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IMPORTANT

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from Government Printing Works

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DO specify your requested publication date.

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DON'T print and scan the electronic Adobe form.

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No.	Rule Description	Explanation/example
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	e.g. 1. The quick brown fox jumps over the lazy river. The quick brown fox jumps over the lazy river. The quick brown fox jumps over the lazy river. 2. The quick brown fox jumps over the lazy river. The quick brown fox jumps over the lazy river. The quick brown fox jumps over the lazy river.	



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GENERAL NOTICE

NOTICE 445 OF 2015

DEPARTMENT OF SOCIAL DEVELOPMENT

DRAFT FIRST PERIODIC COUNTRY REPORT ON THE UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UN CRPD)

CALL FOR COMMENTS ON THE DRAFT FIRST PERIODIC COUNTRY REPORT ON THE UN CRPD

I, Bathabile Olive Dlamini, Minister of Social Development, hereby publish the Draft First Periodic Country Report on the UN CRPD for public comment.

Interested persons or organisations are hereby invited to submit written comments on the draft first periodic country report by **12:00 on 12th June 2015**. Comments must be forwarded for the attention of Ms Simmi Pillay, by:

(a) Post to:

The Department of Social Development
Private Bag X901
Pretoria
0001

(b) Hand to:

The Department of Social Development
Human Science Research Council Building
134 Pretorius Street
Pretoria

(c) Fax to:

+27 (0) 86 2637 659; and

(d) By email to:

DisabilityRights@dsd.gov.za



Ms BO DLAMINI, MP

MINISTER OF SOCIAL DEVELOPMENT

DATE: 28.4.2015



social development

Department:
Social Development
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF SOCIAL DEVELOPMENT

**TEMPLATE FOR PUBLIC COMMENTS ON THE
DRAFT FIRST PERIODIC COUNTRY REPORT TO THE UNITED
NATIONS ON THE IMPLEMENTATION OF THE CONVENTION ON
THE RIGHTS OF PERSONS WITH DISABILITIES**

**Deadline for Public Comment:
12 June 2015**

Stakeholders are invited to validate the content of the draft report by:

1. Indicating whether they agree/disagree with the content of each article;
2. Providing additional information for the baseline report on both achievements and challenges.

The template can be used to guide structuring of submissions.

Comments should reach the Department of Social Development before
12 June 2015 at

DisabilityRights@dsd.gov.za

Fax: 086 263 7659

DETAILS OF INDIVIDUAL/INSTITUTION MAKING THE SUBMISSION:

Department/Organisation/Institution	
Name of Person doing Submission	
Designation/Position	
Email address	
Cell Number/Landline	

This submission reflects the viewpoints of my institution/organisation/company:	YES	NO
This submission reflects my personal viewpoints:	YES	NO

PART ONE: SUMMARY OF CORE DOCUMENT

Note:

- The report was approved by Cabinet on 10th February 2015 for the release for public comments.
- The statistics is updated and derived from Census 2011 data released by Statistics South Africa.

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

PART TWO: THE CRPD SPECIFIC REPORT

Segment A: Measures taken by the state to implement the outcomes of the un conferences, summits and reviews

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

Segment B: The state's alignment with the general provisions of the UNCRPD as outlined in Articles 1-4

I. Definition of Disability

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

II. Implementation of the General Principles and Obligations

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

III. Prioritisation of implementation of CRPD articles

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

Segment C: Progress in implementation of specific CRPD Articles**A. ARTICLE 8: Awareness Raising**

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

B. ARTICLE 9: Accessibility

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

C. ARTICLE 11: Situations of risk and humanitarian emergencies

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

D. ARTICLE 12: Equal recognition before the law

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

E. ARTICLE 24: Education

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

F. ARTICLE 25: Health

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

G. Article 26: Habilitation and Rehabilitation

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

H. ARTICLE 27: Work and employment

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

I. ARTICLE 28: Adequate standard of living and social protection

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

J. ARTICLE 30: Participation in cultural life, recreation, leisure and sport

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

Segment D: The specific situation of boys, girls and women with disabilities**K. ARTICLE 7: Children with disabilities**

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

Segment E: Progress on the implementation of specific obligations**L. ARTICLE 32: International cooperation**

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

M. ARTICLE 33: National implementation and monitoring

I agree with the content	YES	NO	PARTIALLY
I disagree with the following:			
Additional information which should be considered:			

N. Any other general or additional information

Issue /subject	Additional information / general comment



GOVERNMENT OF SOUTH AFRICA

**FIRST PERIODIC COUNTRY REPORT
TO THE UNITED NATIONS ON THE
IMPLEMENTATION OF THE
CONVENTION ON THE RIGHTS OF
PERSONS WITH DISABILITIES
IN SOUTH AFRICA**

DRAFT

**RELEASED FOR PUBLIC COMMENT BY
CABINET ON FEBRUARY 2015**

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GLOSSARY

BBBEE	Broad-Based Black Economic Empowerment
BRT	Bus Rapid System
CEDAW	Convention on the Elimination of Discrimination Against Women
CGE	Commission on Gender Equality
CRPD	Convention on the Rights of Persons with Disabilities
CRC	Convention on the Rights of Children
CSIR	Council for Scientific and Industrial Research
CWP	Community Works Programme
DBE	Department of Basic Education
DEAFSA	Deaf Federation of South Africa
DHET	Department of Higher Education and Training
DICAG	Disabled Children Action Group
DOT	Department of Transport
DPO	Organisation of Persons with Disabilities
DPSA	Disabled People South Africa
DPW	Department of Public Works
DWCPD	Department of Women, Children and People with Disabilities
EPWP	Expanded Public Works Programme
ESSA	Employment Services of South Africa
FOSAD	Forum of South African Director-Generals
FET	Further Education and Training
HEIs	Higher Education Institutions
IDC	Industrial development Cooperation
ICASA	Independent Communications Authority of South Africa
ICT	Information and Communications Technology
IEC	Independent Electoral Commission
INDS	Integrated National Disability Strategy
IPTN	Public Transport Network
LDCs	Least Developed Countries
MDGs	Millennium Development Goals
MOU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
NCPPDSA	National Council for Persons with Physical Disabilities in South Africa
NDM	National Disability Machinery
NDMAF	National Disaster Management Framework
NDP	National Development Plan, 2012
NDRP	National Disability Rights Policy
NSDS	National Skills Development Strategy
NSFAS	National Student Finance Scheme
PALAMA	Public Administration, Leadership and Management Academy
PANSALB	PAN South African National Board
RA	Reasonable Accommodation
SABS	South African Bureau of Standards
SADA	South African Disability Alliance

SAHRC	South African Human Rights Commission
SAFMH	South African Federation on Mental Health
SANHAM	South African Mental Health Advocacy Movement
SANCB	South African National Council for the Blind
SANS	South African National Standards
SAPS	South African Police Services
SASL	South African Sign Language
SASSA	South African Social Security Agency
SEFs	Sheltered Employment Factories
SETAs	Sector Education & Training Authorities
SIAS	National Strategy on Screening, Identification, Assessment and Support
SITAN	Situation Analysis of Children with Disabilities
SOEs	State Owned Enterprises
SRSA	Sport Recreation South Africa
StatsSA	Statistics South Africa
TGCSA	Tourism Grading Council of South Africa
UA	Universal Accessibility
UBT	Universal Ballot Template
WIPO	World Intellectual Property Organisation
VFF	Victim Friendly Facilities

INTRODUCTION

1. In 2014, South Africa celebrates twenty years of democracy.
2. Persons with disabilities are not a homogenous group and have differing needs and experiences based on the type and severity of impairment, and the level and extent of attitudinal, physical and communication barriers. This is compounded by demographic characteristics of age, gender, location, sexual orientation, socio-economic status, and employment and marriage status. Some of the most vulnerable groups identified are youths with disabilities, women and children with disabilities, persons with disabilities living in rural areas, persons with intellectual and psycho-social disabilities and deaf persons due to the lack of access to sign language and interpreters.
3. There is overwhelming consensus that the INDS presented the turning point for the disability sector in South Africa. Linked directly to the values and policy imperatives of the Reconstruction and Development Programme (RDP), it became the starting point of institutionalising change and setting the scene for the transformation of society and government.
4. Following the development of a rights-based legislative framework, another achievement to note is the institutionalisation of the principle of self-representation of persons with disabilities. Evidence of representation and participation after 1994 by persons with disabilities at national, provincial and local spheres of government, including in Parliament demonstrates the shift in attitude within the highest and critical offices of government and the state. At the level of community and society, organisations of disabled persons and for disabled persons were differentiated at grassroots level, with the former primarily mobilised for advocacy and change, and the latter to meet needs through service delivery. These gains in South Africa positively influenced development on the African continent, with 1999–2009 being declared the African Decade of Disabled Persons. This was a result of the efforts of the South African government and The Presidency in particular. The Decade of Disabled Persons was subsequently extended by the African Union to 2010–2019.
5. The Free Health Care Policy for pregnant women and children under the age of six years was extended to persons with disabilities in 2002 to facilitate access to health care, rehabilitation and assistive devices for indigent persons with disabilities.
6. Access to disability grants and care dependency grants grew steadily after the means test was revised and the criteria on assessments were relaxed when a panel of professionals other than doctors was able to assess the applications. There is evidence emerging in the first 20 year cycle of South Africa's democracy of depth and deepening efforts in taking the transformation agenda further.
7. There is a need to build consensus on how the country can do things differently in championing the national disability rights agenda, against the background of the 2030 Vision for South Africa and the implementation of the National Development Plan.

