

Thursday, 3 March 2022]

No 30—2022] FOURTH SESSION, SIXTH PARLIAMENT

PARLIAMENT
OF THE
REPUBLIC OF SOUTH AFRICA

**ANNOUNCEMENTS,
TABLINGS AND
COMMITTEE REPORTS**

THURSDAY, 3 MARCH 2022

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ANNOUNCEMENTS

National Assembly

The Speaker

1. Delayed Replies to parliamentary questions

- (1) Communication was sent to the Leader of Government Business in accordance with Rule 136(2), informing him that a report will be provided to the Rules Committee on the following members of Cabinet whose questions were unanswered and subsequently lapsed:

- a) Minister of Basic Education 1
- b) Minister of Communications and Digital Technologies 8
- c) Minister of Defence and Military Veterans 25
- d) Minister of Finance 7
- e) Minister of Mineral Resources and Energy 3
- f) Minister of Police 2
- g) Minister of Public Service and Administration 1
- h) Minister of Tourism 12
- i) Minister of Transport 3
- j) Minister in The Presidency 5
- k) Minister of Water and Sanitation 3

2. Membership of Committees

- (1) The following committee membership changes have been made by the African National Congress:

Committee for Section 194 Enquiry

Discharged: Khalipha, Mr TD
Discharged: Tlhape, Ms MME [Alternate]

Appointed: Tlhape, Ms MME
Appointed: Tshabalala, Ms J [Alternate]

TABLINGS

National Assembly and National Council of Provinces

1. The Minister of International Relations and Cooperation

- (a) Agreement between the Government of the Republic of South Africa and the Government of the Kingdom of Lesotho on the Establishment of a Bi-National Commission (signed 25 November 2021), tabled in terms of section 231(3) of the Constitution, 1996.
- (b) Memorandum of Understanding between the Government of the Republic of South Africa and the Government of the Kingdom of Lesotho on Diplomatic Consultations (signed 25 November 2021), tabled in terms of section 231(3) of the Constitution, 1996.
- (c) Agreement between the Government of the Republic of South Africa and the Government of the Islamic Republic of Pakistan on the Establishment of a Joint Commission (signed 25 November 2021), tabled in terms of section 231(3) of the Constitution, 1996.
- (d) Agreement between the Government of the Republic of South Africa and the Government of the Republic of Senegal on a Joint Commission for Bilateral Cooperation (signed 07 December 2021), tabled in terms of section 231(3) of the Constitution, 1996.
- (e) Memorandum of Understanding between the Government of the Republic of South Africa and the Government of the Republic of Senegal on Political and Diplomatic Consultations (signed 07 December 2021), tabled in terms of section 231(3) of the Constitution, 1996.
- (f) Memorandum of Understanding between the Government of the Republic of South Africa and the Government of the Democratic People's Republic of Korea on Diplomatic Consultation (signed 25 January 2022), tabled in terms of section 231(3) of the Constitution, 1996.

National Assembly

1. The Speaker

- (a) Letter from the President of the Republic, dated 28 February 2022, to the Speaker of the National Assembly, informing members of the Assembly of the extension of the employment of the South African National Defence Force (SANDF) for service in fulfilment of an international obligation of the Republic of South Africa towards the Southern African Development Community (SADC).



28 February 2022

Honourable Speaker,

EXTENSION OF EMPLOYMENT OF MEMBERS OF THE SOUTH AFRICAN NATIONAL DEFENCE FORCE FOR SERVICE IN FULFILMENT OF AN INTERNATIONAL OBLIGATION OF THE REPUBLIC OF SOUTH AFRICA TOWARDS THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY (SADC)

This serves to inform the National Assembly that I have extended the employment of one thousand four hundred and ninety-five (1 495) members of the South African National Defence Force (SANDF) for a service in fulfilment of an international obligation of the Republic of South Africa towards SADC.

1 495 members of the SANDF were employed to support the Republic of Mozambique to combat the acts of terrorism and violent extremists affecting the northern areas of the Mozambique.

Members of the SANDF will continue to support the Republic of Mozambique for the period from 16 January 2022 to 15 April 2022.

This employment is authorised in accordance with the provisions of section 201(2) (c) of the Constitution of the Republic of South Africa, 1996 read with section 93 of the Defence Act, 2002 (Act No 42 of 2002).

The expenditure expected to be incurred for this employment amounts to R 984 368 057.

I will communicate this report to the Chairperson of the National Council of Provinces. I kindly request that you bring the contents of this letter to the attention of Members of the National Assembly.

Yours sincerely,


Mr Matamela Cyril Ramaphosa
President of the Republic of South Africa

Ms Nosiviwe Mapisa-Nqakula, MP
Speaker of the National Assembly
Parliament of the Republic of South Africa
P.O. Box 15
CAPE TOWN
8000

- (b) Reply by the Minister of Social Development to Report of the Portfolio Committee on Social Development on the impact of civil unrests in KwaZulu-Natal and Gauteng provinces on social development services, as adopted by the House on 25 August 2021.

Referred to the **Portfolio Committee on Social Development**.

COMMITTEE REPORTS

National Assembly

1. Report of the Portfolio Committee on Public Works and Infrastructure on the 2021/22 First and Second Quarter performance of the Department of Public Works and Infrastructure (DPWI), and the Property Management Trading Entity (PMTE), dated 2 March 2022

1. BACKGROUND

The Portfolio Committee on Public Works and Infrastructure (hereinafter referred to as the Committee) having considered the first and second quarter performance for the 2021/22 financial year of the Department of Public Works and Infrastructure (herein referred to as either the Department or DPWI), and the Property Management Trading Entity (PMTE), on 16 February 2022, reports as follows:

2. INTRODUCTION

Parliament, through its committees, has a constitutional responsibility to do oversight over the executive authority and the manners in which the department implements policy. The Public Finance Management Act¹ (PFMA) (Act No. 1 of 1999) guides the Department to do quarterly performance reports to National Treasury. The Committee analyses these quarterly programme performance information of the departments and their entities² for each quarter during every financial year as part of the monitoring of financial and non-financial performance of the departments.

Consideration of quarterly performance reports by committees is one of the established tools to fulfil Parliament's oversight and accountability mandates in terms of the Constitution, the PFMA, and under the rules established by the National Assembly. The analysis of quarterly performance reports assists the in-year monitoring of the non-financial and financial performance of the Department prior

¹ Act 1 of 1999 stipulates that monthly reports showing actual revenue, expenditure, and borrowings. In sections 39(2)(b) and 40(4)(d) it describes the monthly reports that is the contractual responsibility of the Director-General as accounting officers. The financial responsibilities of the executive authorities are described in sections 63, 64, and 65.

² The performance of the entities was not the specific focus during the quarterly performance review. However, while there is not a focus on each of the entities on their own, the budgetary allocations reported on and the analyses of the transfers from Programme 4 deals with an aspect of the financial transfers of entities from one quarter to the next. The Committee gives full effect to this aspect of its legal oversight mandate during the annual financial performance review in the latter part (often during October and November) of each year. The latter is reported on the Budgetary Review and Recommendation Report of this Committee.

to its oversight over the annual financial statements in the Budgetary Review and Recommendations Report (BRRR)³.

