



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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**TO: HEADS OF PROVINCIAL EDUCATION DEPARTMENTS
DEPUTY DIRECTOR-GENERALS RESPONSIBLE INCLUSIVE EDUCATION
CHIEF DIRECTORS RESPONSIBLE FOR INCLUSIVE EDUCATION
DIRECTORS RESPONSIBLE FOR INCLUSIVE EDUCATION
DISTRICT DIRECTORS
CIRCUIT MANAGERS
SCHOOL PRINCIPALS
SCHOOL GOVERNING BODIES**

CIRCULAR S4 OF 2019

TEMPORARY SUSPENSION OF THE DESIGNATION OF FULL-SERVICE SCHOOLS

This circular deals with:

1. The request for provincial education departments to consider the temporary suspension of the designation of full-service schools to ensure that those that have been designated are adequately capacitated to fulfil their roles and responsibilities as stipulated in the *Guidelines for Full-service/Inclusive Schools of 2010*.
2. *Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System of 2001* directs on how the education sector must go about building a single, inclusive system of education and training.
3. The policy signals critical steps to transform and strengthen the education system to enable early identification of and intervention on barriers to learning and development.
4. The intention is to create an educational environment where each learner has an equitable opportunity to succeed in their life-long learning career.
5. The policy intervention focuses on all learners, but has a specific bias towards those groups of learners who have been or continue to be disadvantaged in terms of equitable access to education.
6. One of the key strategies in the development of a single, inclusive system of education in which all learners will have access to support has been the designation and phased conversion of public ordinary schools to full-service schools.

7. To do this, the Department of Basic Education (DBE) has, in collaboration with the Provincial Education Departments (PEDs), to date designated 848 public ordinary schools to full-service schools.
8. However, in performing the education sector audit on full-service schools, the Auditor-General of South Africa (AGSA) identified several shortcomings and weaknesses in the functionality of full-service schools.
9. The AGSA recorded internal control deficiencies and root causes that gave rise to the inadequacies and provided specific recommendations.
10. Education White Paper 6 targeted the designation and conversion of 500 public ordinary schools as full-service schools. By the end of 2018, PEDs had already designated 848 full-service schools. This has exceeded the sector target of 624 full-service schools for 2018 by 26,4 per cent.
11. However, the AGSA has recently found that most designated full-service schools were not functioning effectively. For instance, in most instances, designation was not followed up with processes to resource, convert and build the capacity of the designated schools to enable them to fulfil their roles and responsibilities.
12. As a result, the AGSA found that no adequate business plans were in place at the PEDs to designate, resource, convert and capacitate full-service schools to fulfil their roles and responsibilities.
13. In this regard, the AGSA has recommended the following:
 - Assessment of the situation at the designated schools to establish the extent of resourcing, conversion and capacity building required.
 - Development of a business plan, containing a roadmap of what needs to be done by who and by when to ensure designated schools are functional. This must include outreach services and linking the school with a special school as resource centre, where possible.
 - development and implementation of support programmes for the designated schools in line with the different services the schools are expected to provide.
 - Implementation of monitoring and support services to ensure that the schools function as full-service schools.
14. To this end, PEDs are requested to consider temporarily suspending the designation of full-service schools for the next three years to ensure that all schools that have been designated are adequately capacitated to fulfil their roles and responsibilities.
15. However, PEDs where full-service schools have been adequately resourced, converted and capacitated may consider further designation.

You are kindly requested to bring the contents of this circular to all officials, schools and teachers.

Yours sincerely,



MR HM MWELI
DIRECTOR-GENERAL

DATE: 24 October 2019