DBE INCLUSIVE EDUCATION REPORT PRESENTATION 30 OCTOBER 2019

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WESTERN CAPE FORUM FOR INTELLECTUAL DISABILITY

WCFID SUBMISSION TO PORTFOLIO COMMITTEE ON BASIC EDUCATION

The Department of Basic Education (DBE), is not meeting its constitutional and legislative obligation and NDP commitment of ensuring that all children have access to basic education, and are enrolled in school between the ages of 7 – 15 (Slides 10). DBE reports that it is providing education outreach services to 9 552 learners at special care centres (Slide 60). **DBE and provincial education departments (PEDs) refuse these learners admission to public schools.** NGOs have established special care centres to accommodate these learners in their homes, RDP houses, shacks, containers and purpose-built and/or rented facilities. WCFID commends DBE for engaging with WCFID about education for learners at special care centres but is concerned that not much progress has been made in the development of a drastic turnaround strategy with clear, time-bound implementation plans and funding models to address this constitutional and legislative violation.

WCFID calls on the Portfolio Committee on Basic Education to **strongly urge DBE to provide the Portfolio Committee, parents, special care centres and civil society with the strategy, implementation plans and funding models to ensure that children at special care centres are included in the public school system.**

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**The Western Cape Forum for Intellectual Disability (WCFID): Background**

The Western Cape Forum for Intellectual Disability (WCFID), is a non-governmental organisation (NGO) that provides a support network for special care centres; Special Schools; professionals and individuals in the intellectual disability sector. WCFID provides training; develops resources for, and advocates on behalf of +/- 220 members (72 of which are special care centres). Special care centres (SCCs) are NGOs that provide education and care to learners with severe to profound intellectual disability who are excluded from (refused admission at) public schools.

**Right to Education Campaign:**

WCFID has a history of lobbying National and the Western Cape government to adhere to the immediate constitutional right to access education since 1997. This campaign for the right to education (RTE) for learners with severe to profound intellectual disability (SPID) culminated in court action in 2007, with a ruling in favour of the WCFID in 2010 (Case No 18678/2007) See Annexure 1. The National Government of South Africa was the first respondent and the Government of the Western Cape was the second respondent. Although the court order is limited to the Western Cape, it sets the precedent for all learners with SPID nationally.

**Role of the Department of Basic Education**

The Department of Basic Education and the provincial education departments (PEDs) have the mandate to provide education (and its components) to all learners, with the support of other government departments (e.g. Departments of Social Development; Health; Transport; Public Works; Treasury and municipalities). See Annexure 2.

**DBE Response to the Court Order**

The Department of Basic Education has responded with a conditional grant for the education of learners with SPID at special care centres. (Question 2247: Date of Publication of Internal Question Paper: 07/08/2017: Internal Question Paper: 25/2017). See Annexure 3.

**WCFID Concerns**

**Lack of congruence between the court order and the conditional grant (See Annexure 4)**

WCFID is concerned that the structure of the conditional grant does not respond to the spirit of the court order or most of the requirements, e.g.:

* Funds to centres for
* Adequate facilities
* Adequate remuneration of staff
* Provision of transport to learners at centres

# A SUPPORT NETWORK FOR TRAINING – ADVOCACY – RESOURCES

**ADDING SKILLS ADDING KNOWLEDGE ADVANCING RIGHTS**

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**Poor implementation of the conditional grant in the Western Cape and nationally (See Annexure 5)**

WCFID is concerned that:

* the conditional grant implementation is not on track
* the conditional grant is underspent in some provinces
* the conditional grant does not achieve its stated aims: to provide access to education for learners with severe to profound intellectual disability who are denied admission to state schools

WCFID has been unable to adequately monitor DBE performance on the implementation of the grant because DBE has limited its reporting to funds transferred to provinces, without reporting on funds spent by provinces (2018/19). (The Portfolio Committee on Basic Education – Fifth Parliament – on two occasions raised this with DBE as a matter that limited their oversight function.)

**RECOMMENDATIONS**

**Learnings and Opportunities for Modified and Improved Replication: Implementation of the court order in the Western Cape**

WCFID believes that the DBE conditional grant for the education of learners with SPID needs to be restructured and increased in order to meet the requirements of the court order.

