



An overview of education in South Africa and children with disabilities that are out of school

SANASE Conference

Nic Spaul

21 August 2015

Some good news first

1. Considerable redistribution of spending to the poorest schools... *government* spending is nearly equalised across the poorest and wealthiest schools.
2. In terms of government spending, education is prioritised in national budgets.

Amount allocated
in 2014/15

- **+ / R189.5 billion**

% of total govt.
exp in 2014/15

- **+ / 15.2%**

Expected Growth
in 2015/16

- **7.6%**

Some good news first

1. Considerable **redistribution** of spending to the poorest schools... *government* spending is nearly equalised across the poorest and wealthiest schools.
2. **Fees.** The General Household Survey (GHS) of 2013 showed that 66% of students reported paying zero school fees, showing that the no-fee policy is working quite well.
3. **Grade R.** The GHS indicates that 96% of all first-time Grade 1 learners in 2014 received schooling in the previous year (Grade-R/ECD)
4. **School meals.** Approximately 70% of students receive at least 1 free school meal as part of the National School Nutrition Programme (SMS 2011, GHS).
5. In terms of government spending, education is prioritised in national budgets.
6. **Considerable improvements in access to education.**
 - Nearly universal access of non-disabled children, even high secondary enrolment ratios relative to developing world.
 - 97% participation for the cohort 7 to 15 years
 - 83% for 16 to 18 year olds (NPC 2012:302)

State of SA education since transition



- “Although 99.7% of South African children are in school...the outcomes in education are **abysmal**” (Manuel, 2011)



- “Without ambiguity or the possibility of misinterpretation, the pieces together reveal the **predicament** of South African primary education” (Fleisch, 2008: 2)



- “Our researchers found that what students know and can do is **dismal**” (Taylor & Vinjevold, 1999)



- “It is not an overstatement to say that South African education is in **crisis**.” (Van der Berg & Spaull, 2011)

Student performance 2003-2011

TIMSS (2003) → PIRLS (2006) SACMEQ (2007) → TIMSS (2011) → prePIRLS (2011)



TIMSS 2003 (Gr8 Maths & Science)

PIRLS 2006 (Gr 4/5 – Reading)

SACMEQ III 2007 (Gr6 – Reading & Maths)

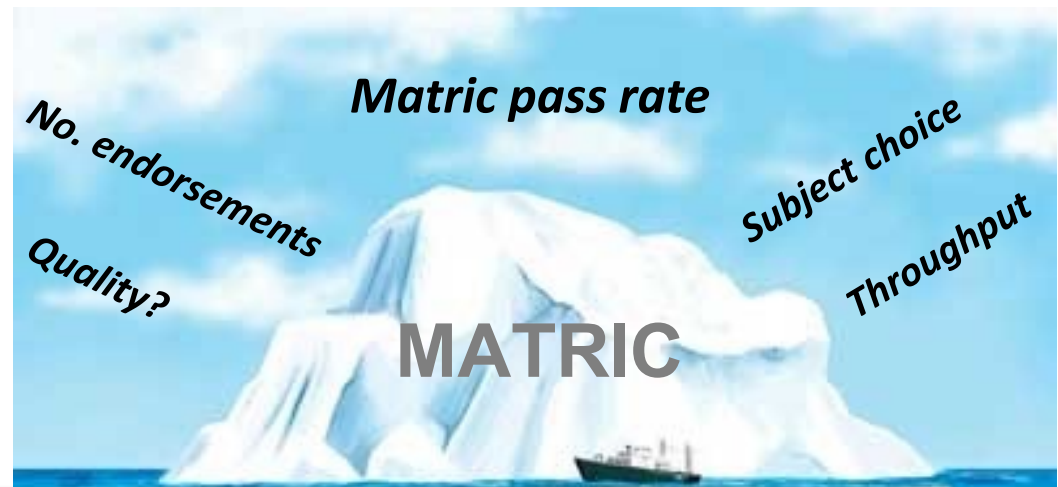
TIMSS 2011 (Gr9 – Maths & Science)

prePIRLS2011 (Gr 4 Reading)

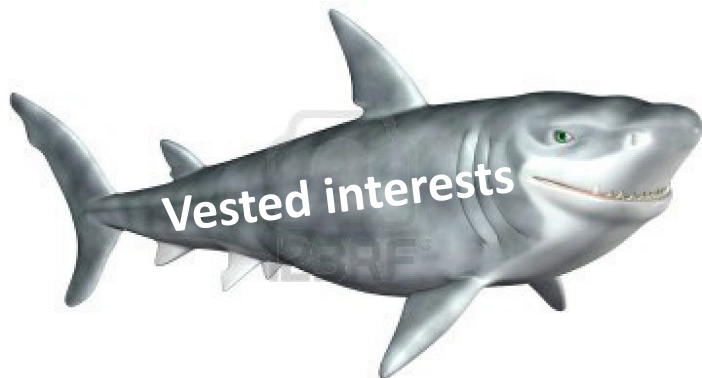
- **NSES 2007/8/9**
 - Gr 3/4/5
 - See Taylor, Van der Berg & Mabogoane (2013)
- **Systemic Evaluations 2007**
 - Gr 3/6
- **Matric exams**
 - Gr 12



Media sees only this→

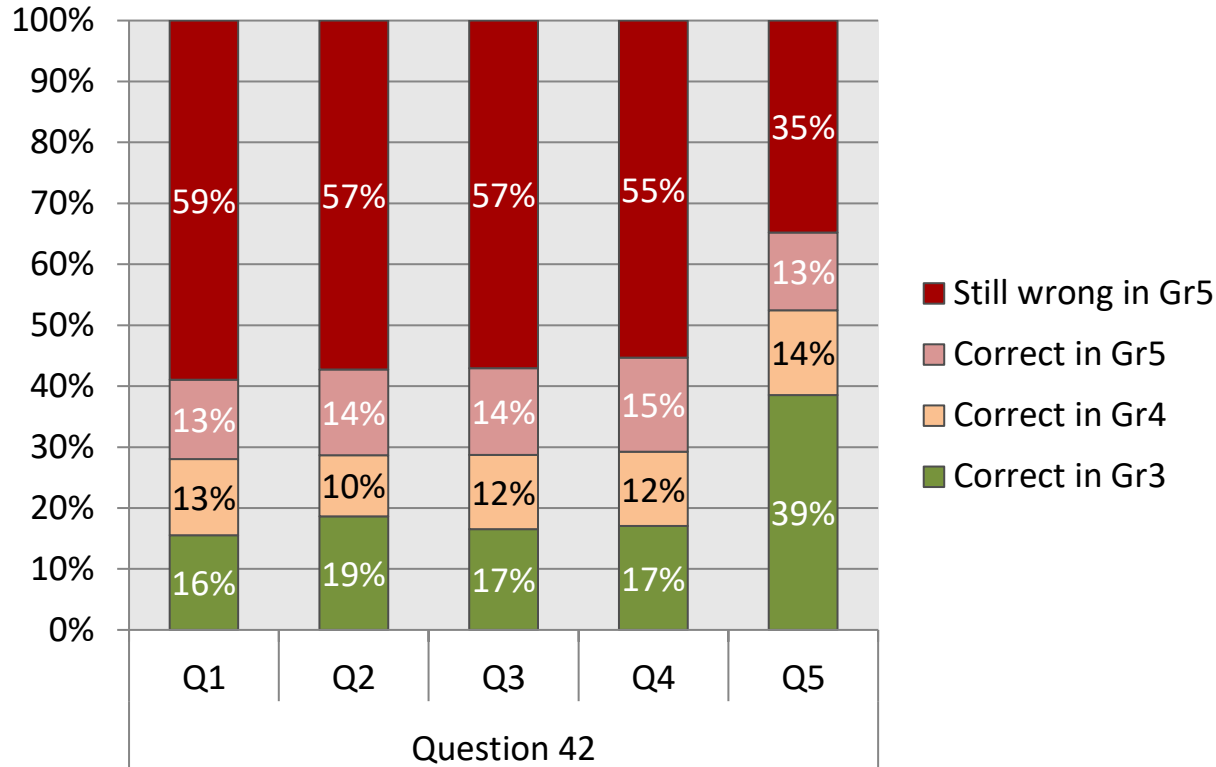
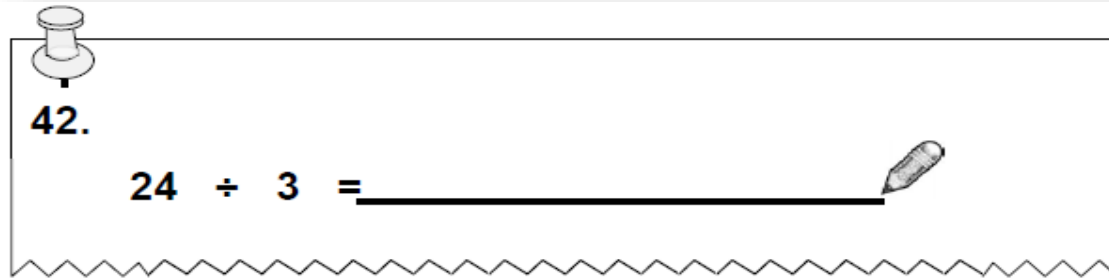


What are the root causes of low and unequal achievement?



