

*Tuesday, 26 May 2026]*

No 91—2026] THIRD SESSION, SEVENTH PARLIAMENT

**PARLIAMENT**  
**OF THE**  
**REPUBLIC OF SOUTH AFRICA**

---

**ANNOUNCEMENTS,  
 TABLINGS AND  
 COMMITTEE REPORTS**

---

TUESDAY, 26 MAY 2026

---

**TABLE OF CONTENTS**

**ANNOUNCEMENTS**

**National Assembly and National Council of Provinces**

- |    |   |   |
|----|---|---|
| 1. | Assent to Bills .....                                       | 2 |
| 2. | Bills passed – to be submitted to President for assent..... | 2 |

**COMMITTEE REPORTS**

**National Assembly**

- |    |                      |   |
|----|----------------------|---|
| 1. | Transport .....      | 3 |
| 2. | Basic Education..... | 7 |

**National Council of Provinces**

- |    |   |    |
|----|---|----|
| 1. | Cooperative Governance and Public Administration..... | 34 |
|----|---|----|

---

**ANNOUNCEMENTS**

## **National Assembly and National Council of Provinces**

### **The Speaker and the Chairperson**

#### **1. Assent by President in respect of Bills**

- (1) **Special Appropriation (2025/26 financial year) Bill** [B3–2026] – Act No. 7 of 2026 (assented to and signed by President on 25 May 2026) (*Molao wa Ditekanyetšo tša go Ikgetha (wa ngwaga wa ditšhelete wa 2025/26) (Sepedi)*).

#### **2. Bills passed by Houses – to be submitted to President for assent**

- (1) Bill passed by National Council of Provinces on 26 May 2026:
    - (a) **Division of Revenue Bill** [B5–2026] (National Assembly – sec 76).
-

# COMMITTEE REPORTS

## National Assembly

### **1. Report of the Portfolio Committee on Transport on the Request by the Minister of Transport to make Recommendations Regarding Candidates for Appointment to the Transport Economic Council, dated 26 May 2026**

The Portfolio Committee on Transport (the Committee), having considered the request from the Minister of Transport (the Minister) to shortlist nominated candidates to be interviewed and propose preferred candidates for appointment by the Minister to the Transport Economic Council (TEC), reports as follows:

1. On 15 September 2025, the Speaker referred a letter dated 5 September 2025 from the Minister of Transport to the Portfolio Committee on Transport for consideration and report, (see ATC dated 15 September 2025);
2. In the letter, the Minister submitted a list of nominated candidates with their curriculum vitae and requested that the relevant Committee of the National Assembly initiates the process of shortlisting and interviewing of potential candidates for appointment to the Transport Economic Council in terms of section 47(3) of the Economic Regulation of Transport Act, 2024 (Act. No. 6 of 2024);
3. In compliance with section 47(2), the Minister issued a government gazette notice and placed advertisements in the *Mail & Guardian*, *Beeld*, and *City Press* newspapers on 15 and 16 August 2024, calling for nominations to the TEC. The nomination period, initially set to close on 16 September 2024, was extended to 30 September 2024. A total of seventy-three (73) nominations/applications were received;
4. In terms of section 47(3)(a) to (d), the Committee is requested to shortlist and interview candidates, consult with the relevant Select Committee and compile and forward a final short list to the Minister of no less than 9 and no more than eleven candidates;
5. At its meeting held on 27 November 2025, the Committee resolved to commence the required processes in preparation for the interviews and therefore shortlisted 23 candidates.
6. The 23 shortlisted candidates were:

- a. Ms Tsakane Zwane
  - b. Dr Hlengani Jackson Moyana
  - c. Mr Andile Mahlalutye
  - d. Mr Percy Manzini
  - e. Dr Malindi Joy Sundie Neluheni
  - f. Dr Bongani Dominic Mqoco
  - g. Ms Samantha Anne Montes
  - h. Dr Sean Mfundza Muller
  - i. Adv Nombasa Juddy Bleki
  - j. Ms Letlhogonolo Noge- Tungamirai
  - k. Ms Penelope Anne Beck (Paxton)
  - l. Dr Sandra Jean Gertenbach (Davidson)
  - m. Ms Snenhlanhla / Sinenhlanhla Thuleleni Mthembu
  - n. Ms Anchal Baniparsadh
  - o. Adv Derrick Block
  - p. Adv Lavandran Nanda Gopaul
  - q. Adv Matsobane Gabriel Mello
  - r. Mr Tinyiko Norman Baloyi
  - s. Ms Trudie Hayley Nichols
  - t. Dr Natalie Carol Skeepers (Lyons)
  - u. Dr Joseph Sejako Senatle (SC)
  - v. Ms Zonica Leanda-Marsha Mtshali
  - w. Adv Nomonde Nokhuthala January
7. In terms of section 47(3)(b), the Committee conducted interviews over two days, 5 and 6 March 2026, with eighteen (18) shortlisted candidates. Exceptions noted are as follows:
- Dr Natalie Carol Skeepers (Lyons) – Candidate passed away prior to the interview process.
  - Ms Trudie Hayley Nichols and Adv Nomonde Nokhuthala January – Formally withdrew their candidacies.
  - Dr Joseph Sejako Senatle (SC) and Ms Zonica Leanda-Marsha Mtshali, did not submit the requested documents for the 8-week screening process of candidates by 13 December 2025

8. The interview panel consisted of Mr SD Selamolela (Chairperson) (ANC), Mr CN Malematja (ANC), Mr N Maduna (ANC), Mr MB Blose (EFF), Mr TTS Kubheka (MK), Mr SM Gana (Rise Mzansi);
9. As part of its process, the Committee subjected all shortlisted candidates to a security screening by the State Security Agency, had their qualifications verified and checked current active directorships with Companies currently listed as “in business” on the CIPC database;
10. On 10 March 2026, the Committee considered the initial interview scores and commenced deliberations with the objective of reaching consensus on the candidates to be recommended for the Minister’s consideration;
11. The Committee agreed upon the following list of candidates, arranged in preferential order. This list, subject to input from the Select Committee following consultation, is as follows:
  1. Dr Hlengani Jackson Moyana [Transport/Transport Economics];
  2. Mr Percy Manzini [Transport];
  3. Dr Sean Mfundza Muller [Economics];
  4. Adv Lavandran Nanda Gopaul [Legal/Economics];
  5. Ms Anchal Baniparsadh [Economics/Appeal Experience];
  6. Ms Snenhlanhla / Sinenhlanhla Thuleleni Mthembu [Legal/Adjudication Experience];
  7. Ms Tsakane Zwane (Radebe) [Transport/Engineering];
  8. Dr Malindi Joy Sundie Neluheni [Transport/Engineering];
  9. Dr Bongani Dominic Mqoco [Transport/Engineering];
  10. Ms Penelope Anne Beck (Paxton) [Legal/Adjudication Experience]; and
  11. Adv Derrick Block [Legal/Adjudication Experience].
12. On 7 May 2026, in compliance with the requirements of section 47(3)(c), the Committee consulted with and requested input from the NCOP Select Committee on Public Infrastructure and the Minister in the Presidency. The Select Committee, in its Report dated 7 May 2026, noted the process followed by the Portfolio Committee in compiling the proposed list of candidates.
13. Considering the above, the Committee recommends that the House request the Minister of Transport to consider the following candidates for appointment to the Council of the Transport Economic Council (TEC), in preferential order:

