

**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

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## **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.

**DECLARATION**

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** :



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**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**

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

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