disabilities and learning difficulties from the point of view of learner-environment interaction, thereby promoting participatory approaches to learning and teaching. This approach also provides information on how specific barriers to learning present themselves, how they affect the learning experience, and how educators, particularly those in full-service schools, should mitigate the effect of the barrier(s).’ (2010, page 9)

The Guidelines look at concepts such as curriculum adaptation and curriculum differentiation, and include illustrative learner profiles, schedules and lesson plans which suggest how learners with special needs could be supported. Examples of common difficulties and possible strategies are given for all 8 learning areas in the General Education band. Teaching methodologies for inclusive

education are discussed. The final section outlines a variety of common disabilities, learning difficulties and medical conditions in children, how to recognise these and ways of dealing with them.

8. Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements (Department of Basic Education, 2011)

The purpose of this document is to ‘...provide teachers, principals, subject advisors, administrators, school governors and other personnel, parameters and strategies on how to respond to learner diversity in the classrooms through the curriculum. They can be used for school based teacher development by the Institution Level Support Teams and District Based Support Teams. The guidelines are a critical and integral component of all NCS training initiatives. More specifically, the guidelines have been developed to facilitate and support curriculum differentiation in the classroom.’ (2011, page 2).

The guidelines discuss various aspects of diversity, and how to respond to these. The focus of the guidelines is on differentiation, in relation to differentiating curriculum content, differentiating the learning environment, differentiating teaching methods and differentiating assessment. Strategies for doing this are provided via various scenarios, examples and case studies.

9. National Development Plan (2012)

The NDP views disability and poverty as interrelated – for example, impoverished families often find it difficult to ensure adequate education and healthcare for children with disabilities; and disability in itself can often lead to poverty. The NDP recognises that persons with disabilities have a number of barriers to face in relation to success in education:

- Physical barriers, which may mean they can’t access educational facilities
- Information and communication barriers in educational settings, which may mean they can’t participate fully in learning and training
- Attitudinal barriers, which may lead to lack of investment in appropriate educational resources or even denial of access.

The NDP therefore notes that ‘... persons with disabilities must have enhanced access to quality education and employment. Efforts to ensure relevant and accessible skills development programmes for people with disabilities, coupled with equal opportunities for their productive and gainful employment, must be prioritised.’

SECTION B: Literature Survey

Purpose and Approach of Section B

There is extensive literature, both local and international, on a wide range of aspects relating to Inclusive Education and Disabilities in Education. This section provides an initial survey to offer an orientation to key themes in the literature, with a view to the selection of one or more themes for more intensive drilling down. Ideally, detailed review should comprise an analysis of at least the following: policy and principles; current strengths and weaknesses in the system; and examples of local and international good practice interventions, in relation to each area or theme.

The purpose of this section is to provide RMB with a map to the field, giving initial indications of issues under each theme and their links to the policy landscape given in Section A. The focus is on ordinary schools and full service schools rather than special schools, in line with RMB's wish to offer support in terms of mainstreaming.

1. Theme 1: Teacher Training

As noted in Section A, the Inclusive Education policy stresses that classroom educators are the primary resource for achieving inclusive education. Policy documents also discuss the need for training of other levels of educators, such as departmental officials, school management teams, district-based support teams and other specialist educators. In this section, however, we will focus only on classroom educators.

The literature makes consistent reference to resistance to inclusive education from teachers as one of the reasons for slow implementation. Given the general problems relating to teacher competence and confidence in the context of a limited supply of skilled and qualified educators in schooling, this is understandable. Teachers cite lack of specialised knowledge, overcrowding, lack of support personnel, the demands of the curriculum and lack of materials as hindrances to successfully running inclusive classrooms (Walton 2011a and 2011b).

International moves towards inclusive education have been accompanied by a parallel shift regarding the scope and orientation of teacher education, moving from the idea of 'special needs' as an area of specialisation to the idea that all teacher education should include special needs training (Mbengwa, E. 2010). The importance of teacher development in inclusive education was also highlighted by a recent workshop under the theme "*Education for Democracy in an Inclusive Education and Training System*" hosted by the Department of Basic Education and MIET Africa on 2-3 December 2013. There were two components to this workshop. The first component adopted a broad perspective, aimed at strengthening understanding of what is meant by democracy in an inclusive educational setting. The second component, which is of huge significance and is key to the success in achieving the outlook of White Paper 6, focused on a Teacher Development Research Project, in relation to answering the question: *What are the implications of an inclusive and democratic approach to teaching and learning on teacher education and development?* This workshop discussed options for both pre- and in- service teacher training, and looked at some models from neighbouring countries. The detailed outputs of this workshop will be taken forward into the research process to inform RMB.