1. **The conditional grant should be increased to ensure that:**

* funding is provided to centres for
* adequate facilities; infrastructure; rental of facilities
* adequate remuneration of staff ( all staff, including carers; administrators; principals and drivers)
* special care centres receive adequate and appropriate transport

**2. The funding model adopted in the Western Cape needs to be supplemented with direct funds to centres from the DBE conditional grant.**

* The approach to the implementation of the court order, adopted in the Western Cape, could be improved and modified to meet the right to education of all learners with SPID at special care centres within the prescripts of the court order.
* The Department of Social Development (DSD) (Western Cape) has taken the lead in the implementation of the court order in the Western Cape instead of the Western Cape Education Department (WCED), by default. Direct financial contributions to SCC’s from DoH and DSD have increased from R34m (2011) – R20m (2017) (updated: R73m: 01102019)

**RESPONSE TO THE COURT ORDER (Western Cape)**

**2011 Spend: R34m               2017 Spend: R80m**

* Currently DSD (WC) and DoH (WC) provide direct funding to special care centres (SCCs). SCCs receive variations of combinations based on the following table:



**A revised and improved DBE conditional grant should address the following:**

* Contributions to salaries for caregivers should at the very least meet the National Minimum Wage requirements.
* The ratio of learners to caregivers (currently 1:8 learners) needs to be revised to 1:3 where necessary

The Programme Implementer (PI) position is currently occupied by ECD teachers (NQF 5), in many cases.

* The salary and ratio (1:30 learners) of the PI need upward revision (1:8).
* Principals’ salaries should be included in the contributions
* Contributions for transport should meet the transport needs of learners
* WCFID is aware that the funding to centres in the Western Cape, precipitated by the court order, does not reflect national funding to centres

**3. The provision of transport to special care centres in the Western Cape**

* The DSD (WC) is in the process of rolling out the provision of transport (including vehicles; operational costs; insurance, etc.) to 8 centres in the Western Cape over the next three years at a cost of R14m.
* WCFID is currently conducting a study on transport in the special care sector in the Western Cape.

**4. Transfer of funds from WCED to DSD**

* WCFID is aware that DBE is in the process of amending laws and regulations that impact on the implementation of the court order
* Special care centres cannot afford to wait for the process to be concluded.
* In the interim, WCFID recommends that funds are provided to WCED through the conditional grant for transfer to DSD for disbursement to special care centres through Transfer Payment Agreements (TPA).

**5. Outreach teams to special care centres**

* The outreach teams to centres have the potential to provide a meaningful contribution to the education of learners at special care centres

**6. Provincial Coordinators of the DBE conditional grant**

* PEDs should be required to extend existing administrative support within PEDs to the provincial coordinator

**7. Sustainability of funding for the education of learners with severe to profound intellectual disability**

* DBE and PEDs need to provide a drastic turnaround strategy for the implementation of the court order, including, but not limited to:
* Consulting special care centres about being assimilated into the education system
* Building classrooms to accommodate learners (and staff) of special care centres at schools
* Subsidising special care centres as public schools on private property

