

This report is intended for office use and may not
be quoted without written permission

Vocational guidance and voca- tionally orientated education for deaf persons at secondary and tertiary education level

Part 2: Vocational guidance and vocationally orientated education for the Indian deaf in the RSA

F.J. Nieuwenhuis

001.3072068 HSRC 1985 20



HSRC Library and Information Service

HSRC
Private Bag X41
PRETORIA
0001

Tel: (012) 302 2505
Fax: (012) 302 2933



RGN
Privaatsak X41
PRETORIA
0001

Tel: (012) 302 2505
Fax: (012) 302 2933

RGN-Biblioteek en Inligtingsdiens

Vocational guidance and vocationally orientated education for deaf persons at secondary and tertiary education level

Part 2: Vocational guidance and vocationally orientated education for the Indian deaf in the RSA

F.J. Nieuwenhuis, B.A., M.Ed., T.H.E.D., Senior Researcher



HSRC Library and Information
Service

RGN-Biblioteek en Inligtingsdiens

DATE DUE - VERVALDATUM

Institute for Educ
Executive Direct

--	--

RCN BIBLIOTEK
25 SEP 1998
HSRC LIBRARY

CALL NUMBER

001.3072068

HSRC 1985 20

ACCESSION NUMBER

P8099070

PREFACE

A comprehensive investigation was undertaken by two institutes of the Human Sciences Research Council at the request of the South African National Council for the Deaf to examine the vocational opportunities, education and training of the deaf in South Africa. Two publications have already emanated from this research, namely *Careers for deaf persons with post-school qualifications* and *Beroepsvoorligting en beroepsgerigte opleiding vir dowe op sekondêre- en tersiêre-onderwysvlak in enkele oorsese lande*. This current report is a continuation of the above-mentioned research and deals with the vocational guidance and vocationally orientated education for the Indian deaf in South Africa. Two further reports concerning the educational guidance and vocationally orientated education for deaf Coloureds and Whites, respectively, are also envisaged.

In the current report attention is paid to aspects such as the provision of education, vocational guidance, vocationally orientated education, vocational placement and the vocational position of deaf Indians in South Africa. Shortcomings that were identified in the investigation concerning the above-mentioned aspects are also indicated and certain recommendations are made in this regard.

It is trusted that this report will not only be of value to the South African National Council for the Deaf, but also to the relevant education department, schools for the Indian deaf, school guidance officers and other persons who are directly or indirectly involved in the teaching of deaf persons. It is also trusted that this report and the recommendations made herein will contribute to the enrichment of education for the Indian deaf in South Africa.



DR S.W.H. ENGELBRECHT
EXECUTIVE DIRECTOR
INSTITUTE FOR EDUCATIONAL RESEARCH

CONTENTS	PAGE
OPSOMMING/SUMMARY	ix
CHAPTER	
1. STATEMENT OF THE PROBLEM, AIM AND METHOD OF INVESTIGATION	1
1.1 Introduction	1
1.2 Report of the Institute for Manpower Research (see Smith, R.J.: Careers for deaf persons with postschool qualifications)	2
1.3 Statement of the problem	4
1.4 Aim of the investigation	5
1.5 Method of investigation	6
1.6 Survey group	7
1.7 The course of the study	7
2. PROVISION OF EDUCATION FOR THE INDIAN DEAF IN SOUTH AFRICA	9
2.1 Introduction	9
2.2 Control of education	10
2.3 Criteria for admission to a school for the deaf	10
2.4 Incidence of deafness	12
2.5 Preschool instruction and compulsory schooling	14
2.6 Day and residential schools for the deaf	18
2.7 Integration of the deaf into ordinary education	20
2.8 Differentiation	22
2.9 Conclusion	22
3. SCHOOL GUIDANCE FOR DEAF INDIAN PUPILS	23
3.1 Introduction	23

CHAPTER	PAGE
3.2	Aim of school guidance 23
3.3	Forms of vocational guidance 27
3.4	The necessity of vocational guidance for the deaf 28
3.5	The state of vocational guidance at Indian Schools for the deaf 29
3.6	Post of school psychologist 31
3.7	Guidance of parents 35
3.8	Concluding remarks 36
4.	VOCATIONALLY ORIENTATED EDUCATION AT SCHOOLS FOR THE INDIAN DEAF 37
4.1	Introduction 37
4.2	Vocationally orientated education at schools for the Indian deaf 39
4.3	Secondary education 41
4.4	Concluding remark 43
5.	VOCATIONAL PLACEMENT AND VOCATIONAL POSITION OF THE INDIAN DEAF 44
5.1	Introduction 44
5.2	Vocational placement of deaf school leavers 44
5.3	Problems concerning vocational placement 46
5.4	Unemployment 47
5.5	Influence of technological development on the job opportunities for deaf manual labourers 47
5.6	Opportunities for promotion for the deaf 48
5.7	Legislation and measures for promoting vocational opportunities for the deaf 50

CHAPTER	PAGE
5.8 General	51
6. SUMMARY, FINDINGS AND RECOMMENDATIONS	53
6.1 Introduction	53
6.2 Findings and recommendations in respect of the provision of education for the Indian deaf in South Africa	54
6.3 Findings and recommendations in regard to school guidance for deaf pupils	64
6.4 Findings and recommendations in respect of vocationally orientated education at schools for the Indian deaf	71
6.5 Findings and recommendations concerning the vocational placement and position of the Indian deaf	75
6.6 Concluding remark	78
LIST OF SOURCES	79
TABLES	
2.1 ENROLMENT FIGURES IN SCHOOLS FOR THE INDIAN DEAF: 1981	13
2.2 NUMBER OF PUPILS IN SCHOOLS FOR THE INDIAN DEAF EXPRESSED AS PART OF THE TOTAL NUMBER OF SCHOOL-GOING CHILDREN	14
3.1 ALLOCATION OF THE POST OF SCHOOL PSYCHOLOGIST	32
5.1 DURBAN SCHOOL FOR THE INDIAN DEAF: SCHOOL LEAVERS ACCORDING TO HIGHEST STANDARD PASSED (1975-1979)	45

OPSOMMING

Hierdie verslag vorm deel van 'n omvattende ondersoek na die bestaande stelsels van beroepsvoorligting en beroepsgerigte onderwys vir dowes in Suid-Afrika. Waar deel 1 beroepsvoorligting en beroepsgerigte onderwys vir dowes in enkele oorsese lande in oënskou geneem het, word daar in hierdie verslag (deel 2) ingegaan op die beroepsvoorligting en beroepsgerigte onderwys van Indiërdowes in Suid-Afrika. In twee verdere verslae sal soortgelyke navorsing oor Blanke en Kleurlingdowes bespreek word.

Die doel met die onderhawige verslag is om die stand van beroepsvoorligting en beroepsgerigte onderwys aan skole vir Indiërdowes te evalueer ten einde moontlike leemtes uit te wys en dienooreenkomstig aanbevelings te maak. Vir die doel van die ondersoek is 'n vraelysopname aan die betrokke twee skole vir dowes en die Departement van Binnelandse Aangeleenthede (Indiër-sake*) onderneem. Aanvullend is ook gangbare literatuur geraadpleeg terwyl die inligting wat in deel 1 vervat is ook benut is.

Tydens die opname het daar slegs twee dagskole vir Indiërdowes bestaan wat deur die Departement van Binnelandse Aangeleenthede gesubsidieer was. Beide skole beplan egter die bou van nuwe residensiële skole vir dowes wat hulle beter in staat sal stel om Indiërdowes vanuit die hele RSA te huisves. By die plasing van 'n kind aan 'n skool vir dowes word nie net die graad van doofheid in aanmerking geneem nie, maar die kind met al sy moontlikhede asook gesinsagtergrondgegewens. Hierdie kriteria is opvoedkundig verantwoord. Wat die omvang van doofheid onder die Indiërbevolking betref, kon geen afdoende statistiek bekom word nie, maar te oordeel aan die getal dowes in skole beloop dit ongeveer 0,61 per 1 000. Groot leemtes bestaan nog wat betref die vroegtydige identifisering van doofheid en gepaardgaande voorskoolse onderrig en dit blyk dat die vrystelling van skoolplig hier 'n belangrike rol speel. Vrystellings van skoolplig oefen ook 'n nadelige invloed uit op die vlak waartoe dowe leerlinge onderrig kan word en hierdie feit, tesame met ander faktore maak die integrering van dowes in die hoofstroomonderwys op die stadium onwenslik. In die onderwyspraktyk word reeds voorsiening gemaak vir gedifferensieerde onderwys maar weens die lae onderwyspeil wat gewoonlik deur dowe leerlinge bereik word, kom dié aspek nog nie ten volle tot sy reg nie.

Uit die begroning van skoolvoorligting met sy noodsaaklike komponent van beroepsvoorligting word die belangrikheid daarvan in die onderwys aan dowes duidelik.

*Onderwys ressorteer nou onder die Departement Onderwys en Kultuur (Administrasie: Huis van Afgevaardigdes)

Beide die bestaande skole bied dan ook skoolvoorligting aan al word dit nie vereis nie. Die skoolsielkundige (onderwyser-sielkundige) hanteer normaalweg die skoolvoorligtingsprogram, maar sy funksies sny ook breër deurdat hy verantwoordelik is vir sekere administratiewe take, diagnostisering van leerlinge en organisatoriese aangeleenthede rakende voorligting. Ouerleiding word ook in die ondersoek uitgewys as 'n belangrike taak binne die onderwys aan dowe leerlinge en geniet wel beperkte aandag binne die skole vir dowes.

In die verslag word aangetoon waarom voorkeur aan die term beroepsgerigte onderwys verleen word. By die evaluering van die beroepsgerigte onderwys aan die twee skole vir dowes wat betrek is, is gevind dat beroepsgerigte onderwys slegs by een skool tot sy reg kom. Hierdie skool maak gebruik van die fasiliteite beskikbaar by 'n teknikon en van werkgewers in die aanbieding van beroepsgerigte onderwys aan dowe seuns. Die beroepsgerigte onderwys van dowe dogters is beperk en die onder- rig wat wel aangebied word, bied weinig beroepsgeleenthede waar hulle onderrig doeltreffend aangewend kan word. Tans bied nie een van die skole sekondêre onderrig na st. 6 aan nie, aangesien dowe leerlinge nog nie verder as genoemde standaard kon vorder nie. Die behoefte aan na-skoolse onderrig bestaan egter wel.

Die beroepsplasing en beroepsposisie van dowe Indiërskoolverlaters is ook beskou ten einde vas te stel of werkloosheid en 'n gebrek aan bevorderingsgeleenthede bestaan. Voorts is ook nagegaan of tegnologiese ontwikkeling en meganisasie 'n invloed sal uitoefen op hulle beroepsposisie. Alhoewel geen aanduidings van uitermate hoë werkloosheid bespeur kon word nie, is gevind dat Indiërdowes wel probleme ondervind ten aansien van bevordering in beroepe. Aangesien hulle ook half- en ongeskoolde beroepe beoefen, mag meganisasie en die afname in die vraag na hande- arbeid hulle nadelig raak. Beroepsgeleenthede vir Indiërdowes is ook beperk en dikwels moet hulle werk aanvaar wat nie in ooreenstemming met hulle belangstelling en aanleg is nie. Wetgewing of maatreëls waardeur werksgeleenthede vir dowes geskep kan word, is ook ondersoek.

Die bevindings van die ondersoek word in die slothoofstuk saamgevat en aanbevelings rakende die aspekte wat ondersoek is, word gemaak. Die belangrikste aanbevelings behels

- die instelling van skoolplig,
- die vroeë identifisering van en voorskoolse onderrig aan dowe kleuters,

- die instelling van beroepsvoorligting vir dowes,
- die instelling van 'n oerleidingsprogram,
- die verbetering van die opleiding van skoolsielkundiges,
- die verbetering van beroepsgerigte onderwys, en
- die bevordering van sekondêre en naskoolse onderrig aan dowes.

SUMMARY

This report forms part of a comprehensive investigation into the existing systems of vocational guidance and vocationally orientated education for deaf persons in South Africa. Where Part 1 reviewed this area in a few overseas countries, Part 2 is concerned specifically with the Indian deaf in South Africa. A similar investigation of deaf Whites and Coloureds will be discussed in two further reports.

The aim of this report is to evaluate the state of vocational guidance and vocationally orientated education at schools for the Indian deaf in order to identify certain possible shortcomings and to make related recommendations. For the purpose of the report a questionnaire survey was undertaken at two schools for deaf persons and at the Department of Internal Affairs (Indian Affairs *). Relevant literature was also consulted, while the information contained in Part 1 was also used.

During the survey there were only two day schools for Indian deaf which were subsidized by the Department of Internal Affairs. Both schools are planning to build new residential schools for the deaf which will facilitate the accommodation of the Indian deaf from all over the RSA. In the placement of a child at a school for the deaf, not only his degree of deafness is taken into consideration, but the child with all his possibilities as well as the family background data is considered. These criteria are educationally sound. As regards the extent of deafness among the Indian population, no final statistics could be obtained, but if an opinion is based on the number of deaf persons at school, it amounts to approximately 0,61 per 1 000. There are still great deficiencies concerning the early identification of deafness and accompanying preschool instruction and it is clear that exemption from compulsory education plays an important role here. Exemption from compulsory education also has a detrimental effect on the level to which deaf pupils can be taught and this fact, together with other factors, makes the integration of deaf persons into the mainstream of education undesirable at this stage. Provision is already being made in schools for the deaf for differentiated education, but due to the low standard usually attained by deaf pupils justice is not being done to this aspect.

The importance of school guidance together with its essential component vocational guidance in the education of the deaf is clear. Both the existing schools therefore offer school guidance, even though it is not required. The school psycholo-

*Education is now under the jurisdiction of the Department of Education and Culture (Administration: House of Delegates).

gist (teacher-psychologist) usually deals with the school guidance programme, but his functions are also wider since he is responsible for certain administrative tasks, the diagnosing of pupils and for organizational matters concerning guidance. Parental guidance is also indicated in this report as an important task in the education of the deaf. It was found, however, that this aspect enjoys limited attention within the schools for the deaf.

This report also clarifies why preference is given to the term vocationally orientated education. In evaluating the vocationally orientated education of the two schools for the deaf it was found that only one of the schools did justice to this form of education. This school made use of the facilities available at a technikon and it also acquired the services of employers for its presentation of vocationally orientated education to deaf boys. The vocationally orientated education for deaf girls was limited and the instruction that was offered, provided for few job opportunities where the girls' education could be applied effectively. Not one of the schools offered secondary education after Std 6, since deaf pupils at present could not progress further than this standard. The need for postschool education does, however, exist.

The vocational position and placement of deaf Indian school leavers was also examined in order to determine whether unemployment and a lack of promotional opportunities existed. An examination was also made of the influence of technological development and mechanization on their vocational position. Although no indications of a very high degree of unemployment could be found, it was discovered that deaf Indians do experience problems in respect of vocational promotion. Since they also pursue semi-skilled and unskilled vocations, mechanization and the decrease in the demand for manual labour may affect them disadvantageously. For deaf Indians vocational opportunities are limited and they frequently have to accept work which does not correspond with their interests and aptitudes. Legislation or measures by means of which job opportunities can be created for deaf people, were also investigated.

The findings of the investigation are summarized in the concluding chapter and recommendations are made, the most important of which include

- the introduction of compulsory education;
- the early identification and preschool teaching of deaf infants;

- the introduction of vocational guidance for deaf persons;
- the introduction of a parental guidance programme;
- the improvement of the training of school psychologists;
- the improvement of vocationally orientated education, and
- the promotion of secondary and postschool teaching of deaf persons.

CHAPTER 1

STATEMENT OF THE PROBLEM, AIM AND METHOD OF INVESTIGATION

1.1 INTRODUCTION

In 1978 the Human Sciences Research Council was requested by the South African National Council for the Deaf to undertake an investigation into possible job opportunities for deaf persons. It became clear from discussions between these two Councils and the Department of National Education that the investigation should be comprehensive, since job opportunities for deaf people in the labour market had implications for the training and vocational guidance of deaf pupils.

In view of this it was deemed advisable to involve two institutes of the Human Sciences Research Council in the investigation, namely the Institute for Manpower Research and the Institute for Educational Research.

The Institute for Manpower Research was instructed to establish whether a specific vocational profile was identifiable. This would indicate which specific vocations were more suitable for deaf persons. However, it was clear from the research done by the Institute for Manpower Research that such a vocational profile could not be distinguished.

Had such a profile been distinguishable, it would necessarily have had implications for the vocationally orientated education and school guidance that deaf pupils were to receive at secondary and possibly tertiary education levels. In view of this the research of the Institute for Educational Research was kept back at first while the findings of the Institute for Manpower Research were awaited. Since no vocational profile could be identified and seeing that the problem that justified the original research was still valid, the Institute for Educational Research found it desirable to undertake its research in two parts.

There was a need, firstly, to undertake a reconnaissance study into school guidance and vocationally orientated education for the deaf in some countries abroad. The aim was to obtain a reference framework, on the basis of which further research could be continued in a meaningful way. Valuable information could also be obtained on the trends and developments in the field of school guidance and vocationally orientated education for deaf people in overseas countries.