NSES question 42

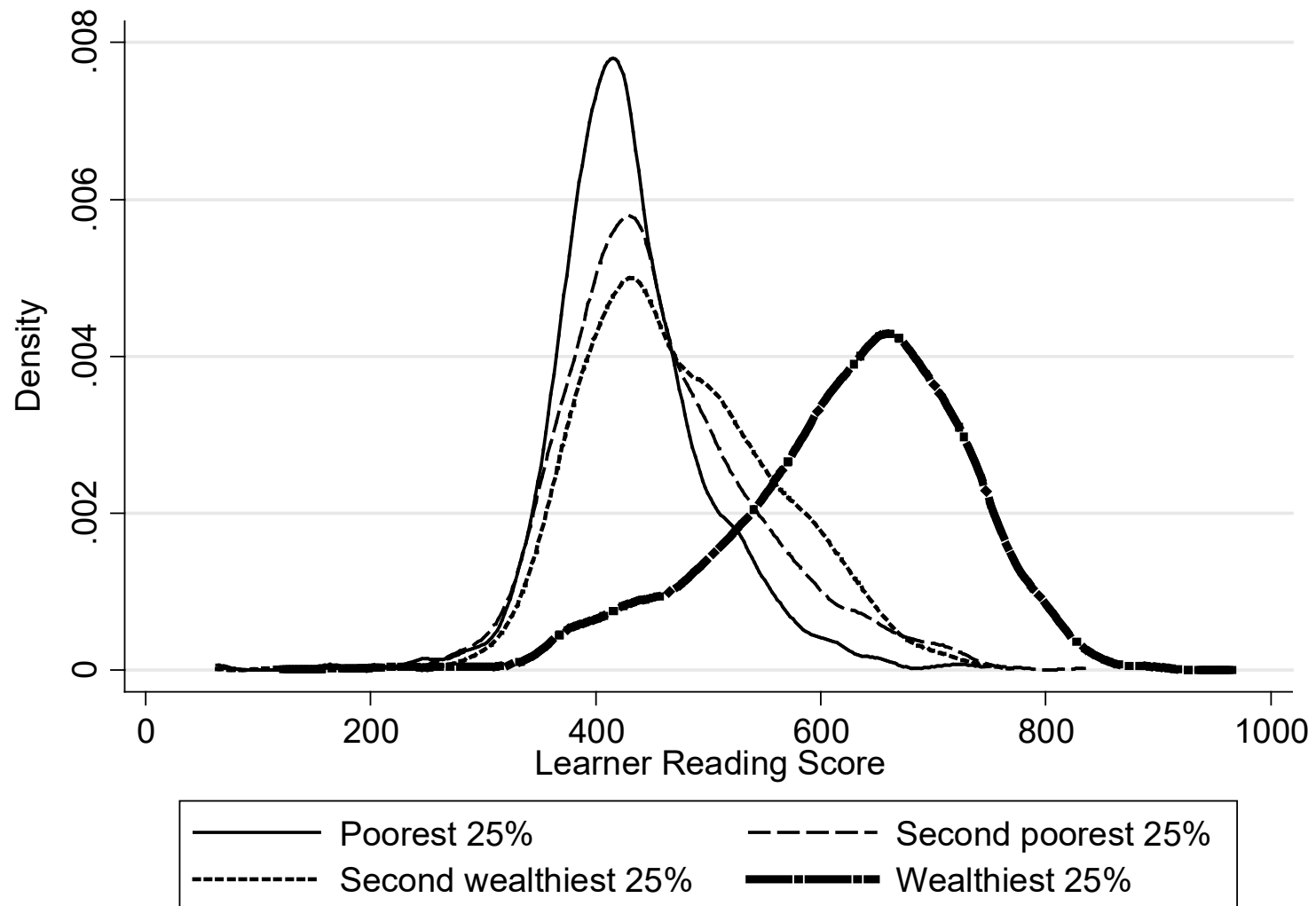
NSES followed about 15000 students (266 schools) and tested them in Grade 3 (2007), Grade 4 (2008) and Grade 5 (2009).



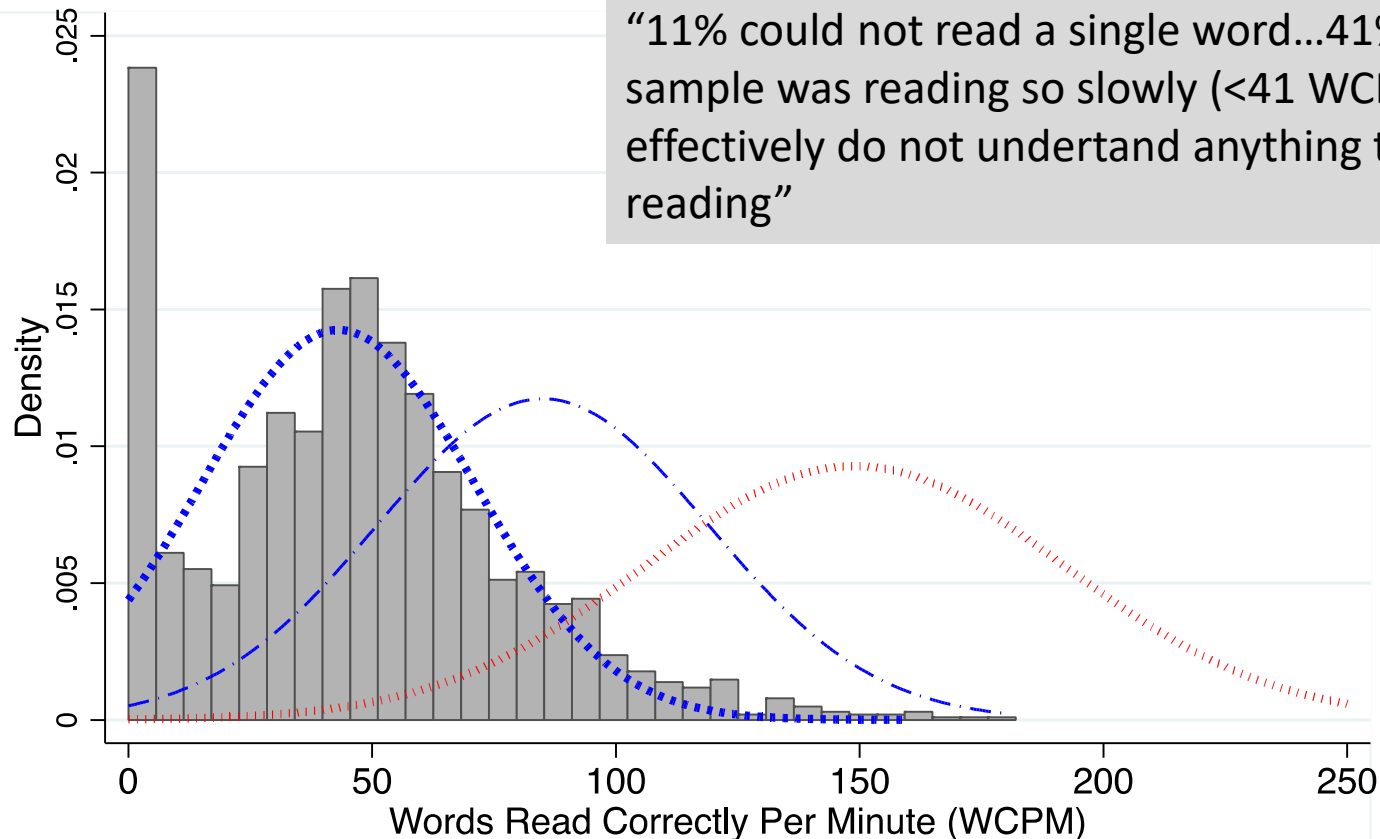
Even at the end of Grade 5 most (55%+) quintile 1-4 students cannot answer this simple Grade-3-level problem.

“The powerful notions of ratio, rate and proportion are built upon the simpler concepts of whole number, multiplication and division, fraction and rational number, and are themselves the precursors to the development of yet more complex concepts such as triangle similarity, trigonometry, gradient and calculus” (Taylor & Reddi, 2013: 194)

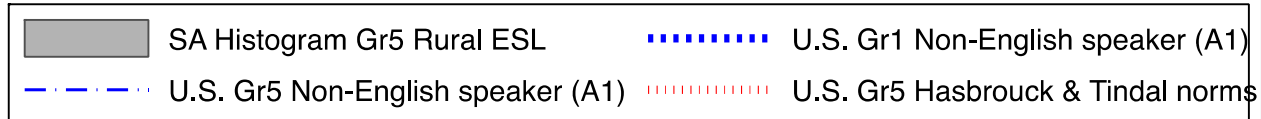
Inequality: Two public schooling systems



Grade 5 Oral Reading Fluency (English) in rural schools (214 schools)