**SUMMARY OF CONCERNS AND QUESTIONS FOR DBE**

|  |  |
| --- | --- |
| **CONCERN** | **QUESTIONS FOR DEPARTMENT OF BASIC EDUCATION** |
| 1. Violation of Constitution of South Africa (1996); National Education Policy Act; South African Schools Act: Learners with SPID are refused admission to public schools and adequate access to public-funded education.   The Education Minister announced (Budget Vote 14, 2018/19) that learners with SPID would be enrolled incrementally in public schools.  The President announced that by 2021 no learner with a disability would be excluded from school. (Disability Rights Summit, March 2016) | Slide 60  How, and by when, does DBE plan to ensure that learners at special care centres access public-funded education of an adequate quality?  What plan has DBE developed to ensure that the President’s declaration will be fulfilled? |
| 1. DBE and WCED have not addressed the court order (2010) adequately (Case No 18678/2007): DBE and WCED are not providing: funds to special care centres for  * adequate facilities and staff; * transport for learners at special care centres; * training and accreditation of staff for appropriate remuneration   Legislation and jurisprudence clarify that DBE and PEDs are responsible for the provision of education, including its components: infrastructure; learner transport and remuneration of staff. | Slide 57  When and how, and with what funds, does DBE plan to implement the court order to provide education of an adequate quality to learners at special care centres, in particular:   * Providing funds to special care centres for adequate facilities and the hiring of adequate staff? * Providing transport to learners at special care centres? * Providing training and accreditation for appropriate remuneration for staff at special care centres? * Providing training for persons to educate learners at special care centres? * When does DBE plan to roll out this implementation to all provinces, since all learners in the country deserve to have this right implemented? * When will DBE amend the regulations to enable it to comply with the court order more comprehensively, as decided at the November 2018 Roundtable (Slide 66) |
| 1. DBE and PEDs have only partially implemented the conditional grant for the education of learners with SPID: teachers at special schools are not providing support services to learners at special care centres; outreach services to SCCs amount to 6 – 10 hours per quarter; in some cases, outreach teams have provided only 2 – 3 day training for SCC staff and/or delivered toolkits to SCCs. Learners are therefore not benefiting from therapy and learning support from the senior therapist and teachers in outreach teams.   **The Division of Revenue Bill (DORB B5: 2019) for the conditional grant requires that:**  PEDs must ensure that children with severe to profound intellectual disability access the learning programme, therapeutic and psycho-social services  The support provided by the itinerant teams will consist of:   * an assessment of learners, * provision of therapeutic programmes, * training and mentoring of caregivers and teachers and * monitoring the implementation of the learning programme, * as well as providing psycho-social support to learners and to families.   They may also provide support to other children in the community as and when  They will conduct an audit of 285 care centres, assess the learners, train caregivers on the learning programme needed | * How many MoAs or MoUs, beyond toolkits, has DBE concluded with special care centres? * How many learners have been assessed? Do all learners have Individual Support Plans? * Have learners’ details, including their assessment reports and individual support plans (ISPs) been captured on LURITS? If not, when does DBE plan to do this?   What consequence management has DBE introduced, in collaboration with provincial government; Education MECs and HODs, to ensure that provinces that fail to spend and implement the conditions of the conditional grant are supported and held accountable and learners at all special care centres access education of an adequate quality? |

**WCFID appreciates this opportunity to share its concerns and recommendation about the DBE’s performance in implementing the court order and the conditional grant as a response to the judgment (18678/2007) to ensure learners with severe to profound intellectual disability have access to education of an adequate quality in 2018/19. WCFID thanks DBE for their ongoing willingness to engage with WCFID on the crucial matter of ensuring that the right to education is a reality for the most marginalised of children.**

**ANNEXURE 1**

**IN THE HIGH COURT OF SOUTH AFRICA**

**(WESTERN CAPE HIGH COURT, CAPE TOWN)**

**Case no: 18678/2007**

**WESTERN CAPE FORUM FOR INTELLECTUAL DISABILITY Applicant**

**v**

**GOVERNMENT OF THE REPUBLIC OF SOUTH AFRICA First Respondent**

**GOVERNMENT OF THE PROVINCE OF THE WESTERN CAPE Second Respondent**

**JUDGMENT DELIVERED THIS THURSDAY, 11 NOVEMBER 2010**

[52] In the circumstances I conclude that the applicant is entitled to the relief sought and accordingly make the following orders:

1) It is declared that the respondents have failed to take reasonable measures to make provision for the educational needs of severely and profoundly intellectually disabled children in the Western Cape, in breach of the rights of those children to:

1.1 a basic education

1.2 protection from neglect or degradation

1.3 equality

1.4 human dignity

2) The respondents are directed forthwith to take reasonable measures (including interim steps) in order to give effect to the said rights of severely and profoundly intellectually disable children in the Western Cape, including (but not limited to):

2.1 ensuring that every child in the Western Cape who is severely and profoundly intellectually disabled has affordable access to a basic education of an adequate quality;

2.2 providing adequate funds to organizations which provide education for severely and profoundly intellectually disabled children in the Western Cape at special care centres, such as to enable them to:

2.2.1 have the use of adequate facilities for this purpose;

2.2.2 hire adequate staff for this purpose;

2.3 providing appropriate transport for the children to and from such special care centres;

2.4 enabling the staff of such special care centres to receive proper accreditation, training and remuneration; and

2.5 making provision for the training of persons to provide education for children who are severely and profoundly intellectually disabled.