In this report, which forms the second part of the research, school guidance and vocationally orientated education for deaf Indians at secondary education level, and in respect of further education and training after leaving school, would be examined. It was the aim at first to undertake the research only in respect of schools for White deaf pupils. At the request of the South African National Council for the Deaf, the research was extended to include schools for Indian and Coloured deaf persons. The approval and co-operation of the Departments of National Education* and Internal Affairs** (Coloured Affairs*** and Indian Affairs****) were subsequently obtained.

Because there are real differences between the teaching and training of White, Coloured and Indian deaf persons, it was regarded as desirable that three separate reports be produced. In each of these reports only the findings applicable to the population group concerned would be discussed. This report is therefore devoted in its entirety to school guidance and vocationally orientated education for the Indian deaf.

The research undertaken by the Institute for Manpower Research to determine a specific vocational profile, was undertaken only in respect of the White population group. There is nevertheless a strong possibility that some of the findings and conclusions might be of value to the other population groups. In view of this it would therefore be meaningful to briefly sketch this research as a background.

1.2 REPORT OF THE INSTITUTE FOR MANPOWER RESEARCH (SEE SMITH, R.J.: CAREERS FOR DEAF PERSONS WITH POSTSCHOOL QUALIFICATIONS)

The Institute for Manpower Research was instructed to make a survey of employers who employed deaf persons in order to

- . determine which vocations were followed by deaf persons;
- . make a work analysis of these vocations;
- . establish the suitability of deaf persons for these vocations, and
- . identify problems experienced by deaf persons in the various vocations.

The aim of this proposed survey was to analyse the different

* Now called the Department of Education and Culture

** Now called the Department of Home Affairs

*** Now called Administration: House of Representatives (Department of Education and Culture)

**** Now called Administration: House of Delegates (Department of Education and Culture)

vocations followed by deaf persons in order to establish which personal qualities and skills these vocations require. The personal qualities of deaf people and of those who can hear and who followed the same vocations, were subsequently analysed to determine whether a specific vocational profile could be identified, which would indicate those vocations more suitable for deaf persons. If such a vocational profile could indeed be distinguished, other vocations in which there were no deaf persons as yet, were to be analysed with a view to determining vocations that revealed a similar profile.

From the 81 vocations that were evaluated, and which varied from unskilled to semi-skilled, skilled, clerical and professional occupations, *no* vocational profile could be established. The conclusion was as follows: "The ability of a deaf person to perform a job satisfactorily would seem to depend *less on the nature of the job* than on the *aptitudes and ability* of the deaf person himself" (28, p.14). It should, however, be kept in mind that this finding does not imply that *all vocations* which are suitable for hearing persons also offer opportunities for deaf persons. For instance, vocations where *good hearing* is a prerequisite would still be beyond them, for example the vocations of family doctor, orchestra leader, radio operator and piano tuner. In the same way, vocations where *good speech* is a prerequisite, would be closed to deaf persons, for example auctioneer, advocate, radio announcer and politician. The finding confirms the trend that vocations which were traditionally regarded as closed to deaf persons, are now being practised successfully by them. In this respect reference can be made to deaf persons who currently practise the occupations of accountant, clergyman, lecturer and technician in South Africa (9,p.20).

A further finding of the survey was that employers who employ deaf people regarded deaf people as trainable as those who can hear, for the particular vocation for which they are employed. These employers also regarded deaf persons as employees with a more positive attitude towards their work than their fellow-workers who could hear. Most deaf workers were already trained before they started on their careers, while others were following either correspondence courses or were undergoing in-service training in order to qualify them for the vocation.

Attention was also paid in the investigation to possible problems deaf people experienced in vocations. Some employers indicated that deaf people had difficulty in understanding instructions and consequently took longer to complete tasks, or sometimes had to do them over again because they had misunderstood the

instructions. On the whole deaf persons got along well with their fellow-workers who could hear, but where there were two or more deaf persons employed at a firm, they formed a closed group which seldom communicated with others.

Many of the employers involved in the investigation thought that deaf persons could not be promoted further than a certain level due to their lack of communication. Communication by telephone and giving verbal instructions to subordinates was regarded as essential for promotion beyond a certain level. The deaf worker cannot always comply with this. A large number of vocations practised by the deaf in the test group did not require a higher qualification than Std 8. It was then found that the majority of the deaf persons did not have a higher qualification than Std 8 and did not have the language ability to study further at an ordinary tertiary institution (which required Std 10 as the entrance requirement). Some of the deaf people had the intellectual ability to study further but not at training centres intended for teaching persons who can hear. The result is that such deaf persons are frequently placed in vocations on the basis of their formal qualifications when they have the intellectual ability to work at a higher level.

In view of these findings it was essential that investigation should be undertaken to establish whether further education and training is possible for deaf people after they have left school, and to what extent vocationally orientated education at school will equip deaf pupils adequately for the vocational world.

1.3 STATEMENT OF THE PROBLEM

It is frequently said that unemployment among deaf workers in the RSA has become a distressing problem. Unemployment among the deaf, it is claimed, is found especially among artisans, operators and other manual labourers and to a lesser extent among those who do some type of clerical work. If this statement is correct, the question arises naturally as to the factors forming the basis of the problem. Allegedly the phenomenal development in the technological field which has resulted in automatization and mechanization, has a determining influence on the phenomenon of unemployment, the explanation being that technology causes a decrease in the demand for unskilled labourers.

There is a possibility that the training, especially, but also the school teaching in general, do not keep pace with these developments, which means that deaf pupils are not prepared adequately for their entrance into the vocational world.

The problem of unemployment is often linked with the limited opportunities for progress and promotion which deaf employees have within the labour market. A principle that is generally accepted in the labour market is that a specific level of training and skill is coupled to the promotional hierarchy. It is seldom that deaf workers comply with most or all of the criteria that are set for promotion, especially in respect of the standard of training that is required.

If the stated problems can be verified, the question arises as to the contribution that education as such can make in order to solve them. On the one hand attention will have to be paid in this report to the type of training available for deaf pupils and school leavers and to the extent to which it keeps pace with the rapidly developing industrialized labour market. On the other hand the investigation should also take into consideration the characteristic problems that deafness brings to education. Cognizance should also be taken of the needs of the deaf pupils themselves.

School guidance as an auxiliary service and a special way of guiding pupils should also be examined, since the deaf child as a handicapped person has a unique need for it. The deaf pupil should not only be guided towards the acceptance of his handicap and the limitations it causes, but he should also be guided to understand, accept, and actualize his capabilities.

1.4 AIM OF THE INVESTIGATION

The aim of the investigation was to ascertain the effectiveness of school guidance and vocationally orientated education for the Indian deaf at the secondary education level, and the education and training they receive after they have left school.

Naturally it was necessary to examine and evaluate the current state of school guidance and vocationally orientated education for the Indian deaf at schools for the deaf in the RSA. Evaluation could be done on the basis of the background knowledge obtained from the study of overseas systems, but especially on the basis of departmental instructions that are applicable in respect of education for deaf persons. It should be remembered though, that education systems in foreign countries may be based on a different rationale and may not necessarily be applicable in the South African situation.

Attempts will be made during the evaluation to identify the possible problem areas or limitations that may exist in the

school guidance and vocationally orientated education at schools for the deaf. Where such limitations may exist, recommendations will be made to obviate them.

The ultimate aim of this research is to find ways in which successful vocational placement and effective liaison could be established between the school and postschool training centres on the one hand and employers on the other. This report was finally also an attempt to eliminate the problems (as explained in Paragraph 1.3) currently experienced by the deaf in the labour market.

Although the research was undertaken in respect of schools for White, Coloured and Indian deaf, the intention was never to make comparisons between the provision of education for the different groups. The aim was rather to reflect objectively on the *status quo* of school guidance and vocationally orientated education, with a view to identify the problem areas or limitations experienced in the provision of education for the separate groups.

With this purpose in mind the three groups are handled in separate reports. The division of this section of the research into three subreports is also regarded as essential for functional reasons, since the education of deaf Whites, Indians and Coloureds is controlled by three government departments. There are differences in the policies of the different departments which means that separate discussions of the various groups will be more meaningful.

1.5 METHOD OF INVESTIGATION

In Part 1 which deals with vocational guidance and vocationally orientated training for deaf persons in some overseas countries and which is based entirely on a literature study, a reference framework is provided, on the basis of which this report will be expanded.

As regards this report, it is based mainly on the data collected during interviews with the principals of schools for deaf Indians. These interviews were conducted on the basis of a questionnaire which was used as a structured conversation medium. Apart from the aspects that were relevant for the research, provision was also made in the questionnaire for obtaining the principals' opinions on the trends and developments of school guidance and vocationally orientated education identified in the study of overseas systems.

In addition to the interviews with the school principals, it was also necessary to consult the education departments that control schools for the deaf. A questionnaire was compiled for this purpose and sent to the Department of Internal Affairs (Indian Affairs) to be completed by inspectors of education or education planners involved in the education of deaf Indians.

Finally, official documents of the education departments concerned and general educational literature about deaf persons (education, training and vocational position) were consulted.

1.6 SURVEY GROUP

The research was undertaken in respect of *all* schools for the Indian deaf in the RSA. Schools or classes for persons who were hard of hearing were not taken into consideration since the needs of these pupils differed entirely from those of deaf pupils.

During June 1981 two schools for the Indian deaf were visited. They represent the universum of schools that could be visited. During the visits, interviews were held with the principals or persons designated by the school principals. The questionnaire was sent in advance to the schools for perusal but was only completed by the researcher at the time of the interview. This method of work was adopted because, on the one hand it gave the school principals an opportunity to consider the questions, and on the other hand it gave the researcher an opportunity to obtain more information during the interview concerning important aspects. The Lenasia School for the Deaf and the Durban School for Indian Deaf were in this way involved in the investigation.

The data collected from the visits to the schools, as well as the information obtained from the questionnaire sent to the Department of Internal Affairs (Indian Affairs) are discussed in this report.

1.7 THE COURSE OF THE STUDY

In Chapter 1 the background, aim and survey group of the study were discussed. Chapter 2 will be devoted to the provision of education for the Indian deaf in the RSA, after which vocational guidance will receive specific attention in Chapter 3 and vocationally orientated education in Chapter 4. In Chapter 5 the vocational placement and vocational position of the Indian

deaf will be examined. Chapter 6 will serve as a summary of the findings and will also contain certain recommendations.

CHAPTER 2

PROVISION OF EDUCATION FOR THE INDIAN DEAF IN SOUTH AFRICA

2.1 INTRODUCTION

Provision of education for the Indian deaf was only placed on a firm basis in South Africa during the past decade with the establishment of the Durban School for the Indian Deaf in 1969 and the Lenasia School for the Deaf in 1975. In both cases the schools were established through private initiative, especially on the part of organizations like the South African National Council for the Blind.*

After their establishment, the schools were classified as special schools, which entitled them to a government subsidy by the Department of Internal Affairs.

At the present time the planning of new schools for the Indian deaf north of Durban and in Lenasia has progressed considerably. Departmental policy stipulates, however, that the community itself should pay 5 % of the building costs connected with the erection of a new school. Since the provision of education for the deaf is a very expensive form of education, it is estimated that the cost attached to the erection of a new school will be approximately R4 000 000 (1981). This means that the community would have to contribute approximately R200 000. Principals of schools for the deaf indicated that the community in general is prepared to contribute to the erection of special schools, but since various types of special schools are required for Indians, the community's sources are very nearly exhausted. A result of this is that rehabilitation programmes for adult deaf and blind persons sometimes have to be set aside to make funds available for other special schools. It should also be remembered that building costs have risen steeply in recent years. There is therefore concern about the extent to which the community will be able to continue to initiate the establishment of new special schools for the deaf. It was stated by the school principals that in future the government would perhaps have to take over this function, unless other solutions can be found.

* Information supplied by the principals of schools for the deaf.

2.2 CONTROL OF EDUCATION

Both schools for the Indian deaf had a governing body/council that had certain specific powers with regard to the organizational control and administration of the school. This governing body was generally representative of the organization that had initiated the establishment of the school, but also left room for representation by the school staff and parents.*

Since the schools were subsidized by the government, the controlling education department also had to assume certain commitments towards the school. These controlling duties included supervision of the quality of education (inspection), the issuing of certificates and the drawing up of syllabuses. It should be mentioned in this respect, however, that the Department of Internal Affairs (Indian Affairs) permitted these schools considerable liberties regarding the subjects and subject matter which they offered.

Nevertheless, it is essential for the Department of Internal Affairs to exercise control, not only because it subsidizes the schools, but also because the standard of education that is provided should be evaluated. It is, on the other hand, also important to allow the school reasonable liberties since education of the deaf amounts to a great extent to individualization and each deaf pupil should be assisted to the optimum level of self-actualization. A good balance should therefore be struck between control by the education department and liberty of the school. Although this aspect did not form a part of the investigation, there were good indications in this respect from the collected data.

2.3 CRITERIA FOR ADMISSION TO A SCHOOL FOR THE DEAF

2.3.1 Definition of deafness

An attempt was made in Part 1 of the investigation to define deafness, since there is sometimes great confusion as to what should be understood by the concept "deafness" (18, p.3). However, since no absolutely acceptable definition could be found, the Department of Internal Affairs was asked for the official definition of deafness. The concept "deaf children",

* Information supplied by the principals of schools for the deaf.

according to Schedule 1 of the Education Services Act (Act 41 of 1967 as amended), referred to children with a loss of hearing greater than 65 db in the speech frequency (500- 4 000 Hz) as measured by the pure tone audiometer (4, p.1).

This definition serves as the basis for classifying a child as deaf, but since other factors may also be taken into consideration for the admission of a pupil to a school for the deaf, these criteria will now be discussed.

2.3.2 Criteria for admission to a school for the deaf

The Department of Internal Affairs required two basic criteria for admission to a school for the deaf. In the first place the child's loss of hearing should be such that it complies with the requirements of the Act, and in the second place the child should have little or no speech. It is further stated that the loss of hearing should have been present at birth or should have set in before the child could have acquired speech. The assumption is implied that the child could therefore not have acquired the language spontaneously and would therefore require special education. In this special education the emphasis should be on acquisition of speech and speech reading by mainly making use of other senses (especially the eyes) together with the optimum utilization of remaining auditory qualities. A pupil who became deaf after speech had been acquired may also be admitted to a school for the deaf if it is found that he does not benefit from the methods of teaching used for pupils who are hard of hearing (*ibid.*, p.1).

The Department emphasized that the above-mentioned conditions should only be regarded as the first step in the identification and placement of deaf pupils. The classification should not be regarded as rigid but should leave room for consideration of other factors in the eventual placement of the child.

The following factors should also be considered in the referral and placement of deaf pupils (in other words the educational needs of the pupils should be taken into account) (*ibid.*, p.2):

- . The nature of the loss of hearing.
- . Age at which the loss of hearing started.
- . The prognosis of the hearing defect.

- . Intellectual ability.
- . Natural aptitude for speech reading.
- . Standard of language development and the possibilities for language development.
- . Scholastic achievement in comparison with intellectual ability.
- . Domestic circumstances (socioeconomic conditions and the parents' attitude towards the handicap).
- . Personality traits, for example the ability to concentrate, memory, perseverance and extroversion.
- . Sundry (unspecified) factors that may have an influence.

Finally the Department underlined the fact that the most important characteristic should be the deafness, as well as the requirement that the child should be educable (*ibid.*, p.2).

During the investigation it was found that the schools applied the above-mentioned criteria in the initial placement of deaf children and then continuously followed up the children after this with the view to possibly returning some of them to classes for pupils who were hard of hearing or to ordinary schools. It was clear that during the placement and follow up, the child was not regarded as someone with just a handicap but the entire personality, capabilities and potentiality of the child were taken into account - a principle which was definitely to the advantage of the individual deaf pupil.

2.4 INCIDENCE OF DEAFNESS

In the planning of the provision of education, the determination of needs in respect of the demand for special education is essential. For this reason it will be meaningful to determine the incidence of deafness and to make projections.

Statistics in respect of the incidence of deafness among Indians were very limited and sometimes misleading, especially since deaf Indians were exempted from school attendance and since the two schools for the Indian deaf did not offer hostel facilities. If the number of deaf Indians in schools for the deaf were taken

as the point of departure, the true state of affairs could not be reflected. Other statistics grouped the deaf persons and those who were hard of hearing together and therefore could not be used for the purposes of this investigation.

The calculation of the incidence of deafness and the resultant projections are therefore arbitrary and are based on the assumption that the Indian deaf will continue to be exempted from compulsory schooling and that schools for the deaf will not have hostel facilities in the near future. If the situation changes, then the calculation of the incidence of deafness will have to be reconsidered.

The enrolment figures of pupils for 1981, as supplied by the principals of schools for the Indian deaf, were used as the point of departure. These figures are set out in Table 2.1.