8. Despite positive trends in participation rates and access to services, the intended outcomes for the majority of persons with disabilities in South Africa have not been achieved within the set time frames and targets, especially regarding education and employment. Specific attention is required on institutionalizing universal design and developing a better understanding of the cost of disability to the affected individual and family, as well as the state.
9. As the understanding of disability moved beyond a health issue, and as the voice of persons with disabilities became stronger, the complex nature of ensuring equality of outcomes for persons with disabilities unfolded over the twenty year period. While access to services improved for the general population, in some instances it deepened inequalities between able-bodied and disabled citizens.
10. The understanding and development of several functional systems within a system of inclusive design, planning, implementation and monitoring is critical – with disability champions required at every level to ensure oversight and stewardship.

REPORTING PERIOD

11. The First Periodic Country Report to UN Convention on the Rights of Persons with Disabilities (CRPD) covers the period April 2012 – March 2013, unless stated otherwise.

MEASURES TAKEN BY THE STATE TO IMPLEMENT THE OUTCOMES OF THE UN CONFERENCES, SUMMITS AND REVIEWS

12. South Africa participated in the Sixth Conference of States Parties to the CRPD. Participation in the Conference received high-level support and was led by the Deputy Minister Hendrietta Bogapane-Zulu from the Ministry of Women, Children and People with Disabilities.

Consultative process followed

13. Given the close proximity between the baseline country report and the first periodic report, substantive changes and progress in reporting was not expected. The process entailed identifying information gaps in the baseline country report that could be addressed in the first periodic report, therefore making them complementary as a baseline. Twenty-three (23) government institutions were identified to provide information, however only a few were able to provide the necessary information requested. Therefore, those aspects will be covered in the second periodic country report.
14. The requests for information and meetings with government institutions began in October 2013. Due to insufficient information, a consultation meeting was held with national departments, provinces, public entities, South African Human Rights Commission and the disability sector on the 5-7 March 2014.
15. It is important to note that private sector was not consulted for this report. However, there will be improved consultation for the second periodic report.

16. This presented an opportunity for the disability sector to juxtapose its own experiences and information with government reporting.

17. The draft report was presented to relevant Forum of South African Director-Generals (FOSAD) Clusters. It was thereafter approved by Cabinet on _____ 2014.

THE STATE'S ALIGNMENT WITH THE GENERAL PROVISIONS OF THE CRPD AS OUTLINED IN ARTICLES 1-4

Definition of disability

18. The definition of disability critically underpins measuring disability and related research, planning and monitoring. The South African government is currently developing the National Disability Rights Policy (NDRP) that will determine definition of disability with the various planning, programme implementation and reporting outcomes in mind. This will be substantively reported on in the second periodic country report.

Implementation of the general principles and obligations

19. Although South Africa has a sound and progressive Constitution, the domestication of the CRPD has been an uneven experience. Therefore, South Africa identified the need to develop the NDRP to ensure inclusion and integration of disability considerations. The process is currently at its consultative stage and will be reported on in the next periodic country report.

Prioritisation of implementation of CRPD articles

20. Given the juxtaposition of unlimited needs against limited resources, the CRPD articles are prioritised in line with the Outcomes Approach that was adopted by the South African Government in 2009. The framework includes the fourteen (14) outcomes as follows:

- Outcome 1: Quality Basic Education
- Outcome 2: A Long and Healthy Life for All South Africans
- Outcome 3: All People In South Africa Are and Feel Safe
- Outcome 4: Decent Employment through Inclusive Growth
- Outcome 5: Skilled and Capable Workforce to Support an Inclusive Growth Path
- Outcome 6: An Efficient, Competitive and Responsive Economic Infrastructure Network
- Outcome 7: Rural Development

- Outcome 8: Sustainable Human Settlements and Improved Quality of Household Life
- Outcome 9: Responsive, Accountable, Effective and Efficient Developmental Local Government System
- Outcome 10: Protect and Enhance Our Environmental Assets and Natural Resources
- Outcome 11: Creating A Better South Africa and Contributing To A Better And Safer Africa in a Better World
- Outcome 12: An Efficient, Effective and Development Oriented Public Service
- Outcome 13: An Inclusive and Responsive Social Protection System
- Outcome 14: Transforming Society and Uniting the Country

21. These fourteen (14) outcomes are based on the National Development Plan 2030. Since the baseline country report, the Outcomes Framework was developed to include two (2) additional outcomes to address weaknesses in national implementation and reporting.

22. The Disability Rights Monitoring and Evaluation Framework is currently being finalised. Further details will be included in the second periodic country report.

23. The approach adopted for the framework highlights three (3) pillars, namely; rights, empowerment and equality as follows:

- a) *The Rights Pillar*** - A 'rights-based' pillar essentially argues that all people are entitled to universal human rights and development should be oriented to meeting those rights. A series of international human rights treaties and other instruments adopted since 1945 have conferred legal form on inherent human rights and developed the body of international human rights. Other instruments have been adopted at the regional level reflecting the particular human rights concerns of the region and providing for specific mechanisms of protection. Respect for human rights requires the establishment of the rule of law at the national level.

With a rights-based approach, effective action for development moves from the optional realm of charity into the mandatory realm of law, with identifiable rights, obligations, rights-holders and duty-bearers. What is more, adopting a rights-based approach opens the door for the use of a rich and growing pool of *information, analysis and jurisprudence* developed in recent years on the requirements of adequate housing, health, food, childhood development, the rule of law, and virtually all other elements of sustainable human development. In 1986, the United Nations explicitly linked human rights with development when it passed the Declaration on the Right to Development.

The rights-based approach regards universal access to be central to realizing the rights in respect of access. This access refers to amongst other elements, access to buildings, products and environments for all, including persons with disabilities. Integral to access are barriers

experienced by persons with disabilities in participating in mainstream society. These barriers include physical, informational, economic and social, to name a few. The consequence of these barriers is the lack of access to services including education, health care, employment, transportation and justice.

- b) *The Empowerment Pillar*** - Empowerment is a term widely used in different contexts. It has different meanings in different socio-cultural and political contexts. Most definitions of the concept focuses on issues of gaining power and control over decisions and resources that determine the quality of one's life. Most definitions also take into account structural inequalities that affect entire social groups rather than focus only on individual characteristics. In a sociological context, empowerment often addresses members of groups that social discrimination processes have excluded from decision making process through, for example, discrimination based on disability, gender, race, ethnicity or religion. Women and persons with disability specifically have been excluded in terms of gender, access, ability and other forms. The empowerment approach is therefore identified as a core pillar for enabling this targeted group to avail to and access those opportunities that exist. It also includes encouraging, and developing the skills for self-sufficiency, with a focus on eliminating the need for charity or welfare in the individuals of the group.
- c) *The Equality Pillar*** - The aim of equality is to focus on equalising the opportunities and life chances that are available, to persons with disabilities. It signifies an aspiration to work towards a society in which persons with disabilities are able to live equally fulfilling lives and to equally contribute to designing the society that they want.

The indicators and data can make visible the gaps between the commitments many governments and other institutions have made in relation to their implementation and impact. The examples of commitments would be the collection of data on the implementation of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the UN Convention on the Rights of the Child (CRC) and the CRPD. The indicators can be used to hold political leaders and implementation agencies accountable for their actions, or lack of action.

PROGRESS IN IMPLEMENTATION OF SPECIFIC CRPD ARTICLES

A. ARTICLE 8: Awareness-raising

27. The Awareness-raising initiatives across government includes:

28.1. The Disability Management Training which was approved within the National Department of Public Works (DPW) as a compulsory training for the management structure. This was a partnership with the Public Administration, Leadership and Management Academy (PALAMA) which became the National School of Government in late 2013. The training was conducted in 2012 and reached one hundred and seventy seven (177) members of management.

- 28.2. In partnership with non-state actors, the DPW hosted an event in Kimberley on the 10th of December 2012 in commemoration of the International Day of Persons with Disabilities and International Human Rights Day. There were nine provincial road shows with 1 in each province.
- 28.3. The National Department of Tourism (DoT), in partnership with other tourism role players has, over the year's undertaken provincial workshops to create awareness about responsible tourism. Universal accessibility is one of the pillars of responsible tourism and the Tourism Grading Council of South Africa (TGCSA) was one of the partners that assisted in ensuring the availability of relevant information on universal accessibility during the workshops.
- 28.4. At the Department of Justice and Constitutional Development, two hundred (200) employees throughout the regions were provided with training on management of disability in the workplace. Forty-three (43) employees across all the regions were work shopped on employment equity. One of the objectives was to ensure compliance in terms of achieving employment equity targets with regard to appointment and retention of persons with disabilities across all rank levels.
- 28.5. The sporting exploits of athletes with disabilities are covered in government publications and in other media tools such as government websites. Athletes with disabilities are also involved in an "ambassadorial" role for the Sport and Recreation South Africa (SRSA). The South African Sports Awards cater for categories for athletes with disabilities.
- 28.6. In the ICT Sector, there was heightened and coordinated awareness and sensitization about disability. There were workshops with stakeholders including broadcasters, state- owned enterprises (SOEs) and Council for Scientific and Industrial Research (CSIR) among others. There was internal awareness raising through the circulation of policy and regulatory best practices to senior managers and state owned enterprises.

B. ARTICLE 9: Accessibility

Transport

29. The accessible public transport strategy has five thrusts in the implementation strategy, namely;
- a) the creation of an enabling environment
 - b) continuously upgrading of existing services
 - c) provision of integrated rapid public transport networks and integrated public transport networks (IPTN)
 - d) rolling out of rural transport packages; and
 - e) legacy projects
30. The IPTN are created by the integration of local rail, bus, minibus taxi, and on demand services, linking with long-distance services. The bus rapid transport (BRT) and rapid rail were prioritised as critical elements of the IPTN.