A**NNEXURE 2**

**DBE/ WCED RESPONSIBILITIES: PROVISION OF EDUCATION TO LEARNERS WITH SEVERE TO PROFOUND INTELLECTUAL DISABILITIES AT SPECIAL CARE CENTRES**

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| --- | --- | --- |
| **JUDGEMENT: Case No 18678/2007: November 2010** | **Primary Department Responsible** | **Legislative imperative** |
| 2) The respondents are directed forthwith to take reasonable measures (including interim steps) in order to give effect to the said rights of severely and profoundly intellectually disable children in the Western Cape, including (but not limited to):  2.1 ensuring that every child in the Western Cape who is severely and profoundly intellectually disabled has **affordable access to a basic education of an adequate quality;** | Department of Basic Education (DBE)  Provincial Education Departments (PEDs)  Western Cape Education Department (WCED) | Constitution of South Africa, Section 29(1) (1996)  Outcome 1, National Development Plan (2012) |
| 2.2 providing **adequate funds** to organizations which provide education for severely and profoundly intellectually disabled children in the Western Cape at special care centres, such as to enable them to: | DBE, WCED  (support from other departments according to their mandates) | Acts pertaining to each department |
| 2.2.1 have the use of **adequate facilities** for this purpose; | DBE, WCED | Case no: 276/2016, 19 July 2018. The High Court of South Africa Eastern Cape Division, Bhisho |
| 2.2.2 **hire adequate staff** for this purpose; | DBE, WCED | Case No. 1749/2012: 03/07/12: High Court of South Africa: (Eastern Cape High Court: Grahamstown) |
| 2.3 providing **appropriate** **transport** for the children to and from such special care centres; | WCED  (support from DoPW & T) | Case No: 1830/2015: 26/06/15: The High Court of South Africa: Eastern Cape Division, Grahamstown |
| 2.4 enabling the staff of such special care centres to receive proper **accreditation, training** and **remuneration**; and | DBE, WCED | CASE NO. 1749/2012: 03/07/12: High Court of South Africa: (Eastern Cape High Court: Grahamstown)  Division of Revenue Bill: B2 2018: Page 133 |
| 2.5 making provision for the **training of persons** to provide education for children who are severely and profoundly intellectually | DBE, WCED | Division of Revenue Bill: B2 2018  Page 133 |

**ANNEXURE 3**

[**https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fpmg-assets.s3-website-eu-west-1.amazonaws.com%2FRNW2247-170831.docx**](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fpmg-assets.s3-website-eu-west-1.amazonaws.com%2FRNW2247-170831.docx)

**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 2247**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 07/08/2017**

**INTERNAL QUESTION PAPER: 25/2017**

**2247. Mr S C Motau (DA) to ask the Minister of Basic Education:**

**(1) How does (a) her department and/or (b) the provincial departments intend to distribute the R477 million Medium-Term Expenditure Framework conditional grant for profoundly intellectually disabled children;**

**(2) how will the specified grant be used to benefit (a) learners and (b) teachers in the implementation of the Policy and Learning Programme;**

**(3) did any legal settlements prompt the introduction of the grant? NW2481**

**Response:**

1. **(a) The funding allocation to Provincial Education Departments is as follows:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Province** | **Allocation 2017/18** | **Allocation 2018/19** | **Allocation 2019/20** |
| **R’000** | **R’000** | **R’000** |
| **Eastern Cape** | **3 537** | **12 283** | **14 622** |
| **Free State** | **11 368** | **28 864** | **34 360** |
| **Gauteng** | **12 632** | **30 707** | **36 554** |
| **KwaZulu-Natal** | **5 558** | **14 739** | **17 545** |
| **Limpopo** | **9 853** | **24 565** | **29 243** |
| **Mpumalanga** | **12 883** | **31 322** | **37 285** |
| **Northern Cape** | **2 021** | **6 142** | **7 312** |
| **North West** | **2 274** | **6 756** | **8 042** |
| **Western Cape** | **11 874** | **30 093** | **35 822** |
| **Total** | **72 000** | **185 471** | **220 785** |