TABLE 2.1

ENROLMENT FIGURES IN SCHOOLS FOR THE INDIAN DEAF: 1981

School for the Indian deaf	Number of Pupils			
	Pre-primary	Primary (Gr. 1 - Std 5)	Secondary (Std 6-10)	Total
Lenasia School for the Deaf	19	14*	-	33
Durban School for the Deaf	-	88	12**	100
TOTAL	19	102	12	133

* School offers education up to Std 2

** Only Std 6 pupils

According to Table 2.1 there were 133 pupils in schools for the Indian deaf of which only a few may probably have been hard of hearing. The majority of the pupils were in primary school - a fact that may have been expected in view of the relatively short period the schools have been in existence.

In order to determine the present incidence of deafness, it was necessary to express the total number of school-going deaf pupils in proportion to the total school-going Indian population. Projections can also be made on this basis. These data are set out in Table 2.2.

TABLE 2.2

NUMBER OF PUPILS IN SCHOOLS FOR THE INDIAN DEAF EXPRESSED AS PERCENTAGE OF THE TOTAL NUMBER OF SCHOOL-GOING CHILDREN

Year	Number of deaf	Estimated total number of pupils*	Percentage deaf persons
1981	133	217 117	0,061
2000	155	253 930	0,061
2020	151	246 927	0,061

* Numbers of pupils as supplied by the Work Committee: Demography, Education and Manpower of the National Investigation into Education, 1981.

When interpreting the data in Table 2.2 it should be kept in mind that deaf Indian pupils were exempted from compulsory schooling and that the incidence of deafness, as reflected in Table 2.2 was only valid in respect of the school-going population. It can be accepted that the incidence of deafness among the Indian population might be considerably higher than the 0,61 per thousand indicated in Table 2.2.

If there is no change in the current dispensation of the provision of education for the Indian deaf, Table 2.2 shows that it can be anticipated that there will not be a considerable increase in the number of school-going Indian deaf persons up to the year 2000.

2.5 PRESCHOOL INSTRUCTION AND COMPULSORY SCHOOLING

A generally accepted fact in the education of the deaf is that the earlier a start is made, the higher the level will be up to which education can be received (16, p.78). Accordingly the early identification of a hearing handicap and a timely commencement

of preschool instruction and parental guidance are necessary. Attention was also paid during the investigation to the opinions of school principals concerning the above-mentioned facets. Early identification and instruction are closely related to the limits of compulsory education prescribed by the governing department. This aspect will also be investigated.

2.5.1 Identification of deafness

The two school principals concerned were requested to indicate whether they thought that there was a need for the early identification of deafness among Indian children. Judging by the answers received there is an urgent need in this respect. The question arises as to *how* this early identification can be effected. Generally it has been found that the Indian deaf are first enrolled by their parents at an ordinary school, and after it has been found that the child does not progress satisfactorily, a recommendation is made that he be transferred to a school for the deaf. This means that the deaf child is identified and placed correctly only at a late stage. Furthermore, if it is taken into account that there were no hostel facilities at either of the two schools for the deaf and that deaf pupils were exempted from compulsory schooling, it is easy to explain why Indian deaf pupils enter a school for the deaf only at a late stage.

In order to view the early identification of deafness in its proper perspective, it is of primary importance to constantly take into consideration the exemption from compulsory schooling and the lack of hostel facilities. The identification of deafness for the sake of identification is after all not of primary importance, but rather identification for the sake of assistance. In other words, identification should be succeeded by meaningful action.

It is currently compulsory for parents to have their children immunized against poliomyelitis, tetanus and other diseases. This immunization is provided by municipal clinics and family doctors. During the interviews with school principals it was suggested that the municipal clinics could possibly perform auditory screening during the compulsory immunization and that, in cases where the possibility of deafness existed, referral of such to hospitals or schools for the deaf for confirmation should be done. Since deafness is on the whole not a physically conspicuous handicap, one school principal thought that mothers should also be informed at antenatal clinics on elementary ways

in which the lack of hearing can be detected, for instance by noticing how the child reacts to noise. The opinion was also expressed that all girls should be informed during home economics classes about handicaps and their identification as well as on diseases during pregnancy and the implications thereof, for instance German measles. Finally medical practitioners should be orientated to refer so-called "late beginners" for auditory testing.

2.5.2 Preschool instruction

As previously stated, it is necessary that the early identification of a hearing handicap be succeeded by a specific action and the earlier the identification occurs, the greater is the necessity that preschool instruction at home be administered. According to the school principals this preschool instruction at home should concentrate on speech and speech reading. It does not entail merely teaching the child but also training the parents in respect of the acceptance and education of their deaf child, the wearing and adjustment of the hearing aid by the child, and the correct treatment of the child with a view to the acquisition of speech and speech reading.

One principal suggested that preschool centres should be established for deaf children. The function of such centres would be the rendering of assistance to both the parents and the deaf child. In order to perform this function, it would be necessary for the centres to keep a register in which the names of identified deaf infants could be noted. This could be achieved if the organization responsible for the identification of deaf infants, for example the municipal clinic, reported all deaf infants that were identified to the centre. The centre would then assume responsibility for noting the child's name in the register, visiting his parents and rendering assistance. Such centres should have the necessary staff to deal with the service. The personnel should include psychologists, speech therapists, teachers for the deaf and social workers.

It is impossible for any preschool teaching programme at home to be successful if both parents' co-operation, but especially that of the mother, cannot be obtained. In the current labour dispensation there is a growing tendency that mothers will join the labour market shortly after the birth of the child. In many cases the mother's income is essential for the family. However, for the home instruction of the deaf child to succeed it is essential that the mother stay at home. If the mother works

and the deaf child is poorly cared for at home, the preschool course can hardly be expected to succeed. In order to cope with this problem one school principal suggested the possibility of tax concessions or remuneration for the mother who stays at home. Such a system would still be no guarantee that the preschool programme would be a success. On the one hand the mother may only stay at home for the sake of the remuneration and on the other hand some mothers are not able to give the child the necessary guidance.

The expense of establishing centres for preschool deaf infants (as suggested) would naturally be high, especially when the specialized personnel required to staff the centres are also taken into account. At the same time there are manpower shortages in the services that will be required - especially of well trained teachers for deaf pupils.

It could be concluded from the research that there is an urgent need for both the early identification of deafness and the pre-school home training of deaf infants. As has been indicated, solving the problem is made more difficult by practical factors.

During the investigation attention was also paid to the pre-school home instruction undertaken by the schools for the deaf. The emphasis is on the assistance offered by schools for the deaf to parents and their deaf infants before the latter are admitted to schools for the deaf. A lack of staff prevents schools from providing a full scale assistance program to pre-school deaf infants. Teachers are also so involved in the teaching of deaf pupils at school that it can hardly be expected of them to undertake the teaching of infants at home outside school hours. There are also many mothers who work and are therefore not available during the day for parental guidance. The principals indicated that if more personnel were available, or if parental guidance clinics could be established at the schools for the deaf, the schools would be willing to undertake the home teaching of deaf infants.

2.5.3 Limits for compulsory schooling

Under the present educational dispensation the Indian deaf are exempted from compulsory schooling. As has already been indicated, this means that they either never attend schools for the deaf or are sent to school at a late stage. The result is that these deaf pupils very seldom derive the full benefit from the education since valuable years have been wasted during which

they could have received teaching in speech and speech reading. It should also be remembered that the first school for the Indian deaf was only established in 1969. And when it is taken into consideration that, under ideal conditions, deaf people require 14 years to progress to Std 10, it can be explained why most deaf Indians who have already left school, only progressed as far as Std 3-6 (see Chapter 4). There is a strong possibility that the introduction of compulsory schooling may influence this situation positively.

The school principals concerned were all in favour of the introduction of compulsory schooling for the deaf. They are convinced that compulsory schooling should last from the age of six to 16 years, but with the proviso that schools for the deaf should be allowed to keep pupils from the age of three up to 21 years of age. In this way pupils will derive special benefit, not only by achieving better results through the teaching of speech and speech reading, but also by obtaining better school qualifications.

According to one of the school principals, parents are on the whole in favour of keeping their deaf children at school for as long as it is necessary for them to achieve the best school qualification. The need for starting early with school teaching should be emphasized again. In this regard the introduction of compulsory schooling can make a positive contribution.

2.6 DAY AND RESIDENTIAL SCHOOLS FOR THE DEAF

Both the Lenasia School for the Deaf and the Durban School for the Indian Deaf were day schools only and did not have hostel facilities at all. If it is taken into consideration that these schools receive deaf pupils from all over the RSA, the question arises as to where those who do not live in the immediate vicinity will be accommodated. According to the school principals the parents of the deaf pupils usually arrange accommodation for their children with relations or acquaintances living in the vicinity of the school.

It was found that some of the deaf pupils did not easily feel at home with their foster parents and after six months or a year left the school to return to their parents. The foster parents were not entitled to a subsidy or remuneration, and the parents of the deaf children had to pay for the boarding themselves. The opinion was expressed that deaf pupils do indeed receive love, affection and care from the foster parents, but they continue to long for the love of their own parents.

In the study of the overseas countries, the opinion was frequently encountered that day schools for deaf pupils are better than residential ones, since the deaf pupils can maintain better contact with their parents, relations and the broad society. School principals were requested to express their opinions in this regard.

It could be deduced from the comments that were received that both hostel accommodation and day schools for the deaf had positive as well as negative aspects.

On the negative side there was the fact that living in a hostel limited the deaf pupils' contact with pupils who could hear. Adequate contact with pupils who can hear may prevent the formation of a deaf subgroup. Parents sometimes also used hostel accommodation as a means of escape, because they could not cope with the child's education and care. In the hostel the child was under supervision, but because individual attention was absent to a great extent it was not preferable to the parental house where a mother could associate individually with the child.

The positive aspect of the matter, as it was expressed by one of the school principals, was that deaf pupils were usually happy in a hostel, since they were among deaf pupils. This created a feeling of belonging and of being one of a group which was just as important for the deaf child's schooling and education.

In South Africa, with its geographic expanse, its lack of trained teachers for the deaf, with due consideration of the expense involved in teaching the deaf and the cost of transport over long distances, it is hardly possible to imagine a situation in which every deaf child will be able to attend a school for the deaf while living in his parents' home. This state of affairs is not at all unique to South Africa, but is also experienced, *inter alia*, in the USA (1, p. 480) and England (32, p.29). It is true that hostel accommodation is to a certain extent the cause of separation between the parent and the deaf child and it might affect the educative living together of the family (see 33, p. 364; 2, p.27 and 19, p.121 in this connection). However, his teaching within the school context, by which his possibilities can be realized best (1, p.480) is more important to the deaf child's self-actualization and growing independence within the society. In view of all this, the necessity of residential schools for the deaf must be accepted.

2.7 INTEGRATION OF THE DEAF INTO ORDINARY EDUCATION

If the integration of the deaf into ordinary education can be realized, it could make a great contribution to the creation of new training opportunities for the deaf, especially in so far as vocationally orientated education is concerned. The study of vocationally orientated training programmes in overseas countries revealed a specific trend to integrate the deaf increasingly into ordinary education (18, pp. 76-77).

This integration may occur in different ways. Firstly, the deaf pupil may be integrated into ordinary education without any specialized assistance being rendered to him within the ordinary school. Secondly the deaf pupil may be integrated into ordinary education within the classroom context and assisted additionally by personnel and aids. Thirdly deaf pupils may be integrated through the attachment of a school or class(es) for the deaf to an ordinary school. Finally, deaf pupils may be integrated into an ordinary school for certain subjects or sections of subjects only (especially technical subjects or subjects requiring specific skills), while teaching of the remaining subjects (especially languages) would still be done in the school for the deaf.

The attitudes of the principals and the Department in respect of the different methods of integration will now be discussed.

Up to now deaf pupils have been transferred from schools for the deaf to ordinary schools only in exceptional cases. This has been attributed to the fact that the deaf are late school starters and do not become good speakers and speech readers. The policy of the Department of Internal Affairs (Indian Affairs) has been not to encourage integration because supportive services in ordinary education are non-existent. The Department feels that certain deaf persons can be integrated into ordinary education if supportive services are available. On the whole principals of schools were also in favour of the integration of the deaf into ordinary education, subject to certain conditions.

These conditions were that the deaf should first be enrolled at schools for the deaf where those who were suitable for integration, could be selected. However, before integration takes place, the ordinary schools should first have the necessary facilities (for instance specially equipped classrooms) and at least one teacher who can offer special assistance to the deaf pupil. This would entail ordinary teachers having to receive training in the teaching of deaf pupils during their initial

training as teachers. Although this whole suggestion certainly has merits, the problem is that the costs of modifying an ordinary school to accommodate a few deaf pupils may not be justified. The classes in the ordinary school are also too big and therefore will probably not do justice to the proper education of the deaf pupil who requires much individual attention. The attitudes of the pupils, teachers and school principals towards the deaf child would also be of decisive importance. If the deaf child was regarded as a burden the integration would fail. It is therefore clear that the integration of a few deaf persons into the ordinary classroom situation would not be feasible.

The opinions of the principals and the Department concerning the coupling of a school or section for the deaf to an ordinary school were also investigated. Since the education of the deaf is based mainly on individualization, the cost of erecting schools for the deaf is very high. If these schools are to be provided, in addition to workshops for vocationally orientated or technical education and with sufficient sports facilities, it will push the costs of erecting such schools for the deaf exceedingly high. If schools for the deaf can be situated next to ordinary schools or even on the same premises as ordinary schools, the above-mentioned costs could be limited to a large extent. It would also give deaf pupils the opportunity to intermingle freely with pupils who can hear.

Both the Department and the school principals found this possibility acceptable, since the unique needs of deaf pupils could be satisfied, and they could be given the opportunity to enjoy meaningful integration. The self-image and the dignity of the deaf person would benefit greatly from such an arrangement, according to one school principal. It would also be easier to implement this suggestion more quickly and enable schools for the deaf to offer instruction in technical subjects, which is not possible now.

Finally, the principals of schools for the deaf were requested to indicate whether they thought the deaf pupils could receive instruction in technical subjects together with pupils who can hear. Although they thought that it was possible, they did not think it currently practicable, since deaf pupils were not yet so proficient in speech and speech reading that they could be taught with pupils who can hear.

2.8 DIFFERENTIATION

In order to examine the provision of education for the Indian deaf in its entirety, it is necessary to establish in conclusion to what extent the principle of differentiation in the education of the deaf can be applied. If it is considered that the education of the Indian deaf only commenced in 1969 and that the schools currently offer instruction only to Std 6, it can be appreciated that there cannot be much talk of differentiation in respect of courses (ordinary, practical or special). The Department of Internal Affairs stipulates that the schools should teach the pupils according to the pupils' ability, interests and aptitudes. Although deaf pupils at present proceed only as far as Std 6, which is generally equal to the special course for special education, the Department nevertheless has made provision for deaf pupils who have the ability in future to proceed to Std 10. In such cases differentiation will be essential in respect of courses and choice of subjects.

2.9 CONCLUSION

In this chapter the provision of education for the Indian deaf was examined as a background for the meaningful completion of the report. Problems indicated in the chapter will have an influence on the later findings of the research.

CHAPTER 3

SCHOOL GUIDANCE FOR INDIAN DEAF PUPILS

3.1 INTRODUCTION

Most educationists and education departments in this country and overseas today accept school guidance as an essential part of the education of children. The acceptance of the principle of differentiation in the RSA also meant that education should be provided according to the ability, aptitude and interest of pupils and, with due consideration of the manpower needs of the country that suitable guidance should be given to the pupils (17, p. 192; 22, p.45). In order to comply with the principle of differentiation, all pupils should consequently receive school guidance.

3.2 AIM OF SCHOOL GUIDANCE

The aim of school guidance, as a service within a system for the provision of education, is to be an auxiliary service by means of which pupils will be guided in respect of education and vocational matters. It will also take into account the pupils' personal characters so that they may then receive differentiated education according to their ability, aptitude and interest and in accordance with the manpower needs of the country. In this way the aim of the education system can be realized (17, p.192). The guidance should be an auxiliary educational service in all schools, and should be taught by specialized persons. In the guidance offered to children the aim is to establish a positive orientatedness regarding their personal characters and in respect of educational and vocational matters (*ibid.*, p.192). The aim of school guidance should also be wider and should strive towards a general orientatedness among all youth in respect of the world outside the school setting (economic, social and cultural).

The total scope of school guidance can be deduced from the above-mentioned definition. It is thus understandable that the Work Committee : Guidance of the HSRC Investigation into Education recommended that there should be a distinction between general and vocational guidance (22, p.46). If it is taken into consideration that, because of his handicap, the deaf child is restricted in respect of the influences that can affect him in ordinary life and that many matters must specifically be

taught him, which the child who can hear learns in his normal contact with the world, then it is self-evident that the scope of school guidance will be so much greater in the education of the deaf. In this report emphasis is placed specifically on vocational guidance, but the value of general school guidance should not be underestimated even if it should receive but scant attention in this research.

From the statement of the aim of school guidance, it will be necessary to define the following concepts that are relevant in regard to the study.