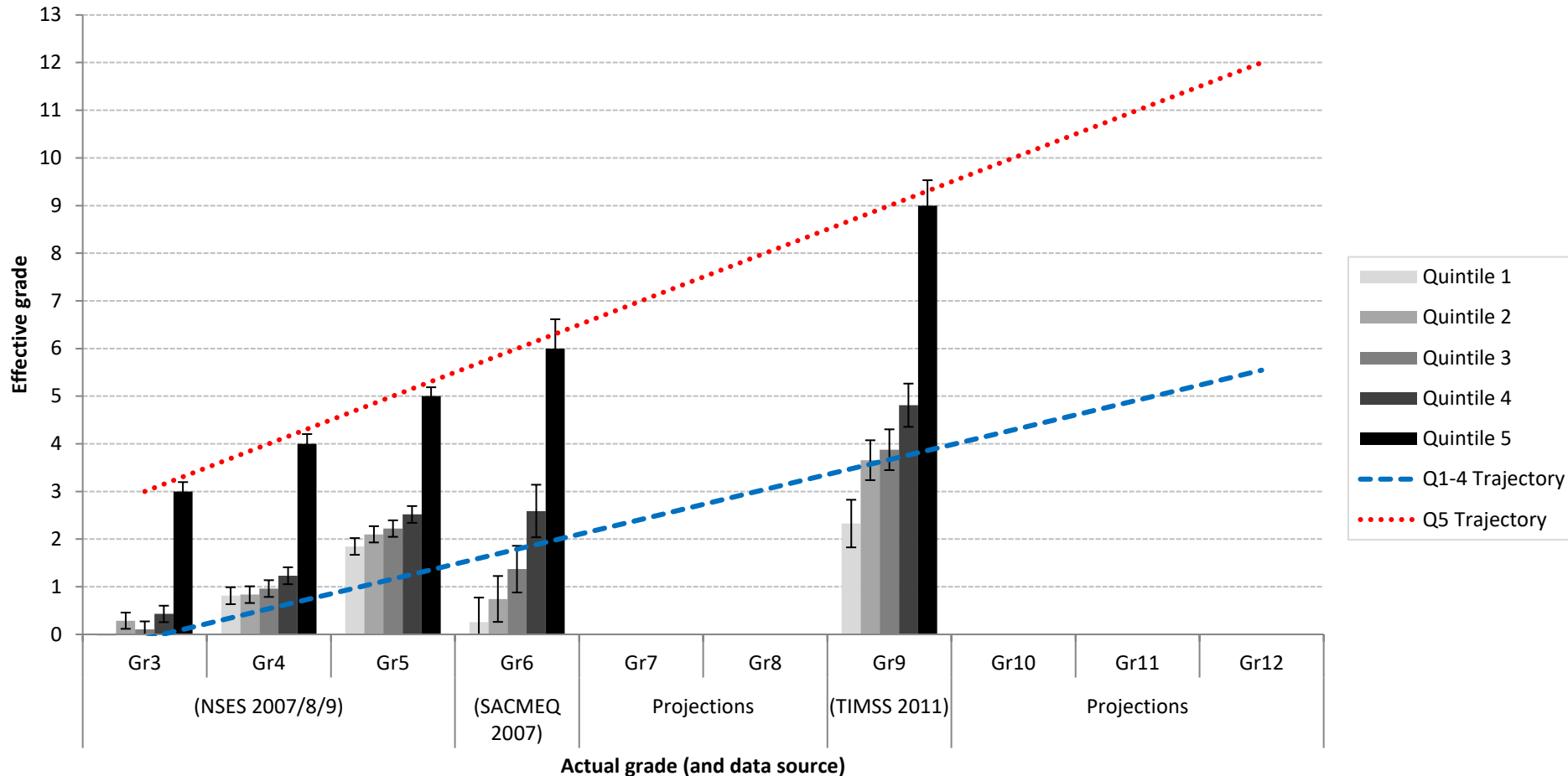


“11% could not read a single word...41% of the sample was reading so slowly (<41 WCPM) that they effectively do not understand anything that they are reading”

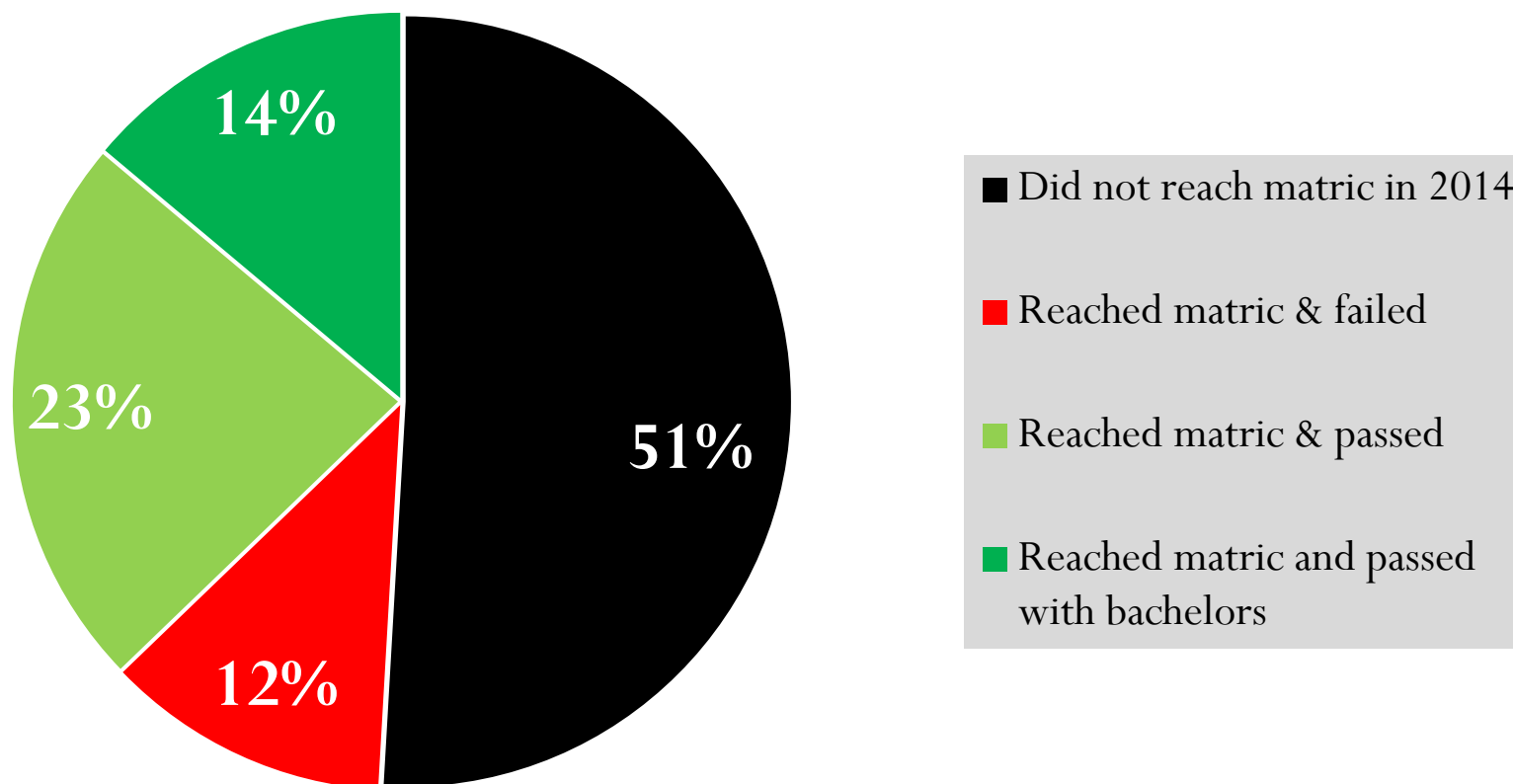


Maths: Insurmountable learning deficits

Figure 10b: South African mathematics learning trajectories by national socioeconomic quintiles using a variable standard deviation for a year of learning (0.28 in grade 3 to 0.2 in grade 8 with interpolated values for in-between grades (Based on NSES 2007/8/9 for grades 3/4/5, SACMEQ 2007 for grade 6 and TIMSS 2011 for grade 9, including 95% confidence interval



Matric 2014 (relative to Gr 2 in 2004)



- 550,000 students drop out before matric
- 99% do not get a non-matric qualification (Gustafsson, 2011: p11)
- What happens to them? 50% youth unemployment...

	Numbers
Grade 2 (2004)	1085570
Grade 9 (2011)	1049904
Grade 12 (2014)	532860
Passed (2014)	403874
Bachelors (2014)	150752

Not all schools are born equal



Pretoria Boys High School

SA public schools?

- Different resources (Capacity)
- Different pressures (Accountability)

Labour Market

High productivity jobs and incomes (15%)

- Mainly professional, managerial & skilled jobs
- Requires graduates, good quality matric or good vocational skills

15%

Legislators, managers, associated professionals

- Vocational training
- Affirmative action (few make this transition)

Semi-Skilled (32%)

Clerks, service workers, shop personnel, skilled agric/fishery workers, plant and machinery operators)

Low productivity jobs & incomes

- Often manual or low skill jobs
- Limited or low quality education

Unskilled (18%)

Elementary occupations & domestic workers

Unemployed

(Broad - 35%)

Type

University / FET

- Type of institution (FET or University)
- Quality of institution
- Type of **qualification** (diploma, degree etc.)
- **Field of study** (Engineering, Arts etc.)

Quality

Attainment

Some motivated, lucky or talented students make the transition

Low quality secondary school

Low quality primary school

High quality secondary school

High quality primary school

High SES background

ECD

Minority (20%)