**(b) Provinces will distribute the grant in accordance with the following guidelines as stipulated in the Grant Framework:**

* **13% for training of teachers and the 31 Outreach Teams;**
* **11% for Learning and Teaching Support Materials, toolkits and equipment for centres and designated schools;**
* **56% for compensation of itinerant teams and provincial co-ordinators; as well as**
* **20% for administration including travel, vehicles, accommodation and subsistence.**

**(2) (a) The Grant will be used to benefit learners in the following ways:**

* **To provide therapeutic and psycho-social intervention to learners and their families in targeted 186 schools and 280 care centres by appointing and training 155 specialised staff, who will provide the therapeutic intervention and procuring equipment as well as learning teaching support materials (LTSM) to be used by the staff;**
* **To track, provide learner-specific support and follow up on their progress by creating a comprehensive and reliable database of learners in the targeted schools and care centres;**
* **To provide quality education and support to learners by further developing the professional capacity, knowledge and skills of caregivers and teachers in the 280 care centres, 186 schools;**
* **To facilitate leaners’ access to various government services and other intervention programmes through working collaboratively with other government departments and non-governmental organisations (NGO); and**
* **To advocate for learners’ rights to access public-funded quality education through documenting and reporting on the Grant’s achievements.**

**(b) The Grant will be used to benefit teachers in the following ways:**

* **To provide accredited training programmes to teachers in 186 schools, caregivers in 280 care centres and 155 therapists, on disability and on how to implement the Learning Programme for Learners with Severe to Profound Intellectual Disability;**
* **To develop teachers’ and caregivers’ professional practice in managing learners with severe to profound intellectual disability, through the provision of onsite training and support by a team of therapists and special needs teachers; and**
* **To provide caregivers in 280 targeted care centres an opportunity to acquire a Level 5 qualification, which is currently being developed by the DBE in collaboration with the University of Cape Town.**

**(3) Yes. The grant was prompted by the judgement of the Western Cape High Court in 2010, in the case of the Western Cape Forum for Intellectual Disability against the Government of South Africa and the Government of the Province of the Western Cape (Case No: 18678/2007).**

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| **JUDGEMENT: Case No 18678/2007: November 2010** | **DBE CONDITIONAL GRANT FOR EDUCATION OF LEARNERS WITH SPID** |
| 2) The respondents are directed forthwith to take reasonable measures (including interim steps) in order to give effect to the said rights of severely and profoundly intellectually disable children in the Western Cape, including (but not limited to):  2.1 ensuring that every child in the Western Cape who is severely and profoundly intellectually disabled has **affordable access to a basic education of an adequate quality;** | **DISTRIBUTION OF GRANT (Minister of Basic Education, QUESTION 2247**  **DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 07/08/2017**  **INTERNAL QUESTION PAPER: 25/2017)**   * **13% for training of teachers and the 31 Outreach Teams;** * **11% for Learning and Teaching Support Materials, toolkits and equipment for centres and designated schools;** * **56% for compensation of itinerant teams and provincial co-ordinators; as well as** * **20% for administration including travel, vehicles, accommodation and subsistence.** * **To provide therapeutic and psycho-social intervention to learners and their families in targeted 186 schools and 280 care centres by appointing and training 155 specialised staff, who will provide the therapeutic intervention and procuring equipment as well as learning teaching support materials (LTSM) to be used by the staff;** * **To track, provide learner-specific support and follow up on their progress by creating a comprehensive and reliable database of learners in the targeted schools and care centres;** * **To provide quality education and support to learners by further developing the professional capacity, knowledge and skills of caregivers and teachers in the 280 care centres, 186 schools;** * **To facilitate leaners’ access to various government services and other intervention programmes through working collaboratively with other government departments and non-governmental organisations (NGO); and** * **To advocate for learners’ rights to access public-funded quality education through documenting and reporting on the Grant’s achievements.**   **(b) The Grant will be used to benefit teachers in the following ways:**   * **To provide accredited training programmes to teachers in 186 schools, caregivers in 280 care centres and 155 therapists, on disability and on how to implement the Learning Programme for Learners with Severe to Profound Intellectual Disability;** * **To develop teachers’ and caregivers’ professional practice in managing learners with severe to profound intellectual disability, through the provision of onsite training and support by a team of therapists and special needs teachers; and** * **To provide caregivers in 280 targeted care centres an opportunity to acquire a Level 5 qualification, which is currently being developed by the DBE in collaboration with the University of Cape Town.** |
| 2.2 providing **adequate funds** to organizations which provide education for severely and profoundly intellectually disabled children in the Western Cape at special care centres, such as to enable them to: |
| 2.2.1 have the use of **adequate facilities** for this purpose; |
| 2.2.2 **hire adequate staff** for this purpose; |
| 2.3 providing **appropriate** **transport** for the children to and from such special care centres; |
| 2.4 enabling the staff of such special care centres to receive proper **accreditation, training** and **remuneration**; and |
| 2.5 making provision for the **training of persons** to provide education for children who are severely and profoundly intellectually |
| **Funds for adequate facilities & staff & provision of transport** | **NOT ADDRESSED** |
| **Accreditation; training remuneration** | **PARTIALLY ADDRESSED** |