On 16 February 2022, the Committee considered the 2021/22 First and Second Quarter performance of the Department PMTE.

This report provides an overview of the performance of the DPWI and PMTE over the first two quarters of 2021/22 and the discussion that emerged during the meeting. The discussion focused on the achievements, programmatic output in respect of the performance indicators and targets that were stated in the Annual Performance Plan for the 2021/22 financial year.

This report further outlines the queries, findings and observations of the Committee regarding the quarterly non-financial and financial performance of the DPWI and the PMTE.

3. MANDATE OF THE DEPARTMENT

3.1. Constitutional mandate

The Constitutional mandate is provided for in Schedule 4, Part A, of the Constitution of the Republic of South Africa: Functional Areas of Concurrent National and Provincial Legislative Competence.

3.2. Legislative mandate

The Government Immovable Asset Management Act (GIAMA), (Act No. 19 of 2007), primarily provides the legislative mandate of the Department as manager, accommodator, and maintainer of government's immovable assets.

Although these entities were not part of the meeting on which we report here, the DPWI regulates the construction industry and professional built environment through the Construction Industry Development Board Act, (Act No. 38 of 2000) and the six Professional Council Acts that regulate the six Built Environment Professions (BEPs), and through the Council for the Built Environment Act (Act No. 43 of 2000).

³ In preparing the BRRR, the Committee gives effect to Section 5 of the Money Bills Amendment Procedure and Related Matters Act (Act 9 of 2009).

3.3. Policy mandates

- DPW White Paper: Public Works, Towards the 21st Century, 1997;
- DPW White Paper: Creating an Enabling Environment for Reconstruction, Growth and Development in the Construction Industry, 1999;
- Construction Sector Transformation Charter, 2006;
- Property Sector Transformation Charter, 2007;
- DPW Broad-based Black Economic Empowerment Strategy, 2006;
- Property Management Strategy on BBBEE, Job Creation and Poverty Alleviation, 2007;
- Green Building Framework, 2011.

4. 2021/22 FIRST AND SECOND QUARTER PERFORMANCE

4.1. Overview of 2021/22 First and Second Quarter Expenditure

Table 1 below sums up the expenditure of the DPWI in relation to the appropriated amounts per programme for the first quarter of the 2021/22 financial year.

Table 1: 2021/22 Budget and Expenditure up to the First Quarter for Vote 13 - Public Works and Infrastructure

Programme R' million	Main Appropriation 2021/22	Actual Expenditure 2021/22	Expenditure as a % of Available Budget
1. Administration	511,2	88,8	17,4%
2. Intergovernmental Coordination	63,6	10,4	16,4%
3. Expanded Public Works Programme (EPWP)	2969,3	254,6	8,6%
4. Property and Construction Industry Policy and Research	4704,6	1226,0	26,1%
5. Prestige Policy	94,5	19,9	21,1%
Total	8343,2	1599,7	19,2%

Source: National Treasury (2021a) and (2021b).

Note: The outbreak of the COVID-19 pandemic and subsequent lockdown of the country in March 2020 resulted in government having to reprioritise funding, and redirect spending towards fighting the pandemic.

4.2. Quarter 1

The spending during Quarter 1 under the Department's five main programmes shows an improvement from Quarter 1 to 2.

R1.60 billion (or 19.2%) of the total allocation of R8.34 billion was spent, when compared to the R1.85 billion (or 22.9%) spent in the same quarter of the previous year.² One of the five main programmes managed to slightly exceed the minimum expenditure rate of 25%. Programme 4 spent R1.23 billion, which constitutes 26.1% of the R4.70 billion allocation.

The other four main programmes did not manage to reach the minimum 25% threshold. Programmes 5 spent R19.9 million (or 21.1%) of the R94.5 million in 2021/22. The other two programmes spent under 18%, i.e. Programme 1 spent R88.8 million (or 17.4%) of the R511.2 million and Programme 2 spent R10.4 million (or 16.4%) of the R63.6 million. Programme 3, spent the least amount in percentage terms at R254.6 million (or 8.6%) of the R2.97 billion allocation for 2021/22.

Under-expenditure:

The DPWI underspent a total of **R658.9 million** of the projected programmatic expenditure of **R962.06 million** for this quarter, as follows:

R21.5 million underspent under **Programme 1 (Administration)** of the **projected R110.3 million**, the lower than projected spending is attributed to Compensation of Employees due to funded vacant posts. The Department reports that these vacant posts are in the process of being filled.

R2.9 million underspent under **Programme 2 (Intergovernmental Coordination)** of the **projected R13.3 million** due to underspending on Compensation of Employees due to non-filling of funded vacant posts. The vacant positions have been advertised for filling. Underspending is also evident under Goods and Services items (i.e. catering, venue and facilities, consultant business advisory service; and rental and hiring), due to less than expected activities resulting from the COVID-19 pandemic management restrictions.

R559.9 million underspent under **Programme 3 (Expanded Public Works Programme (EPWP))** of the **projected R814.5 million** with slow spending under Transfers and Subsidies, amounting to R510 million especially the EPWP Non-State Sector on account of a delay in the submissions of the Independent Development Trust (IDT) Project Implementation Plan and the 2021/22 financial year Non-Profit Organisation Implementation close out report. The IDT was expected to submit the outstanding documents, and the transfer payments were to be made by the end of July 2021.

R70.9 million overspent under **Programme 4 (Property and Construction Industry Policy and Research)** of the **projected R1.16 billion**, due to the higher than projected spending under Transfers and Subsidies, is due to increased transfer payments to the Property Management Trading Entity (PMTE). The Chief Financial Officer of the Department of Public Works and Infrastructure has indicated that the Department would furnish National Treasury with reasons for the unplanned payments to the PMTE. The Department will submit a request for Treasury to approve a revised draw-down schedule to align cash flow projections and expenditure.

R2.9 million of the **projected R22.8 million** was underspent under **Programme 5 Prestige Policy**; it showed lower spending under Goods and Services due to fewer than projected planned activities as a result of the COVID-19 pandemic management restrictions on gatherings.

Note: The Department reported incurring no COVID-19 related expenditure during the 1st Quarter of 2021/22.⁶

Important matters to note:

- In spite of Programme 4 spending R1.23 billion, which was 26.1% of its R4.70 billion allocation, the Committee raised serious concerns that it remains unable to show sufficient progress with its core function, which is to research, review and draft policy and legislation for the property and construction industry. *Most of the improved expenditure is therefore the increased transfers that was made to the PMTE and unfortunately, not improved expenditure in real terms.* The reason for this increased transfers seems to relate to the cash-flow struggle of the PMTE. This matter requires a stronger oversight focus beyond the stated intention to request Treasury to approve a revised draw-down schedule to align the PMTE's cash flow projections and expenditure. Note that the input made by the Minister during the discussion session later in this report outlines these

and other challenges of the PMTE. It also bemoans the lack of progress made by Programme 4 to review the two White Papers listed under the Policy Mandate in sub-section 3.3 above. We refer here to the slow progress of the White Paper: Public Works, Towards the 21st Century, 1997; and White Paper: Creating an Enabling Environment for Reconstruction, Growth and Development in the Construction Industry, 1999. Instead of the allocated funding of Programme 4 being spent on the draft legislation required to get a draft Public Works Bill in place. This Bill is crucial if the PMTE and the DPWI is to have a strong enough mandate to collect debt owed to it by client departments.