1. Dr Hlengani Jackson Moyana [Transport/Transport Economics]
  2. Mr Percy Manzini [Transport]
  3. Dr Sean Mfundza Muller [Economics]
  4. Adv Lavandran Nanda Gopaul [Legal/Economics]
  5. Ms Anchal Baniparsadh [Economics/Appeal Experience]
  6. Ms Snenhlanhla / Sinenhlanhla Thuleleni Mthembu [Legal/Adjudication Experience]
  7. Ms Tsakane Zwane (Radebe) [Transport/Engineering]
  8. Dr Malindi Joy Sundie Neluheni [Transport/Engineering]
  9. Dr Bongani Dominic Mqoco [Transport/Engineering]
  10. Ms Penelope Anne Beck (Paxton) [Legal/Adjudication Experience]
  11. Adv Derrick Block [Legal/Adjudication Experience]
14. Notwithstanding that the recommended candidates meet the legislative requirements and considering the outcome of the security vetting conducted by the State Security Agency (SSA), the Minister may consider conducting a probity test of the proposed candidates prior to finalising the decision.
  15. Further, the Department must note that three (3) of the candidates hold active business directorships or employment positions that may fall within the transport industry. Should these candidates be appointed, they will be required to declare such interests for purposes of identifying and managing any potential conflicts of interest arising from the work of the Transport Economic Council (TEC).
  16. The candidates linked to companies that provide, or may provide, services within the transport industry are:
    - Adv Lavandran Nanda Gopaul
    - Dr Malindi Joy Sundie Neluheni
    - Dr Bongani Dominic Mqoco

**Report to be considered.**

## **2. Report of the Portfolio Committee on Basic Education on an oversight visit to the Mpumalanga Provincial Education Departments, dated 22 May 2026.**

The Portfolio Committee on Basic Education having undertaken an oversight visit to the Mpumalanga Provincial Education Department reports as follows:

### **1. Introduction and Background**

1.1 The Portfolio Committee on Basic Education (hereafter referred to as “Committee”) conducted an oversight visit to the Mpumalanga Provincial Education Departments from 27 – 30 April 2026.

1.2 Three Education Districts visited included:

- Ehlanzeni Education Districts; and
- Bohlabela Education District.

1.3 The oversight visits forms part of the Portfolio Committee’s 2<sup>nd</sup> Term Parliamentary Programme for 2026; to monitor the state of schooling and schooling infrastructure. Visits to the education districts are in line with Parliament’s strategic Oversight and Priority Plan (OPP) which includes the following focus areas amongst others:

- School infrastructure:
  - Water, electricity, and sanitation
  - ASIDI + SAFE programmes (progress with infrastructure projects + eradication of pit-latrines)
  - Buildings, Maintenance, Infrastructure Development and Capital Infrastructure Projects
  - Infrastructure backlogs and existing gaps in schools, collaboration with Public Works to address Infrastructure, Water and Sanitation
  - ICT/Network Connectivity and affordable digital access in under resourced schools
  - Admissions and Classroom Overcrowding
- Implementation of the BELA Act, 2024

- Early Childhood Development (ECD), Grade-R Implementation, Professional Development of qualified and underqualified ECD Practitioners, as well as any other interventions made for ECD.
- District Support, in so far as Support Role of Circuit Managers, Curriculum Advisors/Subject Advisors, and other collaborative interventions by Social Workers, Psychologists, Therapists etc.
- Improvement, Training, and innovation for Professional Development of Teachers
- SGB Effectiveness, Capacity Building on Roles and Responsibilities
- LTSM (Digitization, E-learning, Textbooks, Workbooks, Laptop Retrieval Systems, Stationery Procurement and Delivery)
- Learner Transport
- National School Nutrition Programme
- Inclusive Education Support and Social Cohesion
- School Safety as per Safety Framework
- Tracking Learners Progress for the period 2022, 2023, 2024 ,2025

The areas of focus form part of the key deliverables finding expression in the Medium-Term Strategic Framework (MSTF), 2019 – 2024 and the National Development Plan (NDP), 2030.

- 1.4 The primary purpose of the oversight visit was to monitor and oversee the overall state of schooling and schooling infrastructure in the Mpumalanga Province for the 2026 academic year. This includes ensuring that learners and educators are in school, in class, on time, learning and teaching seven hours a day, as pronounced by the President in previous State of the Nation Address. The Portfolio Committee further aimed to monitor the current state of schooling, schooling infrastructure and current and future infrastructure projects being planned. The Portfolio Committee sought to understand any further challenges being faced by schools; the contingency plans in place and possible assistance that could be forthcoming.
- 1.5 For the oversight visit, the Committees also invited the Portfolio Committee on Education in the Mpumalanga Provincial Legislature, Traditional Leadership, Teacher Unions, School Governing Body (SGB) Associations and the South African Principals Association (SAPA). The delegation held meetings with all relevant stakeholders to gain first-hand information on

issues pertaining to schooling infrastructure - and to discuss various challenges faced in the Mpumalanga Provincial Education Department and affected Districts.

- 1.6 This report provides a summary of the key issues that emerged from the interaction with stakeholders, officials of the national and provincial departments as well as the Committee's deliberations, observations and recommendations.

## 2. Delegation

**2.1 Portfolio Committee on Basic Education:** Hon K J Maimela MP (ANC), Hon S T D Louw MP (ANC), Hon P Xaba-Ntshaba MP (ANC), Hon Y Govana MP (ANC), Hon C Jordaan MP (DA), Hon S Mkhize MP (MKP), Hon P Mngadi MP (MKP) and Hon M Shikwambana MP (EFF). Parliamentary staff consisted of Mr L A Brown (Committee Secretary), Ms P Mbude-Mutshekwane (Content Advisor), Ms S Mkosana (Committee Assistant), Mr M Kekana (Research Unit) and Mr T Gubula (Communications). Parliamentary Protection Services personnel included Mr M Gwadelala and Ms N Joka.

## 3. Oversight and Monitoring Visit: Mpumalanga Department of Education (MPUDOE)

The oversight visits to the Ehlanzeni and Bohlabela Education Districts in Limpopo were held from 28 – 30 April 2026. Schools visited by the delegation included:

- Ehlanzeni Education District (28 and 29 April 2026)
  - Matthews Phosa College
  - Msholozzi Early Bird Day Care Centre
  - Kamagugu Special School
  - Lekazi Central
  - Silindokuhle Special School
  - Phambanisa Primary School
  - Nkomazi Siphumele Day Care Centre
  - Nkomazi High School
  - Mahhushe Agricultural School
- Bohlabela Education District (30 April 2026):
  - Tsakane Special School

### 3.1 Schools Visits in Ehlanzeni Education District

**3.1.1 Matthews Phosa College** – The College is an independent secondary school situated in the Ehlanzeni District, Mbombela Circuit in Schoemanskloof. The school was a full

boarding school. The current learner enrolment stood at 51 learners with 11 educators and five non-educator staff. With staff rotation, senior educators were outsourced from other schools. The school did not have a School Governing body but a Board of Directors. The following challenges were highlighted by the College:

- No subsidy received from 2025/2026
- Financial irregularities pertaining to the subsidy received – and not identified.
- Staff rotation (Term 1 2025)
- Poor recruitment of learners in the first portion of 2025
- Disciplinary issues/challenges - that led to poor results in 2025 NSC examination.
- Eight of 11 educators are foreign educators.
- Ownership of the school
- Learner substance abuse
- Number of educators left the school at the start of the academic year. The transition of school ownership was not smooth. Educators had challenges with payment of salaries
- Educator rotation systems cause school instability which affects quality teaching and learning.

#### **Portfolio Committee Observations and Questions**

- Why did the school not give any details on the Board of Directors?
- How did the instability in staff retention and rotation affect teaching and learning?
- Were all educators vetted and registered with SACE?
- How prevalent were bullying incidents at the school – what was the nature of the discipline issues. Could the school submit bullying incident register for the past year?
- How is access between accommodation of teachers and learners monitored and controlled?
- What was the school policy /regulation for school assessment – and what Curriculum was being followed. Were Grade 12 learners registered for the National Senior Certificate Examinations?
- What were the challenges faced with recruitment and retention of educators and learners at the school?
- Could the school report on the learner’s demographics and racial profile?