31. The Travel Chain identified is as follows:

- a) Plan a trip.
- b) Get to pick up point.
- c) Get into the vehicle.
- d) Make the journey.
- e) Get out of the vehicle.
- f) Get to the destination.
- g) Give feedback on the trip.

32. This requires a universally accessible system in terms of transport planning, operations, marketing and communications, customer care, fare systems, passenger information, infrastructure and vehicles.

Passengers with special categories of need

33. The law compels the provision of public transport for passengers with special categories of need (including persons with disabilities).

34. In order for passengers with special categories of need to be included in public transport, their needs should be accommodated in each step of the travel chain.

35. The National Land Transport Act defines 'special needs passengers', or passengers with 'special categories of need' as persons with a physical, sensory or mental disability; which may be permanent or temporary.

36. The Accessible Public Transport Strategy proposes that a universally accessible system is one that consists of:

- a) A "Mainstream system that are usable by all people, in so far as is possible, and complemented by demand responsive services
- b) This may include Learner Transport if learners are not able to use mainstream transport.

Universal Design in the Travel Chain

37. The universal design and universal access in transport services relates to the functional design in relation to customer needs in all aspects of the travel chain. The goal is to put in place travel chains that can be used by the whole of society throughout the country, in all public transport networks.

38. The mechanisms to create an enabling environment includes:

- a) National funding of public transport networks to assist the development of twelve (12) IRPTNs.
- b) National funding of public transport operations to improve accessibility of services.
- c) National funding for road safety to improve non-motorized transport for pedestrians.

- d) Funding for the recapitalization of mini-bus taxis so that they are safer and easier to get into (not universally accessible yet).
- e) A new version of the building regulations applied to the external environment through the grant conditions.

Consultation and Participation

- 39. The Accessible Public Transport Strategy was accepted through workshops and presentations to stakeholders.
- 40. The stakeholders included transport providers and passenger user groups

National Standards

- 41. The South African Bureaus of Standards (SABS) is the national standardisation institution in South Africa, mandated by the Standards Act, 2008(Act No.8 of 2008) to be responsible for the development, maintenance and promotion of South African National Standards (SANS).
- 42. Its objectives are to:
 - a) Develop, promote and maintain SANS;
 - b) Promote quality in connection with commodities, products and services;
 - c) Render conformity assessment services and matters connected therewith.
- 43. The SABS participates in international standardization bodies to develop and/or harmonizing accessibility standards. It will strengthen research and development to develop new solutions for persons with disabilities. It is necessary to raise awareness of policy makers on accessibility barriers.

Tourism

Framework for Universal Accessibility in Tourism Destination

- 44. In order to ensure that South Africa capitalises on the increase in the number of international tourists, it is important that South Africa is considered a universal accessible destination. Therefore, the Framework for Universal Accessibility in Tourism City Destination was developed.
- 45. The purpose of the framework is to provide the tourism sector, municipalities and all interest groups with a blueprint guide document that will be used towards achieving a universally accessible city destination.
- 46. The framework seeks to achieve the following objectives:
 - a) To increase access to tourist attractions for persons with disabilities/elderly and those with accessibility needs;
 - b) To enhance South Africa's ability to compete for events and conferences that require universal accessible destinations;

- c) To heighten industry awareness of organisational benefits that accrue from accessible products supply in tourism;
 - d) To encourage building of new tourism structures and facilities which are universally accessible; and
 - e) To encourage the development of tourism experiences, attractions and destinations that is universally accessible.
47. The norms and standards have been developed by the Tourism Grading Council of South Africa (TGCSA) to determine and assess for universal accessibility (UA) in accommodation and meeting venues. The TGCSA is assessing for UA as part of its normal grading process. The norms and standards are therefore utilized throughout the tourism sector to ensure compliance with the UA requirements.
48. The installation of facilities for persons with disabilities in police stations, courts and other state-owned buildings is done in terms of the SABS 10400-S, (2011).
49. The following are addressed in the above buildings in terms of the SABS 10400-S:
- a) Signage;
 - b) Parking;
 - c) External and internal circulation: *Accessible route from site to main entrance;*
 - d) Doors, doorways, door handles: *Appropriate door and handles to allow for easy access into various parts of the building;*
 - e) Ramps;
 - f) Lifts : *Audio and visual warning signs as well as raised numbers on buttons;*
 - g) Toilet facilities;
 - h) Warning signs (eg. Fire alarms): *Audible and visible,* and
 - i) Other measures: Informed by requirements per building.
50. The State is undertaking a verification of immovable assets under its custodianship to establish, among others, whether facilities for persons with disabilities are in place in state-owned buildings. The information from the verification which is expected to be concluded by July 2014, will be used to plan future projects.
51. In 2012/13, only eleven (11) state-owned buildings were made accessible out of a target of one hundred (100) buildings. The target was not met due to challenges with availing budgets and procurement instructions. Measure have been put in place to ensure that progress is made on the projects carried over from 2012/13.

Police Services

52. The police stations should comply with the approved standards, Standard Electrical, Mechanical and Architectural Guideline for the Design of Accessible Buildings (Facilities for Disabled Persons), for facilities servicing persons with disabilities.

53. Out of a total of one thousand one hundred and thirty-five (1135) police stations, three hundred and seventy one (371) have accessible counters, six hundred and twenty seven (627) have accessible toilets, six hundred and six (606) have ramps and four hundred and fifteen (415) have parking bays for persons with disabilities. The province of KwaZulu/Natal is the best performing province in terms of accessibility.
54. Women and children involved in violent and sexually related crimes are afforded privacy and dignity with the utilisation of Victim Friendly Facilities (VFFs). These facilities comprises of counselling rooms, private waiting areas, bathroom and toilets. The location of these facilities also promotes privacy as it is located away from the public areas.
55. The National Instruction 2/2012 on Victim Empowerment specifies that all park homes must be equipped with ramps.
56. Six hundred and forty (640) police stations have VFF's. Fifty six (56) VFFs will be finalised during the 2013/14 financial year. Fifty six (56) VFFs are planned for placement during the 2014/15 financial year. The remaining stations will be rolled out over the Medium Term Expenditure Framework (MTEF).

Sign Language Services in Police Stations

57. The procurement of Sign Language Interpreters Services for purposes of reporting crimes, is processed as per need. These services are also utilised on a contract or voluntary basis. A feasibility study will be conducted for the option of appointing in-house interpreters.

Courts

58. Out of a total of six hundred and eighty-four (684) courts, three hundred and sixty-six (366) court buildings have facilities of persons with disabilities at ground level, for example; toilets; parking; ramps (phase 1 of the project). Phase 2 will include the remaining three hundred and eighteen (318) court buildings.
59. Three hundred and seventy-five (375) disability access projects were implemented between the period 2004 and 2013.

ICT

60. There is a National ICT Accessibility Agenda for South Africa. This lays the foundation for a coordinated and sustainable National ICT programme for the benefit of persons with disabilities. There are sector specific and focused interventions to address accessibility gaps in policy, strategies and programmes for user groups. The Agenda facilitates capacity building at sector level and role clarifications for different stakeholders. There is heightened Awareness and Sensitization Programmes on the benefits of ICTs. This Strategy was finalized and officially launched in 2012.
61. The objective of the Broadcasting Programming Accessibility for Persons with Disabilities is to improve access to broadcasting programming content and

services for persons with disabilities through promoting the inclusion of disability concerns in broadcasting design and production in line with Code on People with Disabilities and Article 9 and 21 of the CRPD.

62. The key aspects of this project include addressing universal access in the design of equipment and services. The key focus areas are:
- a) Assistive services, subtitling, allowing adequate reading time, signing standards for dress codes for visibility and audio visual descriptions and key descriptive information
 - b) Design of remote controls to be usable by a diverse range of people
 - c) Recording / audio equipment
 - d) Receiver terminals
 - e) Interoperability
 - f) Electronic Programme Guides
 - g) On-Screen Displays
 - h) Broadcasting Services
 - i) Telecommunications equipment and services
 - j) Website Design/Internet
 - k) Telecommunications – Telephones, Mobile and Assistive Devices and Equipment
 - l) New and existing Products and services
63. There is an absence of minimum technical standards for access to ICTs for persons with disabilities. There is a lack of involvement of persons with disabilities in programming and content development.

Inputs from the Disability Sector

64. The participation of DPO's in all transport initiatives must be strengthened particularly with new systems. There should be plans to sensitize and raise awareness amongst the taxi operators on accessibility of public transport.
65. The SABS should strengthen its relationship with the disability sector.
66. The accessibility of websites should be rolled out to all government departments.
67. The ICT programmes are skewed in favour of women with disabilities. There should be gender parity.

C. ARTICLE 11: Situations of risk and humanitarian emergencies

68. The Disaster Management Act, 2002 (the Act) specifically provides for the protection of vulnerable communities and households.
69. Vulnerability in the context of disaster management legislation means *'the conditions determined by physical, social, economic, and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards'*. This definition includes persons with disabilities.