The importance of transforming the Construction and Built Environment Professional sectors remains a serious challenge. In previous oversight, Budget Vote, Budgetary Review and Recommendation as well as quarterly performance reports, this Committee referred to the urgent need for amendments to the Construction Industry Development Board (CIDB) and Council for the Built Environment (CBE) Acts to get the policy environment on a more solid footing. This report is stating it again as an element of performance that is acutely lacking.

4.3. Quarter 2

Table 2: 2021/22 Budget and Expenditure up to the Second Quarter for Vote 13 - Public Works and Infrastructure

Programme R' million	Main Appropriation 2021/22	Q2 Actual Expenditure 2021/22	Expenditure as a % of Available Budget	Adjusted Budget 2021/22
1. Administration	511,2	204,4	40,5%	504,5
2. Intergovernmental Coordination	63,6	23,4	40,0%	58,5
3. Expanded Public Works Programme	2969,3	1279,2	43,8%	2921,1
4. Property and Construction Industry Policy and Research	4704,6	2215,0	46,3%	4781,0
5. Prestige Policy	94,5	29,3	32,9%	89,1
Total	8343,2	3751,3	44,9%	8354,2

(Source: National Treasury (2021a) and (2021b).

In the Second Quarter the appropriation was adjusted upwards by a net amount of R11.0 million from R8.34 billion in Quarter 1 to R8.35 billion.

Transfers and Subsidies increased by R94.5 million from R7.27 billion to R7.36 billion.

Decreases totalling R83.5 million were effected as follows:

The following economic classifications by a total of R83.5 million in Quarter 2 of 2021/22:⁷

- R76.3 million reduction from **Current Payments** to R975.8 million from R1.05 billion.
- R7.16 million reduction from **Payments for Capital Assets** to R17.3 million from R24.5million.

5. DISCUSSIONS AND COMMENTS

Problems with the PMTE

The Minister shared that “the PMTE has just become a banking account that has an overdraft.” She added that 76% of the total budget of the DPWI was transferred to the PMTE. This was because this component within the DPWI deals with high cost items such as leases and the Immovable Asset Register. The challenge was that the PMTE remained incompletely operationalized. It was also severely understaffed in terms of specialized property, construction project management, and property leasing, facilities management, contracting, and debt collecting personnel. When the PMTE was established it was done following a decision of Cabinet that National Treasury (NT) to establish it. At the time of its establishment NT gave the PMTE six conditions before it could be fully established. The PMTE remains incompletely operationalized as it still did not comply with four of those conditions. The Minister indicated that she wanted to seek legal advice on what the status of the PMTE was.

Concerns expressed by Members of the Committee:

Members of the Committee expressed concerns related to the mandated tasks of the PMTE. This ranged from:

- the accommodation of Members of Parliament that are housed in Parliamentary Villages;
- challenges of client departments including the continued problem of accommodation of the South African Police Service that still did not have its own Headquarters;
- the maintenance of all state property that must move from a reactive to a scheduled, costed model (which leads to what the Minister referred to as a projected over-expenditure of R24 million by the end of this financial year);
- the management of service provider contracts for services ranging from maintenance, security, construction, project management, and legal services;
- the continued challenge of ensuring the security of vacant state buildings, and facilities management;

These were all tasks that the PMTE was responsible for that Members raised in previous quarterly performance meetings and annual performance sessions. These tasks are operationalised on a daily basis within the eleven regional offices that gives the DPWI and PMTE a country-wide footprint. The leadership challenge that is worsened by the struggles to use the compensation for employees budget allocation, has a negative effect on the performance of the core legal mandate of the PMTE and the Department (note 6.1. and 6.2. under Observations below).

Efforts to Fill Vacancies and Leadership Positions

The submission of memoranda to appoint Senior Management Service (SMS) personnel who would lead key branches in DDG positions are processed for due diligence procedures and compliance checks to the Department of Public Service and Administration (DPSA). The Minister reported to the Committee that she had complaints from the Minister of DPSA who was very frustrated as the documentation for the appointments from DPWI Corporate Services continually lacked information and did not comply to public service appointment procedures. This slowed down the appointments of required personnel in leadership positions. This matter required serious attention and the Committee would need to request more information on this from the DPWI in due course.

Leasing and other problems

The Minister requested that where businesses reported challenges with leases, Members had to send the cases directly to the Office of the Minister. No further leases would be paid on a month-to-month basis. R155 million was paid to some private contractors that was still on a monthly basis. This practice weakens the resolve to fight corruption had to be ceased immediately.

6. OBSERVATIONS

The oversight strategy of this Committee is to use comments and observations made in the meetings on quarterly performance reports as the preparatory data for its Budgetary Review and Recommendation Reports. Except for the comparative figures on under and over expenditure, subsections 5 and 6 therefore form part of the continuous effort to keep a check on how this department uses the budget to implement promises made in its Annual Performance Plan.

6.1. All quarterly and annual performance reports of this Department reported slow spending under Compensation of Employees and Goods and Services. This was explained as mainly due to the non-filling of vacancies or payment for goods and services due to the reduction

in departmental activities caused by the impact of the lockdown following the COVID-19 pandemic in each of the programmes of the DPWI and PMTE.

- 6.2. The discussion in sub-section 5 regarding filling vacancies and leadership positions in the section above shows that the blanket explanation of “due to the non-filling of vacancies” belie compliance and competence challenges in the Corporate Governance and other leadership positions.
- 6.3. As in the previous year, Programme 3, EPWP, again reported significant underspending due to the withholding of Conditional Grants due to some provinces not complying with the Division of Revenue Act (DORA) regulations. This poses a threat to the stated intention to achieve a clean audit for this financial year.
- 6.4. The Committee indicated that it would continue its oversight focus on the weak performance of Programme 4, the Property and Construction Industry Policy and Research branch, specifically on whether, and how it will improve its tasks to strengthen the mandate of the Department through a draft Public Works Bill; the transformation of the construction sector through the amendment of the Construction Industry Development Board; and the transformation of the professional built environment through the amendment of legislation that guides the Council for the Built Environment.

2. Report of the Portfolio Committee on Public Works and Infrastructure on two petitions lodged by Mr IS Seitholo, a member of the Democratic Alliance, dated 2 March 2022

The Portfolio Committee on Public Works and Infrastructure, having considered the petitions lodged by Mr IS Seitholo on 1 December 2021, calling on the Assembly to:

- i. investigate the construction of road D201 through a petition from residents of Greater Taung, including Tlapeng, Motsweding and Matlapaneng (ATC 103-2021-08-12) and
- ii. investigate the halting of the construction of road D206 through a petition from residents of Ba-Ga Maidi (Matsheng, Kokomeng, Molelema etc) Greater Taung, North West province (ATC 112-2021-08-26), reports as follows:

On 8 and 12 August 2021, the above-mentioned petitions were referred to the Portfolio Committee on Public Works and Infrastructure (the committee) for consideration and report. National Assembly Rule 347(1) determines that a member of the National Assembly must lodge a petition with the Secretary to Parliament for approval and tabling by the Speaker. The petitions were lodged in the name of Mr IS Seitholo, MP. On 1 December 2021, the committee considered the petitions.