- What were the main reasons for the learner riots at the school as reported? How was this addressed?
- What practical technical steps were being considered to improve school performance? What accountability measures were in place to address educators' poor subject performance? What support was provided to affected learners?
- How will the school ensure financial sustainability with the low number of enrolled learners?
- How many foreign learners and educators were at the school?
- What was the strategy to address learner substance abuse?
- What high level interventions were in place by the Department to assist the school in respect of challenges reported on infrastructure, learner safety, and scholar transport.
- Why did the Department not fund the school in the 2025/26 financial year?
- Did the school meet the necessary requirements to be a registered independent school?

#### **Portfolio Committee Recommendations**

- The Department prioritise the appointment of staff to mitigate school instability which affects the quality teaching and learning.
- The Department, in collaboration with SACE, ensure educators were vetted and registered.
- The Department submit a report on its investigation into the financial irregularities reported by the school – and why this was not identified and reported.
- The Department submit the following reports:
  - Bullying incident register and disciplinary challenges
  - Learner demographics for last 3 years
  - Salaries for all staff
  - Details of all board members
  - Learner rioting incident (reasons, mitigation, interventions, consequence management) Report on disciplinary challenges
  - Demographics of all staff (teaching and non-teaching)

**3.1.2 Msholozzi Early Bird Day Care Centre** – The day care centre was located at Stand Number 1927 in Msholozzi, the centre delivers Early Childhood Development (ECD)

services to children aged 0 to 5 years. It operates with financial support from the Department of Education and plays a vital role in nurturing and safeguarding young children within the community. The Centre was founded in January 2018 – at the time, the nearest creche was located 3–4 kilometres away. The centre began operating from a double garage with just three children. Currently the centre has 147 learners. Of the 11 staff members, there were 8 (eight) directly involved in the education of the children in the various age groups. The centre was registered as a Non-Profit Organisation (NPO), and expansion began room by room. Prior to opening the creche, Ms. Mtileni had been transporting children to school, further highlighting her commitment to Early Childhood Education. By the end of January 2018, enrolment had grown to 14 children. In 2019, the centre received support from the National Lottery, which provided funding for food, staff stipends, and the purchase of essential furniture, including chairs and tables. The centre again benefited from Lottery assistance in 2023, which enabled the acquisition of a jumping castle, refrigerator, CCTV cameras, a burglar gate, fencing, and paving for the premises. Since 2022, the centre has also received ongoing funding from the Department of Education through the Conditional Grant. The school fees collected supplement stipends and assist with other operating expenses. In 2023, the Department of Education also awarded the centre an infrastructure grant, which further strengthened its capacity to serve its growing enrolment and enhance the safety and accessibility of the learning environment. The Centre was registered as a partial care facility with Bronze Status. The Centre was equipped with facilities and resources that support both administrative and learning functions. The following challenges were highlighted:

- Two (2) pit toilets for children were not sufficient and concerning
- A need to upgrade the formal qualifications of some staff members.
- A need to upgrade and expand the playground to better support physical development and inclusive play.
- Huge financial strain due to purchasing of water.
- Timely payment of school fees remains a challenge.
- Classroom overcrowding and challenges with undocumented learners.

### **Portfolio Committee Observations and Questions**

- What the creche was classified on Bronze Status and how could the creche move to the next final Gold Status?

- Did the pit-latrines not pose a health and safety risk to learners – why is this not being eradicated?
- What were the engagements with the Department and Municipality in respect of providing a steady supply of water to the school? Why did the school have to spend huge amount of its budget to purchase water?
- What was the breakdown of the staff qualification at the creche – and how was the Department assisting with ongoing training and development ?
- How was the Department addressing the minimal subsidy per learner as per the current policy? How were unsub sized learners being accommodated?
- What plans were in place to mitigate the classroom overcrowding?
- Did the creche have all the necessary first aid equipment with a trained first aid practitioner?
- What progress was made in collaboration with Home Affairs to address challenges of undocumented learners?

#### **Portfolio Committee Recommendations**

- The Department submit a report on the subsidising of learners, whether documented or not – and who did not undergo any Means Test – including an explanation of the Priority Zone Policy and the risks posed when implementing this policy.
- The Department ensure eradication and replacement of the two pit-latrines as a matter of urgency – to further assist the creche to obtain Gold Status.
- The Department submit a report on all school staff qualifications (qualified, under-qualified and unqualified)
- The Department submit a detailed report and breakdown of all ECD centres in the Province in respect of the number subsidised/not subsidised as well as the number children access ECD/not accessing ECD.
- The Department, in collaboration with the local municipality, ensure provision of steady water supply to the school.
- The Department, in collaboration with Home Affairs, ensure assistance and support for undocumented learners.

**3.1.3 Kamagugu Inclusive School** – The school is a public Quintile 1, no-fee school situated in the Ehlanzeni District in Mbombela. The staff complement of the school was 35/39 educators and 24 support staff. The learner numbers stood at 344 learners with various

disabilities. There was a need for additional scholar transport for the Barberton route as parents residing around Shiba Mine could not easily access transport. The school also has learners outside of Mbombela; thus, transport was necessary. The school would appreciate that adjoining land next to the school be utilised to build boarding facilities.

Other highlights include:

- The school participates effectively in SASA II with competency and helps staff members who form part of the executive of SASA II in the province.
- The school receives donations from different stakeholders to enable learner wellness.
- The school is rich in staff development programs which are aimed at enhancing teacher efficacy and morale.
- Introduction of new skills such as coding and robotics, Brick laying, Plumbing, 4iR related skills are being considered.
- The school has created a formidable relationship with the university of Mpumalanga to ensure that learners get the best exit opportunities.
- The school is also a Resource Centre that admits learners from mainstream and full-service schools who experience barriers to learning.
- Educators are well trained but may need more training in a variety of skills sets that addresses barriers.
- The D-CAPS Curriculum is designed such that it addresses learning gaps.

Some of the challenges highlighted included the following:

- Mismanagement of school finances – going undetected for years with financial reports not available. Allegations of a person paying themselves under guise of labour costs. Did the Department have the capacity to account for funding for this school?
- Non-functional SGB
- Skills Sets Software for Educational Activities to access the tablets as a curriculum differentiating tool.
- Not enough space / lack of resources / Lack of DBE workshops/ shortage of consumable supplies
- Workbooks are irrelevant for the sector.
- Transporting learners to work every Friday.

- Continuity and progression beyond the school going exit age (18yrs)
- Protective workshops for school leavers to learn more life skills
- Kitchen/ Dinning Hall Facility
- Need for infrastructure and human resource
- Not enough bus assistants to monitor the learners and a need for user-friendly custom-made buses to support learners with mobility challenges.
- Learners from Hazyview Route travel over 4 hours to school – some have to board buses at 03:20am
- No fencing and paving.
- School accommodation and infrastructure: No ablution block for staff and visitors / Need for ensuite classrooms with bathroom and sickbay.
- There's no guard house for Security Personnel / Rooms for therapy work.
- School has no dedicated social work / nurse personnel, no proper maintenance was done for years.
- Staff share rest rooms with learners / The ratio of restrooms to learner numbers is not adequate.
- There was a need for a kitchen and dining area.
- School has no art workshop / no nail and beauty workshop / No carports / School yard has been reduced.
- Learners need scholar transport travelling via Barberton route.
- The school would appreciate it if the outside land of the school were utilized to build boarding facilities.

## **Portfolio Committee Observations and Questions**

- What assistance and support were provided by the Department in respect of challenges with digitization?
- What assistance and support were provided by the Department to address scholar transport challenges?
- What alternative measures were in place to support learners travelling long distances and some having to leave home at 03:30am in the morning?
- What budget was allocated to the school from the Department for school safety and security measures e.g., security personnel and fencing?
- What was the school's maintenance budget – and how was this being utilised for maintenance?
- How was the Department assisting and supporting the school in respect of the non-functioning SGB?
- How is the mismanagement of finances being addressed by the school and Department? How were the Circuit and District able to allow for non-availability of financial reports? Did the Mpumalanga Department have the capacity to account for finances?