Unequal society

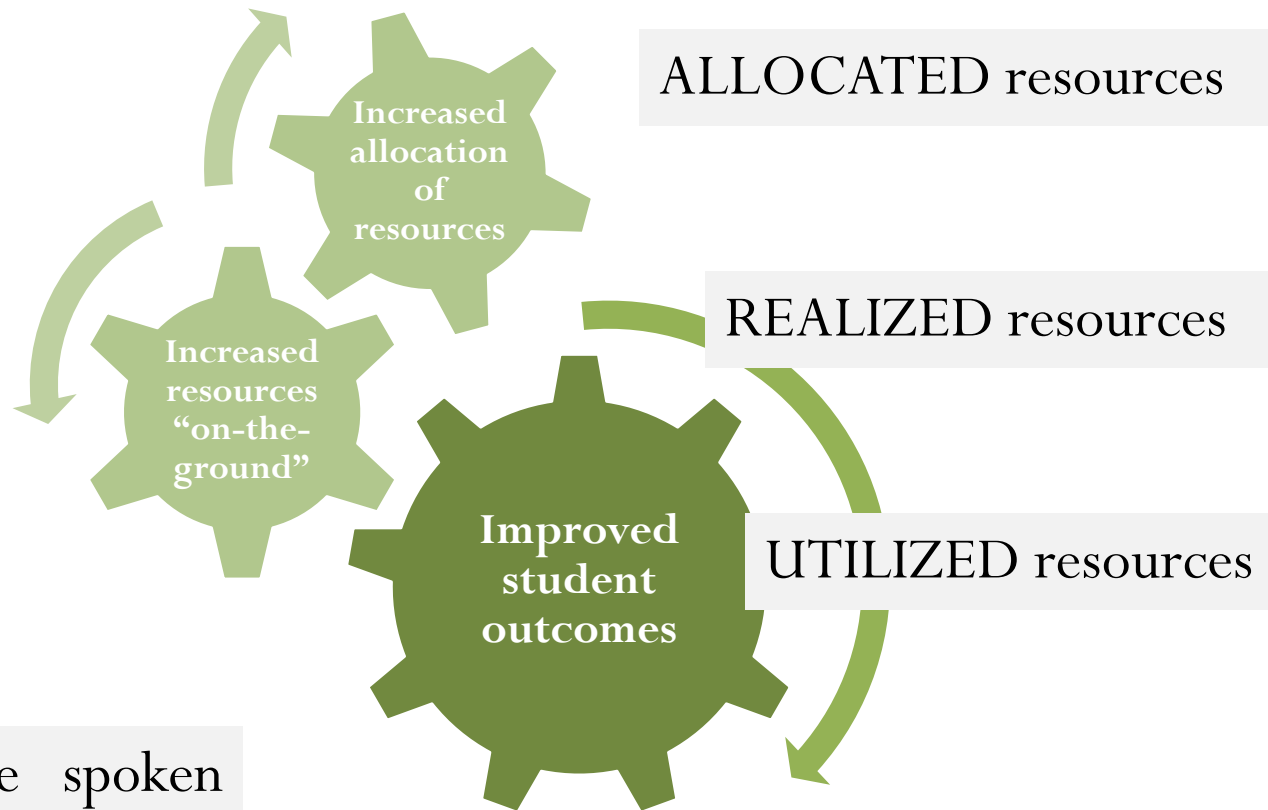
Majority (80%)

- Big demand for good schools despite fees
- Some scholarships/bursaries

Low socioeconomic status background

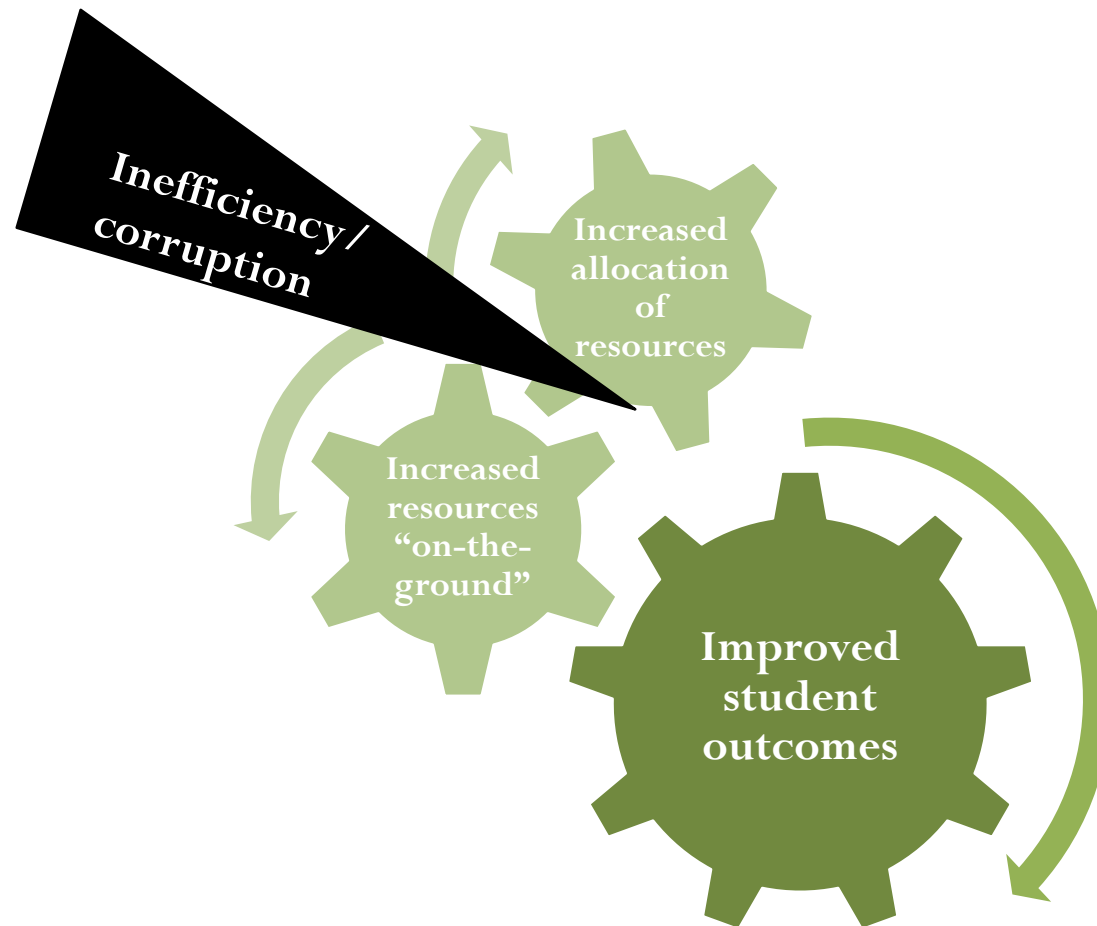
ECD None or low-quality

Important distinctions

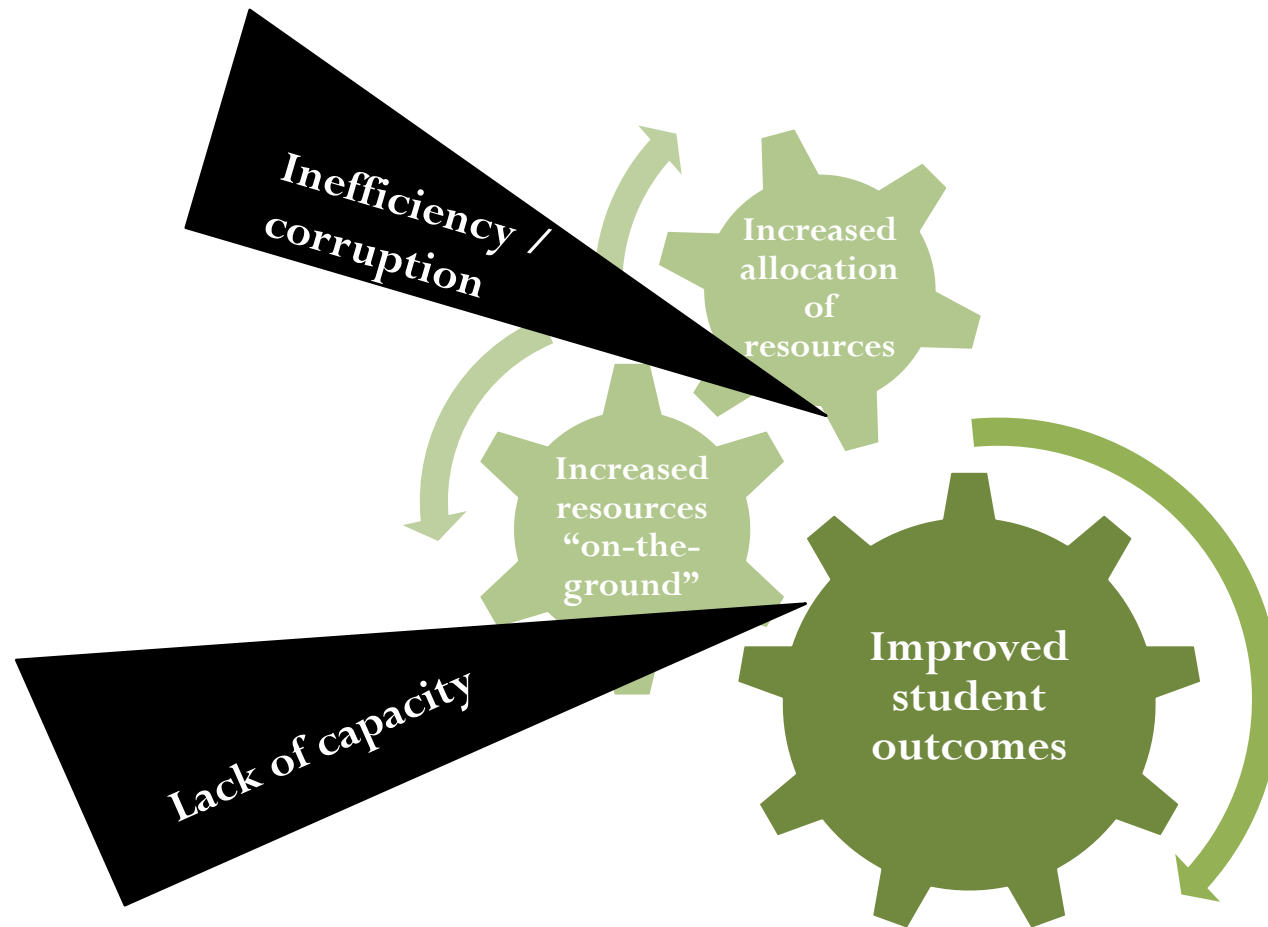


Often these 3 are spoken about interchangeably

Important distinctions



Important distinctions



Important distinctions



Accountability & Capacity

Accountability without capacity

- “Accountability systems and incentive structures, no matter how well designed, are only as effective as the capacity of the organization to respond. The purpose of an accountability system is to focus the resources and capacities of an organization towards a particular end. **Accountability systems can’t mobilize resources that schools don’t have...**the capacity to improve precedes and shapes schools’ responses to the external demands of accountability systems (Elmore, 2004b, p. 117).
- “If policy-makers rely on incentives for improving either a school or a student, then the question arises, incentives to do what? **What exactly should educators in failing schools do tomorrow - that they do not do today - to produce more learning? What should a failing student do tomorrow that he or she is not doing today?**” (Loveless, 2005, pp. 16, 26).
- “People who are being asked to do things they don’t know how to do, and **being rewarded and punished on the basis of what they don’t know, rather than what they are learning, become skilled at subverting the purposes and authority of the systems in which they work.** Bad policies produce bad behaviour. Bad behaviour produces value for no one” (Elmore, 2004a, p. 22).