**ANNEXURE 4**

**ANNEXURE 5**

**DBE IMPLEMENTATION OF THE CONDITIONAL GRANT 2017 – 2018/19**

**DIVISION OF REVENUE BILL: B2 2018**

WCFID notes with concern that the structure of the Learners with Profound Intellectual Disabilities Grant (page 136 – 138, Division of Revenue Bill: B5 – 2019) is similar to that of the Learners with Profound Intellectual Disability Grant in the Division of Revenue Bill: B2 2018 (pages 133; 134). Given DBE’s performance (including that of provincial education departments) (**Error! Reference source not found.**), and the fact that it does not respond to the court order, WCFID considers a review of performance and a revision of the structure of the grant advisable.

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| **AREA** | **STATEMENT** | **DBE PERFORMANCE** |
| **Reasons FOR GRANT not incorporated in equitable share**  **DIVISION OF REVENUE BILL: B2 2018**  **PAGE 134** | In order to address the needs of this **marginalised population of children with disabilities of whom the majority are not in school and not accessing educational subsidies through the educational norms applied at schools,** the funding has to be ring-fenced in the form of a conditional grant. This will enable the DBE to provide overall guidance, to ensure congruency, coherence and alignment with the **policy on the provision of quality education and support for children with severe to profound intellectual disabilities which will be promulgated in the course of 2018** | **The Policy on the Provision of Quality Education for Learners with Severe to Profound Intellectual Disability has not been promulgated (Due date: 2018)** |
| **GRANT TIME PERIOD DIVISION OF REVENUE BILL: B2 2018**  **PAGE 133** | **MTEF allocations**  2018/19: R185 million; 2019/20: R221 million and 2020/21: R243 million |  |
| **HUMAN RESOURCES** DIVISION OF REVENUE BILL: B2 2018  PAGE 133 | * nine deputy chief education specialists as provincial project managers * 280 transversal itinerant team members to deliver education support programmes to special care centres consisting of one psychologist or social worker, **one special needs teacher at post level 2 (PL2),** one chief education speech therapist, one chief education occupational therapist, one chief education physiotherapist |  |
| **DATABASE** DIVISION OF REVENUE BILL: B2 2018  PAGE 133; 134 | * information of 320 care centres that provide support and services to children with severe to profound intellectual disabilities | WCFID proposes that the learners at special centres centres are recorded on EMIS and provided with EMIS numbers |
| * PEDs to **update and submit data of targeted care centres** and schools that have enrolled learners with severe to profound intellectual disability and those that support the care centres to the DBE to ensure equitable funding | Currently, DBE conflates moderate to severe intellectual disability. This enables the misallocation of resources to learners with moderate intellectual disability in schools. Although WCFID concedes that in some cases DBE has enrolled learners with severe to profound intellectual disabilities |
| **TRAINING** DIVISION OF REVENUE BILL: B2 2018  PAGE 133 | **Transversal itinerant outreach team members, caregivers, teachers and officials trained**   * provision of an **endorsed training programme** for identified teachers and **caregivers** of children with severe to profound intellectual disabilities * training of 280 outreach officials to provide outreach services as part of the district-based support teams to care centres as well as to ordinary, full-service and special schools * **training of teachers from 79 special/full-service schools to support the special care centres and implement the learning programme** * training of teachers at 79 identified schools to support children with severe to profound intellectual disabilities enrolled at these schools by delivering the learning programmes * **capacity building of caregivers at 320 centres contributing towards their professionalisation** | WCFID members report that:   * **DBE has not as yet developed and/or made available an endorsed training programme for caregivers at centres** * Learners have not received support from trained teachers from Special Schools * Capacity building aligned to professionalization has not occurred. Currently, a career pathway does not exist. |