### **Portfolio Committee Recommendations**

- The Department submit audit and financial reports and statements from 2022 – 2025, including Circuit and District reports.
- The Committee to arrange a special engagement with the Mpumalanga Education Department on matters pertaining to the mismanagement of school finances and the role and responsibilities of the Circuit and District in respect of reporting.
- The Department submit a report on how the challenges raised by the school would be addressed - with timelines.
- The Department submit a report on its interventions in addressing the challenges with the non-functioning SGB.
- The Department submit a report on the filing systems utilised by Circuit and District officials during their school monitoring visits.
- The Department submit a report on its urgent interventions and prioritisation of alternative measures to assist learners who travel long distances from home – some leaving home at 03:30am.

**3.1.4 Lekazi Central Secondary School** - The school is a public Quintile 2, no-fee secondary school situated in the Mgwenya Circuit, Ehlanzeni District in Mbombela. The learner compliment at the school stood at 889 learners with a post-establishment of 28 with three support staff. Some of the school priorities were to ensure early arrivals and getting into class and deliver the lessons the best way possible. The goal was also to reach set targets when it came to academic performance. All learners in all grades are encouraged to do well in their academics as much as they do in the extra-mural activities. The retrieval and retention policy was available to monitor LTSM, and the school was implementing its retrieval policy to retrieve LTSM. Some of the challenges highlighted by the school included the following:

- Concern with the poor academic performance, especially in Mathematics.
- Shortage of ablution facilities
- No kitchen, no workshop
- Learner discipline, substance abuse, bullying and late coming

#### **Portfolio Committee Observations and Questions**

- What mitigation and intervention strategies did the Department have in place to address poor academic performance, especially Mathematics?
- Did the Department not conduct teacher performance assessments?
- Had the Department considered a complete overhaul of learning and teaching at the school?
- What scientific diagnostic analysis was done to understand the gross underperformance being experienced at the school?
- Were teachers qualified to teach the subjects they taught – or could the transition from Grade 7 to Grade 8 not be a factor for the poor performance?
- Water shortages at schools in the District was a common problem – how was this being addressed in collaboration with the Department and local municipalities?

#### **Portfolio Committee Recommendations**

- The Department, in collaboration with the school, ensure mitigation and intervention strategies to address school underperformance, especially Mathematics.
- The Department, in collaboration with the local municipality, ensure the water challenges are addressed.
- The Department ensure the school was prioritized to address challenges reported in respect of infrastructure and shortages.
- The Department convened a high-level engagement with DBE and relevant stakeholders in respect of the school performance and other challenges for a way forward in respect of the future of the school – and the urgent interventions required.
- The Department submit a report on the breakdown of all teachers, their qualifications and subjects taught.

**3.1.5 Silindokuhle Special School** – The establishment of the school was initiated by parents of disabled children who were frustrated by lack of access to education for their children. The name Silindokuhle, emanated from the wishes of the parents to establish a school for Learners with Special Education Needs. During the Child Welfare Week in 1991, parents of children with disabilities met at Tonga Magistrate office and decided to lobby for the establishment of the school in the Community In 1995 the school was official established with 69 learners and three educators. Currently the school has 224 learners with 43% (97) of them residing in the hostel and 57 % (125) as day scholars. The staff component stood at 32 teachers and 40 support staff. Some of the challenges reported by the school included the following:

- No adequate and effective planning and internal controls by the Department
- Lack of user-friendly infrastructure
- Security (fencing and personnel)
- Shortage of staff
- Ongoing electricity disruptions
- Hostel funding model.
- Lack of back-up solar power
- The Department officials reported on how school challenges will be addressed.

### **Portfolio Committee Observations and Questions**

- How was the Department addressing the infrastructure challenges in so far as building the school hostel and renovation to the school grounds?
- Why did the Department not appoint educators that support visually impaired learners and assistants as per the school's request in 2023 – was the shortage not reported to the Department by the Circuit and District?
- Has the correspondence in this regard been tracked and traced – and what consequence management will be implemented against errand officials?
- How was the Department addressing the constant electricity disruptions as reported?
- How did the absence of psychologist services affect teaching and learning?
- Did the Department have a database/register of learners with special needs - and what support did they receive while awaiting placement at LSEN schools?
- What were the qualifications of teachers and support staff employed at the school? Were all educators registered with SACE?
- How was the school ensuring adequate privacy and safety of learners housed in the boarding facilities?
- How was the Department collaborating with the local municipality to ensure basic service delivery to the school?
- How was the Department ensuring an audit of the school was done to determine lack of equipment and resource assistance?
- What was the current hostel enrolment statistics – provide a breakdown of the learners and their disabilities?
- Why were principals reporting matters to the Circuit and District, but these matters were not being escalated to the Department to address?
- Concern was raised with the timeline of around four years for the planned hostel building project. Could the project not be fast-tracked?
- Why were there no proper and effective planning and internal controls by the Department when the PFMA was clear on how to deal with financial reporting and audit reporting?
- Why did the Department appoint a service provider to provide LTSM, especially Braille material, when the service provider could not supply the correct Braille material?

### **Portfolio Committee Recommendations**

- The Department investigate the apparent oversight in the need to appoint visual impaired educators – and why reporting was not reaching the Department from the Circuit and District officials. The Department submit a report on the tracking of correspondence on teacher shortages and appointment of educators to teach visually impaired learners – if correspondence was not shared, what were the consequence management against errand officials.
- The Department review the timelines for the planned hostel project with a view to prioritise and fast-track the building project.
- The Department investigate the appointed service provider for LTSM, especially Braille material, which was unable to provide the correct Braille material specifications – and consequence management against the service provider.
- The Department review and strengthen its current planning and internal controls.
- The Department ensure the constant electricity disruption at the school was addressed.
- The Department, in collaboration with the local municipality, ensure the delivery of basic services to the school, e.g., water and electricity.
- The Department ensure the prioritisation and fast-tracking of the filling of vacant positions at the school.

**3.1.6 Phambanisa Primary School** – The school is a Quintile 2 school established in 1975 in the Nkomazi West Circuit in the Ehlanzeni District. The current enrollment stood at 1 296 learners with a staff complement of 33 educators. The school was named after the late chief Phambanisa Ngomane, who was the son of Chief Luggedlane Ngomane. The school had proper procedures to support learners in need. The nutrition programme was appropriately administered, and meals were provided on time, on a daily basis throughout the year. The school engaged with parents on curriculum matters and had a process to identify learners with barriers to learning. Educators participated in professional development activities. Some of the challenges highlighted by the school included the following:

- Lack of reading with understanding - manipulation of numbers and signs.
- Old walls causing inability to paste LTSM(charts) and damaged LTSM and ceiling caused by termites and bats,
- No admin block, no special rooms, no workshop, no storeroom.

- Enviro-Toilets require toilet paper, and toilet paper is costly – learners are requested to bring toilet papers from home
- Need a kitchen for preparing meals. Also need storage facility for food products.
- Management team needs their own offices
- Buying water from local business that supply water/ water tankers. This consumes a lot of money from the school.
- Very high wage bill for SGB employees.
- Type 1 activities are not uploaded.
- Type 2 activities are partially uploaded.
- Food is not allocated to grade R and undocumented learners ; however, the school is expected to feed all learners - poor grade fruits are supplied to the school
- LTSM shortages.
- The school relies on contribution of community and parents of the school
- School experience challenge of denial by parents when learners are identified, assessed and referred to specialists.