3.2.1 School guidance as an auxiliary educational service

The method of approach of school guidance within the relationship between educator and child should be of a special character (29, p.40). In this respect the approach towards the child which is valid for the education system, is important for its validity in guidance. The approach towards the child in education should always view the child as a person with values, equal in value yet unequal to others and with potentialities that need to be actualized (ibid., p.40). Although human possibilities are always limited, there are certain possibilities that are more limited in the case of the handicapped (also deaf) child.

As an auxiliary service, guidance has as its aim the function to support youth regarding their personal characters and, in respect of educational and vocational matters to achieve self-knowledge (knowledge of own abilities and limitations) and vocational knowledge (for example knowledge of job opportunities) on the basis of which youth can achieve meaningful actualization. The auxiliary service character of guidance also requires assistance to be rendered to parents and other teachers by the specialized guidance teacher (vocational guidance officer). The following services can be distinguished as the task of guidance:

(1) Informative service

Guidance attempts to engender a special knowledge in pupils. Information is passed on to them in respect of, *inter alia*, educational and vocational opportunities, as well as information by means of which they can achieve reliable self-knowledge. It is not only the pupils who require information but also the parents and teachers.

(2) Advisory service

Advice to pupils always has a certain objective. It is systematic but not prescriptive. The aim is to support and advise pupils who experience problems during the process of maturation for which they have no solutions, owing to insufficient experience, knowledge or insight, so that the pupils can arrive at meaningful solutions to their problems. In this sense advice is directed at the future, since the pupil is assisted in this way to achieve a broad perspective of the future (11, p.54).

(3) Guidance as a pedo-diagnostic service

Pedo-diagnostic service comprises the use of psychological and scholastic tests and also their evaluation and interpretation. The main aim is not to measure human characteristics *per se* and express them in figures, but as a pedagogic action it is characterized by the reconnoitring and understanding of the child and of the problem(s) the child is experiencing as well as the way in which such a child gives meaning to his world (10, p.280).

(4) Guidance as a pedotherapeutic service

Involvement with the child should include pedotherapy and vocational counselling apart from diagnosticizing. Disturbed behaviour in a child is frequently only the symptom of his real problem, so therapy should not be directed merely at the symptom but at the entire person. The child should be understood and appreciated, and regarded as a totality-in-function. He should be supported towards more positive experiences (21, pp. 66, 68). Pedotherapy in the guidance context is therefore a pedagogically founded action which necessarily entails that the general educational aim, namely achievement of moral independent maturity, could be actualized.

(5) Guidance as a preventive service

Guidance should constantly be aimed at the actualization of the general educational aim (namely maturity). Pupils who are constraint in their development should be identified at an early stage and assisted so that their development to maturity will not be delayed. As a preventive service, guidance also requires each guidance teacher to set an example in life on the proper values and norms in order to support the pupils towards the discovery, appropriation and actualization thereof.

(6) Guidance as vocational placement and aftercare service

During the study of school guidance for the deaf in overseas countries it was indicated that vocational placement and after-care for deaf school leavers could be a definite auxiliary service (18, p.39; 26, p.33). Vocational placement and after-care can then be regarded as an important measure for evaluating the education which the deaf have received (16, p.77). Whether aftercare and vocational placement should indeed be the task of a school for the deaf, is arbitrary. As a rule though, the deaf child does require assistance to be placed in a suitable vocation. The point of departure is that the teaching staff, especially the guidance teacher (school psychologist), have had the opportunity of forming a reliable image of the deaf pupil. They are therefore most probably suited to undertake the initial vocational placement of school leavers. As regards aftercare, this service can help the school for the deaf to evaluate its training continuously in terms of the promotional opportunities for the deaf in specific vocations.

3.2.2 Provision for the manpower needs of the country

To take the manpower needs of the country into consideration in guidance does not mean putting both guidance and the child at the mercy of the available vocations. For example, although cabinet making is a good vocation for deaf people, it does not mean that all deaf people should become cabinet makers and that the guidance pupils receive should be directed only towards this vocation. On the other hand it is an accepted fact that all vocations are not suitable for deaf people. If it is then a requirement that vocational guidance should take the manpower needs of the country into consideration, it means that the vocational guidance officer should introduce the deaf child to the diversity of occupations that are suitable for the deaf and to the possibilities and demands in each vocational field. It should also be remembered that the world of labour is complex and therefore the deaf child should not be sent into the vocational world unprepared. The deaf child should not only know the basic practical vocational skills but also have knowledge of the general skills (knowledge of salary deductions, conditions of service, etc.) that are essential for success in the vocational world (23, p.82).

3.2.3 Guidance and differentiated education

The aim of differentiated education is to provide education according to the ability, aptitude and interest of pupils and

with due consideration of the manpower needs of the country, by means of which the pupil can be assisted to moral independent maturity (17, p.199).

Within the system of differentiated education the place of guidance is affirmed and the statement is made that guidance should be such that pupils can be assisted to make a well-founded educational choice which will be linked to and eventually become, the final career (*ibid.*, p.199). In practice the principle of differentiation is frequently applied in the differentiation between schools and courses.

3.2.4 School guidance should lead to specific orientatedness amongst all pupils.

The school guidance given to pupils should be such that the youth will be able to orientate themselves in respect of the real world so that they can determine their position within the world (29, p.41). This orientatedness should, *inter alia*, result in the choice of a vocation and the willingness to act according to this choice. The prospect of the future within which the choice of a vocation will be finalized should be meaningful to the young person so that he can proceed increasingly towards self-actualization. The importance of a clear future perspective in the young person is therefore emphasized. Landman (1972) stated that a young person with a clear future perspective is someone "... who genuinely hopes for the future" (14, p.72). Robbertse (1969) came to the conclusion that the deaf child seldom gets away from a pathic attachment to the world which results in a confused future perspective, characterizing the deaf child (25, p.15).

Vocational guidance should therefore, through assistance and support, lead to an orientatedness in the youthful person in respect of the future.

3.3 FORMS OF VOCATIONAL GUIDANCE

3.3.1 Person-structured guidance

This guidance is aimed at arousing an orientatedness in the young person in respect of his personality constituents. He must be assisted in adopting a point of view towards, and accepting his own possibilities and limitations. He should be assisted pedagogically so that the choice made with the teacher can gradually develop into an independent choice by the child

himself on the basis of exemplified values and norms (29, p. 39; 10, p. 282). In other words, the child should achieve independent decision making (choice readiness) based on authentic self-knowledge.

3.3.2 Guidance concerning choice of education

This guidance implies pedagogically orientated guidance in respect of assisting pupils to make choices of subjects and fields of study. Assistance is therefore aimed at making the youthful person's passage to adulthood more purposeful and effective (29, p.39).

3.3.3 Guidance concerning choice of vocation

The culmination of the vocational guidance officer's association with the young person should result in his making a responsible choice of a vocation and entering into the world of labour as an adult.

3.4 THE NECESSITY OF VOCATIONAL GUIDANCE FOR THE DEAF

In this study the emphasis is mainly on vocational guidance for deaf pupils. It was stated in Chapter 1 that there should be a close relation between vocational guidance and vocationally orientated education. By means of vocationally orientated education, deaf pupils are offered an opportunity to obtain knowledge about specific vocational skills, while simultaneously obtaining information on the aptitude and interest required in each vocationally orientated field of education. Vocational guidance also supplies additional information to deaf pupils on the vocational opportunities and possibilities which their training offers.

It is clear that the role of vocational guidance for deaf persons should not be underrated. Howes (1973) said in this respect: "A principle which must govern all thought and action is the recognition that the same ideals apply to the vocational guidance of young people with handicaps as to the able bodied" (12, p.164).

In the remainder of the chapter the existing system of vocational guidance at Indian schools for the deaf and official policy in this regard will be discussed in relation to the preceding exposition.

3.5 THE STATE OF VOCATIONAL GUIDANCE AT INDIAN SCHOOLS FOR THE DEAF

3.5.1 Introduction

The Department of Internal Affairs (Indian Affairs) did not require schools for the deaf to offer school guidance, particularly vocational guidance, and did not prescribe a school guidance syllabus either. It was nevertheless clear from the prescribed duties of the teacher-psychologist that the Department expected this person to fulfil certain guidance functions on occasion. (This aspect will receive attention later on, see Paragraph 3.6.)

It was however, clear from the investigation that both schools for the Indian deaf offered guidance on their own initiative.

3.5.2 School guidance at schools for the deaf

Both schools for the Indian deaf offered school guidance and used the syllabus of ordinary Indian schools. The syllabus was, however, adapted to the special needs of the deaf.

During an evaluation study of the school guidance system at Indian schools (13, p.137) it was discovered that school guidance at Indian schools was aimed at the general education of pupils to reach adulthood. It was also found that the aims of school guidance had a strong pedagogic basis and were norm centric (*ibid.*, p. 137).

It was clear that school guidance was indeed regarded as an auxiliary service in schools for the deaf. The school principals indicated that in the placement of, and the rendering of assistance and therapy to the deaf pupil, the deaf pupil was constantly regarded as a totality. The school psychologist (teacher-psychologist) who was primarily responsible for school guidance was a specially trained person and it was his task to advise pupils, parents and teachers. It was also a part of his task to diagnose and render assistance (therapy) to pupils. The schools also undertook on their own initiative the vocational placement of deaf pupils, and they tried to maintain contact with the pupils after they had left school. It therefore appeared as though the aims of school guidance and its educational auxiliary service character were indeed actualized, although school guidance was not prescribed by the Department.

The different forms of school guidance were examined and it was ascertained which schools were offering them. Both the Durban School for Indian Deaf and the Lenasia School for the Deaf offered educational and person-structured guidance to all pupils (primary education level included). The Durban School for the Indian Deaf also offered vocational guidance to potential school leavers. Both schools make provision for the presentation of group guidance and individual guidance. Individual guidance was done by the school psychologist. At the Durban school the school psychologist (teacher-psychologist) dealt with the group guidance programme while the different class teachers were responsible for it at the Lenasia school.

3.5.3 Vocational guidance

Only the Durban school offered vocational guidance. Aspects such as salary deductions, the handling of money and the drawing up of a personal budget were dealt with. Deaf pupils were also informed on the limitations arising from their handicap and on the vocational opportunities available to them.

3.5.4 Aftercare and vocational placement

In the case of the Lenasia School for the Deaf which had only been in existence for a few years and had not produced any school leavers before 1980, aftercare could naturally not yet be carried out. However, the Durban School for Indian Deaf did attend to aftercare and vocational placement.

In the case of the Durban school, all staff members co-operated in the aftercare programme, while the pupils' parents and the social worker from the National Council for the Deaf were also involved. A rehabilitation committee consisting of the social worker, teachers and members of the parent community was appointed to place the pupils in vocations and to keep an eye on them for some time, in order to solve any problems they may experience in their vocations. According to the school principal concerned, practice has taught them that, to apply the aftercare effectively, schools should not have more than one hundred pupils, otherwise the service becomes counterproductive. The school was able to know where all the deaf pupils were who had already left school, what they were doing, and the extent to which the general training, especially the vocationally orientated training was successful. Similarly, very good relations were established with employers who were prepared to employ deaf persons. The vocational placement and position of deaf pupils who have already left school will receive further attention in Chapter 5.

The attitude and policy of the Department of Internal Affairs in respect of the necessity for an aftercare service at schools for deaf persons were also investigated. According to the comments that were received from the Department, it was clear that the Department did not regard the aftercare service as a function of the schools for the deaf. It was stated that aftercare should rather be performed by independent social workers' organizations. However, the Department agreed that aftercare for deaf pupils who had been placed in vocations was essential.

The principals of the schools for the deaf were requested to indicate the needs of working deaf persons in respect of which guidance should be given. School principals agreed that guidance should be given to working deaf persons, in the following aspects: marriage, genetic matters (such as hereditary deafness), religion, labour problems, social problems (such as excessive drinking) and study guidance for those involved in further study.

One school principal thought that the parents' committee should deal with the guidance for working deaf persons, while the other principal suggested that it should be a multidisciplinary team effort, including teachers, social workers, clergymen and psychologists.

Seen from a pedagogic point of view, the aim of education is assistance of the child until adulthood. As the child becomes more mature, the educator's assistance should decrease systematically and this function should be concluded when the child reaches maturity. The fact that the educator makes himself superfluous is an accepted event in the educational process, and although differences of opinion may exist in regard to the stage when formative education should be concluded, it is frequently accepted that it takes place when the young person leaves school. When the young person enters the vocational world he is not necessarily in a pedagogic situation, and his unique need of guidance differs from that of the school-going youngster. In view of this, guidance for working deaf persons cannot be regarded as part of the educational task, and provision should be made for it along other lines.

3.6 POST OF SCHOOL PSYCHOLOGIST

3.6.1 Introduction

It was clear from the preceding paragraphs that although school

guidance was not prescribed by the Department, schools for the deaf did offer it. In the presentation of school guidance (as already indicated) the school psychologist (teacher-psychologist) fulfilled an important function. In view of this the specific functions allocated by the Department to the school psychologist, as well as the functions performed by school psychologists in practice, will now be examined.

3.6.2 Allocation of the post of school psychologist

The Departmental allocation of school psychologists to schools for the deaf is indicated in Table 3.1.

In order to qualify for school psychologist, the candidate should have a B.A. degree with psychology as a major subject.

TABLE 3.1

ALLOCATION OF THE POST OF SCHOOL PSYCHOLOGIST

Number of school psychologists (according to rank)	Number of pupils in schools for the deaf		
	1 - 99	100 - 199	200 - 299
Senior school psychologist			1
School psychologist	1	1	1
Assistant school psychologist		1	1

The investigation revealed that the schools for the deaf complied with both the allocation for the post of school psychologist and with the required qualifications. One of the school principals thought that the same principle that applied to the appointment of a "school counsellor" at ordinary Indian schools should also apply in the case of an appointment at a school for the deaf. In other words, before a candidate is considered for appointment as a school psychologist, he should have had two years' experience in teaching the deaf. The school psychologist should also have more specific formal training in teaching and dealing with the deaf child.

3.6.3 Functions of the school psychologist

The functions of the school psychologist (teacher-psychologist)

will be discussed on the basis of the guidelines laid down by the Department of Internal Affairs (5, p.1). The Department stated that it was the teacher-psychologist's most important task to try and understand each individual child and his specific problem and *not* merely to compile abstract reports on test results or to do labelling. In view of this it was required that special attention should be devoted to the personality, historicity, behaviour and status of each child (*ibid.*, p.1). On the whole the overall task therefore amounted to the construction of a reliable personal image of the child by the school psychologist. To achieve this the following tasks were prescribed for the school psychologist:

- a) The school psychologist should write down the initial case history together with all the relevant information.
- b) The medical reports should be studied and taken into consideration for the effect they might have on the personal, social, recreational, educational and vocational needs of the individual child.
- c) The administration of psychological and scholastic test batteries by means of which the current status of the child could be determined. The test batteries should be compiled in such a way that a good picture may be obtained of the child's intellectual ability, aptitude, standard of development and social skill. Emphasis should be on the necessity to determine the child's social behaviour, independence, responses in different learning situations, ability to concentrate, memory, sensory-motor co-ordination, visual and hearing perception; giving meaning to observed visual and aural impressions, and likes and dislikes in respect of, *inter alia*, sport and work (both within and outside the school context).
- d) Continuous checking and evaluation of pupils in order to adapt the instruction where necessary to be more effective.
- e) Dealing with the collection of information concerning pupils, from teachers, parents and other interested persons as well as recording this information in a systematic manner so that future consultation of the information can be made easier.

- f) The school psychologist should be accessible as a consultant, adviser and one who assists parents and teachers in respect of matters connected with the pupils' emotional, social and educational development. Care should be taken that all information should be collected and handed selectively to the teaching staff, and the staff should be informed on how the child should be assisted in respect of the development of his personality, his social behaviour and his adaptation for a vocation.
- g) The school psychologist should undertake therapy and design reorientation programmes.
- h) Information should be collected on social workers' organizations, hospitals, clinics and similar bodies, particularly with a view to the medical and social services that are rendered to the deaf.
- i) The school psychologist should also assist with the determination of pupils' progress and with the nature and scope of speech and occupational therapeutic services that should be rendered to the child.
- j) Techniques and methods for the observation of pupils in the classroom and on the playground should also be developed.
- k) Organize groups for guidance of parents and undertake house calls.
- l) Provide sex guidance for pupils in consultation with the principal.
- m) Organization and control of the place where interviews are conducted as well as the therapy offered there.
- n) Order and keep a check on standardized tests as prescribed by the Department.
- o) Keep a check on (not complete) Ed. Lab. cards.

It can be deduced from the above that the task of school psychologist (teacher-psychologist) is comprehensive and that there are many points of contact with school guidance. Apart from the above-mentioned functions, it should be pointed out that the teacher-psychologist is not excused from ordinary sub-

ject teaching. The Department requires the teacher-psychologist to do eight to ten periods of subject teaching per week, but it may not occupy more than two periods per day (*ibid.*, p.1).

