AN EVALUATION OF THE NATIONAL CURRICULUM STATEMENT POLICY IN THE EDUCATION OF YOUTH WITH DISABILITIES IN SOUTH AFRICA. THE CASE OF THE EASTERN CAPE.

By

ZANDILE HILLARY SONQAYI

Submitted in fulfillment of the requirements

for a degree of

MASTER OF SOCIAL SCIENCE

In the subject

DEVELOPMENT STUDIES

at the

UNIVERSITY OF FORT HARE

SUPERVISOR : MRS P.B. MONYAI

DECEMBER 2008
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>(i)</td>
</tr>
<tr>
<td>Declaration</td>
<td>(ii)</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>(iii)</td>
</tr>
<tr>
<td>Dedication</td>
<td>(iv)</td>
</tr>
<tr>
<td>Acronyms</td>
<td>(v)</td>
</tr>
<tr>
<td><strong>CHAPTER 1</strong> INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.1 Background to the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Research objectives of the study</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Significance of the study</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Delimitation</td>
<td>4</td>
</tr>
<tr>
<td>1.6 Ethical consideration</td>
<td>5</td>
</tr>
<tr>
<td><strong>CHAPTER 2</strong> LITERATURE REVIEW</td>
<td>6-14</td>
</tr>
<tr>
<td><strong>CHAPTER 3</strong> NATIONAL CURRICULUM STATEMENT POLICY FRAMEWORK</td>
<td></td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>15</td>
</tr>
<tr>
<td>3.2 The critical and developmental outcomes</td>
<td>16</td>
</tr>
<tr>
<td>3.3 Principle 1: Social justice</td>
<td>17</td>
</tr>
<tr>
<td>3.4 Principle 2: Outcomes – Based Education</td>
<td>18</td>
</tr>
<tr>
<td>3.5 The vision of the NCS</td>
<td>19</td>
</tr>
<tr>
<td>3.6 Disability in the NCS</td>
<td>21</td>
</tr>
<tr>
<td>3.7 The OBE approach in the NCS</td>
<td>23</td>
</tr>
<tr>
<td><strong>CHAPTER 4</strong> METHODOLOGY AND RESEARCH FINDINGS</td>
<td></td>
</tr>
<tr>
<td>4. Data collection approach and reasons</td>
<td>28</td>
</tr>
<tr>
<td>4.1 Techniques of data collection</td>
<td>28</td>
</tr>
<tr>
<td>4.2 Target population</td>
<td>32</td>
</tr>
<tr>
<td>4.3 The sample size</td>
<td>33</td>
</tr>
<tr>
<td>4.4 The responses by various respondents</td>
<td>34</td>
</tr>
</tbody>
</table>
4.4.6 Stakeholder participation 54

4.4.6.1 Educators 54
4.4.6.2 Special needs subject advisors 55
4.4.6.3 Special needs managers 55

4.4.7 Parents’ involvement 56

4.4.7.1 School managers 56
4.4.7.2 Curriculum subject advisors 56
4.4.7.3 Special needs subject advisors 57
4.4.7.4 Curriculum managers 57
4.4.7.5 Special needs managers 58

4.4.8 Suggestions on school improvement 58

4.4.8.1 Educators 58
4.4.8.2 Curriculum subject advisors 59
4.4.8.3 Special needs subject advisors 59
4.4.8.4 Curriculum managers 60
4.4.8.5 Special needs managers 61

CHAPTER 5 ANALYSIS OF FIELDWORK FINDINGS 62

5. Responses by the various participants 62
5.1 Introduction 62
5.2 Implementation 62
5.3 Parents’ improvement 65
5.4 Disparities 65
5.5 Improvements 66
CHAPTER 6 CONCLUSION

6.1 The findings of the study

CHAPTER 7 RECOMMENDATIONS

7.1 Introduction
7.2 Evaluation of the study
7.3 Recommendations
7.4 Conclusion

LIST OF REFERENCES

Appendices

1.1 Questions for managers in the districts and schools
1.2 Questions for subject advisors
1.3 Questions for educators
ABSTRACT

What initiated this research was the need for the assessment of the National Curriculum Statement policy implementation. This was brought about by the observation that there was a general complaint in the province that educators are struggling with the implementation processes. It would seem that at the formulation of this policy the schools for learners with disabilities were not considered.