### **Portfolio Committee Observations and Questions**

- How was the Department assisting the school with purification of salty borehole water which posed a health risk?
- What were the reasons for the underperformance of Grade 3?
- When will the Department attend to filling of vacant posts at the school to bring stability?
- How was the Department assisting and addressing the infrastructure challenges reported by the school?
- How did the Department address the challenges regarding pests/termites and bats ?
- Has the Department engaged the local municipality regarding the supply of water to avoid the school having to spend its budget on purchasing water from service providers? Has the school considered purchasing water filters?
- Why was the school not including undocumented and Grade R learners in their NSNP programme – was the school not receiving the necessary Grant?

- How was the Department supporting and assisting the school to address challenges wrt kitchen resources and appliances to ensure proper storage of produce and meals preparation?
- Did the Department have challenges with supplying school with LTSM?
- Why has the renovations project at the school been put on hold?
- How effective was the school textbook retrieval programme which also included parent's involvement?

### **Portfolio Committee Recommendations**

- The Department ensure prioritisation and fast tracking of the filling of vacant posts at the school, including the acting positions.
- The Department collaborate with the local municipality to supply water services to the school.
- The Department assist the province to address challenges of LTSM shortages to schools.
- The Committee consider a national discussion on issues of school safety and security of assets and the notion of “free basic education” - and what this meant.

**3.1.7 Nkomazi Siphumelele Day Care Centre** - The centre provided Early Childhood Development services to children 2 – 4 years age cohort and was funded by the Department of Basic Education under Equitable Share. Siphumelele Educare Centre was a project with the objective for both education and care to children of Mangweni community. Initially, the centre was established in 2009 and operated from a garage.- a structure that did not meet the ECD norms and standards to qualify for registration. Few years later, in August 2013 they registered as an NPO and rented at Foss Ministry Church. After obtaining the NPO certificate they requested land from the tribal authority and managed to build two classrooms from the school funds. The centre bridged the gap between home and school environment, and children were provided with sufficient and well-balanced meals on daily basis. The centre provided quality Edu-care programmes for children between 2-4 years of age. There were currently 73 children attending the facility and 72 children were funded by the Department. The day care centre was one of the main pre-schools within the community funded by the Department of Education. The centre was initially registered with the Department of Social development for rendering ECD programmes since August 2013. The

Department of Social Development assisted the centre to register as an NPO, and the Department of Education provides funding which is used for nutrition, operational costs and payment of stipend to the staff. Capacity building is also provided by the Department of Education to the center to ensure that it is updated with the latest development. The organizational structure of the centre consists of five staff members i.e. manager, two practitioners, caregiver, cook, and gardener. Vodacom assisted the centre by painting inside and outside the centre and installed ceiling. The following challenges were shared with the Committee:

- Shortage of ablution facilities and outdoor equipment
- Shortage of steady water supply
- Inadequate LTSM for indoors and outdoors
- Maintenance of enviro- loo after six months

### **Portfolio Committee Observations and Questions**

- How was the Department prioritising the eradication of pit-latrines posing a safety risk to learners?
- Has the Department considered having a dedicated programme to deal specifically with ECD sanitation. When would the Centre be provided with two additional toilets?
- What engagement took place with the local municipality to address the water supply challenges faced by the Centre?
- How was the Department addressing the high learner/teacher ratio at the Creche by assisting with additional staff?
- What were the plans to address the challenges raised by the Creche?
- How could the Department assist and support the Creche with additional outdoor play areas for children?
- Has the Department considered a review of the current funding model for ECDs?

### **Portfolio Committee Recommendations**

- The Department report on plans to address the eradication of pit-latrines, especially for the ECD centers.
- The Department establish a dedicated programme to address issues of ECD sanitation.

- The Department ensure the Center received two additional ablution facilities.
- The Department engage with the local municipality to ensure water challenges faced by the Creche are prioritized.
- The Department collaborate with the Center and possible sponsors for additional outdoor play-areas.
- The Department review the current funding model for ECD centres.

**3.1.8 Inkomazi Secondary School** – The School is a public secondary school in the Nkomazi Circuit under the Ehlanzeni District. The school is a no-fee, Quintile 2 school with a learner enrolment currently at 1 143 learners, 17 educators and three support staff. The school has a functioning SGB. During the visit, Principal gave a detailed overview of the school's performance and highlighted following challenges:

- Underperformance of certain Grades and subjects
- Upgrading of sport facility
- Equipping the library
- Furniture (learners & educators)
- Shortage of school hall, assemble shelter
- Poor fence
- Administration rooms infrastructure - it has lots of cracks and needs renovations & roofing
- Staff accommodation - furniture too old
- Classrooms - no electricity
- Special room - not well equipped with relevant resources
- Bathrooms and sanitation - renovation needed
- Kitchen - traditional kitchen needs extension , modern - needs equipment
- Workshops need extension
- Grounds paving required

### **Portfolio Committee Observations and Questions**

- Concerns were raised with the underperformance in certain Grades and subjects.

- What remedial action was in place to address learner's underperformance in certain subjects?
- What research has been done into the high rate of learner absenteeism?
- What was the percentage of learners who were undocumented and reasons for this -how were learners being assisted in this regard?
- What was the type of bullying incidents reported by the school – and what was the school policy on bullying?
- Could the school submit their financial statements to check expenditure on school maintenance?
- What number of teachers were registered with SACE – teachers with Diploma Qualification are not performing well in STEM subjects.
- Has there been any assessment of educator's performance to ascertain reason for consistent poor performance in many subjects over past 3 years?
- Has the Department received a request for furniture from the school via the Circuit/District? How was the school assisted in this regard? Similarly, the request for assistance with the school perimeter fencing to be upgraded?
- What engagement has there been between the Department and local municipality regarding water supply services to the school?
- What was the bullying policy of the school – and how was bullying dealt with?
- How were undocumented learners assisted in collaboration with Home Affairs?
- It was noted that there were many school principal vacancies – what informed the high vacancy rate? How was HR recruitment planning done to ensure there were no gaps that could create school instability?
- Why were learners having to share textbooks – did the Department not supply adequate LTSM?
- The Department submit a report on the exact number of textbooks for each grade and subjects offered i.e., the number of learners without textbooks, number of textbooks retrieved and the number of textbooks delivered to the school.

### **Portfolio Committee Recommendations**

- The Department report on the school financial statement in respect of utilisation/expenditure of the maintenance budget.
- The Department engage with the local municipality to ensure water supply challenges faced are prioritized.
- The Department ensure the school is supplied with school furniture (learners and staff) as well as the upgrading of the school perimeter fencing.
- The Department address the high volume of principal vacancies and how HR recruitment planning was done to ensure there are no gaps which created school instability.
- The Department address challenges with textbook shortages as reported and submit a report on the exact number of textbooks for each grade and subject ordered i.e. the number of learners without textbooks, number of textbooks retrieved and the number of textbooks delivered to the school
- The Department ensure refurbishment of ablution facilities at the school was prioritised

**3.1.9 Mahhushe Agricultural School** - The school is an agricultural secondary school in the Nkomazi Circuit in the Ehlanzeni District. It's a no-fee, Quintile 3 school with learner enrolment currently at 954 learners and a post establishment of 34. The Principal gave a detailed overview of the school's performance and highlighted the following challenges:

- Need for school hall
- Shortage of classrooms
- Need for security and additional fencing
- Bathrooms in poor condition
- School furniture is not enough and requires additional resources.
- Need for agricultural facilities
- Need for a sickbay
- Need to fill one admin clerk position.
- Staff accommodation is not enough.
- Need for a media Centre
- Other challenges in respect of agriculture include disease, theft, mortality rate, saline water, water shortages, lack of funding, natural diseases.