Capacity without accountability

- “In the absence of accountability sub-systems, support measures are very much a hit and miss affair. **Accountability measures provide motivation for and direction to support measures, by identifying capacity shortcomings, establishing outcome targets, and setting in place incentives and sanctions which motivate and constrain teachers and managers throughout the system to apply the lessons learned on training courses in their daily work practices. Without these, support measures are like trying to push a piece of string: with the best will in the world, it has nowhere to go.** Conversely, the performance gains achieved by accountability measures, however efficiently implemented, will reach a ceiling when the lack of leadership and technical skills on the part of managers, and curricular knowledge on the part of teachers, places a limit on improved performance. Thus, the third step in improving the quality of schooling is to provide targeted training programs to managers and teachers. To achieve optimal effects, these will need to connect up with and be steered by accountability measures” (Taylor, 2002, p. 17).

Figure 1: The alignment between accountability/incentives and capacity/support

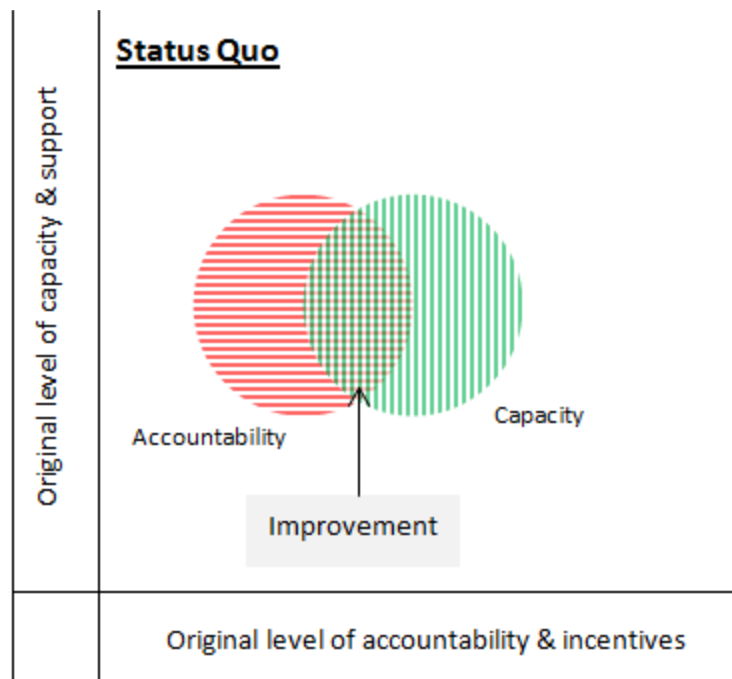