1. Oral presentations made to the Committee

1.1 Mr IS Seitholo (member of the National Assembly)

Mr Seitholo gave a background of the objective of the petitions. The purpose of the petitions was to appeal to the Assembly to investigate the construction of road D201 and the halting of the construction of road D206 in the North West province. He further elaborated on the matters as follows:

1.1.1. Road D201

On 28 July 2020, Adv Freddy Sonakile, MPL wrote to the MEC for Public Works and Roads, Oagile Saliva Molapisi seeking clarity on the tender process followed on the re-gravelling of road D201 from Pampierstad to Matlapaneng in Greater Taung.

In a tender bid document dated 4 December 2019, it shows companies who bid to re-gravel road D201. However, the company that was awarded the tender (Lebo Tebo Trading) did not appear on the bidding list.

In 2019, residents of Matlapaneng embarked on several protest actions demanding the construction of a tarred road which was promised to them by the provincial government in 2011. During an oversight to both Matlapaneng and Pampierstad, community leaders and members said that they were not informed about the re-graveling and that there was no public participation process in order for them to add their inputs. It was quite clear that the residents did not approve of the re-gravelling and that they only wanted a properly tarred road that they can use to travel on.

There are varying reports as to how much was actually spent on the re-gravelling including the total number of kilometres of the re-gravelled road. It is alleged that forty million (40 million) was spent on the re-gravelling.

In a newspaper article published by Taung Daily News in February 2021, it highlighted how the re-gravelled D201 road had become inaccessible for the communities using this road. This came after the alleged 40 million re-gravelled road was washed away by floods caused by torrential rains. The inability of communities using the D201 road meant that their lives were affected negatively in terms of cost of living, the well-being of the people involved and life in general. Transportation in rural areas tends to be expensive, unsafe and crowded due to lack of quality and accessible roads.

1.1.2. Road D206

The contractor in November 2020 put the construction of the 10-kilometre road upgrade from gravel to tar surface from Matsheng village to Molelema village on hold. InvestTong Construction was appointed by the North West Public Works and Roads department to construct a 10-kilometre road linking Matsheng and Molelema villages.

During a community meeting held in 20 June 2021 with community leaders, various allegations were made, ranging from the failure of the department to pay the contractor on time, the contractor being paid without any work done, and alleged tender fraud in respect of the bid amount for the project. The community indicated that the North West Department of Public Works and Roads told them that the project stopped when the contractor requested more money to complete the construction.

The department also alleged that the contractor had indicated that he can only complete 7 kilometres of the total 10 kilometres that was budgeted for if he did not get the requested amount.

However, the Community Liaison Officer (CLO) for the project, Mothibi Mokoro, indicated that the department had lied, and alleged that the department has missed two payments to the contractor, or payment to the total amount of R15 million for the three months (June, July and August) not paid and another R4 million for the two months of the work done. The CLO indicated that the total budgeted cost for the project is R65 million and it, therefore, is not practical that the contractor would ask for more money from the department. The CLO further indicated that during the months of non-payment to the contractor, he (the contractor) had to do the work and pay salaries from his pocket.

The community indicated that the department has refused to hold a meeting with them together with the contractor to provide them with the real reasons as to why the construction of the road has been stopped.

1.2 The Department of Roads Public Works – North West (DPWR)

In response, the North West Department of Public Works and Roads gave a presentation of the facts surrounding the projects in question as follows:

1.2.1. Road D201

In 2019, representatives of communities approached the Department from villages enquiring about the delay in the construction of the road D201 from gravel to tar. Several meetings in the office of the speaker of the Greater Taung Local Municipality with all villages affected by the road followed this. After a marathon of meetings an agreement was reached that in the interim the road will be re-gravelled so that it becomes trafficable while waiting for the Department to complete other current commitments in the area.

A procurement process to appoint the service of a suitable contractor to commence with the works was started. This was done with the use of the Departmental Framework Agreement Contracts wherein contractors that tendered for re-gravelling are selected and given Bill of Quantities to complete, all Supply Chain Processes are followed and a qualifying bidder is awarded a bid. Unfortunately, none of the bidders who submitted the bids were successful and the bid could not be awarded.

As pressure from the communities mounted, the Department had to look at other options that would speed up the process of getting a contractor on site to commence with the work. At the time, the Department was in a process of implementing the Public Protector's agreement hence the use of Vuk'uphile Contractor Development Programme and thus Lebo Tebo Trading and Projects was appointed as one of the contractors on the development programme.

The North West Province experienced floods at the end of 2020 to early 2021 and the communities became dissatisfied, as the road was also flooded. The Department held a number of meetings with community representatives at the time, with a view to resolve the problem and get the contractor back on site. The meetings could not yield results as the community continued to raise concerns on the re-gravelling project and the standard of work on site. The Department then took a decision to remove the contractor from site because of community protests with a view to also explore other options to permanently salvage the situation.

The Department approached the Provincial Treasury for additional funds in order to prioritise the project in the 2021/22 financial year, and funds were granted at the beginning of 2021/2022 financial year. The Department proceeded to finalise the designs for upgrading of the road and advertised a tender to upgrade the road from gravel to surface standard (tar).

The tender for Road D201, from Pampierstadt to Matlapaneng was advertised and the tender closed on 05 August 2021. The bid was awarded in November 2021.

1.2.2. Road D206

The Department appointed the contractor on 27 September 2019 for implementation of contract, Botong Construction, PWR 239/14 to upgrade from gravel to tar roads: D209, D208, D206 and D222, D997, D220 and Z216 from Molelema to Matsheng for approximately 10km. The project value amounted to R 65 018 991.18 Vat inclusive. The commencement date of the works was on 17 February 2020 after the receipt of a work permit, insurances guarantees, program of works and OHS plan, etc. The anticipated completion date was set to be 25 January 2021.

At the initial stage of the project, the Department formally wrote to the contractor, reminding them about affirmations they made to the Department to complete the scope of 10 km within the tendered amount of R 65 018 991.18 at time given of 10 months. This assurance came during tendering stage when the risk or technical assessment report was done prior awarding of tender. This report clearly showed that there were arithmetic error on the contractor's Priced Bill of Quantities.

Since the contractor committed to complete the project despite the error on the Bill of Quantities, the Directorate: Roads Project Implementation had an obligation to ensure that the arithmetic error does not become a risk to the Department but rather remain the obligation of the contractor as initially agreed and committed during tendering stage.

On 02 June 2020, The Department requested a revised Bill of Quantities with balanced rates and a detailed Project Execution Plan that demonstrates how the afore-mentioned contract amount will be utilised to complete the approved scope of work as outlined in the approved contract document. This request was made strategically to manage any potential variation order that might come to cover-up the errors made during procurement stage.

It is therefore regrettable that the contractor refused the instruction of balancing the rate, opting to request Variation Orders, making administration of the project impossible. The Department was left with no option but to terminate the project as there were no prospects to agree with contractor and complete the project within budget, scope and time bound as initially agreed by parties in contract.

The North West DPWR reported on the following challenges:

- The Department had a contractor that was not committed to complete the project at the tendered amount of R65 million which is an average competitive rate of R6.5 million per kilometre but rather request unprecedented and irrational adjustment on contract value of 75 per cent.
- The contractor refused to balance the rates, and stated that, they will only complete seven kilometres with the available approved funds.