### **Portfolio Committee Observations and Questions**

- What were the reasons for underperformance in STEM subjects over the last 3-years, especially in Grade 8 and 9?
- What was the response from the Department to the challenges raised by the school?
- What was the costs for the maintenance for consistent desalination of water – was it not more practical to purchase water on monthly basis?
- What were the reasons for the school being established at the current site where the land was infertile?
- How were learners connected with agricultural colleges for further studies?
- What specific marketing relations existed with the local retail businesses in the area to generate revenue?

### **Portfolio Committee Recommendations**

- The Department submit a detailed report on the decision to build the school on a site with infertile ground
- The Department ensure addressing the challenges reported by the school.

### **3.2 Special Engagement Session with the National Department of Basic Education (DBE) and Mpumalanga Provincial Education Department (MPUEDU)**

Due to the magnitude and urgency of matters raise during the visit to school on Tuesday 28 April 2026, it was agreed to have a special engagement session with National Department of Basic Education (DBE) and the Mpumalanga Provincial Education Department (MPUEDU) at the end of the school visits of Wednesday, 29 April 2026. In preparation for the engagement, the Committee requested that the Department submit all relevant documentation as it pertained to the following schools i.e.

- Matthews Phosa College
  - Report on the departmental investigation into financial irregularities
  - Bullying incident register
  - Report on learner demographics for last 3 years
  - Report on salaries for all staff
  - Details of all board members

- Report on incidents of learner rioting (reasons, mitigation, interventions, consequence management)
  - Report on disciplinary challenges
  - Breakdown and demographics of all staff (teaching and non-teaching)
- Kamagugu Special School
    - Submit Audit and Financial Reports and Statements 2022 – 2025 – including Circuit and District Reports
    - A special session on matters pertaining to mismanagement of school finances is to be held on 29<sup>th</sup> April 2026 after oversight school visits.
    - A report addressing all the challenges raised by the school.
    - A report on addressing the non-functioning SGB and the interventions by the Department.
    - Submit a report on the filing systems utilised by Circuit and District when they visit schools.
    - Response and intervention to address issue of learners leaving home at 03:00am – what are the urgent interventions.
  - Lekazi Central Secondary School
    - An urgent high-level engagement with DBE and the PED and all relevant stakeholders was proposed in respect of the school's performance and other challenges for a way forward in respect of the future of the school. List of urgent interventions that were required.
    - A report to be submitted on the breakdown of all teachers, their qualifications and subjects taught

Unfortunately, some of the documentation requested was received an hour prior to the special engagement session – and the majority not received. This put the Committee at a disadvantage as to their preparation for the session. Members were of the view that this may have been deliberate as the Committee would not be empowered to interact with information. The Committee did not take kindly to the MPUEDU not submitting information as requested. At this point, the Chairperson requested input from Members on the way forward with the following suggestions:

- the session form part of the wrap-up report to the MPUEDU after conclusion of the visit

- the Committee to review its Committee 2<sup>nd</sup> Term Programme to identify a slot for the follow-up session with the MPUEDU three weeks later. The Committee Secretary to communicate the date and time to the Department once agreed to.

Additional information requested for Kamagugu Special School include: The establishment of a task team to investigate the allegation pertaining to the SGB and Principal on issues of financial irregularities. A thorough investigation be launched and a report be submitted to the Committee.

### 3.3 School Visited in Bohlabela Education District

**3.3.1 Tsakane Special School** - The school is a public special school in Green Valley Circuit in the Bohlabela District. It's a no-fee school with a learner enrolment currently at 216 learners and a post establishment of 64. The school gave a detailed overview of the school performance. The following challenges were highlighted:

- Insufficient classrooms and mobile classrooms without ramps and electricity. Need additional mobile classrooms.
- Pleading for hostel/boarding facilities
- No sick-room or bathrooms in mobile classrooms. No therapy centre
- No kitchen (use a workshop to prepare meals)
- Staff shortages – recruitment challenges due to specialized staff required.
- Water installation disrupted due to road inaccessibility after heavy rain.
- Hall is not yet maintained.
- No ICT centre for Foundation Phase
- Insufficient furniture for staff and learners
- Scholar transport frequently breaks down due to road conditions. Not user-friendly as pick-up points do not cover all areas. Learner Transport /Vehicles in poor condition. Learners also travel long distance – some leaves home at 04:00am
- Challenges with access road to the school – needs upgrade and regular grading.
- Drug abuse, ill-discipline and late coming. Clash of activities of the school and SAPS with delayed responses

### Portfolio Committee Observations and Questions

- The access road to the school had been in poor condition since 2014. The Department to report on the challenges with the access road and reasons for the road not being upgraded to date?
- What was the reason for planning and building the school at the site it currently occupied – without consideration for access to the school?
- What alternative measures were in place to accommodate learners who lost learning time due to inaccessibility to the school because of the access road?
- What alternatives measures are in place to ensure learners are not expected to depart from their homes at 04:00am in the morning to get to school? Has the Department considered boarding facilities for these learners?
- Why did the Department allow a service provider to deliver mobiles to the school without ramps and other alterations? What consequence management was imposed on the service provider?
- The Department to submit a report on the service provider in question and how many times the service provider has been reappointed by the Department.
- Could the conditional assessment of the Department and municipality be submitted to the Committee?
- How was the Department addressing issues of the lack of contract management and contract monitoring – have any officials been held accountable?
- The Department to submit a report on the number of schooling days learners have missed out – and interventions and strategies to ensure learners were able to catch-up on lost learning time.
- Why has the Department not prioritised the appointment of a professional nurse for the school? Did the Circuit/District not communicate the urgent need for the post to be filled?
- Was the Department ensuring the implementation of the School Safety Protocols at the school?
- Why was the municipality not prioritising the upgrade to the access road?
- Did the school have its own internal auditors to assist with auditing of financials – what were the reasons the school was unable to access school funds?
- Were staff trained in administration of first aid? For how long has the nursing vacancy been un-filled and why has this critical post not filled?

### **Portfolio Committee Recommendations**

- The Department submit a report on how the site for the school was decided – what was the planning and response to the challenges of the access road.
- The Department submit details on the planning processes for building the school, the access road to the school and the progress report on commitments made.
- The Department submit a report on measures to accommodate learners who lost learning time due to inaccessibility to the school because of the access road.
- The Department submit a report on the service provider and processes in respect of the delivery of mobiles without ramps and alterations since 2023. Also, a report on the service provider and how many times they were appointed by the Department and the management imposed in respect of contract management failures.
- The Department submit a report on the condition assessment from the Department and Municipality.
- The Department submit a report on reasons for not prioritising the appointment of a professional nurse for the Special School – and whether the critical need was communicated to the Department by the Circuit/District officials.
- The Department submit a report on all service providers appointed by the Department – and their track record.
- The Department in collaboration with the local municipality prioritise the upgrade and renovation of the access road to the school.
- The Department prioritise the building of boarding facilities at the school and addressed alternatives for learners having to leave home at 04:00am to attend school.
- The Department consider a review of the model/policies in respect of learner transport for special needs learners in the province.
- The Department ensure urgent prioritisation of the repairs to the leaking school hall roof.
- The Department commit, within 7 days, to supply proper installations for mobile units for the school.
- The National Department submit a report on the exit strategies and certification of learners with special needs and a report on the Norms and Standards for identification of sites for building schools and monitoring by DBE.
- Department submit a report on the progress regarding recommendations made by the Committee of the 6<sup>th</sup> Parliament during their visit in September 2022.

- The Department ensure the procurement of LTSM and assistive devices, including Braille machines are prioritized for Tsakane Special School.