Figure 1: The alignment between accountability/incentives and capacity/support

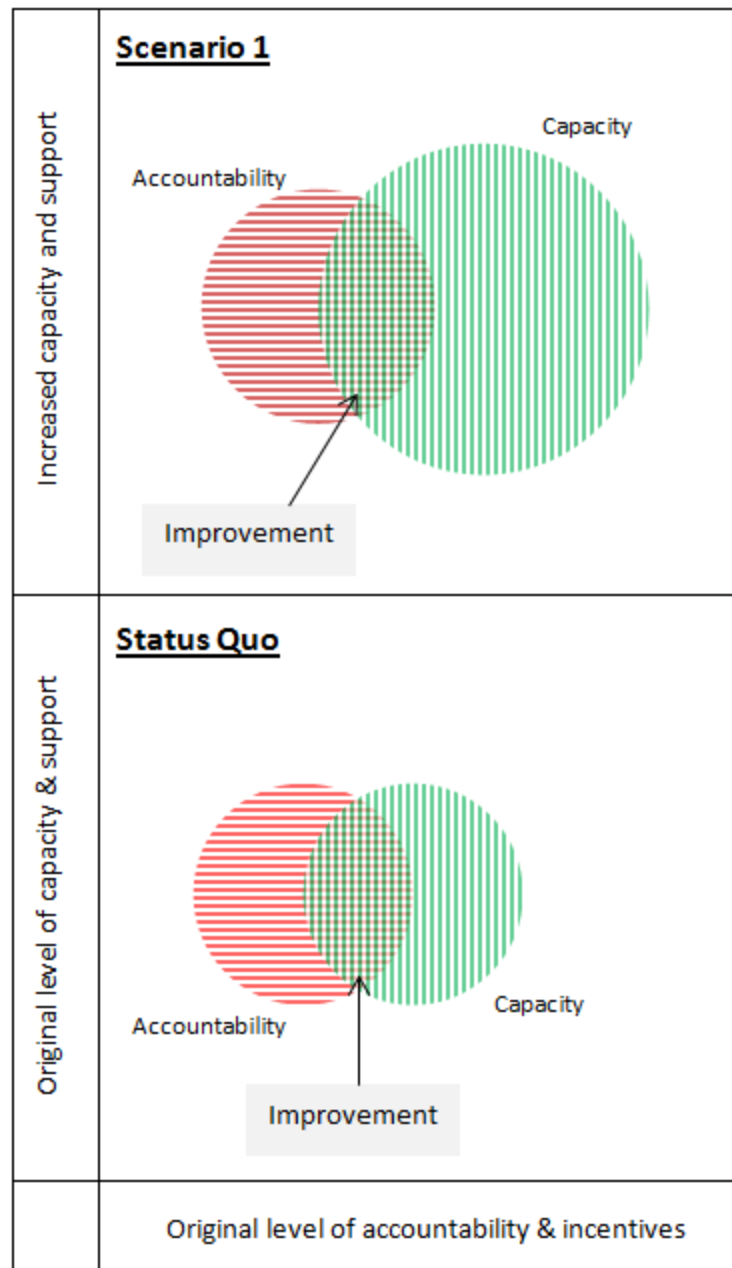


Figure 1: The alignment between accountability/incentives and capacity/support

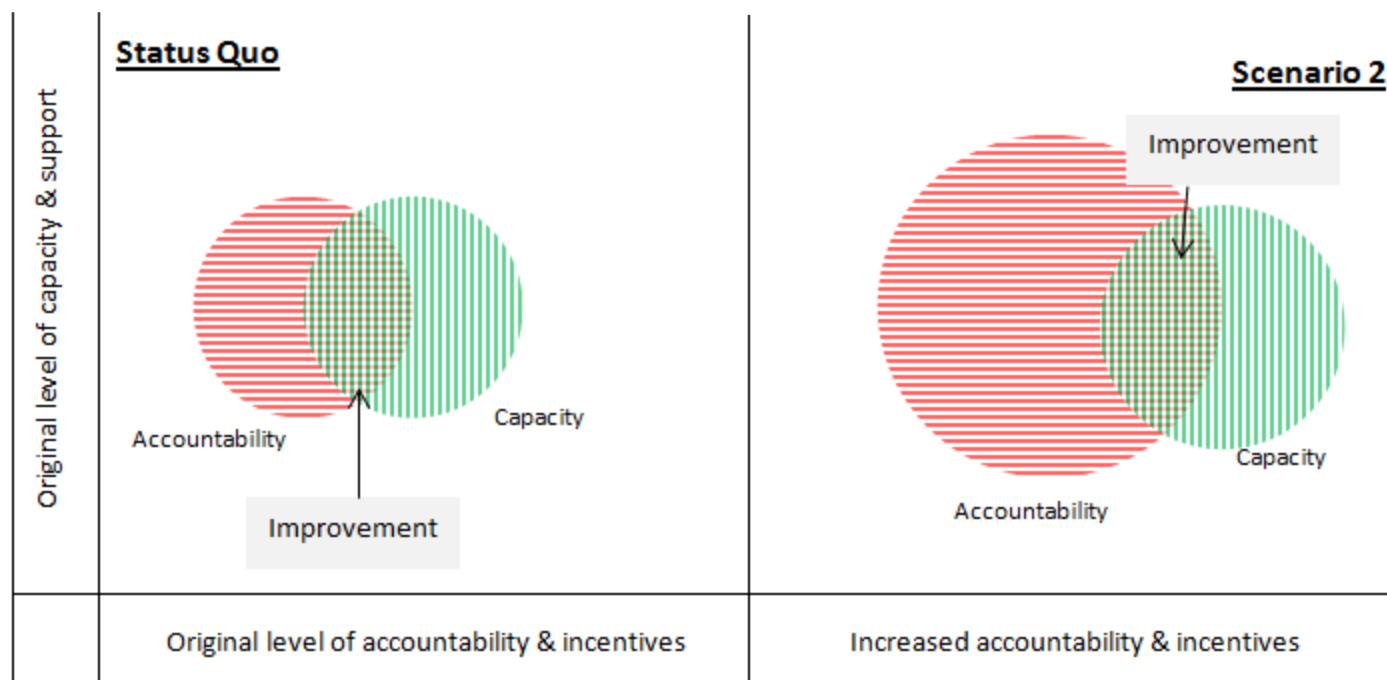


Figure 1: The alignment between accountability/incentives and capacity/support

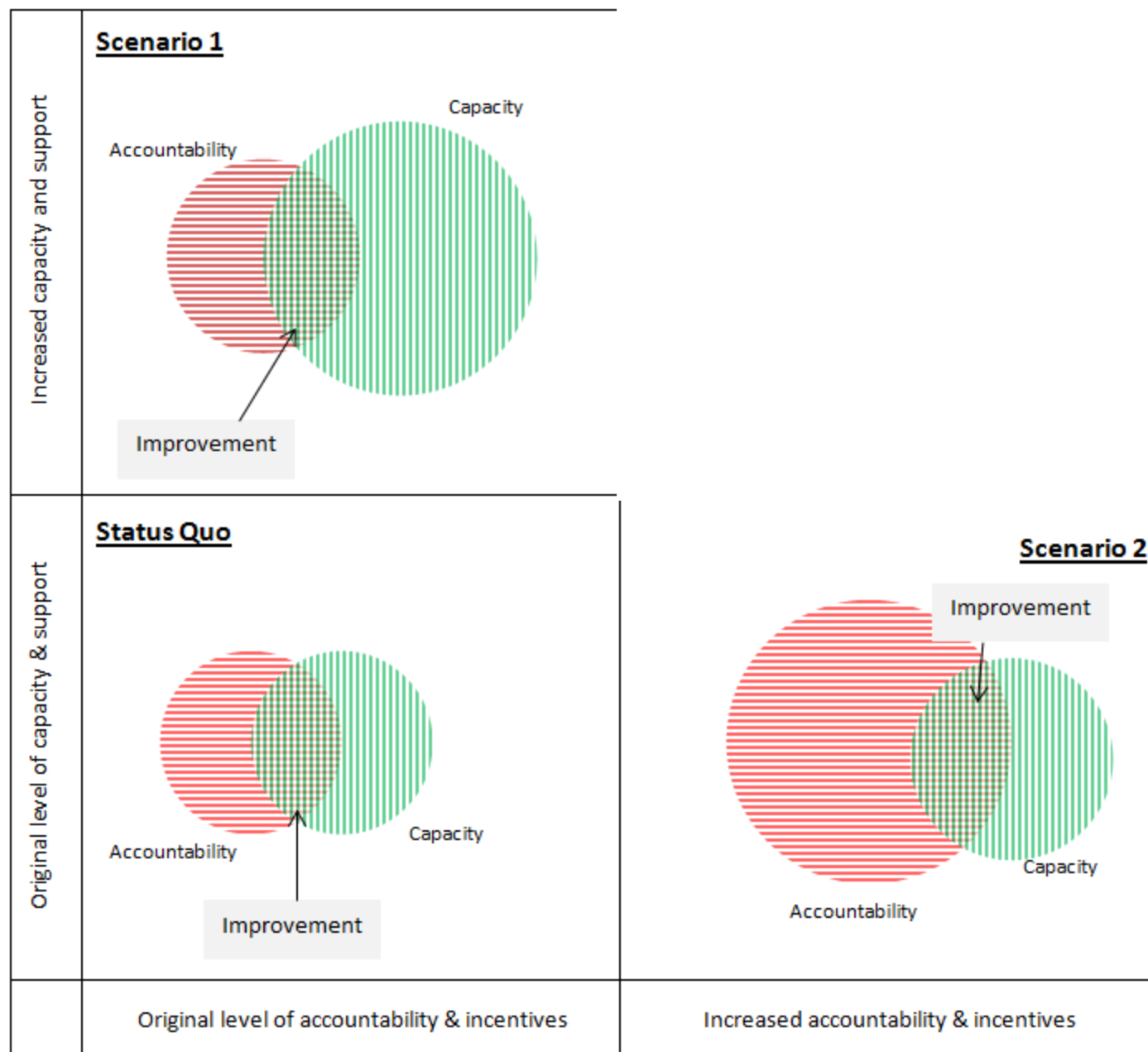


Figure 1: The alignment between accountability/incentives and capacity/support

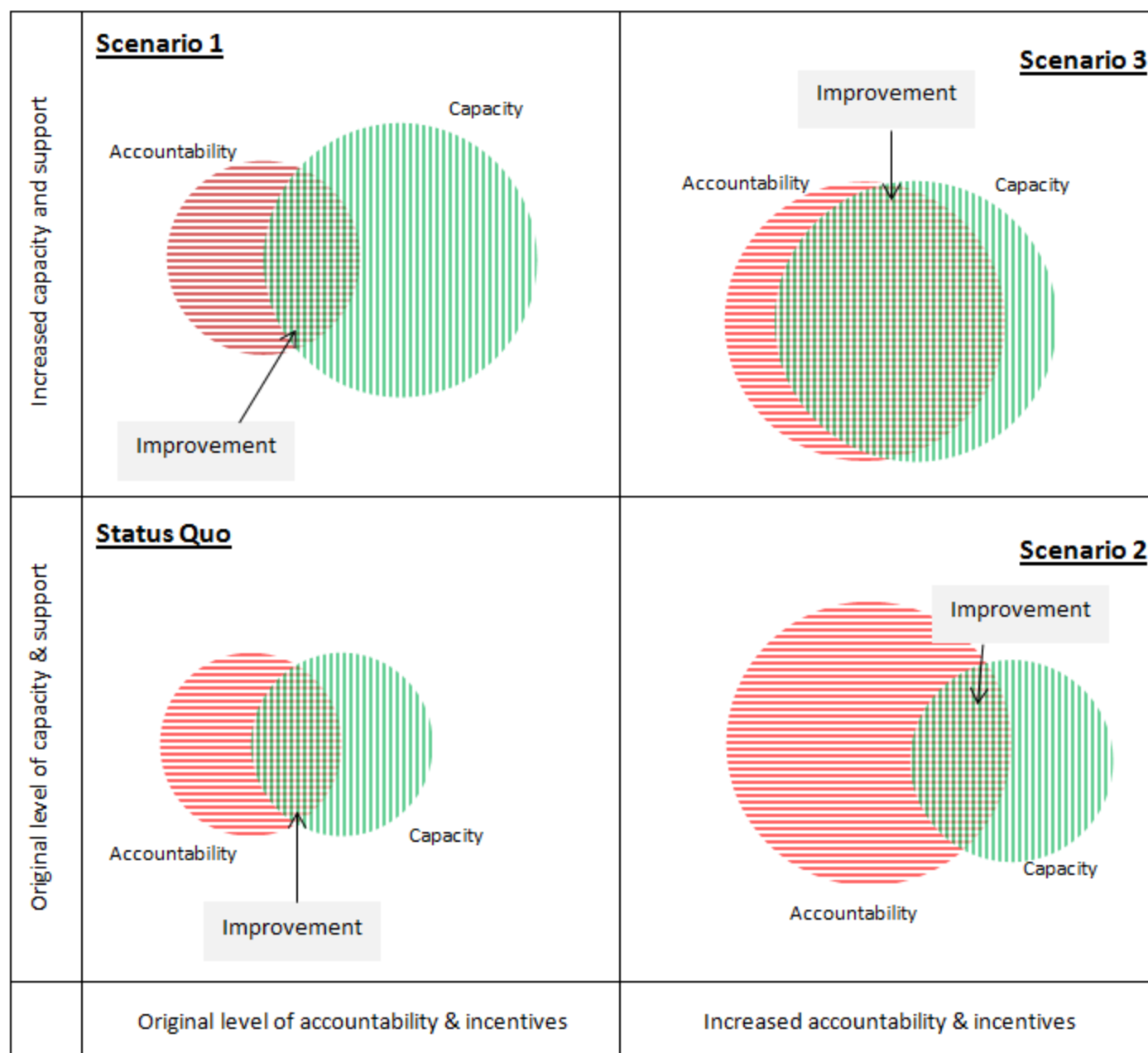


Figure 1: The alignment between accountability/incentives and capacity/support

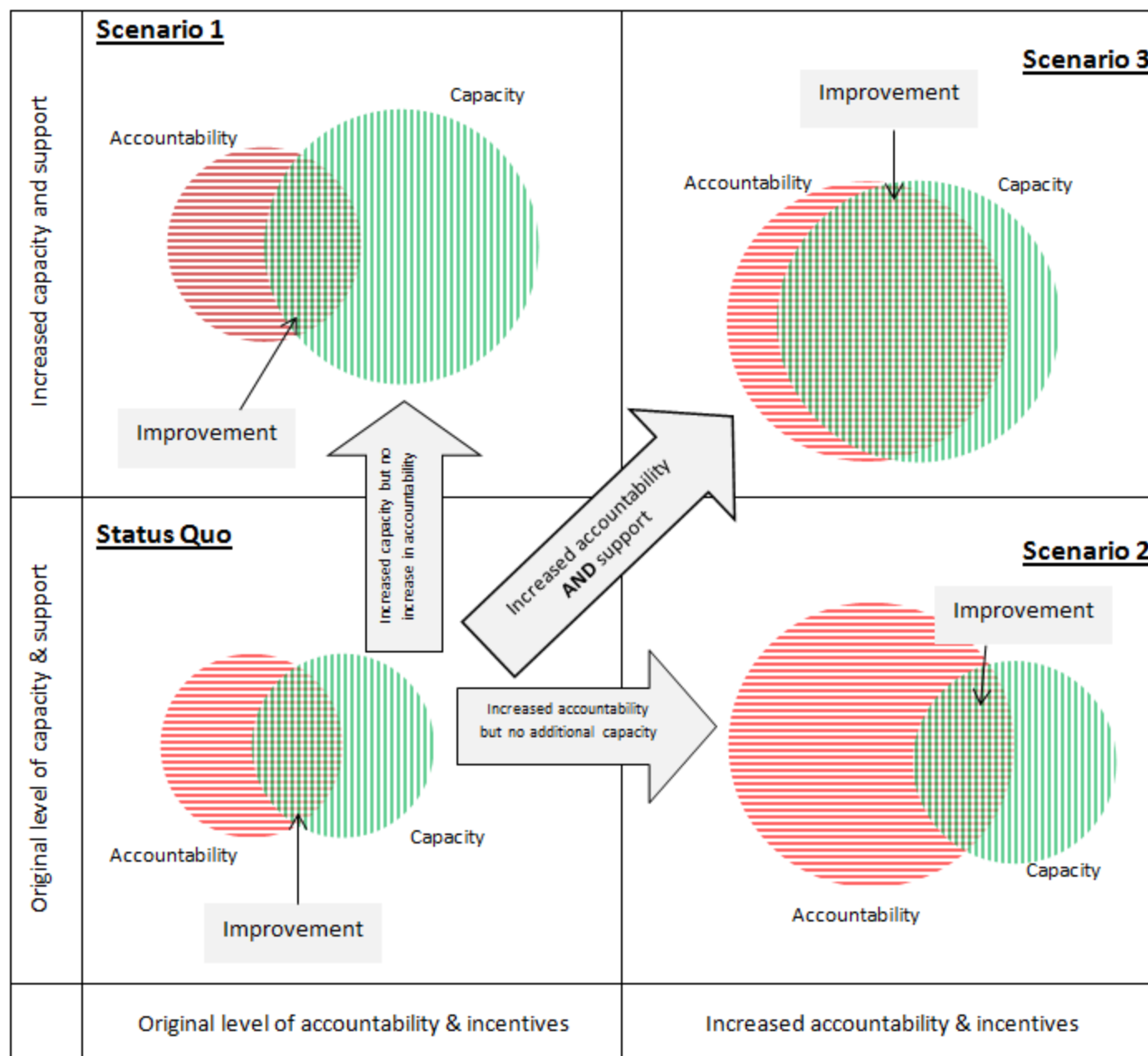
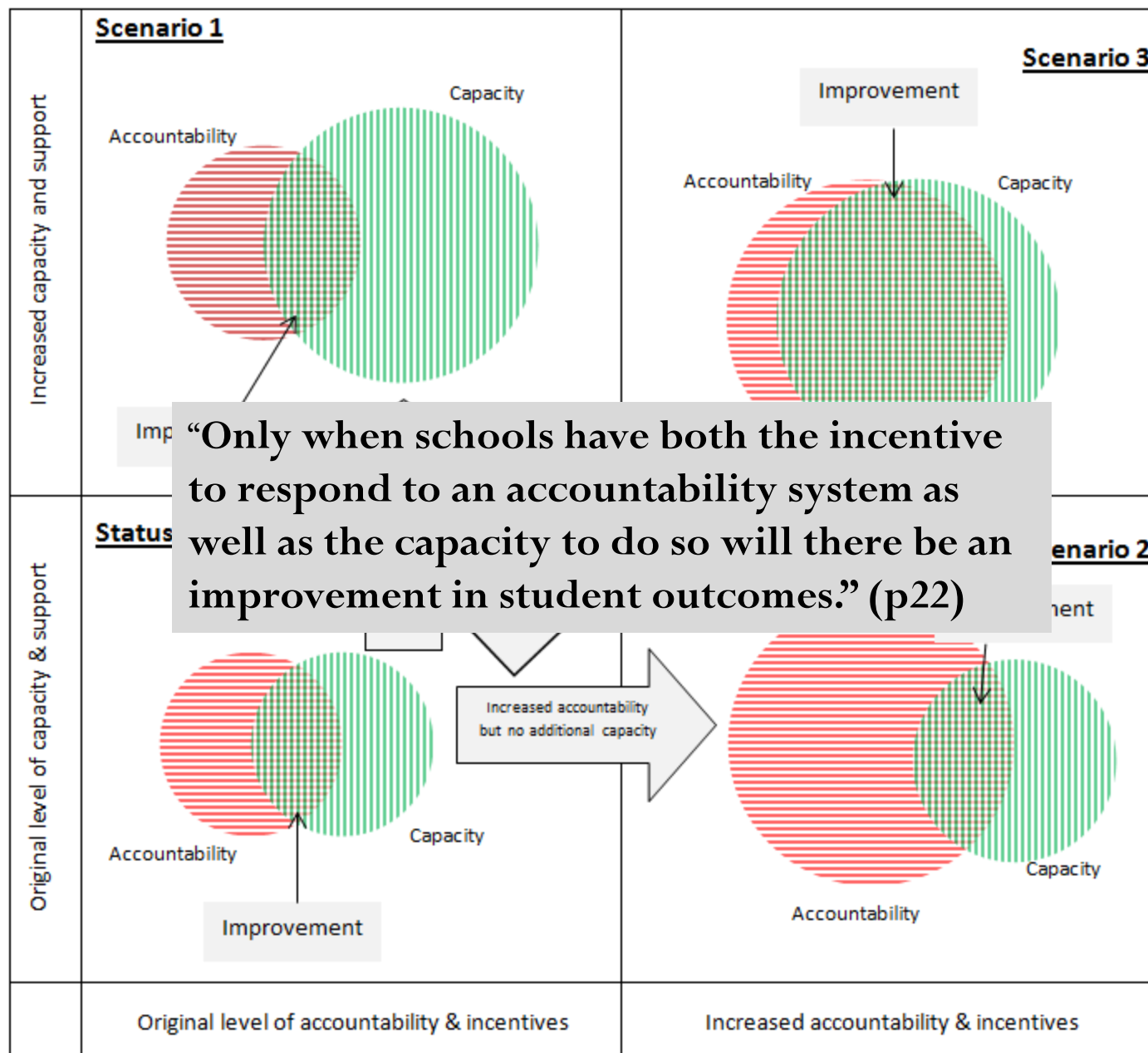
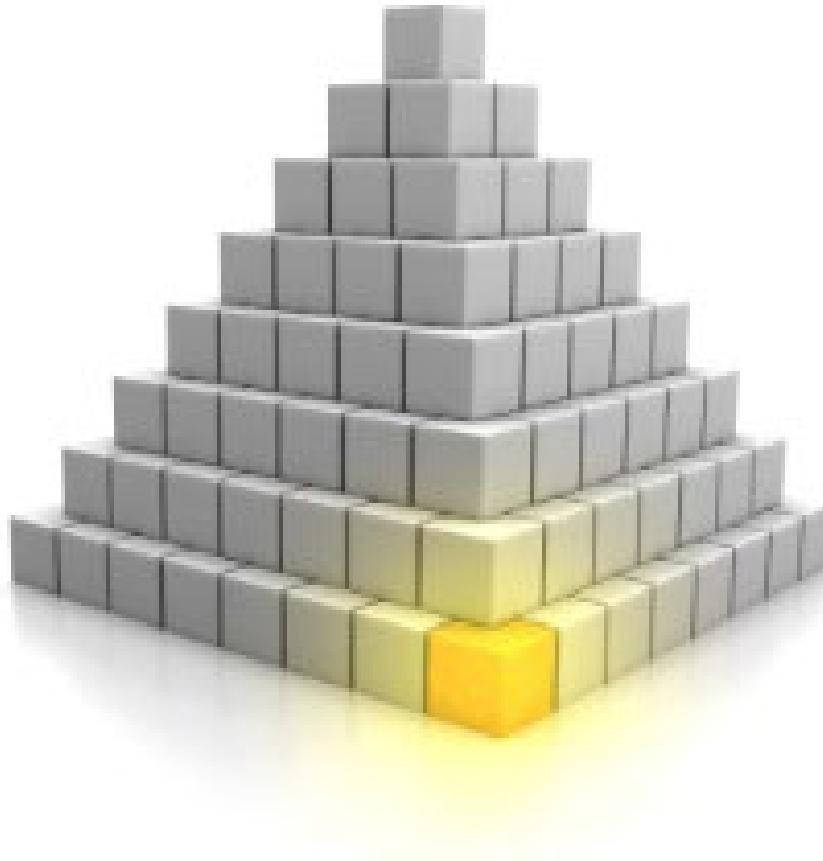