In response to the above listed challenges, the North West DPWR included the following mitigation strategies:

- The contractor failed to adhere to agreements made at tender stage of assuring to complete the project within the approved contract value, time and scope/quality. This occurred despite Senior Management and Political Head's interventions as well as Community Stakeholders that had numerous engagement with all parties striving to ensure success of the project that has been long outstanding in the area.
- Therefore the Department was left with no option but to terminate the project as there were no prospects to find consensus with the contractor and complete the project within budget, scope and time bound as initially agreed by parties in contract.
- The Department will, now, resume a new procurement process that will ensure completion of the project as initially planned. It will further ensure that service providers that have arithmetic errors of over 5% on the Bills of Quantities do not get recommendation for appointment.

Balancing of rate or error corrections will be done and concluded prior to the project being awarded.

2. Observations

Having listened to both the Petitioner and Department, the Committee made the following observations:

2.1. Road D201

The Department noted that it acted to appoint a contractor to complete the upgrading from gravel to surface road standard of Road D201. At the time, the Department was in a process of implementing the Public Protector's (PP) agreement hence the use of Vuk'uphile Contractor Development Programme. The Department needed to clarify the details of the PP Agreement and effect this had on the operations of the Department.

The Department indicated that a contractor on the Vuk'uphile Contractor Development Programme, i.e. Lebo Tebo Trading and Projects was appointed as one of the contractors on the development programme.

The Department had to explain what the contract value awarded to Lebo Tebo Trading and Projects was, and how much of this allocation was spent.

The Department reported that the North West Province experienced floods at the end of 2020 to early 2021 and the communities became dissatisfied as the road was also flooded but there was no clarity as to what the role of civil engineers was in ensuring that the project was less affected in the process.

2.2. Road D206

The construction company is referred to by at least three different names, which are:

- Botong Construction JV Nkolele Projects, under the list of winning bidders.
- InvestTong Construction, in the petition correspondence.
- Botong Construction, in the Department's presentation.

The contractor was appointed in September 2019, but work only commenced on 17 February 2020 after the receipt of a work permit, insurances guarantees, programme of works and Occupational Health and Safety (OHS) plan, etc.

The petition letter mentions that a community meeting was held on 20 June 2021 with community leaders where various allegations were made. The Department highlights that it had a report that clearly showed arithmetic errors on the contractor's Priced Bill of Quantities. The Department requested a revised Bill of Quantities on 02 June 2020, but reports that the contractor did not comply.

The Department concluded the presentation that it plans to resume a new procurement process that will ensure completion of the project as initially planned. The reported physical completion of the project stands at 58%, it remained unclear what that means in completed road infrastructure in kilometres.

The Department reported that it will further ensure that Service Providers that have arithmetic errors of over 5% on the Bills of Quantities do not get recommendation for appointment. It also plans on balancing the rate or error corrections will be done and concluded prior to the project being awarded.

3. Deliberations

The Committee noted with concern, that there were no reports from the provincial department showing that the quality delivered was on par with what was expected. The presenter kept referring to the duty of the project engineer to ensure that the contractor's work was on par. Unfortunately none of the reports from the engineer that unlocked payments to the contractor during the different phases were presented to the Committee.

Many explanations were given with no reference to reports that showed proof of what the Committee was told. The presenter needed to understand that accountability means that the evidence that shows that the money spent was worth what was delivered, must be provided.

4. Recommendations

Having considered the petitions, the committee recommends that the Minister of Public Works and Infrastructure:

- 4.1. Ensures that the Provincial Portfolio Committee, the Provincial Public Accounts Committee, and the NCOP Select Committee will be furnished with every single report on the procurement and bidding process; the social facilitation reports; the project manager reports; and that the investigative work of the SIU on the D201 and D206 projects for further processing and probing.

- 4.2. Ensures that the Committee is furnished with enough information pertaining to issues concerning the construction of roads in the North West province, particularly because the DPWR is under administration.
- 4.3. Briefs both the Portfolio and Select Committees, jointly with the SIU, on matters relating to the North West roads.

Report to be considered.

3. Report of the Portfolio Committee on Basic Education on an oversight visit to the Western Cape and Northern Cape Provincial Education Departments, dated 1 March 2022

The Portfolio Committee on Basic Education, having undertaken an oversight visit to the Western Cape and Northern Cape Provincial Education Departments, 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 Western Cape and Northern Cape Provincial Education Departments from 30 January – 4 February 2022.

1.2 Education Districts to visited in the two provinces were as follows:

- Western Cape – Metro South and Central Education Districts and Cape Winelands and Breede River Education Districts; and
- Northern Cape – Z F Mgcawu and Frances Baard Education Districts.

1.3 The oversight visits form part of the Portfolio Committee’s 1st Term Parliamentary Programme for 2022 - to monitor the state of readiness of schools for the 2022 schooling year. This included the following areas of focus, amongst others:

- COVID-19 protocols and compliance;
- Procurement of COVID-19 essential;
- The state of the admission and registration of learners;
- Functionality of Farm and Technical Secondary Schools (infrastructure and resources);
- The functionality of School Governing Bodies (SGBs) and School Management Teams;
- The state of the school infrastructure (including backlogs and maintenance);
- Roll-out of ICT for effective curriculum delivery, quality learning and administration;
- Early Childhood Development (Grade R);
- Inclusive Education, including progress on the introduction of Sign Language;
- Progress on the merging and rationalisation of small and unviable schools;
- The implementation of conditional grants;
- Provision of Learner Teacher Support Materials (LTSM);

- Staff establishments (Post-Provisioning Norms);
- Learner transport and the School Nutrition Programme to qualifying learners; and
- Utilisation of Education Assistants.

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 in the Provinces. 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 Addresses. The Portfolio Committee further aimed to monitor the timeous delivery of all Learner Teacher Support Material (LTSM) to schools, the provisioning of educators and the progress made in the admission and registration of learners. The Portfolio Committee sought to have an understanding of any further challenges being faced; the contingency plans in place and possible assistance that could be forthcoming.
- 1.5 For the oversight visit, the Committees also invited the School Governing Body (SGB) Associations, the South African Principals Association (SAPA) and Organised Labour. The Committees was also joined by the Portfolio Committee on Education in the respective Provincial Legislatures during engagements and visits to schools. The delegation held meetings with all relevant stakeholders to gain first-hand information on the areas of concern and focus - and to discuss various challenges faced in the Provincial Education Department (PED) 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. Delegations

- 2.1 **Portfolio Committee on Basic Education:** Hon B P Mbinqo-Gigaba MP (ANC) (Chairperson), Hon N G Adoons MP (ANC), Hon B Yabo MP (ANC), Hon W Letsie MP (ANC), Hon E K Siwela MP (ANC) and Hon B Nodada MP (DA). Parliamentary staff consisted of Mr L A Brown (Committee Secretary), Ms P Mbude-Mutshekwane (Content

Advisor), Ms N Mahlanyana (Committee Assistant), Ms R Azzakani (Parliamentary Communication Services), Ms L Stofile (Research Unit), Mr Z Velebaya (Protection Services), Mr D De Villiers (Protection Services), Mr M Gwadela (Protection Services) and Ms N Joka (Protection Services).