#### 4. Portfolio Committee Recommendations (Overall)

Having engaged with the Mpumalanga Department of Education the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Mpumalanga Department of Education:

- Ensure Infrastructure and maintenance of schools receive attention with immediate focus
- Ensure upgrading of schools specifically addressing leaking roofs and rehabilitating dilapidated classrooms within the 2026/27 financial year .
- Ensure adequate engagement and consultation with relevant communities and stakeholders in respect of schools affected by scholar transport, teacher allocations and budgets.
- Ensure a progress report is submitted within days after adoption of this report in respect of funding utilisation for repairs and maintenance of schools affected by weather disasters,
- Ensure confirmation of SACE registration and vetting of educators in the Provinces
- Ensure adequate training of Principals to conduct performance assessment of educators before end of 4<sup>th</sup> Term 2026.
- Ensure an assessment of schools purchasing water due to water shortages and consider implementing cost curtailment measures - and provide desalination solutions where required.
- Ensure the assessment and plans for the provision of braille to more special schools in the province during the next financial medium term.
- Ensure engagement with provincial COGTA to improve issues related to basic services.
- Ensure communication to all districts and Circuit Managers to engage with local municipalities to improve cooperative governance related to basic services.
- Ensure the Department address and finalise allegations of financial misconduct in the relevant schools and provide a report to the Portfolio Committee on the outcome thereof within 60 days of adoption of this report .
- Ensure engagement with the provincial Department of Transport to address scholar transport in special schools that are disenfranchising the rights of such learners.
- Ensure a dedicated task team is established to monitor the implementation of Portfolio Committee recommendations made during the oversight visit .
- Ensure eradication of unsafe infrastructure such as pit-latrines, unsafe structures before the end of 2026/27 financial year.

- Ensure classroom shortages, water and ablution facility shortages, received priority before end of 3<sup>rd</sup> Term 2026.
- Ensure the filling of all vacant posts of subject teachers, special schoolteachers and LTSM is fast-tracked within 90 days after adoption of the report .
- Ensure consideration for budget allocations to be made to Agricultural Schools within this financial year .
- Ensure underperforming schools /with poor pass rates are supported with intervention strategies for improvement especially Mathematics, Science (STEM subjects) 30 days after adoption of this report .
- Ensure regular monitoring and reliability of support services, including transport for learners in all special needs centres to ensure consistent attendance before end of 2026/27.
- Ensure HR outstanding issues at special school i.e. staff shortages, psychologists, therapists, and specialized teachers to support the 205 learners with special needs are addressed before end of 3<sup>rd</sup> term 2026.

## **5. Conclusion**

The oversight visits to the Mpumalanga Provincial Education Departments provided the Portfolio Committee with an opportunity to monitor, support and learn from the good work and best-practices of the Departments, as well as ascertain the functionality and overall infrastructure of the schooling system in the provinces. The findings and recommendations contained in this report should help to assist the district and province to improve on schooling in general as well as to strengthen areas related to basic functionality. Due to the time-limitations it was agreed the Committee would secure a session with the Mpumalanga Provincial Education Department within its current 2<sup>nd</sup> Term Committee Programme for a wrap-up session of the oversight visit to the Province.

## **6. Appreciation**

The delegations, led by the Hon K J Maimela, thanked the Members of the Mpumalanga Provincial Department of Education and the National Department of Basic Education for their support given during the oversight visits. The team also extended appreciation and thanks to the Teacher Unions and SGB Associations for taking the time to meet with the Committee and share their experiences and challenges.

Report to be considered.

## **National Council of Provinces**

### **1. REPORT OF THE SELECT COMMITTEE ON COOPERATIVE GOVERNANCE AND PUBLIC ADMINISTRATION (TRADITIONAL AFFAIRS, WATER & SANITATION AND HUMAN SETTLEMENTS) ON CONSIDERATION OF 2026/27 ANNUAL PERFORMANCE PLAN AND BUDGET VOTE 33 OF THE DEPARTMENT OF HUMAN SETTLEMENTS: DATED 26 MAY 2026**

The Select Committee on Cooperative Governance and Public Administration (Traditional Affairs, Water & Sanitation and Human Settlements) having considered the 2026/2027 Annual Performance Plan and Budget Vote 33 of the Department of Human Settlements, reports to the National Council of Provinces as follows:

#### **1. Legislative Framework**

- 1.1. The National Treasury regulations provide the basis for the development and submission of Strategic Plans and related quarterly performance reporting. The revised framework on Strategic Plans and Annual Performance Plans requires departments to: institutionalise planning, budgeting, reporting, monitoring and evaluation and align, the planning process and all the planning documents (Strategic Plans (SPs), Annual Performance Plans (APPs) and Annual Operational Plans (AOPs) with the MTSF, and to describe outputs that are their direct responsibility in the list of programmes / sub-programmes.
- 1.2. The Money Bills Amendment Procedures and Related Matters Act (2009) empowers Parliament to recommend, reject, or amend budgets of National Departments and Organs of State.
- 1.3. The Act also enjoins Committees of Parliament to compile and adopt Budget Vote Reports, based on interactions with the relevant Departments and Entities reporting to them on their Strategic Plans, Annual Performance Plans, and Budgets allocations.

- 1.4. In terms of the 1996 Constitution and the Rules of the National Council of Provinces, the Select Committee on Cooperative Governance and Traditional Affairs, Water, Sanitation and Human Settlements is empowered to exercise oversight over the Department of Human Settlements and its entities namely, Community Schemes Ombud Service, Housing Development Agency, National Home Builders Registration Council, National Housing Finance Corporation, Property Practitioners Fidelity Fund, Social Housing Regulatory Authority and Property Practitioners Regulatory Authority.
- 1.5. On 21 May 2026, the Select Committee on Cooperative Governance and Public Administration (Traditional Affairs, Water & Sanitation, and Human Settlements had briefing sessions with the Department of Human Settlements to consider 2026/2027 Annual Performance Plan and budget allocations to departmental programmes and Entities
- 1.6. The report provides information on planned outputs, annual targets and budget analysis of the departmental programmes as well as the observations and recommendations of the Select Committee on Cooperative Governance and Public Administration.

## **2. BRIEFING ON 2026/2027 ANNUAL PERFORMANCE PLAN AND BUDGET ALLOCATIONS OF THE DEPARTMENT OF HUMAN SETTLEMENTS**

- 2.1. The Minister indicated in her political overview that the 2026/2027 Annual Performance Plan of the Department of Human Settlements have been aligned with the 2024/ 2029 Medium Term Development Plan (MTDP).
- 2.2. The Minister indicated that as executive authorities the 2026/2027 annual performance plan will account on the resources that have been entrusted, and the futuristic plans. The Minister reported that the 2026/2027 Annual Performance Plan has been tabled in parliament line with the treasury regulation, which mandates all department trading entities, including public entities, to ensure development of institutional and business plan for each entity and reporting mechanisms.

- 2.3. The Minister informed the Select Committee that the department has followed a process which is led by the Department of Monitoring and Evaluation in the President's office in terms of the setting of the strategic plan, as mandated by the treasury regulations and the strategic plans that are to be undertaken and culminating into the annual performance plans.
- 2.4. The Acting Director-General of the Department of Human Settlement briefed members of the Select Committee on the performance indicators, measurable outcomes, and indicators contained in the Strategic Plan and the Annual Performance Plan.
- 2.5. The presentation focused on departmental programmes namely, Administration; Integrated Human Settlements Planning and Development; Informal Settlements; Rental and Social Housing and Affordable Housing. Each of these programmes are discussed in terms output, outcome indicators, annual targets, and budget allocation for the 2026/2027 Financial Year

### **3. Programme on Administration**

- 3.1. The purpose of the administration is to provide strategic leadership, management, and support services to the Department. Over the medium term, this programme will contribute to the performance of the Department through the provision of effective and efficient administrative services to the line function to implement policies and programmes aimed at delivering sustainable human settlements.
- 3.2. The 2026/2027 performance indicators and annual targets of administration programme include implementation of the approved ICT Plan, approval of Human Settlements Grants Frameworks, assessment of performance of Human Settlements Grant-Provinces (ISUPG), assessment of performance of Human Settlements Grant- Metros ISUPG and assessment of set aside allocations for designated groups (HSDG and USDG),

#### **4. Programme on Integrated Human Settlement Planning & Development**

- 4.1. The purpose of the Integrated Human Settlements Planning and Development Programme is to manage the development of policy, planning, and research in the creation of sustainable and integrated human settlements, to oversee the delivery of the integrated residential development programme, and to coordinate intergovernmental partnerships with stakeholders.
- 4.2. The main output, output indicators, and annual targets planned for 2026/2027 fiscal years include development of volume of the Rental interventions of the Human Settlements Code, monitoring of performance of HSDG, USDG and sectoral performance.