Figure 1: The alignment between accountability/incentives and capacity/support



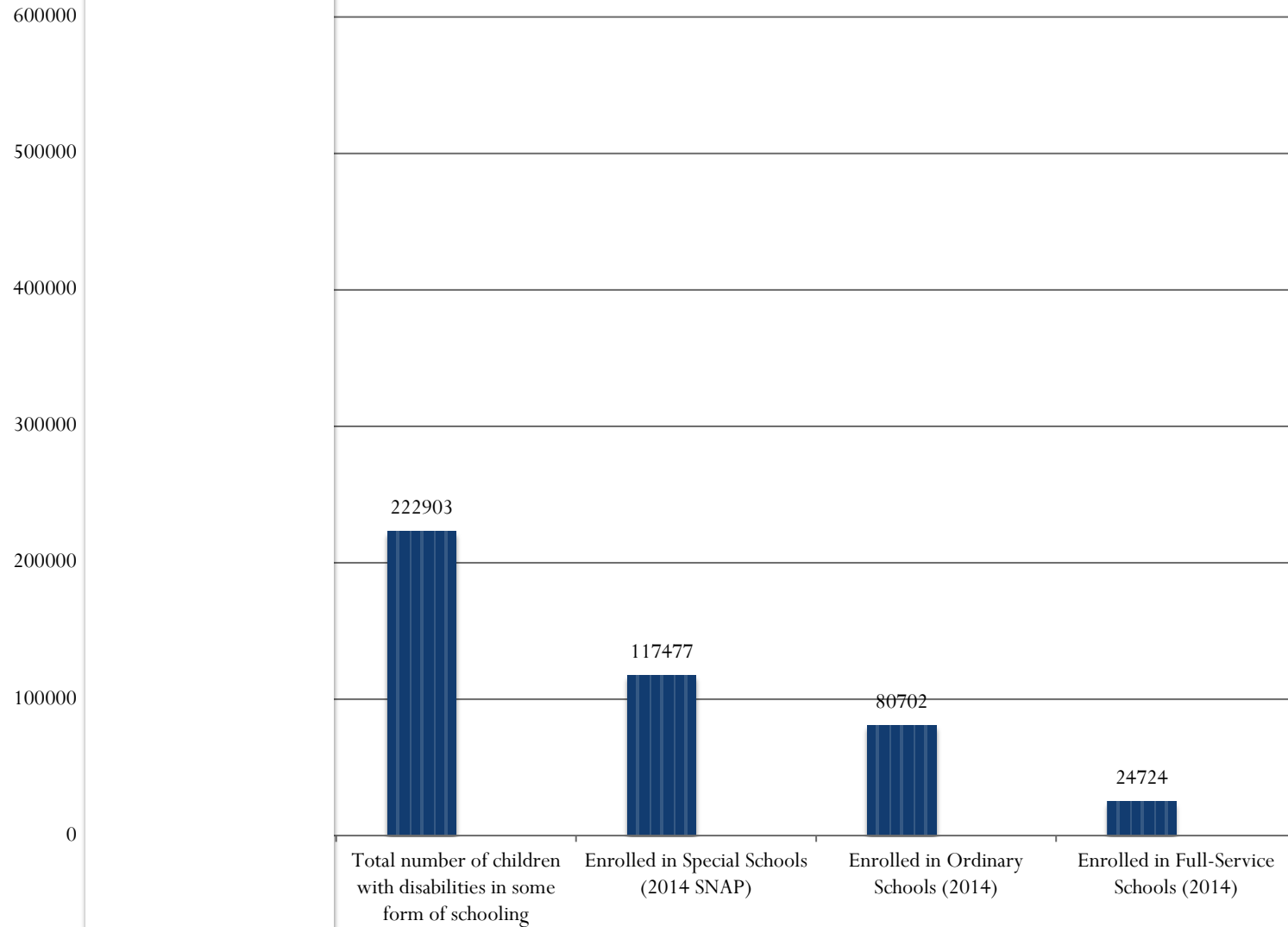
Setting goals that are actually attainable

- *“Now that you don’t have to be perfect, you can be good”* (Steinbeck)
- *“Perfect is the enemy of good”*
- **Aspirational planning** may seem harmless but it isn’t. The problem is that people who are being held accountable for totally unrealistic targets are usually let off the hook
 - “How on earth do you expect us to be able to do _____ with this amount of money and in this time?!”
 - This means that we need to go through our list of “demands” and drop the nice-to-haves. What are the **essential** (the absolute minimum) ingredients needed for us to offer basic quality education to ALL children with disabilities?
 - But then we **MUST** hold the Department(s) accountable for achieving these realistic goals.



**Where should we be focusing
our interventions?**

Children with disabilities in South Africa



How many children with disabilities are not attending school?

SCHOOL IS OUT: Government estimates of the number of South African children with disabilities not attending school varies wildly.

467,005

—Dept. of Basic Education, 2010

590,000

—Dept. of Basic Education, 2011

467,000

—Dept. of Women, Children and
People with Disabilities, 2012

480,036

—Dept. of Social Development, 2012

535,524

—Dept. of Women, Children and
People with Disabilities, 2013

30,000

—Dept. of Basic Education, 2014

597,953+

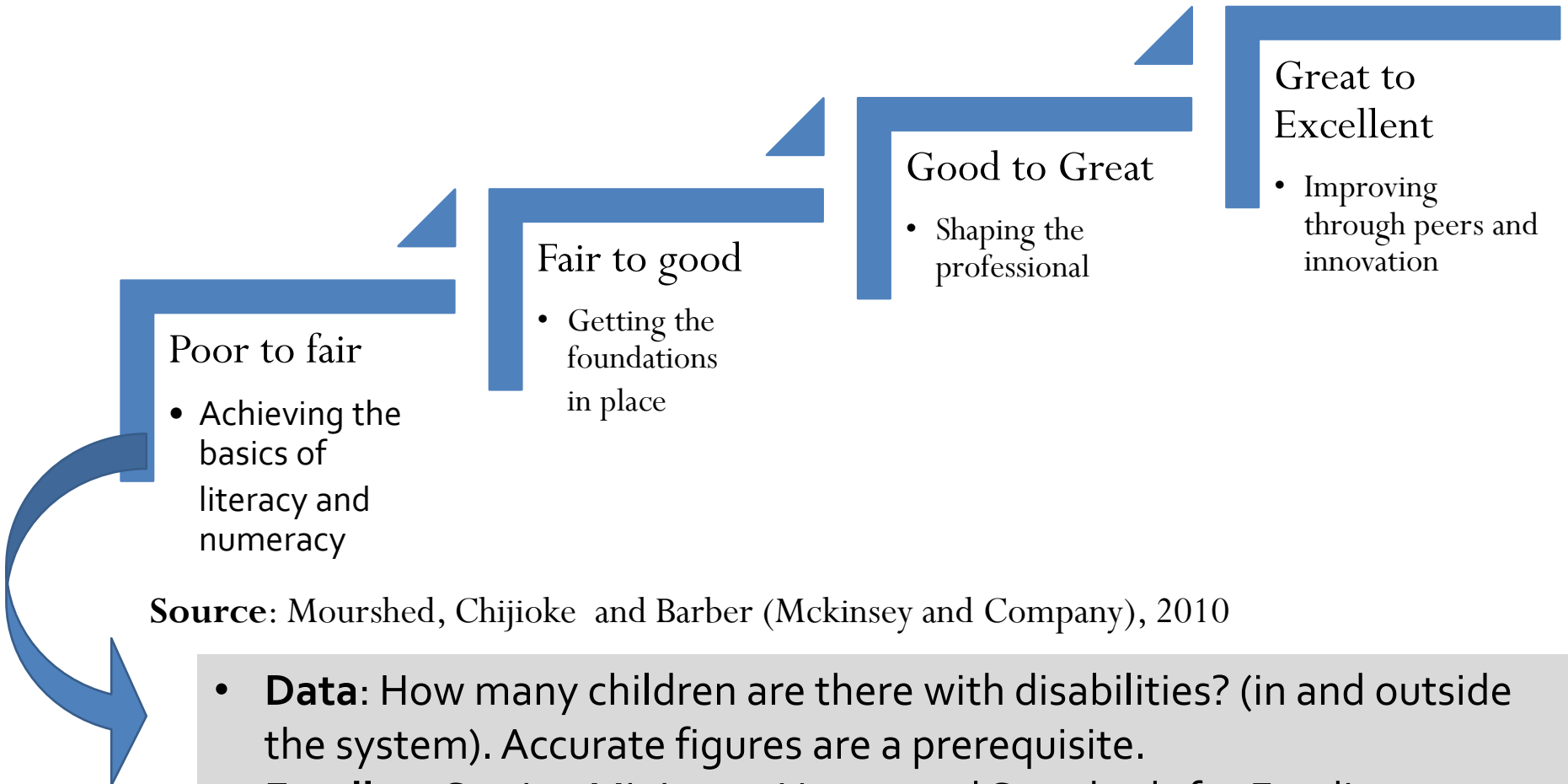
—Dept. of Basic Education, 2015

250,000+

—Dept. of Social Development, 2015



Focusing our interventions



Source: Mourshed, Chijioke and Barber (McKinsey and Company), 2010

- **Data:** How many children are there with disabilities? (in and outside the system). Accurate figures are a prerequisite.
- **Funding:** Setting Minimum Norms and Standards for Funding.
- **Measuring basics:** Clear, well-articulated benchmarks for learning for children with different types of disabilities (social audit similar to ACER in India or Uwezo in East Africa). Limited categories.

Issues & advocacy

- **Issues**

- Children with disabilities that are **out**
 - Those that never enrol
 - Those that drop out
- Quality of instruction/services at **Spe** disabilities that have places in them
- Quality of instruction/services at **Ord** disabilities that have places in them

The company that won the tender to do Braille teaching in the Eastern Cape (Peakford) sent trainers who couldn't read or write in Braille. The company had no experience in Braille-teaching yet was somehow still selected??

<http://mg.co.za/article/2015-06-11-blind-schooling-in-shocking-state>

- **Advocacy**

- What does “**accountability**” mean? It means consequences for non-performance. Currently there are NO consequences for non-performance for anyone. From the top to the bottom.
- Draw strategic, targetted, sustained **media attention** to the plight of children with disabilities
- **Organize and advocate on specifics.** Pick specific issues and hold government accountable for those specific issues. Difficult to mobilize around “quality education for all” but easier to mobilize around “*mud schools*” or “*textbooks*” → tangible, specific, clear, measurable goals. Social audit. Documentaries. Articles. Wheel-ins. Etc.
- Without serious **pressure from civil society** and specifically from those affected (parents and communities) it is highly unlikely this will receive the political attention/funding/priority it deserves.
- No “external locus of change” → the solutions will come from YOU

Comments and questions?

Research and presentations available at
nicspaull.com



NEEDU 2012/13 Recommendations

Province	Total students in ordinary school sector (2014 School Realities)	Children with disabilities that are out of school	Total number of children with disabilities in some form of schooling	Enrolled in Special Schools (2014 SNAP)	Enrolled in Ordinary Schools (2014)	Enrolled in Full- Service Schools (2014)
NC	289004			1897	2326	489
FS	672290			6149	21330	8110
NW	800316			6943	2209	2546
MP	1057788			3872	2433	1471
WC	1075396			19605	7291	1720
LP	1720585			8530	2608	
EC	1946885			9236	28288	2272
GT	2191475			44065	4988	4310
KZ	2901697			17180	9229	4295
SA	12655436		222903	117477	80702	24724
Out of school		500000				