3. Oversight and Monitoring Visit: Western Cape Provincial Education Department

The oversight visits to the Metro South and Central, Cape Winelands and Breede River Education Districts were held from 31 January – 1 February 2022. Schools visited by the delegation included:

- **Metro South and Central Education District**

- Agape Special School;
- Siyazaka Primary School;
- Belgravia High School;
- Astra Special School;
- St Mary's Primary School; and
- Noluthando School for the Deaf

- **Cape Winelands and Breede River Education District**

- Ingcinga Zethu Secondary School;
- Wolseley Secondary School;
- Lingomso Primary School;
- Vusisizwe Secondary School;
- P J B Cona Primary School; and
- Pioneer School for the Blind.

3.1 School Visits in the Metro South and Central Education District

3.1.1 Agape Special School

The school practiced and implemented strict Covid-19 protocols – with the procurement and delivery of all the necessary Covid-19 essentials. With all learners having returned to school as required there was a need to ensure enough classroom space for social distancing. The

school also utilised disinfectant, sanitisers, masks and hand-soaps. The school kept a close watch on those learners with comorbidities. The school had the services of a sessional Doctor who visited the school to give medical assistance and support to the school and also ensured limited disruptions. The current staff establishment stood at 22 educators with three not filled due to it being specialised posts. In total there were 28 staff including non-teaching staff.

In respect of admissions, the school systems were in place to accommodate the mainstream schooling and was not necessarily inclusive of special schools. The school required much support and interventions from the Department with different processes for admission of learners through a referral system and admissions committee who decided on admissions. The school had no online admissions system in place. There was a need for placement of learners in the Autistic Spectrum.

Regarding infrastructure, the school was funded and built by the community and parents associations due to the needs of the surrounding areas. It was mentioned that maintenance of the school was very costly and although the school received a grant for maintenance, this was not sufficient. The SGB had raised funds to refurbish the walls, gutters and ceilings of the schools. Currently too much funds were being channelled to infrastructure maintenance – the school did most of the minor maintenance but the cost for outsourcing for major maintenance functions remained costly.

The school had equipped all classrooms with white boards and data-projectors. Although the school had laptops, these were outdated and old and needed replacement – the school had no funds for this. The laboratory was also equipped with mini-computers. The school required specialised equipment for learners with speech problems where the equipment assisted learners with speech.

The school had received all the necessary LTSM with no shortages. The school also employed the services of EAs and GAs – whose work was valuable and appreciated. Regarding inclusive education, the school also provided specific programmes for learners due to the specialised needs of learners.

Learner transport was provided to learners and the school, on a yearly basis, reviewed the transport routes. Scholar transport was expensive and some buses were old and needed constant maintenance which was costly as well. All learners were provided with nutritious meals which was delivered to their classrooms.

Some of the challenges highlighted by the school included:

- The quality of the PPE and essentials were not suitable for some learners and insufficient – the school bought their own masks as well.
- The maintenance budget was not sufficient with much major maintenance projects to be undertaken.
- Scholar transport was expensive with high fuel costs and old busses that needed constant repairs.
- Old and outdated laptops/computers need to be replaced and upgraded
- The school also bought many of its own sanitisers and this had financial implications.
- There were delays in delivery of goods for the preparation of meals as well as receiving the necessary cooking gas-cylinders.

3.1.1.1 Portfolio Committee Observations and Questions

- Members queried the plans in place to ensure the school was accessible and user-friendly for all learners with disabilities.
- Members also queried how often and over what intervals the Doctor visited the school.
- It was noted that the school had six therapists and Members queried whether the school had a resident nurse and social worker on the premises.
- Members were eager to hear of the safety and security of the school in the area it resided in.
- Members noted the call for a Grade-R class and queried the status of such a request to the Department – and how was the Department responding to the request.
- Members also sought clarity on whether the school funded its own transport for learners or whether this was subsidised by the Department.
- Regarding learner admissions, Members queried whether the school reserved admission for learners from the surrounding area, the District and Provinces or admitted country-wide.

3.1.1.2 Responses to Portfolio Committee Observations

Most learners were placed in various programmes and work-centres at the school depending on their abilities. The school also assisted with placing learners in other schools as and when required as many learners were placed at schools of skills as well. The school was built to accommodate learners with wheelchairs and other disabilities including portable ramps where required – all learners had full access to the school.

The sessional doctor gave a programme of visits for the year and visited the school at least once a month – the Doctor also did medical interviews with learners. The school was also linked to the Red-Cross Hospital where doctors came to visit the school and offer health services etc. The school also employed a professional nurse who was on the staff establishment.

In respect of school safety and security, the school had access control with security guards manning the gates. There was also high perimeter fencing installed with funds generated from the SGB – there had been attempts to cut the fencing. A major challenge was the cost of having 24-hour security for the school. Although the school was surrounded by gangster activities, the school has not been negatively impacted by this.

The school did receive conditional grants and a ring-fenced budget as well as a transport allocation broken down towards fuel, licencing, maintenance etc. We also expect parents to pay a transport fee. This did not cover the transport costs of the school but did assist.

The admissions and referral process for learners to the school remained an ongoing process throughout the year – admission remained ongoing. The school did not have a resident social worker based at the school – but such services were available as and when required.

The costs of the municipal bill for water and electricity was expensive and it was difficult to adequately budget when the school was not sure of the amount of money they would be receiving for a particular year as this was dependent on the number of learners admitted to the school.

The school was a fee-paying school but the payment rate stood at around 60 percent. The school also had a rebate system on school fees. Although the transport was subsidised not all parents were able to pay transport fees. The SGB did regular fundraising to finance some of these activities.

The Circuit Manager was also of the view that the Department paid more attention to Special Schools and their specific needs and requirements. The view was that these school were being neglected and there was a need for more focussed interventions for these schools.

3.1.1.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure that fit-for-purpose masks are made available to the school as requested for certain learners 30 days after adoption of this report
- Consider augmenting the school maintenance budget – and assist and support the school with infrastructure maintenance projects within a reasonable timeframe.
- Consider augmenting the school learner transport budget – and assist and support the school with transport maintenance and procurement of new busses.
- Ensure the school is supplied with upgraded laptops/computers before the end of 3rd school calendar term
- Ensure the school received groceries and cooking-gas on time for preparing meals.

3.1.2 St Mary’s Primary School

The primary school is a no-fee public school on private property of the Catholic Church. The staff establishment of the school stood at 18 educators (2 SGB) who were all qualified with many being Funza-Lushaka graduates who were in a temporary position currently. The school also employed the services of EAs and Gas. All Covid-19 protocols were complied with and all Covid-19 essential, sanitisers and masks had been received. The school was back to full capacity but ensured distancing protocols were adhered with each class having screeners, sanitisers and masks. Food-handlers also wore protective gear, gloves and masks. The school is located in Nyanga East township amidst a poor informal settlement and is in high demand for placement of learners. For the school, time on task was important and absenteeism of educators was very minimal. Teaching and learning started on the first day of schooling in 2022.

The school was heavily dependent on the grants received for maintaining school infrastructure. The school had a fully functional laboratory as well as a new ICT educator and IT specialist employed.

The SGB and SMT were well established and functional.