3.7 GUIDANCE OF PARENTS

According to the definition of the post of teacher-psychologist, it is essential that there is good liaison with the parents.

In order to form a full picture of the entire guidance project, it is desirable to attend, in conclusion, to the aspect of guidance for parents.

The two principals of the schools for the deaf were requested to indicate whether they gave guidance to parents and, if so, which aspects enjoyed attention. Both principals stated that it was given frequently. Aspects dealt with during such guidance sessions included

- . teaching of the child at home by its parents;
- . communication with the child;
- . acceptance and education of the child;
- . understanding the child;
- . the child's possibilities (intellectual, social and skills), and
- . the vocationally orientated education of the child at the school.

The Durban School for Indian Deaf also gave guidance to parents in respect of the young person's choice of a vocation and vocational placement.

Guidance was given to parents mainly when they visited the school or during house calls. It was also given during parents' days or evenings, conferences, meetings of parent-teacher associations and at sports meetings, in other words whenever the opportunity arose. The parents' co-operation was described as average to good.

There was a feeling among the principals that they would like to do more in regard to guidance for parents but a shortage of staff and the distance some teachers lived from the schools

prevented this. At the Durban School, most parents were involved in guidance three times a year on average.

When it is borne in mind that deafness is a communication handicap frequently present from birth, it can be expected that misunderstandings and educational errors can characterize the relationship between the parents and the deaf child (13, p. 59). Parents also frequently experience problems in respect of aspects such as the acceptance and understanding of their deaf child, the assistance they have to render to their deaf child, the norms that must become evident in their way of life and the transfer of these to the child (19, pp. 122-125). There is therefore no doubt that parents have to receive guidance.

This guidance given to parents is a specialized form of assistance. During parental-guidance sessions the parent should be brought to an understanding not only of the implications of parenthood but also of the life situation of the child (13, p. 59). Parents should also be closely involved with the education of their deaf child. In this regard Paola has stated: "They (the parents) must keep themselves informed of, and familiar with, the progress of their child at school, working with the school towards the goal of proficiency in communication" (20, p. 43).

Although the guidance of parents is certainly important throughout the school career of the deaf child, the early years (as indicated in Chapter 2) can definitely be regarded as the most important time for the guidance of parents and this should therefore receive close attention within the school context.

3.8 CONCLUDING REMARKS

Although the provision of school guidance is not required by the Department of Internal Affairs, it is nevertheless clear that the schools for the deaf take great trouble in this regard, with positive results. In the following chapter attention will be paid to the vocationally orientated education provided by schools for the deaf, and the attempt will be made to indicate to what extent vocational guidance is related to it.

CHAPTER 4

VOCATIONALLY ORIENTATED EDUCATION AT SCHOOLS FOR THE INDIAN DEAF

4.1 INTRODUCTION

For the purpose of this investigation it was necessary to distinguish between vocational education, vocationally orientated education, vocational training and vocationally orientated training.

4.1.1 Vocational education

Vocational education was defined by the Educational Services Act (No. 41 of 1967) as "... a course of *full-time education* usually provided up to a standard not higher than the *tenth standard* and ... which includes instruction and training whether theoretical or practical or both theoretical and practical in a *trade*." Vocational education can therefore be regarded as a continuation of general education which emphasizes the individual's development in respect of the knowledge and skills he will need to comply with the requirements of a specific vocation or trade, or group of vocations or trades (35, p. 17). According to Act 41 of 1967 vocational education did not include the instruction that the deaf receive in practical subjects at schools for the deaf. Therefore there can be no reference to this practical instruction of deaf pupils as vocational education.

4.1.2 Vocationally orientated education

Vocationally orientated education comprises the introduction of practical subjects into a non-vocational course to achieve a balance between the academic and practical aspects of education, and in this way to bring the child closer to the society he finds outside the school. "Here we really have to do with vocationally orientated differentiated education and not with full vocational education, the difference being based on scope, aim and approach" (*ibid.*, p. 13). It can also be defined as "... that part of education that prepares a person for a productive career in a particular field of endeavour and for life in general. Vocational education covers a large number of careers ranging from the education of secretaries, nurses and teachers, to the wide field of technical vocational education for industry and agriculture" (24, p. 1).

Vocationally orientated education serves as additional general, formative education since the introduction of practical subjects enriches the general education and directs the pupil towards a future career. In practice vocationally orientated education can also commence after the conclusion of formative education.

The concept "vocationally orientated education" is therefore strictly limited to scholastic or post-scholastic events but includes both. It also comprises the formal, non-formal and informal educational events which can be qualified specifically as vocationally orientated (*ibid.*, p.2).

In view of the preceding explanation it appears as though the term "vocationally orientated education" is particularly suitable for the evaluation of the type of education the deaf receive or ought to receive and which is being evaluated in this report.

4.1.3 Vocational training

Vocational training is a more limiting term than vocationally orientated education because it points to the acquisition of specific skills that are necessary for specific vocational tasks to be performed (*ibid.*, p. 1). Vocational training includes levels of training for different vocations and is therefore more comprehensive than vocational education which is only aimed at trades. Vocational training usually occurs at postschool level and includes all forms of training, such as additional in-service training and postschool training at tertiary institutions. The term "vocational training" is therefore, in view of the preceding explanation, not suitable for the purpose of this report.

4.1.4 Vocationally orientated training

In Part I of the report the concept "vocationally orientated training" was used to indicate the training in practical subjects, offered at schools for the deaf. Since the school is an educational institution which should primarily be directed towards education and teaching and not training, objections to the term "vocationally orientated *training*" are justified. It cannot be denied that training in practical subjects can be a function of the school, but this training is generally presented with the formative education. The concept "education" is not merely limited to primary and secondary schools but also includes tertiary and postschool teaching and training. Therefore, in this report preference should be given to the concept *vocationally orientated education*.

4.2 VOCATIONALLY ORIENTATED EDUCATION AT SCHOOLS FOR THE INDIAN DEAF

The Department of Internal Affairs did not prescribe specific vocationally orientated courses to be offered by schools for the deaf, but left the choice of practical subjects to the schools.

As already indicated in the preceding chapters, the Lenasia School for the Deaf only provided education up to the Std 2 level. In the building in which the school is accommodated, there were no facilities for the presentation of practical subjects. The planning for a new school in Lenasia will make provision for workshops, for Woodwork, Technical Drawing, Metalwork and Carpentry. Senior pupils at the Lenasia School for the Deaf were currently being instructed in specific subjects like Home Economics and Needlework for the girls and Arts and Crafts for the boys. The greatest single problem experienced by the Lenasia School for the Deaf was the shortage of facilities for the presentation of vocationally orientated education.

As regards the Durban School for the Indian Deaf, it was found that there were no facilities at the school itself for the teaching of practical subjects. The shortage was obviated to a large extent, however, by the training in practical subjects being presented to the deaf pupils by the M.L. Sultan Technikon. According to an agreement between the school and the Technikon, senior boys received instruction twice per week (for four hours).

Instructors at the Technikon gave the instruction themselves on a voluntary basis while teachers of the school assisted with discipline and communication problems. These teachers could also give good feedback to the school on the problems experienced by the pupils and on the progress they made.

According to the principal concerned, the Technikon offered the opportunity of training the pupils in a greater variety of vocations than would have been possible at a school. The instructors at the Technikon were also fully aware of the latest developments in the technological fields.

Courses in which the deaf received instruction at the Technikon included Woodwork, Metalwork, Electricity, Printing, Bricklaying and Plastering and Fitting and Turning. Pupils were instructed in all six courses during an orientation period, after which their interests and aptitudes were assessed in the different subjects and a specific subject was chosen. The pupils then received more specialized training in the chosen subject until

they could comply with a particular standard. This standard was determined in relation to the abilities of the pupils. On completion of their training at the Technikon, a certificate was issued to the pupils, on which their level of instruction and skill was indicated.

The biggest defect in the system, according to the school principal, was that the time spent on it was insufficient. However, it was not possible to devote more time to it, since the lecture timetables of the instructors of the Technikon did not permit it. The general opinion was that the deaf pupils would benefit greatly if they could receive two to three hours daily instruction in practical subjects.

After the pupils had received the instruction at the Technikon they were placed in firms for further training in specific vocational skills. This training was given on a bi-weekly basis. During the remaining time the general formative education of these pupils was continued.

The training the pupils received from the firms occurred on a limited scale and only in instances where firms were prepared to supply such training. This training was offered free of charge and the pupils received no remuneration. The principal regarded this bridge training phase as absolutely essential and important to the deaf pupils since unemployment among the Indian deaf can frequently be attributed to insufficient training rather than resistance offered by the employers or the lack of employment.

The school exercised great care over the selection of firms to train pupils and ensured that training was indeed given. The whole idea of training by firms was a recent development and a large number of growth pains and problems still had to be ironed out. It was expected that training would last approximately two years, depending on the assessment of the pupils' progress by the school and the firms. No decision had, as yet, been taken on certification after completion of training, but it was hoped that the firm would give the pupils a letter of recommendation. One important problem already experienced with the system was that certain trade union inspectors had offered objections to the presence of the pupils at the firms. It must also be mentioned that, according to feedback the school had received, the firms expressed great praise for the deaf pupils. The attitude of the Department of Internal Affairs on the system of in-service training by firms before pupils had left school, was also obtained. On the whole the Department was in favour of it and encouraged it. The Department felt that the schools were limited in the

training fields they could offer, and that such a system created possibilities for acquainting pupils with a wider spectrum of vocations. Not only the deaf pupils in the special courses would benefit from such a system but also the more academically orientated deaf pupils.

Regarding the vocationally orientated education of deaf girls at the Durban School for Indian Deaf, the school experienced several problems. The Technikon could only offer courses in Domestic Science and Needlework, while vocational opportunities in these fields were limited. In order to make more training fields available to girls, a qualified person taught typing at the school once a week. This instruction was given outside school hours and lasted one and a half hours. The salary the school could offer a qualified typing teacher was too low for a full-time person.

In addition to the above-mentioned training for girls, the school also taught Clothes Designing. This course was presented by an experienced person on a voluntary, weekly basis, to twelve senior girls who were interested in design. Since this person did not have the required formal educational qualifications, she could not be appointed as a teacher.

The school was currently investigating the possibility of presenting courses to the girls in the following subjects: Window-dressing, Hairdressing and Flower arranging. As deaf pupils enter the school sooner, a selection of more gifted pupils will be made in Std 5. They will then be taught further in the ordinary or practical courses. Nevertheless, vocationally orientated education will still form an important facet of the education of deaf pupils, especially of those in the practical and special courses.

Principals were also requested to indicate which vocationally orientated education courses that were not being presented currently, could in their opinions, be presented to the deaf. They felt that the following courses could possibly be considered: Plumbing, Panelbeating, Sheet Metalwork and Punch Operating.

4.3 SECONDARY EDUCATION

The introduction of the system of differentiated education in the RSA and the acceptance of it by the different education departments could be regarded as a limited movement in the direction of vocationally orientated education. Reference could be made in this respect to differentiation between types of

schools (commercial, academic, technical and other schools) and types of courses (university entrance, secondary school certificate and practical course). The principle of differentiation has also been accepted in schools for exceptional children and it is therefore necessary to examine the extent to which it is applied in schools for the deaf.

In Chapter 2 it was indicated that the provision of education for the Indian deaf was a recent innovation and that deaf pupils currently only progressed as far as Std 5. This implies that justice has not yet been done to real differentiation of education in these schools. Indications at both Indian schools for the deaf were that deaf pupils were expected in future to progress further than Std 5, and plans to accommodate these pupils in the new schools were already envisaged. According to the Department of Internal Affairs, deaf pupils who wished to progress further than Std 5 could go to the V.N. Naik School. At that school facilities were available for the deaf to pass Std 10.

Since secondary education was not yet offered at schools for the deaf, no further attention was devoted to the possibility of tertiary training for deaf Indians. Further training after secondary school education was also not examined. The principals of the schools for the Indian deaf agreed, however, that the greatest need at present was to have secondary school education. This could be effected if deaf Indians started a school career at an earlier age. This would result in a greater language proficiency and a beneficial influence on further school training.

The possibility of further training for deaf Indians who followed the special course or who left school after Std 5, was examined during the investigation. The school principals felt that many of the pupils did not have the ability (especially language ability) to receive instruction at an ordinary institution. One principal stated that if further training was provided at an ordinary institution, instruction should be given by a teacher for the deaf. However, there was a definite need for the further training of these school leavers. School for the deaf could not currently provide for this need owing to a shortage of staff and facilities.

Finality could not be reached on the nature of further training that should be provided to this group of pupils, except that, on the one hand it should be complementary to the vocation to be followed, and on the other hand that the general standard of education of the pupils should be improved.

4.4 CONCLUDING REMARK

In this chapter the nature of the vocationally orientated education the Indian deaf received, was discussed. In order to assess the success of the training, it was necessary to establish to what extent the school leavers were placed successfully in related fields. This aspect will now be examined in Chapter 5.

CHAPTER 5

VOCATIONAL PLACEMENT AND VOCATIONAL POSITION OF THE INDIAN DEAF

5.1 INTRODUCTION

By way of concluding the investigation, it was desirable to examine the vocational placement and vocational position of deaf school leavers. The suitability of vocationally orientated education undertaken by schools for the deaf could be evaluated in terms of the success obtained when pupils were placed in the vocational field according to their training. Particular problems that were frequently mentioned as typical of those experienced by deaf persons in the labour market could also be examined along these lines. These problems were

- unemployment,
- that technological development caused a decrease in job opportunities for deaf labourers, and
- there were insufficient opportunities for promotion in the vocational system.

If one or more of these problems existed among deaf labourers, it meant possible implications for the eventual recommendations that had to be made concerning an effective system of school guidance and vocationally orientated education. The problems stated here will receive the necessary attention in the remainder of this chapter.

In Part I of the report it was indicated that certain foreign countries have tried to improve the vocational position of deaf employers by means of legislation. The opinions of the school principals were also obtained in this regard. Finally the communication proficiency of deaf school leavers, as indicated by the school principals, was also examined since this factor was important in the vocational placement of deaf persons.

5.2 VOCATIONAL PLACEMENT OF DEAF SCHOOL LEAVERS

The first two school leavers of the Lenasia School for the Deaf only completed their training at the end of 1981. At the Durban School for Indian Deaf, 25 pupils left the school during the period 1975-1979. The highest school qualifications obtained

by these pupils are indicated in Table 5.1 according to the year, and for boys and girls separately.

TABLE 5.1

DURBAN SCHOOL FOR THE INDIAN DEAF: SCHOOL LEAVERS ACCORDING TO HIGHEST STANDARD PASSED (1975-1979)

Year	Highest standard passed						Total
	Std 3		Std 4		Std 5		
	Boys	Girls	Boys	Girls	Boys	Girls	
1975			4	1	1		6
1976		2	3	2		4	11
1977		1			3	1	5
1978	2						2
1979		1					1
TOTAL	2	4	7	3	4	5	25

The total number of school leavers consisted of 13 boys and 12 girls and most of them had a Std 4 or Std 5 certificate. It should be kept in mind however, that these pupils had received vocationally orientated training in addition to their school training.

Up to 1976 the school itself regularly carried out the initial vocational placement of the deaf pupils. This function passed increasingly into the hands of the local social worker, which meant that the school conducted a few independent placements.

There was good co-operation between the school and the social worker, and when the school heard of a suitable vocation for a school leaver, the social worker was informed.

The principal revealed that the school placed 12 of the 25 school leavers itself (indicated in Table 5.1). Most of the boys who had already left school had received training in Woodwork. Two of these boys were suitably placed while the majority were put in vocations that had no relation to their training, for instance some were placed as plumbers and upholsterers. Of the 25 school leavers, only one was unemployed at the time of the investigation. A number were also in sheltered employment.

The problems experienced to correctly place girls who had received training in Needlework and Domestic Science were indicated in Chapter 4. Vocational opportunities did exist for these girls in certain factories (clothing and food preserving). The principal stated that girls who were placed in factories had trouble holding their own. A girl had to have a strong personality to work in the factory (something a deaf child frequently lacks), or else she would be intimidated by fellow workers who could hear. As a result, girls were seldom placed in factories. In addition it was found that many parents were inclined to over-protect their daughters. They feared that the large number of workers in the factory would have a negative influence on the girls and that they would feel lost. Four of the twelve girls who left the school during the period 1975-1979 (see Table 5.1) got married and were currently housewives.

5.3 PROBLEMS CONCERNING VOCATIONAL PLACEMENT

The principals of the schools for the deaf were requested to indicate whether they experienced any problems with the vocational placement of deaf school leavers, but since the Lenasia School for the Deaf had not had any school leavers, no indication could be given by this school in this respect.

The principal of the Durban School for Indian Deaf indicated that problems were experienced with the vocational placement of deaf pupils. The main problem was insufficient training of the deaf owing to late school entrance and too little time available for training.