70. In accordance with the Act, the Disaster Management Centres across the spheres of government are compelled to undertake risk assessments and implement prevention and mitigation measures including assessing the vulnerability of communities and households (*from a disability lens*) to disasters that may occur.
71. The Act also allows Disaster Management Centres across the spheres of government to give advice and guidance by disseminating information regarding disaster management in the municipal area, especially to communities that are vulnerable to disasters (*including persons with disabilities*).
72. The Act provides for 'an integrated and co-ordinated disaster management policy that focuses on preventing or reducing the risk of disasters, mitigating the severity of disasters, emergency preparedness, and rapid and effective response to disasters and post-disaster recovery'.
73. The Act requires amendments to bring it in line with Article 11 as it is currently silent on the need to ensure equitable access to disaster management services for persons with disabilities during emergencies. As a result, none of the provincial, district and local municipal disaster plans have incorporated provisions to map homes and/or institutions in which persons who might require special assistance during emergencies are living, training of disaster management personnel, and prevention of injury during evacuations which might result in primary or secondary impairments.

The National Disaster Management Framework, 2005 (NDMAF)

74. The NDMAF acknowledges the importance of identifying the most vulnerable areas, communities and households. This is informed by the recognition that, not all areas, communities and households face the same disaster risks. In disaster management planning, priority must be placed on those areas, communities and households that have the least capacity to resist and recover from the resulting impacts. This process must take place in consultation with those most at risk, including persons with disabilities.
75. South Africa faces many different types of risks. Disaster risk specifically refers to the likelihood of harm or loss due to the action of hazards or other external threats on vulnerable structures, services, areas, communities and households. The key performance area 2 of the NDMAF, addresses the need for conducting ongoing disaster risk assessments and monitoring to inform disaster risk management planning and priority setting, guide disaster risk reduction efforts and monitor the effectiveness of such efforts. It also outlines the requirements for implementing disaster risk assessment and monitoring by organs of state within all spheres of government.
76. The NDMAF identifies situations requiring a risk assessment to meet the criteria of increased sustainability of a development project or programme to support vulnerable households/ people (*including people with disability*).

77. The effective disaster management planning by all organs of state as well as other role players requires careful identification of priority disaster risks and *the most vulnerable areas, communities and households to these risks*.
78. Although the country's disaster risk reduction fraternity do not have documented case studies on disability and disasters, it should be borne in mind that the local community based disaster reduction and management efforts are approached from an inclusive point of view in order to cater for the needs of all the sectors of the community which might be affected by hazards and disasters. It is through this arrangement that the rights and interests of stakeholders and role players such as persons with disabilities are catered for.

The Disaster Management Amendment Bill

79. Cabinet has approved the publication of the draft Disaster Management Amendment Bill (hereinafter referred to as "the Bill") for public comment. The Bill has subsequently been published in Government Gazette number 36580 (Notice No. 637 of 2013) on 19 June 2013.
80. Amongst other provisions, the Bill seeks to amend sections 25, 38 and 52 of the Act by expanding the contents of disaster management plans by sector departments to include conducting a disaster risk assessment for functional areas, mapping of disaster risks and communities vulnerable to disasters, to provide for measures and indicate how they will invest to reduce the risk of disaster through adaptation to climate change and developing of early warning systems. These proposed amendments will thus address the concern of mapping that is not currently taking place.

D. ARTICLE 12: Equal recognition before the law

81. South Africa is in the process of finalising the Assisted-Decision Making Bill. There has been little movement towards doing away with involuntary admissions as South Africa was awaiting general comments adopted by the Committee on the CRPD on Equal Recognition before the Law which was released in June 2014.
82. The State will interact with the civil society regarding the phasing out of involuntary admissions.

E. ARTICLE 24: Education

83. The year 2013 was declared as the year of Inclusive Education. It is now twelve (12) years into the twenty (20) year implementation trajectory set out in Education White Paper 6 on Inclusive Education (2001). New and vigorous strategies are required to accelerate and strengthen the implementation of policy towards 2021.

Legislative Framework

84. A policy task team was established to review the South African Schools Act (1996). The timeframes for realizing the right to basic education of all children

with disabilities in the short term will be addressed by aligning the Act with the South African Constitution (the Constitution). The amendments to the Act will ensure that Section 3(2) is realised with the Minister of Basic Education publishing provisions for the admission of children with disabilities under the age of 7. The legislation will include exit strategies for youth with disabilities who are older than eighteen (18) to ensure that limited places at special schools are be taken up by over-aged learners.

85. The review and strengthening of Education White Paper 6 – Special Needs Education is prioritised for 2014. This will ensure that there are regulatory powers and better alignment with the Constitution as well as the CRPD.
86. During the course of 2013, the systemic gaps that impede the full-scale implementation of the policy were identified. These include:
 - a) the absence of funding norms
 - b) the post provisioning norms
 - c) the admissions policy
87. The new Minimum Uniform Norms and Standards For Public School Infrastructure (2013), referred to as the regulations, makes provision for:
 - a) universal design principles and requirements
 - b) provision for incontinence rooms for special schools that accommodate learners with physical disabilities
 - c) program specific accommodations
 - d) all implementing agents, principal agents and architects assigned responsibility for planning and design of schools are obliged to adhere to all relevant regulations, including the National Building Regulations, SANS 10 – 400 and the Occupational Health And Safety Act.

Implementation of Inclusive Education

While the current legal framework is adequate with regards to access to good quality education for learners, the experience on the ground in terms of ensuring good wholesome education is worrisome. With some exceptions, males and females have good access to education, especially when compared with the rest of the continent. There are however, some gaps that require attention specifically relating to Early Childhood Development and learners with disabilities.

(Report on the Convention Against Discrimination in Basic Education, 2013)

88. The curriculum for South African sign language was completed, piloted and published for public comment. An audit was also conducted in thirty-nine (39) schools for the deaf to determine the state of readiness for the implementation in terms of human resources, physical resources and skills.
89. In 2014, orientation will be done of deaf stakeholders, subject advisors and school managers. The teachers will be trained. The system will be prepared for the implementation of the new sign language curriculum in 2015, starting with

the foundation phase and grade 9. This will usher in a new era for the education of persons who are deaf.

90. The revised Strategy for Screening, Identification, Assessment and Support (SIAS) was finalized. This will be gazetted for public comment in 2014. Ideally, the process going forward will result in the SIAS becoming a national policy by June 2014. This policy is aimed at aligning the assessment and support services of the DBE, DoH and Social Development (DSD). This will ensure that teachers and parents receive the necessary support to ensure that learners can be included in their local neighbourhood schools.
91. A National Strategy for Institutionalising Curriculum Differentiation was initiated in July 2013. The National Core Training Team will be trained on the Guidelines for Responding to Diversity in The Classroom. All teachers in twenty six thousand (26000) schools will be trained by 2025.
92. This will enable teachers to meet the needs of diverse learners in their day to day teaching by applying new inclusive methodologies, reasonable accommodation, multi-level teaching, the use of assistive technology, and flexible and inclusive classroom organisation. The Policy on Accommodations in Assessment has been finalised.
93. All special school teachers participated in the training on the National Curriculum Statement, Grade R to 12 in 2013. The subject advisors will monitor curriculum delivery in special schools.
94. The standard of curriculum delivery in schools for visual impairments has improved through the introduction of Workbooks in Braille. The Braille textbooks are in the process of being procured. The training programme for improving Braille skills, use of assistive technology and adaptation of curriculum was introduced. The examiners were trained on adapting papers for braille. The annual national assessment papers were adapted for braille and sign language users.
95. Selected teachers were trained in SASL. This will be rolled out further. The development of a skills and vocational qualification at Grade 9 and Skills Curriculum has started.
96. The Post Provisioning Norms Framework was developed. This will result in :
 - a) More effective distribution and utilisation of scarce human resources
 - b) Equality and parity across the system
 - c) Alignment and collaboration between education, health and social development
 - d) Creation of mid-level posts, for example; the itinerant learning support teachers
 - e) Availability of assistive technology, accessible learning and teaching support materials
 - f) Collaboration with key business partners to expand its e-learning strategies
 - g) Forty (40) Vodacom ICT Centres equipped with access technology to serve as information and training hubs for inclusive education
 - h) First consignment of workbooks adapted for braille.

- i) Workbooks adapted for deaf, and augmentative and alternative communication
- j) Audit conducted on capacity of schools for children with visual impairments to produce braille

97. In 2012 and 2013, there were joint interventions conducted in two (2) special schools, in the Eastern Cape and in North West Provinces respectively. Turn-around strategies were developed and implemented. An Inter-sectoral committee is being established to develop an intervention plan for special school hostels. Issues such as bullying of children with disabilities in mainstream schools will also be addressed.

Tracking out-of-school children

98. There is a protocol between Education, Social Development and South African Social Security Agency (SASSA) to ensure that all children aged five (5) to eighteen (18) years who have identification numbers and who receive grants, are in school. To date this is the most effective method of identifying out-of-school children and youth of compulsory school going age.

99. The LURITS system further tracks all enrolment of learners per category of disability. In 2014, improved real time information will be available on the number of learners with disabilities who are enrolled in schools (both ordinary and special).

Statistics

Access for Children Aged 0-4 Years

100. In 2012, approximately 37% of 0-4 year old children with disabilities were attending an educational institution. The variations in the provision of access to education across the provinces are noticeable. The availability of facilities and resources could be responsible for the disparities across provinces. There is much that still needs to be done to conscientise communities about the importance of early childhood development, especially in respect of children who are deaf and/or blind.

Attendance of 7-15 Year-olds to School

101. By 2010, the school attendance for children of compulsory school-going age had exceeded 88%. In 2012, the school attendance for this age group increased to over 90%. The progressive conversion of public ordinary schools to full service/inclusive schools is likely to have contributed to this marked growth. By 2012, approximately five hundred and fifty-five (553) public ordinary schools were converted to inclusive schools.