The main objective of this study, is therefore, to assess the implementation of the NCS policy in relation to the principle of inclusivity regarding learners with disabilities in schools. This has been achieved through finding out how educators are coping in a situation where they are expected to improvise learning and assessment methodologies to cater for a large variety of disabilities of which they are not trained to work with.

This study used two techniques, face to face interviews with the subject advisors in the districts as well as with the educators at the schools. Questionnaires were used in the case of managers at school and district levels. Qualitative research was used to accumulate sufficient data to lead to the understanding of the problems that are encountered at different levels.

In terms of the findings, most of the respondents pointed out that the policy does not adequately cater for the needs of both the learners and the educators of the special schools. They further mentioned that the outcomes according to the policy do not stipulate what is expected of the learners with barriers to learning due to their disability conditions.
According to the responses of the different categories of participants, it became clear that the implementation of the NCS policy is not very successful due to a wide variety of problems that are encountered by the implementers. The main complained about problem is the need for the adaptation of the curriculum to accommodate the learners with disabilities. Furthermore, there is a dire need for the implementers to make reference to all the disabilities found at these schools so as to deal with their situation accordingly.

The NCS policy promises change for the better, however the necessary ramifications related to its implementation need to be successfully managed and dealt with properly. This has implications on areas of concern, mainly the training of educators on mastering the implementation and assessment processes which are key to meaningful education.

Considering that inclusivity is about change of attitude and behaviour as well as teaching and learning methodologies, it becomes difficult for these changes to materialise if and when inclusivity is not applied properly at the schools for learners with disabilities. The effectiveness of inclusivity depends on the consideration of all the factors that would lead to a healthy environment in the case of these schools. This would mean putting of all the relevant structures in place as well as encouraging team work at all levels, from the educators, management and the community. The district officials should always avail themselves for monitoring and supporting services at these schools.

The findings of this study, may contribute to the asking of many questions. This may lead to further debates which may give rise to the need for further research on many aspects that have come up in this study.
I, Zandile Hillary Sonqayi declare that this is my original work and the thesis has not been submitted for a degree at any other university. This product is the result of my efforts through the professional of the supervisor whose name and signature appear below.

Candidate : Z.H Sonqayi

Signature :

Supervisor : Mrs P.B Monyai

Signature :
ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to my supervisor, Mrs. P.B Monyai, for her invaluable help and advice. Her unfailing support, guidance and encouragement gave me strength to persevere even when the going was tough at times.

I also would like to express my sincere thanks to all who contributed to the investigation without which the study could not have been completed.

Many thanks to the participants both at the district and school level without whose cooperation the research could not have been possible.

A big thank you to the staff in the libraries, in East London, Alice, and at Bisho for their support in helping me to find relevant literature.

To my family, especially my sister, Sweetness, and her daughter Vuyokazi, who gave me courage to persist when I wanted to give up.

To my son who always helped me when Technology seemed to be failing me, thanks a lot Siyabulela
DEDICATION

To my late mother

STELLA MILDRED NOMAKHEPHU DUZE – SONQAYI

for having taught me that every dawn brings a chance in life and to trust in God
ACRONYMS

CTA - Common Task of Assessment
DCES - Deputy Chief Education Specialist
DBST - District Based Support Team
DSE - Diploma in Special Education
FET - Further Education and Training
GET - General Education and Training
LST - Learner Support Teams
NCS - National Curriculum Statement
NGOs - Non Governmental Organisations
OBE - Outcomes- Based Education
SES - Senior Education Specialist
SGB - School Governing Bodies