A related aspect was obviously the availability of job opportunities for deaf school leavers. The school principals were requested to indicate what the position was in regard to job opportunities in their schools' feeder area. The principal of the

Durban School for Indian Deaf revealed that job opportunities for deaf school leavers were poor. This could be attributed to the poor bargaining power of deaf school leavers, owing to their low standard of training. The majority of the deaf did get jobs but these vocations were not what they would have liked to do, and frequently being the only positions they could get.

5.4 UNEMPLOYMENT

Little information is available in the literature concerning unemployment among the Indian deaf in South Africa. The majority of authors who have undertaken research among the deaf have devoted their investigations mainly to the White population group. These findings can naturally not be directly applicable to the other population groups.

During the past number of years South Africa experienced remarkable economic progress which caused a large number of job opportunities to be created that could not be filled from the usual supply of skilled workers. This resulted in employers increasingly employing handicapped persons (also deaf persons) so that unemployment among the handicapped revealed a low incidence figure (7, p. 65). Statistics obtained from the Department of Manpower showed that during the periods April 1979, April 1980 and April 1981, 14, 14 and 12 unemployed deaf respectively (all population groups) were registered with the Department (6). According to the principals of the schools for the Indian deaf, there was also no unemployment problem among Indians in the vicinity of their schools. One principal also indicated that only one school leaver (period 1975-1979) was at present unemployed.

During an economic recession the process of growth is reversed and job opportunities decrease, with the result that unemployment increases, also among handicapped persons.

5.5 INFLUENCE OF TECHNOLOGICAL DEVELOPMENT ON THE JOB OPPORTUNITIES FOR DEAF MANUAL LABOURERS

Taylor and Taylor (1967) stated that mechanization and automation need not necessarily be a threat to the deaf labourers' job situation (31, p. 167). When jobs that were traditionally performed manually are then done by a machine, this results in a decrease in the number of labourers that are required, and in the persons operating the machine needing a higher level of training. According to Taylor and Taylor (1967) the deaf should be able, generally, to handle mechanical work and should receive the required training. Silver (1975) referred to the case in

which a certain factory replaced hand-controlled drill presses for computer-controlled machines. This resulted in the dismissal of seventy manual labourers (27, p. 13). Silver discussed the implications of this for the deaf worker and stated that "... those unable to prepare for a role in modern technology could eventually be down graded or (their services) possibly even terminated" (*ibid.*, p. 13).

Deaf labourers who want even a slight degree of certainty in the modern technological and industrial vocational world, will therefore have to study further in order to qualify themselves better (*ibid.*, p. 14). This once again underlines the importance of early education for the deaf, so that they can attain a higher standard of school training. The necessity for creating adequate training opportunities is thus once again underlined.

5.6 OPPORTUNITIES FOR PROMOTION FOR THE DEAF

Data on the vocational position of deaf Indians and the possibilities for vocational promotion, are limited. In the study of the system of vocational guidance and vocationally orientated training in overseas countries (Part I) it was indicated that promotional opportunities for the deaf are on the whole poor (18, p. 82). If the opportunities for promotion for Whites in the RSA are examined, it can be stated with a fair degree of certainty that the same trend will also be true for the Indian population group. This can be verified by comparing the opinions of the principals of the schools for the Indian deaf on this matter.

Smit (1978) found that the most general reason for the lack of opportunities for promotion for the deaf, especially to management posts or high-level positions was due to the deaf person's inability to communicate (28, p. 17). Smit motivated this finding as follows "... it was generally felt that a person in such positions would have to be able to supervise others and give instructions clearly and quickly, to use the telephone and to come into contact with people who were not accustomed to communicating with a deaf person" (*ibid.*, p. 17).

In this respect Engelbrecht stated (1959) that deaf persons could hardly be promoted to the positions of foremen or supervisors owing to their lack of communication (8, p. 205). He stated that the artisan who could hear could expect to be promoted after eight to ten years' experience to the post of supervisor or factory foreman, but that the deaf person would have to work all his life as an ordinary artisan (*ibid.*, p. 205).

Apart from the poor opportunities for promotion, the deaf person's lack of communication has meant that he has had to cope with the following problems too (Maritz 1972, 15, pp. 66, 67):

- a) It leads to a lack of self-confidence in the deaf person.
- b) Misunderstandings crop up between the employer and the deaf employee.
- c) Deaf people become lonesome within the vocational situation.
- d) Deaf people become suspicious and see changes within the organization as personal threats.
- e) A serious communication problem in one deaf person can lead to prejudice and resistance in the employer towards all deaf persons.

The principals of the schools for the deaf were requested to indicate the extent to which deaf persons were able to understand persons who can hear and how well they could express themselves in the presence of those who can hear. Indications were that the majority of deaf Indians were frequently not able to do this. In view of this it can be accepted that deaf Indians will also realize that their lack of communication will be detrimental to promotion in their vocations.

According to Strydom (1971) the semi-skilled and skilled deaf labourers were on the whole more satisfied with the progress they made within vocations than the unskilled, clerical and professional deaf workers (30, p. 49). He also stated that the majority of deaf persons were not keen to change their employment. Strydom also mentioned that only about two thirds of deaf persons thought that there was a future for them within the vocation they were following (*ibid.*, p. 48, 49).

In this investigation it was found that deaf school leavers were frequently placed with employers with whom the school had good contacts. This frequently resulted in the deaf person being placed, against his will, in a vocation with which he was unhappy. The reason for this was that vocations for which the deaf person had an aptitude or for which he was prepared, were not available (for example: television technicians and salesmen).

In certain cases the deaf person also received no further training after he had been placed in a vocation, and there were no facilities to enable him to continue his studies on his own initiative. This aspect naturally also had a negative influence on his opportunities for promotion, especially to posts for which further training was essential.

On the whole it appeared as though the lack of opportunities for promotion was also a serious problem for deaf Indians.

5.7 LEGISLATION AND MEASURES FOR PROMOTING VOCATIONAL OPPORTUNITIES FOR THE DEAF

In Part I of the report, which dealt with overseas systems it was found that certain Western countries compel employers by law to employ deaf persons. In some countries employers were also compelled to adapt their work arrangements to accommodate the deaf (for example: volume control switches on telephones and warning lights instead of sirens).

Although it was found that unemployment among the deaf could, to a large extent, be coped with by these measures, the most important objection was that they frequently lead to the under-utilization of the deaf, since employers sometimes employed deaf persons merely to comply with the legal requirements. Opportunities for promotion could also not be ensured by legislation. The conclusion arrived at in the investigation, was that legislation could only make a limited contribution to the improvement of the deaf's vocational position and that deaf employees should rather make a contribution themselves, by ensuring that they are better qualified (18, p. 82).

Despite the findings on overseas systems, it was decided that it would be of value to ask the principals of the schools for the deaf on the value of legislation compelling employers to employ the deaf. One principal was in favour of it while the other was opposed to it. The latter thought that the deaf should be trained as well as possible and that they should compete on an equal footing with those who can hear, to land a job. However, both principals were in favour of the suggestion that employers be compelled in some way to make adaptations to their work arrangement so that not only would the vocation be made safer, but the deaf person would be able to actualize himself to the best of his ability (for instance by the installation of warning lights, volume control switches on telephones, written instructions, etc.).

Apart from legislation compelling employers to employ deaf persons, other measures could be used by society or the government to improve the vocational possibilities for the deaf. One such measure would be the establishment of an industry or factory for the manufacture of certain articles by the deaf. Such a concern could be established by the government and the monopoly given to the deaf to manufacture certain articles (as is the practice in Russia (18, p. 56), or the concern could be formed by social action (like the workshops of SANEL). Competition could then be on an equal footing with other similar industries. The school principals expressed different opinions on this matter. One thought that the deaf were not a subculture group and should therefore be integrated fully into the labour set-up. The other felt that such a system could be beneficial and could contribute to vocational security among the deaf and that vocationally orientated education will be made more purposeful. This principal also thought that such an industry could be administered by the deaf themselves.

5.8 GENERAL

In the labour situation it is frequently expected of the deaf to co-operate with the co-workers who can hear. This means that the deaf are frequently required to make friends with their co-workers who can hear. If the deaf school child was never given an opportunity before leaving school to associate with children who could hear, it might have a negative influence on his relations with colleagues who can hear, when he enters a vocation. Similarly it may also cause adaptation problems in the work situation. In view of this, the principals of the schools for the deaf were requested to indicate whether deaf pupils were on the whole inclined to become friends with persons who can hear. Both principals stated that deaf pupils seldom become friends with those who can hear. The reasons were firstly the communication problem of the deaf person and secondly the fact that the deaf were inclined to withdraw into a cultural subgroup. One principal indicated that this was an undesirable situation since the deaf were after all no subgroup. According to him they belonged to the same culture and religion as those who can hear.

The above-mentioned finding could not be attributed to the fact that deaf pupils did not get the opportunity to become friends with those who can hear. Both schools for the deaf were day schools and deaf pupils got ample opportunity to associate with those who can hear, outside school hours - yet they did not make friends, according to one of the principals.

It should be kept in mind, however, that deaf pupils were seldom able to express themselves intelligibly in the company of those who can hear and that this fact may be of primary importance here. The Indian deaf generally communicate among themselves by means of sign language and this undoubtedly makes them more dependent on each other.

It should be accepted that these aspects were detrimental to the vocational position of the deaf, possibly leading to their under-utilization in the labour situation, to a lack of opportunities for promotion, to conflict, misunderstandings among deaf labourers, employers and co-workers who can hear and causing the employers to be prejudiced against all deaf persons.

One principal expressed himself strongly in favour of an information campaign to inform employers and the general public about the possibilities and abilities of deaf persons in the vocational system. In such a campaign the favourable aspects and not merely the defects of the deaf, should be emphasized.

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

This report complements the research of the Institute for Manpower Research that was undertaken at the request of the South African National Council for the Deaf. The Institute was required to establish whether a vocational profile could be formulated which identified specific vocations more suitable for the deaf. However, such a vocational profile could not be distinguished.

Education and training always determine the vocational placement and progress of any person or specific group of workers. When the problems of unemployments, under-utilization and lack of promotional opportunities were stated as typical problems with which the deaf had to cope all the time, it was necessary that the education and training of such persons was also examined. It could also have been that the vocational guidance the deaf persons received was inadequate and that the needs of the labour market (requirements and opportunities) were not taken into account. In view of this it was thought advisable for the Institute for Educational Research to conduct further research on vocationally orientated education and vocational guidance for deaf pupils.

In order to establish a reference framework for evaluating vocational guidance and vocationally orientated education for deaf pupils, an orientation study of a few foreign countries was undertaken. These findings were published under the title: *Beroepsvoorligting en beroepsgerigte opleiding vir dowe op sekondêre- en tersiêre-onderrysvlak in enkele oorsese lande*. Modern trends and developments in other countries were thus determined. The findings may not necessarily be applicable to the RSA, but would serve as functional guidelines. This is a fact that should be taken into consideration.

In the evaluation of the systems of vocational guidance and vocationally orientated education for the deaf in South Africa, much use was made of data that were collected during interviews with principals of schools for the deaf. Questionnaires were also completed by the controlling education departments. Since the original assignment was for research to be undertaken in respect of schools for the White, Indian and Coloured deaf, the

same questionnaire and interview method was used. There was no intention, however, to compare the different population groups and due to practical considerations the vocational guidance and vocationally orientated education for each group was to be discussed in separate subreports. *This subreport consequently dealt with schools for the Indian deaf exclusively.*

Interviews were conducted on the basis of a questionnaire, with the principals of the Durban School for Indian Deaf and the Lenasia School for the Deaf. Anticipating that certain aspects of the investigation might also be related to the official points of view of the Department of Internal Affairs (Indian Affairs), the Department was also requested to complete a questionnaire.

6.2 FINDINGS AND RECOMMENDATIONS IN RESPECT OF THE PROVISION OF EDUCATION FOR THE INDIAN DEAF IN SOUTH AFRICA

Education for the Indian deaf is a recent development in the education for this population group. Both schools for the Indian deaf were established through private initiative. According to departmental requirements private organizations had to contribute 5 % of the establishment costs of building a special school while the Department would contribute 95 %. There was concern among the principals concerning the extent to which the community would be able to collect the 5 %, especially since other welfare efforts also made many demands on it. In view of this, the principals stated that the government would in future probably have to take the initiative in establishing special schools.

Concerning the provision of education, attention was devoted to the control of education, admission to schools for the deaf, incidence of deafness, preschool instruction of the deaf, compulsory education limits, day and boarding schools, integration of the deaf into the ordinary school and differentiation.

6.2.1 Control of education

(1) Findings

Schools for the Indian deaf were subsidized by the Department of Internal Affairs, but because the schools were established through private initiative, the organizations that established the schools had certain basic controlling functions to perform. Each school had a governing body/council which had certain governing and administrative duties. The Department on the other hand also had certain controlling functions over the quality

of education, certification, and the drawing up of syllabuses. The investigation revealed that the Department permitted schools a large measure of liberty in respect of these aspects. It was clear from the collected data that a good balance existed between this freedom and the departmental control.

(2) Recommendations

It is recommended that the *status quo* be maintained in regard to the controlling of schools for the Indian deaf.

6.2.2 Criteria for admission to a school for the deaf

(1) Findings

Two aspects enjoyed attention here, namely the definition of deafness and the criteria for admission to a school for the deaf.

(a) Definition of deafness

According to the Department and Schedule 1 of the Education Services Act (Act No. 41 of 1967, as amended) the concept *deaf children* referred to children with a loss of hearing greater than 65 db in the frequency width 500 - 4 000 HZ, as measured on the pure tone audiometer.

This definition was not necessarily the only criterion for classification or for the admission of a child to a school for the deaf.

(b) Criteria for admission to a school for the deaf

The Department had two basic requirements for admission to a school for the deaf, namely compliance with the legal requirements and that the child was capable of little or no speech. Other factors to be taken into consideration for the referral and placement of deaf pupils were the following:

- . The nature of the loss of hearing.
- . The age at which the loss of hearing occurred.
- . The prognosis of the hearing defect.
- . Intellectual ability.
- . Natural aptitude for speech reading.

- . Standard of language development and the possibilities for further development.
- . Scholastic achievement in comparison with intellectual ability.
- . Domestic circumstances (socio-economic conditions and the attitude of the parents towards the handicap).
- . Personality traits, for instance ability to concentrate, memory, perseverance and extroversion.
- . Various (unspecified) factors that may have an influence.

The Department required the schools for the deaf not to be too rigid in their classification and placement of deaf pupils and that, although the most important criterion for placement should be the deafness, the child should still be educable.

The investigation indicated that the schools for the deaf did follow the above-mentioned criteria as the point of departure for the initial placement of deaf pupils. However, it was necessary that the child be followed up constantly and re-evaluated with the view to possible transference to classes for pupils who are hard of hearing, or to ordinary schools. It was clear that the child should be viewed as a total person during placement and follow up, and that the emphasis should not only be on his handicap.

On the whole, both the Department and the schools for the deaf followed an accountable system in regard to the admission of the deaf to the schools for the deaf. The criteria also displayed evidence of educational accountability.

(2) Recommendation

In view of the findings of the investigation it is recommended that the criteria laid down for the determination and placement of deaf pupils be retained.

6.2.3 Incidence of deafness

(1) Findings

Determination of the needs of special education is essential in respect of planning. Consequently, attempts were made to determine the incidence of deafness among Indians, but since the Indian deaf were exempted from compulsory school attendance and

because hostel facilities were not available at the existing schools, the determination of the incidence of deafness among Indian children was greatly hampered.

For the calculation of the incidence of deafness and for projections that were made, it was assumed that the current exemption from compulsory schooling and the lack of hostel facilities would continue to exist.

The data revealed that there were 133 deaf pupils at schools for the deaf in 1981.

It is clear from this that the incidence of deafness among the Indian school-going population was 0,61 per 1 000. Projected to the year 2 000 there would be 155 Indians at schools for the deaf.

(2) Recommendations

In view of the inadequacy of the statistics, it is recommended that statistical data with regard to the incidence of deafness be collected.

6.2.4 Preschool instruction

(1) Findings

During the investigation, attention was drawn to the accepted fact that the earlier instruction could be started for a child, the higher the level would be at which he could receive education. This requires the early identification of a hearing handicap and the early start of preschool instruction and guidance of the parents.

(a) Identification of deafness

The principals of the two schools for the Indian deaf thought that there was an urgent need for the early identification of deafness in children. It was found that Indian deaf currently entered a school for the deaf at a late stage. Many of them were only identified as deaf at a late stage. However, the point is to identify deafness early in order to render assistance. Identification and assistance should be regarded as two related components.

The principals of schools for the deaf thought that audiometric tests should be carried out during compulsory immunization at clinics. Potential cases of deafness could then be referred to

hospitals or schools for the deaf for confirmation. Medical practitioners should also refer so-called "late starters" for audiometric testing. Mothers and schoolgirls could also be informed about diseases (like rubella) and the conditions that could cause deafness and how potential deafness can be identified in a small child (for instance by the child's reaction to noise).