Access to Education for 16-18 Year Olds

102. Notwithstanding the significant growth in the participation of 16-18 year-olds with disabilities in education, the rate remains lower than that of children without disabilities. The increase in participation has grown by about 16%

between 2002 (50.9%) and 2012 (66.7%). The improvement in the participation could be attributed to the improved implementation of the Inclusive Education policy coupled with mobilising stakeholders.

Number Of Learners Enrolled In Special School Per Category Of Disability

103. In the category of learners with severe intellectual disability, there was a decrease over the years, from 27 931 learners in 2011 to 27 837 learners in 2012 to 27 131 learners in 2013.
104. In the category of learners with mild or moderate intellectual disability, the enrolment figures have increased from 27 179 learners in 2011 to 28 942 learners in 2012 to 30 424 learners in 2013.
105. In the category of learners with specific learning disability, the number of enrolled learners were 12 927 in 2011, 11 904 in 2012 and 13 051 in 2013.
106. In the category of learners with cerebral palsy, enrolment numbers have varied with 6 591 in 2011, 6 651 in 2012 and 6 127 in 2013. This is a decrease from 2011.
107. The enrolment of deaf learners has seen a marginal dip from 6 470 in 2011 to 6 388 in 2012 and an increase to 6 590 in 2013.
108. In the category of learners with behavioural disorder, there has been a steady decrease from 5 123 learners in 2011 to 4 843 learners in 2012 and 4 427 learners in 2013.
109. In the category of learners with physical disabilities, the enrolments were 3 918 in 2011, 4 004 in 2012 and 3 888 in 2013.
110. In the category of learners with attention deficit disorder, the enrolments were 3 077 in 2011, 3 956 in 2012 and 3 396 in 2013.
111. In the category of learners who are partially sighted, the enrolments were 24 93 in 2011, 25 98 in 2012 and 24 95 in 2013.
112. In the category of learners with epilepsy, the enrolments were 2 426 in 2011, 2 686 in 2012 and 2 542 in 2013.
113. In the category of learners with autistic spectrum disorder, the enrolments were 2 190 in 2011, 2 852 in 2012 and 2 753 in 2013.
114. In the category of learners who are hard of hearing, the enrolment of learners were 1 363 in 2011, 1 503 in 2012 and 1 347 in 2013.
115. In the category of learners who are blind, the enrolment of learners were 1 136 in 2011, 1 259 in 2012 and 1 307 in 2013.
116. In the category of learners with psychiatric disorder, the enrolments of learners were at 202 in 2011, 132 in 2012 and 145 in 2013.

117. In the category of learners who are Deaf/Blind, the number of the enrolment of learners were at 35 in 2011, 34 in 2012 and 122 in 2013.
118. In the category of other, the numbers of the enrolment of learners were at 5179 in 2011, 6009 in 2012 and 10780 in 2013.
119. The total number of enrolled learners with disabilities in 2011 was 108240.
120. The total number of enrolled learners with disabilities in 2012 was 111598.
121. The total number of enrolled learners with disabilities in 2013 was 116530.

Number of learners in the Ordinary school sector, by primary disability, from 2011 to 2012

122. In the category of learners with special learning disability, the enrolment was at 24 611 in 2011 and 26029 in 2012.
123. In the category of learners with attention deficit disorder, being enrolment was at 22659 in 2011 and 23981 in 2012.
124. In the category of learners who are partially sighted, the enrolment was at 18703 in 2011 and 19658 in 2012.
125. In the category of learners with mild or moderate intellectual disability, the enrolment was at 16329 in 2011 and 19704 in 2012.
126. In the category of learners who are hard of hearing, the enrolment was at 8067 in 2011 and 6890 in 2012.
127. In the category of learners with behavioural disorder, being enrolment was at 7461 in 2011 and 7026 in 2012.
128. In the category of learners with severe intellectual disability, the enrolment was at 6762 in 2011 and 3085 in 2012.
129. In the category of learners with physical disabilities, the enrolment was at 4729 in 2011 and 4616 in 2012.
130. In the category of learners with epilepsy, the enrolment one and 4766 in 2011 and 4702 in 2012.
131. In the category of learners with autistic spectrum disorder, the enrolment was at 2760 in 2011 and 1209 in 2012.
132. In the category of learners with psychiatric disorder, the enrolment was at 931 in 2011 and 967 in 2012.
133. In the category of learners who are deaf, the enrolment was at 725 in 2011 and 769 in 2012.

134. In the category of learners with cerebral palsy, the enrolment was at 356 in 2011 and 421 in 2012.
135. In the category of learners who are deaf/blind, the enrolment was at 329 in 2011 and 233 in 2012.
136. In the category of learners who are blind, the enrolment was at 265 in 2011 and 433 in 2012.
137. the category of learners with multiple disability, the enrolment was at 63 in 2011 and 138 in 2012.

Estimated out-of-school children

138. The total number of children 5-18 years old are 14 301 270.
139. The total number of learners with disabilities enrolled in ordinary schools are 119 923.
140. The total number of learners with disability enrolled in special needs education schools are 111 598.
141. The estimated number of children with disabilities out of school is 197 517.

Challenges in Early Childhood Development and Basic Education

142. There is a need to curb the dropout rate of learners with disabilities.
143. There should be greater emphasis on teacher training in achieving education outcomes.

The learning material should be delivered timeously.

144. A concerted campaign is necessary to ensure all children disabilities are included in early childhood development programmes.

Policy on the Post School Education System

145. The White Paper on the Post School Education System in South Africa will be launched in 2014. The policy includes disability considerations.

National Skills Development Strategy 3 (NSDS 3)

146. Despite commitments from NSDS I and II to increase opportunities for training and skills development for persons with disabilities, it is still far from achieving it's goals in this regard. Therefore, the 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 disabilities.

Challenges to Disability Support in Higher Education Institutions (HEIs)

147. There is a lack of a single definition of disability. This impedes the accurate data collection.
148. There is uneven capacity to systematically collect reliable data on disability across the system.
149. The students are reluctant to disclose disability on admission to HEIs.
150. The below par performance of learners with disabilities at Grade 12 level leads to a greater demand for Further Education and Training Colleges.

Increase in Disability Units at HEIs

151. Close to 50% of HEIs now have disability units with full time staff and resources;
152. Support materials, including Braille text are provided for students in some HEIs;
153. Assistive devices are procured, including wheelchairs;
154. Translation services for sign language are steadily becoming available.

Disability Funding

155. The Bursary Funding for Students with Disabilities for the DHET Bursary Programme took effect in 2010. This is in addition to the National Student Financial Aid Scheme (NSFAS). It covers:
 - a) Actual registration, tuition and exam fees;
 - b) Cost of books, study materials and assistive devices
 - c) Accommodation and meals;
 - d) Student transportation guidelines

Disability Funding for HEIs

156. In 2010, an amount of R 74 300 000.00 was allocated. However, R35 278 148.18 was spent on 1041 students.
157. In 2011, an amount of R 60 million was allocated with a total of R 32 849 021.06 spent on 948 students.
158. In 2012, R 63 million was allocated with a total of R 24 693 005.77 spent on 643 students.

NSF – Scarce Skills and Disability

159. In 2010, R74 406 560 was allocated with R 71 453 327 spent on 3874 students.

160. In 2011, R 93 850 998 was allocated but there was an expenditure of R 119 815 499 to accommodate 5458 students.

161. In 2012, the allocation increased to R 298 603 906 but the spending dropped to R 98 531 381 to support 3226 students.

Infrastructure & Efficiency Funding For 2012/13 & 2013/14

162. R73.7 million was earmarked over 2 financial years (2012/13 – 2013/14) for disability units across all universities. A further R35.4 million has been set aside for 2014/2015. These funds are meant to enable universities to:

- a) provide necessary infrastructure upgrades such as ramps and railings.
- b) ensure all new infrastructure are universally accessible

Disability & FET Enrolment

163. 2481 Full time Students enrolled for 2011/12; R51 million Budget Allocated;

164. 1805 Full time Students enrolled for 2012/13; R48 million allocated.

Challenges to Inclusion

165. The lecturers do not have adequate training.

166. There is insufficient resources and infrastructure in the FET Sector to accommodate the growing numbers of students with disabilities.

167. Inadequate understanding of the principle of 'reasonable accommodation'.

Inputs from the Disability Sector

168. The disability sector raised issues around the lack of adequate consultation with the sector on implementation strategies. The disability sector also indicated the need for increased braille literacy. The process of marking exam papers for learners with disabilities requires improvement.

169. Although, the right to education is an immediate right and has not yet been fully realised, it is encouraging that there is currently more learners with disabilities in mainstream education than in special schools. School safety does remain a challenge as well as the dropout rate and lack of educational support for learners on an individualized basis. The South African Police Services should include special schools in its vulnerable group's guidelines and the SAPS Committee for Safety. The implementation of the SIAS tool is seen as crucial to the process of identifying the support needs and tracking learner's progress in the education system.

170. The disability sector raised concerns around the domestication of the CRPD in relation to higher education and training, with particular reference to increasing access to students with disabilities across fields of study and providing the necessary appropriate learning support. A concern was also raised in relation to the lack of information available to support students with psychosocial disabilities.

171. The disability sector noted that there was no response from the DHET with regard to the reintroduction of teacher training qualifications in special education.
172. It was suggested by the disability sector that the progress of students with disabilities be monitored throughout the system including tracking post-school.
173. Disability right awareness should be compulsory at institutions of higher learning. It is also clear that the Post school education sector needs to strengthen consultation with the disability sector.
174. The NSFAS should be equitably distributed across all types of disabilities.
175. There should be a disaggregated database for students with disabilities that is available for research and economic opportunities.