In relation to pre-service training, the National Policy Framework for Teacher Education (DHET 2007) and the Minimum Requirements for Teacher Education Qualifications (DHET 2011) both emphasise the need for all educators to understand how to implement inclusive education.

Given, however, that the process of review of teacher qualifications, their implementation and delivery, and the throughput of graduates who end up practising in schools takes a long time, the current emphasis is on in-service training for inclusive education. For example, '... the National strategy for Continued Professional Teacher Development (CPTD) emphasises inclusive education as a priority area and the Minister of Basic Education has set the goal of ensuring that at least one educator in each of the 26 000 schools in the country will have been trained to screen and support learners who experience barriers to learning by 2014.' (Department of Women, Children and People with Disabilities 2013a). In-service training has also been conducted using the Guidelines described in Section A above; from 2008 to 2011 more than 39 515 educators and 7 148 officials received in-service training on these policy implementation guidelines. (Department of Women, Children and People with Disabilities 2013a). Possibilities for CPTD were also raised at the recent DBE/MIET workshop discussed above. CPTD as a means for improving teacher skills in inclusive education could be incentivised through the allocation of CPTD points. The possibilities of funding CPTD from the Workplace Skills Plan could also be explored.

Some good practice indicators for in-service training can be gleaned from the literature. For example, the report on the DANIDA project (Department of Education, 2002) notes the following:

- Training workshops should not be isolated, off-site or once-off events. School-based training which happens at school as part of professional development gets much more support from teachers.
- Workshops should be followed up by classroom support; an action research model which helps teachers consciously reflect on implementing what they have learned into their own practice helps teachers internalise new information.
- Information overload in too short a space of time should be avoided.
- Materials provided must be easy to read, non-academic, avoid overusing jargon and should include practical examples. Getting input and feedback from consortia and partners (teachers, parents, school management, materials developers, officials) helps to ensure that the materials meet these criteria.

Observations made in a report on cooperation possibilities in teacher training between South Africa and Sweden (Stockholm Institute of Education, 2003) are also useful in terms of identifying good practice. The report identifies staff education as the most essential part of the inclusive education process. It warns, however, that South African teachers' experiences of the use by decision makers of a 'top-down' rather than a 'bottom-up' approach when introducing new concepts has had a detrimental effect. Teachers must be given a fair chance to reflect on and influence the process. The following points (mediated from teachers themselves) were also included in this report:

- 'Old knowledge' should not be dismissed and disrespected in new training.
- Training should focus on how to transfer theories into practical implementation.
- Training in inclusive education should be parallel to training in cooperation, in planning, in respecting different opinions, and in compromise solution, i.e. in democratic processes.

Finally, the ETDP SETA offers learnerships and skills programmes to teachers and Education and Training Development (ETD) Practitioners of various categories. However, although their most recent Sector Skills Plan (2012) notes the need for programmes dealing with inclusive education, it does not appear that these are currently offered. The ETDP SETA's focus on disability is related more to offering opportunities to the achievement of a 5% target for disabled teachers or ETD Practitioners themselves.

2. Theme 2: Success factors for inclusive schools

A key success indicator (noted by Walton et al in various articles, and across the literature) is the commitment of the school principal. The principal's vision for inclusion is probably the single most important factor in a school. The school principal is a role model, and is variously seen as an enabler, a champion and a visionary for inclusive education. As Walton notes:

Schools in both the state and independent sectors where inclusion has been successful have principals and management teams who are committed to reducing exclusion— whether on the basis of socioeconomic status, different learning needs, language, or culture—and promoting inclusion. Examples of this are seen in contexts as diverse as wealthy independent schools, inner-city schools, and rural schools. These managers have fostered inclusive school cultures and have mobilized human, technical, and monetary resources to support the inclusion effort. They have been willing to build schools characterized by community and diversity and to address support needs, whatever these may be. (Walton, 2010)

Other success indicators noted are factors such as parental involvement, schools as community sites, shared resources, and 'becoming inclusive by being inclusive'.