Although the school experienced burglaries in the past, this had ceased after a new perimeter fence was erected. The school had a Grade R class with approximately 30 learners – and the ECD practitioners were training and developing on an ongoing basis. The Church was assisting with the upgrade of the school toilets. The school had received all ordered LTSM as procured with no shortages. Book-retrieval was initiated at the school and learners were complying.

The school had challenges with learner transport and there was a need to ensure vehicles were licenced and roadworthy. The school kept an eye on vehicle overloading as this was arranged through private vehicles arranged by parents.

The Circuit Manager also commended the school for the way the school was being managed by able and strong leadership. The communication between the school and the Department needed to be strengthened.

Some of the challenges raised by the school included the following:

- Overcrowded classes as the teacher/learner ratio was too high
- Need for scholar transport for learners
- High enrolment numbers
- Upgrade and maintenance of school buildings is costly
- Toilets need upgrading
- No sporting facilities
- The school was heavily dependent on the grants received for maintaining school infrastructure.

3.1.2.1 Portfolio Committee Observations and Questions

- Members were concerned that the majority of the SMT was in acting positions. Members queried when the Department was to address the filling of posts and vacancies at the school.
- It was noted that the school was located in a township and queried the issues relating to the safety and security of the school.
- If the school was a no-fee school, Members queried how the SGB was able to pay for two educators.
- Members also sought clarity on the number of EAs and GAs employed at the school and how they were being utilised.
- Members also sought clarity on the vaccination rate of teachers and qualifying learners at the school.

3.1.2.2 Responses to Portfolio Committee Observations

The school enrolment figures for learners stood at 674 learners. All teachers at the school had been vaccinated to date and parents were encouraged to ensure their learners were vaccinated. It was brought to our attention that vaccinations needed to be paid for. After erecting the new perimeter fencing for the school, the school was very safe and secure with no incidents of burglary or vandalism. The school also received security guards during the school holidays – there were two guards stationed at the gates who were receiving a small stipend from school fundraising. There was a call for the Department to employ security guards at the school during the day and night as well as during school hours.

The Circuit Manager agreed that staff appointments for vacant posts needed to be filled to stabilise the system. The Department was in the process of making such appointment in the Circuit. It was important that the staff be developed and trained on ICT before they are able to teach learners. Such training and developed was being addressed and there was a move to secure funds for ICT training needs. If there was a need for further security at the school, this would be communicated and discussed with the Provincial Department

3.1.2.3 Portfolio Committee Recommendation

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure extra educators are appointed to alleviate overcrowding and teacher/learner ratios. Consider filling all the acting positions at the school to create stability within reasonable timeframe
- Consider assistance and support to the school with learner transport challenges 90 days after adoption of this report
- Ensure the school is assisted with infrastructure upgrades and maintenance as well as additional funding for maintenance, within reasonable timeframe
- Consider supplying the school with upgraded sporting facilities.

3.1.3 Noluthando School for the Deaf

The school had the necessary Covid-19 committee established which ensured compliance and procurement and delivery of Covid-19 PPEs and essentials. The school also had a Covid-19 policy and action plan. The current staff establishment of the school was 49 educators, eight drivers, 18 EAs, six Admin Staff and a Therapist. The school also received visits from the District to monitor, oversee and verify school infrastructure conditions. With respect to infrastructure, the school reported some leaking roofs and dilapidated gutters that required refurbishment.

The school as a Special Needs Education institution, offers the three streams kind of education to cater not only for deaf learners, but those with other disabilities / learning barriers. Registration and Admission of learners continued throughout the year. This process is ongoing as learners continue to register and the relevant admissions committee consider and approve such registration and admissions – the school was in the process of a review of its admissions policy.

At end of each term the SMT meets and plans for the year ahead with a review of successes and failures – and where improvements were needed. Each SMT member had duties allocated to them and had to report on those allocations. The SMT also had scheduled and unscheduled class visits during the Term.

The SGB was established and fully functional. After the SGB elections, all members were called to a first meeting to hand-over from previous SGB. All members received training and development in respect of roles and responsibilities of SGB members.

With ICT the school had 49 laptops and computers as well as 45 tablets – for Autism the school mainly utilised the tablets. There were also seven data-projectors and all teachers were issued with laptops on daily basis for use for the day - and returned them after school.

For Inclusive Education the school utilised the SBST committee to intervene where learners were identified. The main aim is to ensure learners received the necessary assistance and support. As the school was not wheelchair friendly, the school had done what it could to change the situation with limited funds. The school offered two Sign Language classes on a Monday and Saturday with the assistance of four fully qualified SASL educators.

The school offered learner transport for learners and had eight busses with two Assistants and one driver. There were challenges with overloading and maintaining social distancing during learner transportation. The school was in need of more busses as there were only eight busses transporting 296 learners.

With the nutrition programme, the school prepared meals for all learners on a daily basis – with delivery of groceries from the Department on a weekly basis. The school experienced grocery shortages from time to time. Nutrition being an important component to support learners, the meals are prepared by two volunteer food-handlers.

EAs and Gas were very valuable and much needed help to the school as they assisted with screening, reading, sport codes, copies and tidying of the classroom. They are also deployed to escort learners where needed.

3.1.3.1 Portfolio Committee Observations and Questions

- Members queried the vaccination rate of educators and qualifying learners at the school
- Regarding scholar transport, Members were not clear if this was provided by the Department or an initiative between parents and the school.
- The school was questioned on whether they admitted only learners with hearing disabilities or other disabilities as well.
- How many of the educators were qualified and proficient in SASL – and whether the school had shortages of SASL educators.
- Members queried whether the school had engaged the Department with a view to assist with making the school more wheelchair friendly to ensure access. What was the status of this engagements?
- Members were eager to understand what the progression of learners at the school was – and what opportunities were available to them.
- Members also queried the rate of learner pregnancies at the school and how these learners were supported and assisted with returning to schooling.
- The school was queried on whether the school had any educator shortages currently.

3.1.3.2 Responses on Portfolio Committee Observations

Regarding learner transport, the school indicated that they provided all scholar transport currently. The school was battling to keep up with fuel costs and vehicle maintenance. There was a need for two extra busses to transport learners. Although there was an allocation from the Department, this was not adequate. The school was a no-fees school with minimal contributions from parents – currently a 30 percent payment rate. All educators employed at the school had been vaccinated. In 2021 all qualifying learners had been vaccinated – for 2022

there were no qualifying learners. The school enrolled mainly deaf learners but also had an Autism section with around 179 Autistic learners registered to date.

The school also offered skills program on hairdressing, bricklaying, sewing, welding etc. – so that learners may find suitable employment when they leave the school – others started their own businesses. Autistic learners receive sheltered employment as per their abilities. The school had four qualified South African Sign Language (SASL) educators employed with 20 EAs and 15 GAs. The school engaged the Department to request support with the view of making the building more wheelchair friendly after the school had used its own funds to build ramps.

For the period 2017 – 2021 the school only recorded one case of learner pregnancy – and she was supported up to eight-months. After delivery, the learner returned to school.

3.1.3.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure efforts were made to support the school in making the school wheelchair friendly to ensure access within 90 days of adoption of the report
- Ensure the school was provided with two additional busses for scholar transport needs – and consideration for additional funding for transport within reasonable timeframes.
- Ensure the delivery of groceries for the nutrition programme was adequate and sufficient with no shortages.