F. ARTICLE 25: Health

176. With regards to monitoring the protection of human rights of users in mental health institutions in general, the following systems are in place:
 - a) The Office of Health Standards Compliance has been established by the National Health Amendment Act No 12 of 2013, which was recently passed in Parliament. The Core Standards as a tool for monitoring was developed.
 - b) The Office of Health Standards Compliance has included physical accessibility to the core minimum standards that all health facilities should adhere to, with special emphasis to ramps and ablution facilities. The Disability and Rehabilitation unit supports this by training relevant officials at district level on the requirements for accessibility and empowers them with the skills necessary to perform an accessibility assessment to identify areas that need attention.
 - c) The Office of Standards Compliance has been set up by law to monitor the quality of care in all health facilities. There are complaints procedures and an Ombud will be appointed to investigate all complaints lodged.
 - d) All facilities were assessed to obtain a baseline on the performance by the Health Systems Trust in 2012. Interventions were put in place and facilities are subjected to follow up by the Office of Health Standards Compliance.
 - e) As part of monitoring the implementation of the Mental Health Care Act No 17 of 2002 and to improve the effectiveness of the Mental Health Review Boards, an assessment was undertaken on the functioning of the Boards. It was found that the contributory factors to less than optimal functioning were mainly the absence of standardized procedures and limited resources for the Boards. Interventions have been put in place to address the issue.
 - f) Section 40 of the Mental Health Care Act No 17 of 2002 provides for the protection of users who may be a danger to self or others, which is within the spirit of Article 15 of the CRPD. The South African Police Services have

taken the content from the training manual that was developed and integrated it into their guidelines on basic police functions; namely the Iqabane booklet.

- g) Low technology augmentative and alternative communication devices are available at lower levels of care. High technology augmentative and alternative communication devices are only issued at tertiary level because of the limited capacity and budget constraints at lower levels of care. There are referral mechanisms to facilitate access to the service, and there are provisions to apply to the Head of Health at province for funding where such a device is considered to be the only option available to improve a client's function.
- h) Orientation and mobility services have traditionally been offered by the NGO sector in South Africa. The State is working on a strategy to include these services in the rehabilitation package available in state services, and will form part of The Rehabilitation Model currently being developed. In addition, an amount of R1,9m has been requested from National Treasury to support the training of additional Orientation and Mobility instructors in 2014.
- i) The Human Resource for Health strategy 2012/13-2016/17 is a comprehensive document which covers all critical health personnel including scarce skills in the health sector. Human geneticists are in short supply and the focus of the strategy on scarce skills should boost the output of such professionals from universities.
- j) There is a close working relationship between the State and other relevant stakeholders to share resources and cross refer as needed. The relationships that the State has with the Human Genetics Department at the University of Pretoria and Down Syndrome South Africa attest to that. The university also makes its specialists available to see clients at public health facilities.
- k) Attempts are constantly made to make publications developed by the State accessible to persons with sensory disabilities by transcribing them to Braille. All major policies and strategic frameworks are made accessible to persons with sensory disabilities.
- l) Health personnel undergo regular training on attitudinal change and accommodation of difference. The sensitization workshops are also held to sensitize frontline staff on disability and how to communicate with persons with different types of disabilities.
- m) In terms of the Mental Health Care Act of 2002 anyone witnessing the abuse of a person with mental disability is obliged to report this to the Mental Health Review Board.
- n) Systems are currently being put in place, including electronic monitoring systems to ensure that medication stock-outs do not occur.

- o) At national level there is a strong partnership between the State and organizations of persons with disabilities. There are weaknesses that have been identified at district level due to the myriad of organisations that district structures need to engage with. The districts will be supported to streamline their relationships with organisations of persons with disabilities.
- p) The treatment guidelines are developed, for example; TB, HIV & AIDS, Mental Health, Oral Health, Chronic Diseases, in collaboration with various other relevant professional/ specialised groups.
- q) When developing these treatment guidelines, disability is viewed in a holistic manner as a function of barriers placed by society on individuals with disabilities, and guidelines are developed to ensure acceptable quality of treatment for **all** health care users, thus it is non-discriminatory towards persons with disabilities.
- r) The review of treatment guidelines takes place as new and/ or more clinical evidence becomes available.
- s) The implementing treatment guidelines remains a challenge due to, (a) resource constraints, (b) professional adherence to the guideline/ individual clinical judgement, and (c) systems failure. These challenges could compromise the quality of the treatment of patients, including patients who have long-term physical, mental, intellectual or sensory impairments.
- t) The State is currently in the final stages of finalising a national Patient's Experience of Care survey tool and database (DHIS module) that will enable the State to also obtain the level of satisfaction persons with disabilities experience on a routine basis. This can be achieved with the survey questionnaire that distinguishes between certain disabilities such as walking, seeing, speech, hearing, and participation in social situations . When using the survey tool as a research tool and analysing the results, it would be possible to determine whether or not statistically there is any significant difference between the way people with and without disabilities experience the care they receive.
- u) There is currently a backlog of wheelchairs, hearing aids, orthoses and prostheses, and walking aids to the value of R41m. A request has been submitted to National Treasury to make a once off grant available to help provinces eliminate this backlog.

Inputs from the Disability sector

177. The disability sector, raised a critical concern in respect of the discriminatory attitudes of staff as it denies persons with disabilities the right to dignity. There is an urgent need for disability rights awareness amongst medical staff.
178. It is necessary to strengthen consultation between the disability sector and health services.

179. The strategy to ensure access to information to persons with disabilities is unclear with particular reference to reproductive health.

G. ARTICLE 26: Habilitation and rehabilitation

180. There is a Ministerial Task Team on Disability and Rehabilitation which is currently developing a Rehabilitation Model, and the model will also cover community-based rehabilitation. The Task Team is expected to complete its work by end of March 2014.
181. The Human Resource for Health strategy 2012/13-2016/17 is a comprehensive document which covers all critical health personnel including rehabilitation. An issue that requires further refinement, is the policy on midlevel workers for health. This will also provide for the training of rehabilitation midlevel workers.

H. ARTICLE 27: Work and employment

182. The Handbook on Reasonable Accommodation for People with Disabilities in the Public Service (2007) will be reviewed to align with the Policy on Reasonable Accommodation and Assistive Devices (once approved) as well as enforcement mechanisms. This will include the funding model for assistive devices.
183. The State is conducting a study on the movement of persons with disabilities in the Public Service. The findings of this report will be available in 2015. The employment equity target will be continuously monitored.
184. In March 2012, departments with a representation of less than 1% of persons with disabilities were requested to submit their remedial plans on achieving the 2% target with specific objectives, interventions and timelines.
185. Disability representation within the Public Service was at 0.39% as at 2012/13, with
- 5206 people with disabilities employed by public service out of a total workforce of 1331 154 employed. There were 2137 women with disabilities accounting for 41% while 3069 men with disabilities made up 59%. This represented an increase of 376 persons with disabilities in the public service within a 12-month period (out of a total of 3 383 positions filled between April 2012 and March 2013).
186. Senior Managers with disabilities increased from 72 (0.82%) to 87 (0.95%) between April 2012 and March 2013, constituting 15 of the 376 vacancies filled at this level for persons with disabilities. Middle managers with disabilities increased from 190 (0.9%) to 214 (0.98%) constituting 24 of the 696 filled at this level for persons with disabilities.
187. 133 National and Provincial departments did not achieve the 2% target by March 2013. 20 (seven (7) national and thirteen (13) provincial) departments met the target in 2012/2013, compared with only 16 in 2011/12.

Input from the disability sector

188. The DPSA should include DPOs in the awareness raising on disability rights.
189. There should be an analysis of persons with disabilities that apply for jobs in relation to the number that is appointed with reasons for not appointing applicants with disabilities. This can serve as feedback on what the employment issues are in terms of achieving the targets.
190. There were also queries on the definition of disability in the PERSAL system and it's relation to reasonable accommodation.

Special Funding Scheme for Persons with Disabilities

191. The Industrial Development Corporation has set aside approximately R45 million to finance enterprises owned by persons with disabilities; where \$4 million is for investment activities and R 5million for business development support. To date the programme has invested in 3 transactions totalling R10,8 million while creating 248 jobs. Two projects fall in the tourism sector while one falls within the education sector (due to change in mandate, the IDC does not fund the education sector any longer). Of the three projects one is situated in a rural area. The two tourism projects are structured to include shareholder entities that service a broad base of persons with disabilities thus increasing the reach of the projects. The programme continues to strive to increase the uptake, with the IDC and its regional offices promoting the programme at various forums nationally.

Expanded Public Works Programme (EPWP)

192. The EPWP and the Community Works Programme (CWP) have a set target of two (2)% work opportunities in all programmes to be created for beneficiaries with disabilities. The overall target for the five (5) years of the EPWP is 4.5 million work opportunities. The 2 % target equates to ninety thousand (90 000) work opportunities for persons with disabilities.
193. Between April 2009 and June 2013, the programme has managed to create seventeen thousand eight hundred and fifty-four (17 854) work opportunities for persons with disabilities which is 0.44% achieved against 2% overall target.
194. In Year 1 of the EPWP 2009/10, the participation of persons with disabilities in the Environment sector was at 480, in year 2 (2010/2011) it was at 726 , in year 3 (2011/12) participation was at 494, in year 4 (2012/13) it was at 2895 and in year 5 (2013/14) it was at 1228. The total participation of persons with disabilities in the Environment sector for the 5 years of the programme was 5823.
195. In the infrastructure sector, 1291 persons with disabilities was employed in Year 1, 360 in Year 2, 552 in Year 3, 485 in Year 4 and 785 in Year 5. A total of 3 873 persons with disabilities participated in the Infrastructure sector over the 5 years.