(b) Preschool instruction

The early identification of deafness should at all times be followed by a specific programme of assistance. The rendering of this assistance should not be directed only at the deaf child but should also include guidance for the parents. This guidance includes helping the parents to accept and educate their deaf child; providing them with knowledge on the hearing handicap and on the training required for the adjustment and wearing of the hearing aid by the child and on treating the child in the correct manner with a view to his learning speech and speech reading.

According to one school principal, such assistance can be actualized if centres are established where specialized personnel such as psychologists, speech therapists, social workers and teachers of the deaf are in attendance. The practice of rendering assistance, however, requires the co-operation of both parents, but especially of the mother. An unfavourable trend within the current labour situation is that more and more mothers have to work to augment the income of the family. On the other hand, rendering assistance to the deaf infant demands that the mother should assist at home with the teaching of the child.

Although the establishment of such centres for rendering assistance is essential, the following factors should also be considered:

- . Some mothers are simply unable to make a success of the home teaching programme.
- . The cost attached to establishing such centres (which would also have the necessary personnel) would be understandably high.
- . There are shortages in the categories of personnel required to staff the centres.

During the investigation attention was also paid to the pre-school instruction that is undertaken by schools for the deaf themselves. It was found that a shortage of personnel at the schools for the deaf meant that instruction to deaf infants before school entrance and the accompanying guidance for parents could be undertaken on a limited scale only.

(2) Recommendations.

With due consideration of the necessity for the early identification of deafness and the accompanying instruction, as well as many practical factors, the following recommendations are made:

- . Audiometric tests should be made compulsory during the immunizations which babies and infants have to receive at municipal clinics. Medical practitioners could also be requested to refer parents to clinics or audiometrists when they perform the immunization. Possible cases of hearing impairment could then be referred to hospitals, schools for the deaf or audiologists for confirmation.
- . Any officially recognized organization or person confirming a case of deafness should refer the parents of the deaf child to the nearest school for the deaf for assistance, if such a school is within reach. If a school is not within reach, the parents should be referred to the nearest school psychological clinic.
- . The Department of Education and Culture (Administration: House of Delegates) should consider the appointment of speech therapists who have received training in the instruction of aurally handicapped persons or who have had experience of teaching such persons, either during studying for a degree or afterwards. One such therapist should be appointed at each school psychological clinic to deal with the instruction of aurally handicapped persons who are referred there.
- . Staff attached to the school psychological clinic (especially psychologists and social workers) should give guidance to the parents of a deaf child, especially in respect of their accepting their child's handicap.
- . Additional staff (based on the demand for preschool instruction and guidance for parents) should be

allocated to schools for the deaf, to deal with the instruction of the deaf before they enter school, as well as with guidance for the parents.

- . The existing formula for determining the number of teaching staff to be allocated to schools for the deaf and which is based on the number of pupils attending the school, should be replaced by a formula that will include the number of preschool infants and their parents who can be assisted by the school.
- . A campaign should be launched by the SA National Council for the Deaf or interested government departments to inform parents, the general public and family doctors about the necessity for the early identification of deafness, the reasons for deafness (such as diseases or injuries during pregnancies and genetic deafness) and where assistance can be obtained if a deaf child is identified.

6.2.5 Limits of compulsory education

(1) Findings

Deaf pupils were exempted from compulsory schooling under the present dispensation. This meant that the Indian deaf either never attended school or entered a school for the deaf at a late stage so that the standard to which they could be educated, was limited. The school principals were in agreement that the introduction of limits to compulsory schooling was essential. They felt that compulsory school attendance should last from six to sixteen years of age but that the school should still be allowed to admit deaf pupils from three years of age and allow them to attend school until twenty-one years of age.

(2) Recommendations

The following recommendations are made:

- . Compulsory education for deaf pupils should be introduced as soon as possible and it should last from the year in which the pupil becomes six years old until the end of the year in which he turns sixteen.
- . Schools for the deaf should always be permitted to teach deaf pupils from the age of three to twenty-

one years.

If the recommendations of the HSRC Investigation into Education in the RSA concerning compulsory education and the limits of compulsory education are accepted by the Government, they should also be made applicable to the Indian deaf on proviso that the preceding recommendation be retained.

6.2.6 Day and boarding schools for the deaf

(1) Findings

Both schools for the Indian deaf were exclusively day schools but they received pupils from all over the RSA. Deaf pupils whose parents did *not* live in the vicinity of the school had to arrange for lodgings with relatives or friends living in the area. It was found that some deaf pupils did not easily feel at home with these foster parents and soon left school again, with harmful consequences to their education. Both schools were currently planning new schools with hostel facilities.

The opinions of the principals were obtained on the advantages of boarding schools as against day schools and vice versa. There was no unanimity about this and it was clear that both types of schools have both positive and negative aspects.

On the basis of practical considerations such as the cost attached to small day schools for the deaf, the sparse population in rural areas and the size of the country, it was clear that residential schools for the deaf would remain essential. With due consideration of the problems experienced by Indian parents to find accommodation for their deaf children in the vicinity of the schools for the deaf, the following recommendation is made:

(2) Recommendation

It is recommended that urgent attention be paid to the establishment of hostel facilities at schools for the deaf. If these hostel facilities are established, it should still be ensured that there will be opportunities for the deaf pupils to have sufficient contact with pupils who can hear.

6.2.7 Integration of the deaf into the mainstream education

(1) Findings

The integration of the deaf into mainstream education is a facet of special education that has enjoyed increasingly more attention in overseas countries, but which is little discussed at present in the RSA. Since integration into the mainstream of education can certainly contribute to the establishment of new training opportunities for the deaf, this aspect was examined during the investigation.

According to the school principals, deaf persons had up to date only been transferred to an ordinary school from a school for the deaf in exceptional cases. The Department of Internal Affairs did not encourage integration at all, because special supportive services required for the instruction of the deaf did not exist in ordinary education. The Department and the two principals concerned felt that certain deaf persons (not all of them) could indeed be integrated into mainstream education, subject to the following conditions:

- . The ordinary school should have special supportive services available.
- . The schools for the deaf should select suitable candidates for integration into mainstream education from the pupils attending the schools for the deaf.

The following are problems envisaged with the integration of a few deaf pupils into mainstream education:

- . In the ordinary schools the classes are too big to permit optimum individualization of instruction.
- . The costs attached to transforming an ordinary school to accommodate deaf persons, are too high.
- . Teachers at ordinary schools are not trained to teach deaf children.
- . There is no guarantee that principals, teachers and pupils will treat the deaf child correctly.

It was clear from the investigation that the coupling of a school or section for the deaf to an ordinary school can be a viable proposition. Positive aspects of such a system include the following:

- . Costs attached to the duplication of expensive special facilities (such as workshops, school halls and sports fields) are eliminated.
- . Individualization of instruction for the deaf is maintained.
- . Contact with those who can hear, especially fellow scholars, is promoted.
- . A few special rooms can be added to schools or existing rooms modified to make the necessary provision for the deaf.
- . The self-image and dignity of the deaf child can be promoted meaningfully by such a system, since the deaf child will possibly see himself as less exceptional.
- . Deaf pupils can easily receive instruction in some subjects with those who can hear, such as Physical Education and the practical sections of technical subjects.

(2) Recommendations

In view of the findings of the investigation, the following are recommended:

- . Although the HSRC Investigation into Education in the RSA recommended that special education should always enjoy a lower priority than attempts to instruct pupils in mainstream education (22, p.163), complete integration of the deaf into mainstream education should not be considered at this stage. The doors should, however, be kept open for future consideration of this matter.
- . To establish only a few classes for the deaf at an ordinary school is undesirable and should not be considered.
- . The possibility should be investigated of coupling a school for the deaf to an ordinary school with a view to the best utilization of the facilities (workshops, gymnasium, library, sports grounds, halls) available at the ordinary school (see 22,

pp. 188 and 193 where the recommendation is supported). Both the ordinary school and the school for the deaf should still have their own staff, but effective co-ordination and organisational structures should be created by which both principals would have a full say to ensure the very best functioning of both schools. Sharing of the same hostel facilities should also be considered. This recommendation may possibly eliminate duplication of costs in regard to the erection of ordinary schools and particularly special schools and it may also alleviate problems such as those mentioned in Paragraph 6.2. Such a system could also leave room for a limited measure of integration of the deaf into mainstream education.

6.2.8 Differentiation

(1) Findings

Schools for the Indian deaf currently offered education only up to Std 6, with the result that differentiation in terms of courses and choice of subjects did not enjoy real attention. This is however, only one facet of differentiation. Another important facet is that pupils should receive instruction in accordance with their ability, interest and aptitude and with due consideration of the manpower needs of the country. This latter aspect was certainly a requirement of the Department and was put into practice at the schools for the deaf.

(2) Recommendations

It is recommended that the current policy in respect of differentiation be maintained but that provision be made for further differentiation in the schools for the deaf when the pupils progress beyond Std 7.

6.3 FINDINGS AND RECOMMENDATIONS IN REGARD TO SCHOOL GUIDANCE FOR DEAF PUPILS

Most educationists and education authorities today accept that school guidance is a necessary component in the child's education. A system of differentiation requires school guidance to function as an auxiliary service within it.

6.3.1 Aim of school guidance

The aim of school guidance as a service within a system of the provision of education is defined as an auxiliary service by means of which pupils are guided educationally and vocationally and in regard to their personalities, so that they can receive differentiated education in accordance with their ability, aptitude and interest and in consideration of the manpower needs of the country, thus actualizing the aim of education. Guidance should therefore be an educational service at all schools, rendered by specialized persons, and directed towards a positive orientation among all young people in respect of their personalities and educational and vocational matters. An orientation should also be created in young people in respect of the total life world (economic, social and cultural).

The following concepts in the investigation, concerning school guidance, were also clarified:

(1) School guidance as an educational auxiliary service

As an auxiliary service, school guidance has to assist the young person in respect of his personality and on educational and vocational matters to achieve self-knowledge and vocational knowledge, so that the young person can make meaningful choices and can practise his vocation successfully. This auxiliary service includes

- . an information service,
- . an advisory service,
- . a pedodiagnostic service,
- . a pedotherapeutic service,
- . a preventive service, and
- . a vocational placement and aftercare service.

(2) Provision for the manpower needs of the country

When the statement is made that vocational guidance should take the manpower needs of the country into consideration, it means that the vocational guidance officer should inform the deaf child on the diversity of vocations open to the deaf, as well as on the opportunities and demands in each vocational sphere.

(3) Relation: guidance and differentiated education

The aim of differentiation is to provide education according to the ability, aptitude and interest of the pupils and with due consideration of the manpower needs of the country. It is clear from the aim of school guidance that school guidance and differentiated education are to a great extent interdependent.

(4) Vocational guidance should lead to a specific orientation among all young people

When a specific orientation is striven after among young people by means of vocational guidance, it is assumed that the young person will make a meaningful vocational choice in respect of the reality of vocational life awaiting him outside the school. The young person should therefore form a clear image as to what is awaiting him in the vocational world.

6.3.2 Forms of vocational guidance

The following forms of vocational guidance are distinguished and discussed:

(1) Personality guidance

Here we have to do with assistance and guidance for the youthful person by the guidance officer with the aim of leading the young person towards insight into, and knowledge of himself (his possibilities and limitations).

(2) Guidance in respect of choice of education

This comprises guidance in respect of the existing educational opportunities with the aim of helping the young person to make choices in respect of his field of study and subjects, as well as vocationally orientated education.

(3) Guidance in respect of choice of a vocation

This can be regarded as the culmination of the vocational guidance officer's association with the child. Guidance in respect of the choice of a vocation should result in the young person making a meaningful choice of a vocation, based on self-insight and vocational information.

6.3.3 The state of vocational guidance at schools for the Indian deaf

(1) Findings

The Department of Internal Affairs did not require schools for the Indian deaf to present school guidance. Despite this, the schools did so on their own initiative. They used the school guidance syllabus prescribed for ordinary Indian schools, but adapted it to make provision for the needs of deaf pupils. During a separate investigation undertaken by the HSRC it was found that the school guidance syllabus of the ordinary schools was educationally accountable (3, p. 137).

The principals of the schools for the deaf indicated that school guidance should be maintained as an auxiliary service within education and that the child should constantly be regarded as a totality. School guidance was primarily the task of the teacher-psychologist (school-psychologist) who was a specially trained person. Educational and personality guidance were presented by both schools for the deaf, while the Durban school also offered vocational guidance. Both schools also gave group guidance and individual guidance.

With regard to aftercare and vocational placement, the Lenasia School for the Deaf had not yet produced any school leavers and could thus not carry out vocational placement aftercare. The Durban School for Indian Deaf did not currently provide vocational placement and aftercare directly, but did co-operate with the parents and social workers on vocational placement by means of a so-called Rehabilitation Committee. This co-operation also ensured enough feedback to the school in respect of the vocational position of deaf school leavers. Although the Department of Internal Affairs agreed that aftercare was important, it did not see it solely as the task of the school for the deaf.

This aftercare should also include guidance for working deaf persons in respect of marriage, genetic matters (such as hereditary deafness) religion, work problems, social aspects and study guidance.

Regarded from a pedagogic perspective, aftercare cannot be seen as the direct task of the school. The school, after all, has an educational task which is concluded when the child leaves school and the aim of the guidance for the child is to assist him towards independence. The formative educational task of the

school is thus concluded when the child reaches maturity and the guidance the adult requires after that cannot be regarded as purely pedagogic.

(2) Recommendations

The following recommendations concerning school guidance are made:

- . School guidance as an educational auxiliary service as it has been described in this report should be introduced at all schools for the deaf by the Department of Education and Culture (Administration: House of Delegates).
- . The syllabus used at ordinary Indian schools should be adapted to comply with the needs of the Indian deaf.
- . Recommendations of the HSRC Investigation into Education in the RSA concerning school guidance (22, pp. 169-171) (if they are accepted and implemented by the Government) should also be made applicable to Indian schools for the deaf.
- . Vocational placement and aftercare should not be added as a task for the school for the deaf, but the school for the deaf should deal with vocational placement in close co-operation with vocational guidance officers of the Department of Manpower and with social workers. In this way sufficient feedback from deaf school leavers can be ensured. These recommendations do however, imply that schools for the deaf may not do *any* vocational placement or aftercare - on the contrary if a school for the deaf can place a pupil well, it will be neglecting its duty if it does not do so.
- . Guidance should be given to young working people on aspects such as marriage, genetic matters, work, social, religious and study problems. An examination should be made as to how this guidance can be given most effectively.

6.3.4 Post of school psychologist

(1) Findings

The investigation revealed that the Department of Internal

Affairs had stipulated that at least *one* school psychologist should be appointed per school. This school psychologist had to have at least a B.A. degree with psychology as a major subject. The school psychologist was not exempted from subject teaching and was required to do eight to ten periods of subject teaching per week.

The Department pointed out that the school psychologist's most important task was to attempt to understand each pupil and his unique problems and to help him to overcome them. To achieve this the school psychologist had to form a reliable image of the child, based on the historicity, medical history and psychological test results that were obtained. Other tasks which were the responsibility of the school psychologist comprised the collection of information (such as progress at school and that obtained during interviews) concerning pupils, and the selective distribution of important information to teachers, parents and other interested persons (for example social workers). It was also expected of the psychologist to give therapy (psychological and guidance therapy) to pupils. Certain administrative tasks such as the checking of Ed.Lab.cards, control of the interview room and the arrangement of guidance for parents also formed part of his functions.

One of the principals of the schools for the deaf thought that the qualifications required for appointment as a school psychologist were inadequate.

To communicate with a deaf person requires thorough experience of the teaching of the deaf, especially if assistance and the above-mentioned therapy are to be given. In view of this, the principal in question was convinced that the same criteria should apply at a school for the deaf as those that apply to the appointment of a school guidance officer at an ordinary Indian school. These criteria demanded that the school guidance officer should have both a B.A. degree with psychology as a major subject and two years' teaching experience, as well as post-graduate training as a school guidance officer (13, p.47). The post-graduate qualifications included a Diploma in School Guidance or a B.Ed. (School Guidance) or an M.A. (Guidance Psychology) degree.

(2) Recommendations

In view of the preceding, the following recommendations are made:

- . The policy in respect of the allocation of a school psychologist to a school for the deaf should be kept.

- . The qualifications required for the appointment of a school psychologist at a school for the deaf should be placed on a par with those required for the appointment of a school counsellor at an ordinary school.

6.3.5 Guidance for parents

(1) Motivation

Principals of schools for the deaf frequently presented guidance to parents, in respect of

- . the home training of the deaf child,
- . communication with the deaf child,
- . acceptance and education of the deaf child,
- . understanding of the deaf child,
- . the possibilities (intellectual, social and other) of the deaf child.

Guidance for the parents was given mainly on occasions when the school made contact with the parents, for instance during parents' evenings, conferences and sports meetings. The principals also indicated that they would have liked to give better guidance more frequently to the parents, but that a lack of staff and the long distances the parents were living from the school, prevented it.