This theme would bear further investigation, through both local and international literature reviews and 'good news' stories. At the DBE/ MIET conference held in December, for example, a University of KwaZulu-Natal research project was discussed. For the case studies, researchers profiled three schools in the Pinetown District, looking at full-service, ordinary and special schools within a cluster, using action research methodology. This district has made significant strides in implementing Inclusive Education. The researchers brief was to focus on models that work, since the project is about "finding solutions" and "looking forward". The conditions for success in these schools need to be ascertained.

3. Theme 3: Curriculum, materials and assistive devices

Curriculum differentiation and curriculum adaptation are explored in the Guidelines issued by the Department of Basic Education (see points 7 and 8 in Section A), which are used as a basis for in-service training. However, the reality is that many teachers do not have the time or the skills to carry this out on an ongoing basis. While a level of awareness can be incorporated into teaching methodology, a vital need appears to be easily accessible materials that have been designed (for example) to assist visually impaired or hearing impaired learners who are in ordinary schools or full service schools. In other words, helping teachers understand curriculum differentiation and inclusive classroom management should be supported by a range of materials which can be selected to

address specific types of learning needs in specific learning areas. In addition, assistive technology may be needed in some instances.

The National Education Collaboration Trust 'Priorities for Inclusive Education' (2013b) puts forward some suggestive points. These include, for example,

- Training of all teachers who teach learners with visual impairment on braille, curriculum adaptation and use of assistive technology.
- Training of all teachers who teach Deaf learners in South African Sign Language as LOLT as well as training of selected teachers in teaching South African Sign Language as a subject.
- Providing specialised training to teachers in the fields of Augmentative and Alternative Communication, Autism, etc.
- Development of interactive accredited training materials for use in Teacher Centres and Vodacom ICT Centres.

In an article on Inclusive Education and Universal Design for Learning, (Dalton et al, 2012) there is a discussion on how the implementation of UDL can be seen as both a high-technology and a low-technology option if the core principles of UDL are used. A discussion took place on '... how an education recycling centre that focuses on useful teaching materials could be set up for teachers as a resource for further implementation on UDL in South Africa.'

In the SA Baseline Country Report (Department of Women, Children and People with Disabilities 2013a), it is noted that changes in the curriculum resulted in a delay in issuing of braille and large print textbooks to learners in both ordinary and special schools. This is currently being addressed with publishers. A curriculum for South African Sign Language is currently being drafted, but presumably this will only be a medium of instruction in Special Schools. However, individuals with limited hearing disabilities may be in ordinary or full service schools. The National Treasury is committed to prioritising funds to ensure that more accessible learning and teaching support materials are made available at ordinary and full service schools that include learners with visual and hearing disabilities (Department of Women, Children and People with Disabilities 2013a).

According to the DBE presentation on Progress in Implementing Inclusive Education (Department of Basic Education 2013), procuring adapted workbooks and textbooks and resourcing Inclusive Education units at provincial and district level is the responsibility of Provincial Departments of Education. However, there are big differences between provinces in relation to delivery and whether or not they have spent the allocated monies. Variability in implementing the Funding Principles as provided by DBE has resulted in glaring disparities in the resourcing of Inclusive Education across provinces.

Special and full service schools receive assistive devices and technology in order to mediate the impact of disability. These are provided by the Department of Basic Education and include spectacles, hearing aids, cochlea implants, wheelchairs, white boards, Perkins Brailers, white canes, Bookmakers, Augmentative and Alternative Communication devices (AAC) etc (DBE 2013). A breakdown of provision in special and full service schools is given in this presentation, but it is not clear what this means in terms of provision gaps that remain.

The possibilities of e-learning to support inclusive education should also be explored. The Minister of Basic Education recently noted that the Department is collaborating with key partners in business to expand its e-learning strategies.

Focused research into the provision of adapted materials and resources relating to the learning area of Mathematics may be of interest to RMB, in order to integrate curriculum differentiation into the RMB Maths Leadership Programme. Collaboration with other e-learning projects could also be explored.

4. Theme 4: Pathways to progression

All learners need to make decisions regarding progression pathways once they exit formal schooling, whether this is at Grade 9 or at Grade 12 with a National Senior Certificate. Disabled or special needs learners are in the same situation.