196. In the Social Sector, 545 persons with disabilities participated in EPWP in Year 1, in Year 2 - 431 participated, in Year 3 - 154 persons with disabilities participated, in year 4 - 566 persons with disabilities participated and in Year 5 - 696 persons with disabilities participated. A total of 2 392 persons with disabilities participated in this sector over 5 years.
197. In the non-state sector, Year 1 had 300 persons with disabilities in the EPWP Programmes, In Year 2 - 1328 persons with disabilities participated, 382 participated in Year 3, 1308 participated in Year 4 and 2448 in Year 5. A total of 5766 persons with disabilities participated in this sector over 5 years.
198. The challenges that were identified as the causes for low participation of persons with disabilities are as follows:
- a) The root causes of lack of participation of persons with disabilities are related to persons not disclosing their disability status for fear of losing their disability grants when employed by the EPWP programme.
 - b) Due to the high labour intensive nature of the work, persons with disabilities are unable to participate in parts of the programme.
 - c) Due to the high unemployment rate, the public bodies give priority to beneficiaries that are unemployed and not getting an income as opposed those who are receiving grants.
199. The interventions that EPWP has engaged in to increase participation of persons with disabilities include:
- a) Road shows in 9 provinces for the non-state sector, where NGOs for persons with disabilities were targeted.
 - b) Engagement with DPOs such as Disabled People South Africa to inform them about the opportunities in EPWP projects.
 - c) Engaging SASSA to advocate for a special consideration for EPWP beneficiaries. This will imply that persons with disabilities will be allowed to participate in the EPWP without fear of losing their grants.
 - d) Discussions with public bodies to ensure compliance with guidelines and targets for persons with disabilities.
200. The future strategies to meet targets for inclusion of persons with disabilities are:
- a) A policy will be developed stating EPWPs classification of disabilities with specific reference to any sector specific exclusions in cases where it is dangerous for people with certain disabilities to participate in specific types of EPWP projects.
 - b) There is also a need to expand the awareness campaign to other sectors.

- c) A guidelines document will be compiled for implementing bodies that advises on the requirements (financial or other) for reasonable accommodation (RA) for persons with disabilities. The DPSA guide will be used as a basis.
- d) The awareness campaign will be expanded to other sectors.
- e) The Protective Workshops will be targeted to recruit persons with disabilities.

Labour

Legislative Review/Audit

201. The Employment Equity Amendment Bill 2012 makes the following amendments on issues of persons with disabilities:

- a) The amendments clearly define the beneficiaries of affirmative action, which includes persons with disabilities,
- b) It further addresses issue around equal pay for work of equal value as well as strengthening the compliance and enforcement mechanisms of the Employment Equity Act.
- c) The amendments also give opportunity to particularly vulnerable workers, who will now be able to refer their cases to the labour court not only for conciliation, but for arbitration as well.
- d) Section 42 seeks to ensure that the Director- General or any other person or body applying the Act, take reasonable steps to train suitably qualified people from the designated groups which include people with disabilities.
- e) Section C of the Employment Equity regulation stipulates that Employees with disabilities have the right to declare or not to declare their disabilities

Database for Persons with Disabilities

202. In 2012, the employment of persons with disabilities was at 1.4% for all employers. This is up from 1% in 2002.

203. The DoL has recently launched its Employment Services for South Africa (ESSA) system.

204. The ESSA system is meant to provide unemployed individual with an opportunity to register as job-seekers.

205. The service is provided both as a self-help service and through trained professionals.

206. The services are accessible at a variety of service points, including labour centres, multi-purpose community centres, mobile units and through the internet.

207. Those registered on the system are referred for placement (learnership, internships, short-term training) opportunities.
208. The system allows employers/organisations to source potential candidates/employees who are already profiled and job-matched.
209. The system accommodates all individuals including persons with disabilities.
210. For the current financial year, about 15 140 persons with disabilities have been registered on the system.

Sheltered Employment Factories

211. The Sheltered Employment Factories (SEF) was established more than 65 years ago to provide employment opportunities for persons with disabilities who were unable to hold down employment in the open labour market due to the nature of their disabilities.
212. Currently around 97% of the workers in these factories fit this profile. The SEF now has 12 factories across South Africa operating in 7 of the 9 provinces, with only Mpumalanga and Limpopo without a facility.
213. Collectively, they employ 1050 people with disabilities who are supported by 120 administration, management and technical staff.
214. With current premises – land, buildings and equipment - there is the potential to provide meaningful work opportunities for more than 3 000 persons with disabilities.
215. The DoL facilitates the increase of government procurement and other markets for goods from service products. This initiative has seen an increase by 15% in sales from government and other markets.
216. The long term vision is to establish a national network of factories and factory outlets which will contribute to the economic empowerment of persons with disabilities with an intention of integration into the national economy.
217. Through the SEF, 19 learners with disabilities were recruited for training
218. The DoL through the Compensation Fund processed the following disability claims in the financial year 2012/2013.

Type of Disability	Number of Claims	Amount
Permanent Disability	298 840	R 88 808 564
Temporary Total Disability	18 722	R 79 534 725

Inputs from the Disability Sector

219. There is an outstanding update on the status of SEFs in the light of the Turnaround Strategy that was undertaken.
220. The outcomes of the labour inspections are not clear and requires more information on compliance and remedial actions.
221. The database for persons with disabilities is not effective as it does not offer a fully disability-disaggregated service.
222. The ESSA requires further interrogation to ensure that there is effective participation by persons with disabilities.
223. The database should be linked with special schools, graduates and SETA's.
224. There were concerns raised on the mainstreaming of disability in the trade and industry opportunities, in the light of economic opportunities being inclusive to the greatest extent.
225. The resolutions of WIPO should be actioned.
226. The BEE certificate should include information on disability representation.

I. ARTICLE 28: Adequate standard of living and social protection

Social Development

227. The State conducted an audit of 149 government supported/subsidized facilities (including residential facilities for children) to determine the status of access, level of compliance with the guidelines and minimum standards, level of support required and received. The findings prompted the review of policy guidelines and led to the development of norms and standards.
228. The transformation of residential facilities will provide for supported living facilities, where persons with disabilities will enjoy the right to privacy. The State conducts regular quality assurance in the supported facilities. Due to lack of legislation on social development services, the State does not currently conduct audit of private facilities.
229. Regular training of staff in residential facilities on the minimum standards on residential facilities is maintained. The training of care givers in facilities focuses on the human rights and quality of life for persons with disabilities.
230. A Disability Mainstreaming toolkit was piloted in 4 programmes nationally (Gender, HIV&AIDS, Children, Monitoring and Evaluation). An important component of the training is the self-representation and voices of persons with disabilities. All trainings ensured the representation and active participation of persons with disabilities.

Inputs from the Disability sector

231. A concern was raised with mainstreaming of disability and the domestication of the CRPD.
232. In terms of the Protective Workshops, there should be a strong partnership with trade, industry and economic development respectively, in order to enable an enriching sustainable model for income generation.
233. There was a concern in terms of inaction in auditing boarding facilities in special schools. There should be clearer accountability.
234. There should be stronger links with the EPWP programme.

J. ARTICLE 29: Participation in political and public life

Legislative Review

235. In terms of section 5(1)(j) of the Electoral Commission Act, 1996 (Act 51 of 1996), one of the powers, functions and duties of the IEC is to continuously review electoral legislation and proposed electoral legislation and to make recommendation in connection therewith.\

Inputs from the Disability sector– The Needs of Persons with Psychosocial Disabilities

236. The Ubuntu Centre's submission was supported by the SA Federation for Mental Health (SAFMH), SA Mental Health Advocacy Movement (SANHAM) and the SAHRC.
237. It was a call for Amendment of EA1998 to remove sections 8 (2)(c) and (d). The Ubuntu Centre asserted that the :
- “Electoral Amendment Bill 2013 remains unlawful and unconstitutional. The EA in its present misaligned form cannot respect or promote compliance with the existing: (a) Constitutional right to dignity and equality for all South Africans;
(b) Constitutional right to vote of all South African citizens;
(c) The right to reasonable accommodation and support;
(d) Rights under the Mental Health Care Act 2002.”
238. The Ubuntu Centre felt that there was a lack of understanding on the part of the Members of Parliament (MPs) and the Portfolio Committee about what psychosocial and intellectual disabilities actually mean.
239. Given the proximity of the elections and the extensive process necessary for legislative review and amendments, the issues would have to be addressed post-elections.
240. The Ubuntu Centre made the following recommendations to the IEC:

- a) Conduct awareness programme for persons with mental illness and intellectual disability to promote their right to participation
- b) Conduct a Voter Ed programme for persons with psycho-social, intellectual and mental disabilities, service provider organisation and medical professionals
- c) The Ubuntu Centre would embark on a plan to educate MPs on psychosocial and intellectual disabilities
- d) The IEC would also make material available to the various organisations working with people who suffer from psychosocial and intellectual disabilities, these materials would have to be in simplified language
- e) The Ubuntu Centre will apply to observe the National Elections 2014 as accredited observers.
- f) Finally, the IEC should sensitise staff working in voting stations

The Right to a Secret Vote in Public

241. The right to vote in secret is a cornerstone of any free and democratic society. Denying that right to voters with disabilities undermines democracy. It also violates the universal right to participate freely and on equal terms in public life, guaranteed by international human rights law.
242. A person with a disability must be able to complete his or her ballot in a manner which is absolutely private, and consistent with his or her intended selections. During the process of casting a ballot, no assistance from others should be required, and no election official or other person, should be able to view the selections made by a voter. Every voter should have a completely reliable means of privately and independently verifying each selection, and should be able to correct an unintended selection.