#### **5. Programme on Informal Settlements**

- 5.1. The purpose of the informal settlements programme is to provide policy, planning, and capacity support for the upgrading of informal settlements, and to oversee the implementation of the informal settlements upgrading programme.
- 5.2. The annual targets set for achievement during the 2026/2027 financial year include provision of support to Provinces and Metros to complete Phase 1, 2 and 3 of informal settlements and coordination of disaster awareness sessions,

#### **6. Programme on Rental and Social Housing**

- 6.1. The purpose of the Programme is to promote the provision of affordable rental housing, monitor the performance of the Social Housing Regulatory Authority, and develop capabilities in the rental housing sector through intergovernmental collaboration and evidence-based research.

- 6.2. The primary objective of this programme is to promote the delivery of affordable rental housing by conducting research and developing policies and programmes as and when required, accelerate the provision of affordable rental housing, and to strengthen cooperation and collaboration by facilitating intergovernmental forums and stakeholder partnerships on an ongoing basis.
- 6.3. The 2026/2027 major planned outputs, performance indicators, and annual targets of the departmental programme include provision of support on the implementation of Rental Housing Programme and provision of support to Provinces on the implementation of the CRU Programme,

## **7. Affordable Housing Programme**

- 7.1. The purpose of Programme on affordable housing is the provision of affordable housing finance, monitoring market trends, developing research and policy that respond to demand, and overseeing housing finance entities that report to the Minister.
- 7.2. The key objectives of the programme include acceleration of affordable housing finance through the provision of capital and operational funding to the National Housing Finance Corporation for the administration of the Finance-Linked individual subsidy programme; research and development of policies and programmes that promote the provision of affordable financing of households.
- 7.3. The 2026/2027 planned outputs, performance indicators and annual targets of the departmental programme include provision of support to provincial departments towards the registration of title deeds, provision of support to provinces in the completion of housing units, provision of support to provinces and metros in the completion of serviced sites, monitoring reports on unblocked housing projects, provision of support in the disbursement of subsidies (FHF) and provision of support to seven (7) Provinces in the eradication of uninhabitable mud houses

## **8. Observations of the Select Committee**

- 8.1. The Select Committee has noted that the Department of Human Settlements has complied with the requirements for submission of the Annual Performance Plan (APP) 2026/2027. The Select Committee has also noted that the Department of Human Settlements has aligned its 2026/2027 Annual Performance Plan with the priorities contained in the 2024/2029 Medium-Term Development Plan (MTDP)
- 8.2. The priorities of the MTDP aligned in the Departmental Strategic Plan and Annual Performance Plan include priority 1 of driving inclusive growth and job creation, priority 2 of reducing poverty and tackling the high cost of living, and priority 3 of building a capable, ethical, and developmental state.
- 8.3. In terms of Executive Undertakings, the Select Committee has noted that the Department of Human Settlement under the leadership of the Minister and Deputy Minister has committed in its 2026/2027 Annual Performance Plan to improve integration in human settlements planning and implementation to achieve spatial transformation and liveable neighbourhood, to improve sector coordination and integration across all levels of government, to reduced impact of disasters, improved livelihoods, efficient governance and accountability.
- 8.4. In terms of support to provinces and municipalities , the Select Committee has also noted and welcomed the departmental executive undertakings to provide during the 2026/2027 financial year support to provinces and metros to address challenges related backlogs of title deeds, blocked and incomplete housing projects, hijacked public buildings and transfer fees related to registration of title deeds, support nine (9) Provinces and eight (8) Metros in the upgrading of informal settlements, completion of housing units, completion of serviced sites and disbursement of subsidies.
- 8.5. In terms of legislative and policy reforms, the Select Committee has noted that the Department of Human Settlements has committed to drafting the programmes of the Human Settlements Code, developing Human Settlements Grants Framework, reviewing the White Paper on Housing, Prevention of Illegal Eviction and Unlawful Occupation of Land Act (PIE) developing and gazetting the emergency housing guidelines for dealing with inner city challenges during the 2026/27 financial year.

- 8.6. While welcoming the priorities, performance indicators and targets contained in the 2026/2027 Annual Performance Plan, the Select Committee however, raised concerns about poor disaster management, effectiveness of some provincial disaster management centres, centralization of the emergency housing disaster fund, blocked and incomplete housing projects, emergence of construction mafia, impact of construction mafia and extortionist on housing projects, non- tabling of consolidated report on post disaster and floods intervention support in provinces, building of houses on river banks, poor spatial planning and red tape in the implementation of SPLUMA.

## **9. Recommendations of the Select Committee**

- 9.1. Having considered and deliberated on 2026/2027 Annual Performance Plan and Budget Vote 33 of the Department of Human Settlements, the Select Committee recommends to the National Council of Provinces as follows:

- 9.1.1. That the Department of Human Settlements should during the 2026 parliamentary third term provide consolidated report on support provided to affected local and district municipalities on the impacts of floods and fire in Kwazulu-Natal, Western Cape, Limpopo, Mpumalanga, Eastern Cape and North-West Provinces.
- 9.1.2. That the Department of Human Settlements should during the 2026 parliamentary third term provide a consolidated report detailing, lists of blocked, unblocked and incomplete housing projects per province.
- 9.1.3. That the Department of Human Settlements should provide timeframes on all the planned research as contained in departmental programmes and performance indicators
- 9.1.4. That the Department of Human Settlements should fast-track the accreditation to enable Metro Municipalities to effectively and efficiently implement the Urban Settlement Development Programmes and the full utilization of grants

- 9.1.5. That the Department of Human Settlements should during the 2026 parliamentary third term provide progress report on the implementation of the framework related to the eradication of asbestos roofs and mud houses.
- 9.1.6. As part of ensuring executive accountability, the Department of Human Settlements should provide quarterly reports to the National Council of Provinces on the progress and challenges relating to the achievement of the performance indicators contained in the 2026/2027 Annual Performance Plan and MTEF budget allocation.
- 9.1.7. The Department of Human Settlements should during the 2026/2027 financial year consider instituting forensic investigations on catalytic incomplete housing projects, allegations of corruption and maladministration, the emergence of construction mafias, and extortions and table the completed forensic investigation report to the National Council of Provinces
- 9.1.8. The Select Committee on Cooperative Governance and Public Administration should during the 2026 Parliamentary third term conduct proactive oversight visits to selected provinces and municipalities to monitor the implementation and completion of the housing projects, the issuing titled deeds, eradication of mud houses and asbestos roofing, service sites, utilization of housing grants, to decisively deal with illegal occupation of houses, reclaiming of municipal buildings and implementation of SPLUMA in the local and metropolitan municipalities.
- 9.1.9. The Select Committee has acknowledged the challenges presented by Prevention of Illegal Eviction and Unlawful Occupation of Land Act (PIE) and further recommends that the Department of Human Settlements should accelerate the review of the Act.
- 9.10. The Select Committee on Cooperative Governance and Public Administration should, as part of ensuring executive accountability and performing oversight, align its 2026 quarterly programmes to the outputs, performance indicators and

annual targets contained in the 2026/2027 Annual Performance Plan of the Department of Human Settlements.

*Report to be considered.*