It is estimated that there are 3.2 million youth between the ages of 16 and 24 classified as 'NEET' youth (Not in Education, Employment or Training). Statistics for disabled children generally relate to enrolment in different schools, especially at primary school level; it is acknowledged that there is no reliable system in place to track children (or youth) with disabilities who are out of school, even if they have previously been in school. Where do these learners go when they leave school, at whatever level this might be?

Broadly speaking, choices are:

- Post-school education and training, whether this is to a FET college, or into higher education in a university of technology or higher education institution.
- Entry into a learnership or apprenticeship programme.
- Entry into formal or informal employment.

According to the SA Baseline Country Report (Department of Women, Children and People with Disabilities 2013a), in 2011 the Department of Basic Education introduced the process '.... of developing a skills and vocational-oriented exit level qualification at Grade 9 level for learners with intellectual disabilities which would enable them to enter the world of work or further vocational training programmes at further education and training level.' In a recent statement (November 2013), the Minister of Basic Education noted that this process will be concluded by the end of 2014.

FET colleges are generally considered to be lagging behind in the provision of learner support to the general student population, and have a number of issues as regards their staff capacity and programme mix. However, some of the better colleges offer provision to disabled learners. A survey of each of the 50 colleges would be required to ascertain what kinds of programmes are offered that would accommodate disabled students, and how FET colleges are responding to the system of inclusive education.

There have been various initiatives relating to the accommodation of disability in Higher Education institutions, along with support services and bursary schemes for students with disabilities studying at public higher education institutions.

In relation to skills development pathways, the Skills Development Act of 1998 established Sectoral Education and Training Authorities (SETAs) to provide an institutional framework to devise and

implement workplace strategies to develop and improve the skills of the South African workforce. The National Skills Development Strategy III (NSDS III) sets out several key developmental imperatives, one of which is to open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability. The document notes the following:

Despite commitments from NSDS I and II to increase opportunities for training and skills development for persons with disabilities, we are still far from achieving our goals in this regard. Therefore, NSDS III aims to significantly open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability. Similarly, the National Skills Fund will set aside dedicated funds to support education, training and skills development for properly registered cooperatives, with a particular focus on cooperatives for the unemployed, youth, women and people with disabilities. (Department of Higher Education and Training, NSDS III, 2011)

Each SETA is expected to set its own target in consultation with the disability sector (for example, with organisations such as the South African Disability Trust). Some examples follow.

- The merSETA's programme for Persons with Disabilities responds to the objectives in NSDS III to provide opportunities for access and redress that could culminate into decent work. Roundtable discussions started in 2011 and by June 2012 the merSETA's Charter for Persons with Disabilities was tabled at the first Persons with Disabilities forum.
- In 2011 the Services SETA committed to spending 4% of its discretionary grant on programmes for disabled people. In October 2012, the Services SETA hosted a Disability Stakeholder Consultative Workshop with the various Disability organisations and employer representatives from the Services SETA sub-sectors. The theme of the two-day workshop was 'Equalizing opportunities for skills acquisition and employability for persons with disabilities in the Services Sector'.
- In 2005 the Wholesale and Retail SETA began a rollout of learnership projects across four different qualifications, with the stipulation that 6% of the 5000 targeted learners were to be people living with disabilities.

New SETA grant regulations came into effect on 1 April 2013, aiming to improve the management and effectiveness of SETA grant spending. Discretionary funding continues to have objectives relating to skills development for disabled people. There may be commonalities between the profiles of those special needs learners who successfully work through the RMB Maths Leadership Programme, and those targeted for discretionary fund training and employment projects undertaken by SETAs in the context of the new SETA grant regulations.

Further research required here would include a survey of all 21 SETAs in order to map opportunities for skills development for disabled learners exiting from schooling at different levels.

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UNESCO. June 1994. The Salamanca Statement and Framework for Action on Special Needs Education. *Adopted by the World Conference on Special Needs Education: Access and Quality*.

Useful Websites:

- Selected SETA websites
- Thutong Portal: <http://www.thutong.doe.gov.za/inclusiveeducation>
- <http://www.scoop.it/t/inclusive-education-south-africa>
- <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/>
- <http://www.thinkinclusive.us/>