Physical inaccessibility of voting stations

243. The IEC has increased its network of voting stations from 10,000 in 1994 to 22,263 in 2013/4. This represents a 123% increase in the number and geographic distribution of voting stations. The net result is vastly improved access to both rural and urban voters to the vote over the 20 years of democracy.
244. The IEC regularly conducts surveys to assess the availability of key facilities, norms and standards (including water, electricity, sanitation and disability accessibility) of its voting stations.
245. 35% of the permanent voting stations do not have disability access in 2013. However this should be seen in context of 48% of voting stations that did not have disability access during the 2004 National and Provincial Elections.

246. Of the 8184 voting stations that did not have disability access in the 2004 National and Provincial Elections, 4599 venues have made facility improvements to accommodate the disability sector.

247. In addition to this, 4835 schools that are used as voting stations do not have disability access. In terms of understanding the municipal trends, it is clear that the most voting stations are not accessible.

248. The IEC will continue to work with the State to address the accessibility of schools (similar to the priority projects for water, sanitation and electricity).

249. Areas for Improvement/Opportunities to ensure inclusivity:

- a) Institutionalising the Universal Ballot Template (UBT)
- b) Awareness-raising campaign and a factsheet on the UBT
- c) On-going awareness-raising sessions on the UBT for persons with visual impairments as well as for presiding officers and electoral staff
- d) Observers with disabilities designated and accredited by IEC
- e) Ongoing sensitisation according to the needs of varying disabilities
- f) Organisational Disability policy and Disability Plan
- g) Individuals with intellectual disabilities or psychiatric disorders, have an equal right to register to vote, and the concomitant equal right to vote.
- h) IEC will strengthen its relationship and fulfil its commitments to DPOs.

K. ARTICLE 30: Participation in cultural life, recreation, leisure and sport

Arts and Culture

National Braille Production

250. The State recently completed an investigation into national braille production needs and related policy matters with the aim of developing a braille production strategy for the country.

Book Publications

251. Negotiations are underway with the publishing industry to make prescribed works and textbooks available in digital format. It is currently a standard practice for books to be made available in digital format.

Recognition of Sign Language

252. The development and recognition of sign language is a challenge. The PAN South African Language Board (PANSALB) should be held accountable for promoting and protecting sign language.

Disability Projects

253. *The Zwakala Awards* gives children with hearing impairment a platform to showcase their skills.

254. The *Art Therapy* trains Community Art Practitioners to assist children with psychosocial disability.

255. *The Sinakho African Art* promotes awareness about disability

Inputs from the Disability Sector

256. Disability should be mainstreamed across creative industries, including film.

257. The braille production /printing strategy is viewed with suspicion by the disability sector as it requires urgent finalisation and should be inclusive of disability sector's inputs.

258. It is necessary for publishers to enable access to literature in digital format. The State should further explore their role in ensuring access to literature in digital format especially in respect of school prescribed books.

Tourism

259. South Africa is committed to positioning itself as a Universally Accessible Tourism Destination through the implementation of best practices and systems. Amongst others, one of the primary goals is to enable all tourists to have an integrated and equitable access to all tourism facilities and services. Universal Access in Tourism responds to United Nations World Tourism Organization's (UNWTO) Global Code of Ethics for Tourism (Article 2.2) which states that: "Tourism activities should respect the equality of men and women, in that they should promote human rights and *more particularly, the individual rights of the most vulnerable groups, notably children, the elderly, the people with disabilities, ethnic minorities and indigenous people*".

260. The Tourism Bill (2012) makes provision for the adoption of the National Tourism Sector Strategy. The National Tourism Sector Strategy must at least make provision for strategies, objectives, indicators, targets, plans, guidelines, procedures and institutional arrangements relating to the promotion, development and transformation of tourism.

261. One of the objectives of the Tourism Bill is to promote the practice of responsible tourism for the benefit of South Africa and for the enjoyment of all its residents and foreign visitors. The Tourism Bill therefore makes provision for the determination of norms and standards on responsible tourism. This emphasises universal accessibility.

262. It was against this background that the State established the Universal Accessibility (UA) Stakeholder Forum during 2010 to advance the objectives of Universal Accessibility in Tourism. The UA stakeholder forum is composed of organisations representing persons with disabilities. The UA Stakeholder Forum developed the Universal Accessibility Action (UA Action Plan) and Universal Accessibility Declaration (UA Declaration) during 2010/11 financial year. The UA Declaration was adopted by tourism industry role-players and launched by the Deputy Minister of Tourism on 15 May 2012.

263. During the 2012/13 financial year, the State undertook a UA assessment of major tourism attractions/facilities and meeting venues of which the objective was to assess compliance with universal accessibility principles or UA compliance. The audit took the form a survey wherein a survey questionnaire was e-mailed to major tourism attractions/facilities and meeting venues in order to audit or assess their state of Universal Accessibility. The survey questionnaire was availed to the following major attractions/facilities and meeting venues.

264. Major Tourism Attractions/Facilities and Meeting Venues:

Tourism Attractions

- a) Cape Town and Cape Peninsula
- b) The Winelands
- c) Garden Route
- d) Johannesburg
- e) Kruger National Park
- f) Durban Beachfront
- g) Blyde River Canyon Nature Reserve
- h) Mpumalanga Tourism and Parks
- i) Wild Coast

Meeting Venues

- a) CSIR International Convention Centre
- b) East London International Convention Centre
- c) ICC Durban
- d) Cape Town ICC
- e) Sandton Convention Centre

265. A total number of 28 major attractions were audited utilising the research survey questionnaire. Five attractions responded and indicated that their implementation of universal accessible measures were at an early stage and therefore not advanced whilst others indicated lack of sufficient knowledge and know-how.

Sport and Recreation

266. The State is currently conducting the audit of sports facilities. This information will be available in the next periodic report.

Inputs from the Disability Sector

267. There is a great need for financial assistance for deafblind and deaf people in sport.

268. There should be accessible sport environments to improve participation of persons with disabilities.

269. There should be improvements of sports programmes in schools.

270. Transport costs impede the participation of persons with disabilities in sport.

THE SPECIFIC SITUATION OF BOYS, GIRLS AND WOMEN WITH DISABILITIES

L. ARTICLE 7: Children with disabilities

270. The State reviewed the National Strategy towards Integrated Services to Children with Disabilities, which guides the provisions of the Children's Act in terms of children with disabilities. The strategy integrates the review of the Children's Act and the study on Situation Analysis of Children with Disabilities (SITAN).

271. The State developed the National Policy Framework and Strategy on Child Abuse, Neglect and Exploitation (CANE). This framework and strategy addresses awareness, services, capacity building, legislation (Children's Act), as well as monitoring and evaluation. The guidelines on addressing child exploitation were developed. The training of social service professionals will resume during next financial year.

PROGRESS ON THE IMPLEMENTATION OF SPECIFIC OBLIGATIONS

M. ARTICLE 32: International co-operation

272. The My Citi project (City of Cape Town) was nominated as international best practice in accessibility for the Zero Project Accessibility Awards.

273. As chairperson of the Sport For Development And Peace International Working Group, South Africa has developed a draft Action Plan to be implemented by all member states. One of the policy recommendations in the Plan states:

“Examine and review inclusion policies with a focus on sports opportunities, to find additional ways to use sport for inclusion, in terms of accessibility and perception (including sport for people with a disability).”

274. In the draft Plan the following recommendation was made regarding programme implementation:

“Ensure that sport for peace activities are inclusive of women and persons with disabilities, particularly those with a new disability resulting from violent conflict.”

275. Other international forums where South Africa serves such as the United Nation, African Union, Supreme Council for Sport in Africa, Zone VI, International Olympic Committee and international sports controlling bodies efforts also address the needs of women, children and persons with disabilities.

N. ARTICLE 33: National Implementation and Monitoring

276. After the 2014 National Elections, President Jacob Zuma announced the reorganisation of the State. This affected the designation of the National Disability Coordination Mechanism currently vested in the Department of Women, Children and People with Disabilities.

CONCLUSION

277. It is acknowledged that weaknesses in the governance machinery of the State, and capacity constraints and lack of co-ordination within the disability sector, have detracted from a systematic approach to the implementation of the CRPD.
278. The continued vulnerability of persons with disabilities, particularly children and persons with disabilities as well as persons with psychosocial disabilities, residing in rural villages, requires more vigorous and better co-ordinated and targeted intervention.
279. South Africa remains committed to accelerating its national agenda for the progressive realisation of rights of persons with disabilities by, among others:
- a) Strengthening baseline information for every article of the CRPD;
 - b) strengthening its mainstreamed legislative and policy framework;
 - c) targeting interventions in a co-ordinated and integrated manner through transversal policy and legislation as well as monitoring mechanisms;
 - d) strengthening its national disability rights machinery, including creating more enabling environments for organisations of persons with disabilities;
 - e) strengthening accountability and monitoring through the introduction of disability rights-based indicators into the government-wide monitoring and evaluation system, and above all,
 - f) accelerating implementation of policies and programmes that aim to provide equal access to persons with disabilities, including disability-specific programmes aimed at addressing barriers to participation.
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