| **Outreach services provided (LSPID TEAMS)**  DIVISION OF REVENUE BILL: B2 2018  PAGE 133; 134 | ₋ 6 654 learners with severe to profound intellectual disabilities utilising the learning programme  ₋ 6 654 learners with severe to profound intellectual disabilities with access to therapeutic and psychosocial support services that will enable them to improve their participation in learning  ₋ learning and teaching support materials (LTSM) and toolkits provided to 320 care centres and 79 schools annually | WCFID members report that:   * therapeutic services are limited * outreach teams visit once a quarter ( 2 – 3 days for 6 – 10 hours) * special care centres (SCCs) have received cabinets for toolkits |
| PEDs must ensure that children with severe to profound intellectual disability access the learning programme, therapeutic and psycho-social services | Limited support. (as above) |
| The support provided by the itinerant teams will consist of:   * an assessment of learners, * provision of therapeutic programmes, * training and mentoring of caregivers and teachers and * monitoring the implementation of the learning programme, * as well as providing psycho-social support to learners and to families. They may also provide support to other children in the community as and when needed | WCFID members report that outreach teams:   * sometimes assess learners in groups * in some cases, use existing centre assessments for their assessments |
| **CONDITIONS**  **GRANT STRUCTURE AND ALLOCATION**  DIVISION OF REVENUE BILL: B2 2018  PAGE 133 | The focus of the grant is children with severe to profound intellectual disabilities who are currently not accessing public funded education  The provincial funds allocation should be divided in accordance with the following guideline:  ₋ 4 per cent for training of teachers and outreach teams  ₋ 13 per cent for LTSM, toolkits and equipment for centres and designated schools  ₋ 65 per cent for compensation of itinerant teams and provincial co-ordinators  ₋ 18 per cent for administration including travel, vehicles, accommodation and subsistence  ₋ Provinces may deviate from the prescribed guidelines provided the transferring officer approves such deviations | The current grant structure is an **inadequate measure to address learners’ access to education, in terms of the requirements of the court order** **(Case No 18678/2007),** and DBE’s mandate to deliver education and its components. |
| **TOOLKITS** DIVISION OF REVENUE BILL: B2 2018  PAGE 134 | Items such as **LTSM, equipment and toolkits**, should be procured as per the minimum specifications as defined by the DBE and in line with the learning programme for learners with severe to profound intellectual disabilities. The grant also supports **the training of all end-users in the utilisation of all resources provided to a school**. **The grant should not be used to procure LTSM and assistive devices and technology for general use for special schools that are already funded through voted funds** | Some SCCs have received toolkits in the Western Cape and Eastern Cape.  Eastern Cape centres have not received training in toolkit. |

*DBE performance 2017 - 2019*

**WCFID wishes to express its concern that the terms of the conditional grant (Division of Revenue Bill B2 – 2018), have been reduced to the following Performance Indicators (**Error! Reference source not found.**); further limiting an already inadequate response to the court order:**

|  |  |  |
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| **Learning Programme**[Grant will enable LSPID] at SCCs to **utilise** the Learning Programme for C/LSPID and access to therapeutic and psycho-social support services that will enable them to improve their participation in learning] | No of learners with access to therapeutic and psychosocial services | DBE Annual Performance Plan 2018/19 Page 23 |
| Number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) who utilise the Learning Programme for C/LSPID. | Performance Indicator:  DBE Annual Performance Plan 2018/19 Page 68 |

*DBE PERFORMANCE INDICATORS*