Although guidance for parents is certainly important during the deaf child's entire school career, the first years of preschool education can be classified as of special importance. Seen from a pedagogic perspective, it is clear that guidance for parents of deaf children is of primary importance. The recommendations concerning preschool assistance (see Paragraph 6.2.4) are therefore also applicable here. In addition, the following recommendations are made:

(2) Recommendations

Assistance and guidance for the deaf infant's parents after the infant has entered school, should receive special attention, and additional personnel should be appointed for this purpose (as was recommended in Paragraph 6.2.4).

Guidance should constantly be given to the parents throughout the deaf child's school career, by means of which the parents will be kept informed of the deaf child's progress in respect of, *inter alia*, the acquisition of speech and speech reading, socialization and academic progress.

6.4 FINDINGS AND RECOMMENDATIONS IN RESPECT OF VOCATIONALLY ORIENTATED EDUCATION AT SCHOOLS FOR THE INDIAN DEAF

6.4.1 Introduction

In Chapter 4 an explanation was given of the closely related concepts of vocational education, vocationally orientated education, vocationally orientated training and vocational training. It was pointed out that the concept "vocationally orientated education" referred to the introduction of practical subjects in education, thereby bringing teaching closer to society. The concepts formal and non-formal education also referred to teaching at all levels of education. It was also indicated that the meanings of the concepts vocational education, vocationally orientated training and vocational training were too narrow and could not be used for the purpose of this study.

6.4.2 Vocationally orientated education at schools for the Indian deaf

(1) Findings

The Department of Internal Affairs did not prescribe any specific vocationally orientated courses for schools for the deaf but left the initiative in their hands. It is true that neither of the schools currently had any facilities for the presentation of any vocationally orientated courses, but the investigation revealed that both schools tried to supply vocationally orientated education.

The Durban School for Indian Deaf used the facilities of the M.L. Sultan Technikon for the presentation of courses in Woodwork, Metalwork, Electricity, Printing, Bricklaying and Plastering and Fitting and Turning. Instruction was given twice a week in four-hour sessions. The course lasted until the deaf child had reached a specific level of skill in the subject.

The following advantages were attached to the system:

- . Instructors at the Technikon were fully aware of the

latest developments in their field.

- Facilities at the Technikon were of a high standard.
- Expenses attached to the erection of similar facilities at the school for the deaf were obviated.
- It was to the deaf child's advantage if he could accustom himself to instruction from a person who mainly taught persons who can hear.

The following were the disadvantages attached to the system:

- Instructors at the Technikon gave the instruction voluntarily and without remuneration and only at times when their timetables permitted it.
- The number of hours available for instruction was inadequate.

After the deaf pupils had received training at the Technikon they were placed with appropriate firms for further training. This aspect was a recent development and the expected benefits comprised the following:

- Pupils received instruction in specific vocational skills which would enable them to practice that vocation.
- Good contacts were built up with potential employers.
- The general formative education of the pupils could be continued.
- Deaf pupils were well prepared to become independent workers.

Negative aspects of the system were that legislation concerning the remuneration of scholars, registration as employee/apprentice and legislation in respect of child labour and such like were affected. The implications of the legislation concerning deaf pupils who wish to receive skilled training in firms, will therefore have to be examined thoroughly.

The vocationally orientated education previously described applied mainly to boys. A few problems were experienced with regard to the vocationally orientated education of girls. The Technikon

could only supply training in Needlework and Domestic Science, but there were few job opportunities in these fields. The school itself offered training in Typewriting and Clothes Designing on a limited scale, but could not appoint teachers in a full-time capacity for these subjects because the salaries were too low.

(2) Recommendations

The following recommendations are made concerning vocationally orientated education:

- . The Department of Education and Culture (Administration: House of Delegates) should pay urgent attention to the introduction of vocationally orientated education.
- . An investigation should be started into the possibility of extending the system of vocationally orientated education for the deaf at a Technikon (as applied at present in Durban).
- . Consideration should be given to the possibility of paying additional remuneration to instructors who instruct deaf pupils in practical subjects at technikons.
- . The legal implications should be investigated in respect of deaf pupils who receive training at private firms before they leave school and if impediments in the way of such training can be overcome, it should be introduced without delay. The following aspects justify further investigation in this respect:
 - . Which firms should be involved in such training programmes.
 - . Evaluation of the training offered and the achievement levels (skills) with which the deaf person should comply.
 - . Certification on completion of training.
 - . The age at which deaf pupils may receive such training.
 - . Remuneration, if any, for deaf pupils.

- Legal stipulations affected by such a system (for instance the Apprenticeship Act, Industrial Acts and Trade Union Stipulations).

6.4.3 Secondary education for deaf pupils

(1) Findings

The investigation revealed that deaf pupils currently only progressed as far as Std 5 or Std 6. However, both schools for the deaf anticipated that pupils would in future be able to progress further than Std 6, provided instruction could be started earlier and provided compulsory education was introduced. Due to the present dispensation, the possibilities of tertiary education or even post-secondary instruction could not be investigated.

Postschool instruction for those deaf persons who left school with qualifications lower than Std 6, was also examined. It was found that the need for further postschool instruction for such persons did indeed exist, but that they could not receive further instruction or training at ordinary institutions owing to their communication problem. Schools for the deaf could probably provide further training for deaf school leavers, but lack of staff makes it impossible at present. Generally speaking, further training should be aimed at the extension of, on the one hand, general formative education and on the other hand vocationally orientated education.

(2) Recommendation

In view of the findings, the following is recommended:

- The Department of Education and Culture (Administration: House of Delegates) and the schools for the Indian deaf should pay attention in good time to the possibility of establishing opportunities for deaf Indians who have completed secondary education, so that they can receive further training after leaving school.
The possibility should be investigated of further training for deaf school leavers with qualifications lower than Std 6. The demand for such training will naturally determine the type, level and structure of the training offered and the time (part-time/full-time/after hours) when it can be given. This training will have to be given by persons who

are fully acquainted with the instruction of deaf persons.

6.5 FINDINGS AND RECOMMENDATIONS CONCERNING THE VOCATIONAL PLACEMENT AND POSITION OF THE INDIAN DEAF

6.5.1 Introduction

To conclude the investigation, the vocational placement and position of deaf school leavers were examined. The rationale was to verify which problems that are generally stated in regard to deaf persons, really exist, as well as to determine the extent to which vocationally orientated education was appropriate for the vocations in which deaf pupils were placed.

6.5.2 Vocational placement of deaf school leavers

(1) Findings

Only the Durban School for Indian Deaf had already produced deaf school leavers who had to be placed in vocations. Twenty five pupils left this school between 1975-1979, the majority of whom had a Std 4 or Std 5 certificate. Initially the school dealt with the vocational placement of school leavers, but this task was taken over by a social worker who was appointed at the Durban office of the SA National Council for the Deaf. The school itself placed 12 of the 25 school leavers. There was good co-operation between the school and the social worker.

The investigation found, however, that few pupils were appropriately placed, since the jobs they were doing were not directly related to their vocationally orientated education. The deduction could not be made though, that the training *per se* was wrong. Because the formal qualifications obtained by deaf pupils were very low, the pupils could not actually choose their jobs.

Any person with a low standard of schooling is in reality in the position where he has to accept the work he can get (mainly unskilled or semi-skilled). In these circumstances, there can be little talk of choosing a vocation which in fact requires a higher standard of training (34, p.22).

The low vocational position of deaf Indians should be seen against this background. The necessity for higher-level training is consequently emphasized.

The investigation also established that there were specific problems in regard to the placement of deaf girls. It was found that parents were especially unwilling to place girls in factories, for fear that they would not be able to hold their own in such a situation.

Problems of vocational placement for deaf school leavers that were distinguished, can be summarized as follows:

- . There was insufficient training of deaf persons owing to their late entry into school.
- . Poor job opportunities existed owing to the low standard of training deaf persons received.
- . The deaf were placed in positions that were not related to their vocationally orientated education, interest or aptitude, because these jobs were the only ones available.

(2) Recommendations

In view of the findings, the following recommendations are made:

- . The labour market should be examined constantly for the identification of new job opportunities for the deaf. Clarity must be obtained as to who should take responsibility for this task.
- . Vocationally orientated education for deaf scholars, as has already been recommended, should receive urgent attention.

6.5.3 Unemployment and the influence of technological development on the job and promotional opportunities for the deaf

There were few statistics available concerning the scope of unemployment among deaf Indians. Indications were, however, that unemployment among handicapped labourers, just as among labourers in general, was closely associated with the economic conditions in the country. During periods of economic growth unemployment decreases but during economic recession it increases. In 1981 unemployment among deaf Indians was relatively low - for example only one of the twenty-five school leavers of the 1975-1979 period was unemployed.

As regards the influence of technological developments on the decrease in manual labour, it was found that there might be a real danger for semi-skilled and unskilled labourers who did not receive any further training after leaving school for dealing with the technological changes. Constant training appears to be essential and underlines the recommendations already made.

The investigation established similarly that deaf workers could frequently not be promoted above a certain level because they had not received sufficient training. Literature consulted on the vocational promotion of the deaf also clearly shows that lack of promotion was a real problem for the deaf labourer. It was once again evident that the lack of communication and the low standard of training were the major problems.

The implementation of recommendations that will ensure better training opportunities for the Indian deaf will therefore be of decisive importance here. No separate recommendations concerning the preceding problems will therefore be made.

6.5.4 Legislation and measures for the promotion of vocational opportunities for deaf persons

In certain Western countries the government compels employers by means of legislation to employ handicapped persons. Although these measures result in a sharp decrease in unemployment, they also have a negative effect, namely that employers frequently employ handicapped persons merely to comply with the legal requirements, with the result that the handicapped labourer is under-utilized and even has slender possibilities for promotion. The South African Government is currently opposed to such legislation, but if prejudice and unwillingness on the part of the employers to employ handicapped persons continues and if unemployment among handicapped persons becomes critical, such legislation should be seriously considered (7, p.65).

Attempts were made during the investigation to establish what the school principals' attitudes were towards such legislation. There was a difference in opinion on the desirability of compelling employers by law to employ deaf persons but both principals thought that employers should be compelled to make certain adjustments to their work situations in order to accommodate deaf persons (for example the installation of warning lights instead of sirens and giving written instructions).

Regarding the possibility of creating industries or workshops run by deaf persons exclusively, no agreement could be reached

on this matter. The need for such workshops for deaf Indians could not be determined beyond all doubt.

It was clear that there was no total agreement among principals of schools for the deaf on legislation or measures to create job opportunities in this way. Since few deaf Indian had completed their school training at this stage, there were relatively few vocational placement problems that could be solved by means of legislation. No recommendations can therefore be made at this stage in regard to this aspect, but it would be advisable to monitor the state of affairs in the labour market from time to time in order to solve problems that may arise in this field.

Attention should also be paid to launching an information campaign during which employers can be informed about the possibilities of the deaf employee, the risks (if any) of employing a deaf person, the standard of training, communication skill and especially of the valuable source of manpower offered in general by handicapped persons.

6.6 CONCLUDING REMARK

Vocational guidance and vocationally orientated education for the Indian deaf in the RSA were investigated in this report. It was clear from the results that vocationally orientated education for the deaf formed an essential component in their education and that adequate education may also improve the vocational position of deaf persons. The necessity for vocational guidance as an auxiliary service within education was also indicated. On the whole, this investigation ascertained the inadequacy of education and training for the Indian deaf. It is hoped that this report will contribute to the eventual improvement of their general standard of education whereby job opportunities for the deaf will be promoted.

LIST OF SOURCES

1. CRUICKSHANK, W.M., JOHNSON, G.O. *Education of exceptional children and youth*. Third edition, New Jersey: Prentice-Hall Inc., 1975.
2. DALE, D.M.C. *Deaf children at home and at school*. Third impression. London: University of London Press, 1967.
3. DE KLERK, J.T., NIEUWENHUIS, F.J. *An evaluation of school guidance systems in Indian schools*. Pretoria: Human Sciences Research Council, 1982.
4. DEPARTMENT OF INTERNAL AFFAIRS (INDIAN AFFAIRS). *Criteria for the admission of pupils to schools for deaf children*. (undated)
5. DEPARTMENT OF INTERNAL AFFAIRS (INDIAN AFFAIRS). *Duties of the teacher-psychologist*. (undated)
6. DEPARTMENT OF MANPOWER. *Monthly return of handicapped*. (April 1979, April 1980 and April 1981).
7. DILLMAN, J.H. Vooroordeel teenoor gestremde werkers. *Rehabilitation in SA* 23(3), September 1981.
8. ENGELBRECHT, G.K. *Die dowes. Die maatskaplike en sosiale posisie van die dowe in Suid-Afrika*. Kaapstad/Pretoria: HAUM, 1961.
9. ENGELBRECHT, G.K. Employment prospects for the totally deaf. *The silent messenger* 39 (3), March 1973.
10. GOUWS, M. *Onderwys en skoolvoorligting vir dowe leerlinge*. Pretoria: Raad vir Geesteswetenskaplike Navorsing, 1975.
11. HAASBROEK, J.B. *Skoolvoorligting: Beginsels en metodes*. RGN-voorligtingsreeks VR-1. Pretoria, 1978.
12. HOWES, F.L. The training and employment of young people with handicaps. In: JACKSON, R. *Career guidance: Practice and problems*. London: Edward Arnold Publishers, 1973.

13. HSRC INVESTIGATION INTO EDUCATION. Provision of education in the RSA. *Report of the Main Committee.* Pretoria, 1981.
14. HSRC INVESTIGATION INTO EDUCATION. Guidance. *Report of the Work Committee: Guidance.* Pretoria, 1981.
15. HSRC INVESTIGATION INTO EDUCATION. Technical and vocational education. *Report of the Work Committee: Teaching of the natural sciences, Mathematics and technical subjects.* Pretoria, 1981.
16. KAPP, J.A. Ouerleiding en die gehoorgestremde kind. *Educare* 10, 1981.
17. LANDMAN, W.A. Die Beroepsoriënteringsproblematiek van die misdeelde kind in die RSA. In: SONNEKUS, M.C.H. *et al.* *Die misdeelde kind en sy inskakeling in die maatskappy.* Pretoria: NG-Kerk Boekhandel, 1972.
18. MARITZ, J.C. Kommunikasie as probleem van die gehoorgestremde in die arbeidsmark. *Rehabilitasie in Suid-Afrika* 16(2), Junie 1972.
19. MOCKE, H.A. *Verslag van buitelandse studiereis in verband met buitengewone onderwys.* Pretoria: Departement van Bantoe-onderwys, 1975.
20. NATIONAL SYSTEM OF EDUCATION. Pretoria: Human Sciences Research Council, Verslag 0-1, 1971.
21. NIEUWENHUIS, F.J. *Beroepsvoorligting en beroepsgerigte opleiding vir dowes op sekondêre- en tersiêre-onderwysvlak in enkele oorsese lande.* Pretoria: Raad vir Geesteswetenskaplike Navorsing, 1980.
22. NIEUWENHUIS, F.J. *Die sosiale lewe van die dowe kind-in-opvoeding.* Pretoria: Universiteit van Pretoria, 1980. (Ongepubliseerde M.Ed.-verhandeling)
23. PAOLA, L.J. The role of the parent of a deaf child. *Rehabilitation in South Africa.* 20, June 1976.
24. PRETORIUS, J.W.M. *Grondslae van die pedoterapie.* Johannesburg: Mc Graw-Hill, 1972.

25. ROBBERTSE, J.H. *Die beroepsoriënteringsondersoek van die dove jeugdige*. Pretoria: Universiteit van Pretoria, 1969. (M.Ed.-verhandeling)
26. SHERTZER, B., STONE, S.G. *Fundamentals of guidance*. Boston: Houghton Mifflin Company, 1966.
27. SILVER, N.H. Employment practices and trends in industry. *The silent messenger* 42 (11), June/July 1975.
28. SMIT, R.J. *Careers for deaf persons with post-school qualifications*. Pretoria: Human Sciences Research Council, 1978.
29. SPIES, P.G. van Z. *Skoolvoorligting: Doelstellings en terminologie*. Pretoria: Raad vir Geesteswetenskaplike Navorsing, 1970.
30. STRIJDOM, H.G. *Blanke manlike doves in Transvaal*. Pretoria: Raad vir Geesteswetenskaplike Navorsing, 1971.
31. TAYLOR, W.W., TAYLOR, I.W. *Services for the handicapped youth in England and Wales*. New York: International society for the rehabilitation of the disabled. 1967.
32. THOMAS, E., FERGUSON, T. *The handicapped school leaver*. London: British Council for the rehabilitation of the disabled, 1964.
33. VAN UDEN, A. Over de integratie van doven kinderen en volwassenen in de horende maatschappij. *Tijdschrift voor Opvoedkunde* 20 (5), 1974-1975.
34. WIEGERSMA, S. *Psychologie van beroep en beroepskeuze*. Groningen: J.B. Walters, 1967.
35. WULFSOHN B. *'n Vergelykende studie van beroepsonderwys in Suid-Afrika en in sekere Wes-Europese lande*. Kaapstad: Nasionale Boekhandel, 1959.

BLN. 105073
ORDER NO. 98-7719
COPY NO. 1099070



R25-00

FGN
BIBLIOTEK

HSRG
LIBRARY