3.1.4 Belgravia High School

The school has a rich history tied to student's participation in dismantling apartheid in 1976 and 1985 respectively. Currently there are 1124 Learners, and teacher learner ration is 1:40. Academically the school excels, however in 2021 – 122 learners who wrote NSC 20 learners did not make it. It would appear that what constituted to the drop in the results relates to learners doing Maths and Science even though they are not mathematically inclined, 60% of grade 11 work is covered in the Matric paper, yet their parents decided that the learners must register for these 2 subjects.

All COVID -19 protocols are in place. The rotational teaching was set aside for learners from Grade 8 to Grade 11. Social Distancing, was important for all entering the school to follow as the prescribed regulations. Learners remain in a class room to minimize movement, educators move from class to class, and subjects such as science learners move to the lab, this is done to protect the learners against spreading of the virus. Grade 12 attends school on a fulltime basis. EAs are allocated to the school and support the teachers.

In terms of LTSM, learners have been issued with textbooks. Top up orders have been placed. Regrettably textbook retrieval is a challenge because the parents don't open the correspondence from the school.

With regards to NSNP Nutrition programme, the Peninsula Feeding Scheme provides the meals. Breakfast and Lunch is served. Teachers donate meat on an ad-hoc basis to supplement the meals

In terms of Learner Transport, it's provided to learners who commute to school, as they do not necessarily live in Belgravia community, they come from other areas. The school is a Fee paying school, and have displayed that school readiness is in order for 2022.

A lot of Vandalism is a trend, whereby roof, and copper pipes are stolen. Break -in incidents occurred 4 times last year. The school is close to an informal settlement so the school has devised a collaboration with the community to ensure they monitor around to check the school during holiday term

Challenges

- On top the list is the Infrastructure challenge, the school indicated that toilets need to be revamped, the school is 66 years old, the roof needs to be changed it has deteriorated and was reported since 2019.
- The Hall needs replacement and repairs as matter of urgency
- Leaking roof pose a risk when it is rains as wet floors may hamper the mobility of learners and teachers

3.1.4.1 Portfolio Committee Observations and Questions

- Members were concerned about Infrastructure issues. With regards to toilets problem, Members asked what is the replacement strategy in place?
- Members queried when last did the school go on scheduled maintenance?

- Members queried what is the learner teacher ratio?
- Members queried what is the progress on LTSM, and systems are in place to bring the LTSM to date?
- On gangsterism Members wanted to find out how is the school dealing with it since gangsterism is an issue with most schools in Cape Flats.
- Members queried why there is learner drop outs?
- Members queried the school strategy for retention of Maths and Science teachers?
- Members asked how are EAs functioning?
- Members wanted to know whether learners from quantile 5, at Belgravia were subsidized?

3.1.4.2 Responses to Portfolio Committee Observations

Learners are supported and parent's queries are responded to promptly. For learners whose parents are reluctant for them to change Maths and Science, they will have to do 8 subjects Computer Applications Technology (CAT) / History, further they have to catch up on Saturday as well. The inability to work at home without parental guidance was one of the reasons learners did not do well in 2021. EA and the General Assistants are assisted and their role has a positive impact. The school has a proud history of success, stories of people like Prof Volmink who was a student at Belgravia. He came back as teacher and sent his kids to Belgravia, with a sense making positive contribution to the community. The school worked hard to produce Lawyers, Doctors, Advocates, one learner came to plough back a donation R150, 000 contributions towards the school. Learner/teacher ratio is 1:42. Chairperson of SGB has good relationship with the school. The newly elected SGB planned 1st meeting on 1 Feb 2022. With regards to vacancies, the posts have been finalized. In response to the incident of teacher being gunned down, one of the teachers is doing self-defence classes to empower others. Security at school is effective and are at school 24/7, the fence is fully enclosed. When there are broken windows the school address the problem immediately. On the issue of Gangsterism, the school is not aware of any groups operating at school premises as gangsters. On LTSM the orders have been placed, and the purchase is done by the school. Supplier is the one doing the hold up. Scheduled maintenance has not happened for many years, toilets were done by the staff as well as painting to give the learners a sense of dignity. One of the reasons for drop in 2021 NSC is school is subject combination. The school plans to have support intervention. In terms of retention, the school has high retention for difficult subjects such as CAT.

3.1.4.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Members were very pleased with the manner in which the school is managed and governed.
- Members expressed that “Dignity as a value is demonstrated at the school” they, applauded by the best practises and had recommended that the school share practise with others.
- Recommendation was made that the Principal that will take after the current one needs to treat the learners and teachers as the current principal has done.

3.1.5 Siyazaka Primary School

The School is located in Philippi amidst an informal settlement. Displayed motto of the school reflects that the school embrace excellence, values of punctuality, professionalism, discipline etc. The admission number of learners is 1297, staff establishment is 27 educators, 5 heads of departments. State of School readiness is in order as planning and preparation was done under the leadership of the principal working effectively with SMT.

Covid-19, all protocol and regulations are complied. The School was sanitized. Learners and staff were oriented on Covid-19 safety regulations. To observe social distance, the school operated on a rotational basis.

On the aspect of LTSM the stationery, textbooks and workbooks are in place and have been distributed to the learners.

EAs support the educators in class, and some provide library assistance.

The SGB is fully functional. SGB were trained to ensure governance is in order, they developed and reviewed policies of the school. Appointment letters are in place. The principal spends time on one on one engagement with teachers. In terms of administering finances, the processes of accountability are in place. The financial reports are audited, everyone is informed, Mondays are set aside for teachers to put in requisitions.

Challenges

- Safety in the school is of major concern due to incidents of burglary
- Learner resources are stolen
- Alarm system is old, it needs an upgrade
- Department Wi-Fi is a problem
- Infrastructure: Ablution facilities problem relates to drainage of sewerage

3.1.5.1 Portfolio Committee Observations and Questions:

- Members queried the issue of Gangsters and wanted an explanation as to how does it impact dropout, absenteeism etc.?
- Members queried how is the drainage problem escalated?
- Members queried whether every learner have a desk and a chair?
- Members asked what is the reason SBG members were not present at this meeting?
- Members queried the Teacher: Learner ratio in class?
- Members queried what is the school doing to encourage learners to stay in school?
- Members queried what is the level of sport at the school?
- Members asked when is routine maintenance being done?

3.1.5.2 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure that School Safety issues are addressed 30 days after adoption of the report
- Ensure that infrastructure, and maintenance challenges are resolved within reasonable time, 60 days after adoption of the report
- Ensure that the parking area provides for safety of visitors and staff
- Ensure that learners are engaged in sports as an intervention against social ills
- Ensure that the school engages initiatives like adopt a cop in addressing vandalism and gangsterism

3.2 Engagements with the Western Cape Education Department (WCED)

In the introduction, the Department indicated that all teachers had reported to schools on 17 January 2022 and reopened for learners for the first quarter on 19 January 2022 without any serious challenges. Most schools were still following the rotational timetabling model and the

National School Nutrition Programme (NSNP) had been activated since day one of the school quarter.

3.2.1 Learner Placements 2022 – The total placement confirmations by the 7 July 2021 stood at 119 439 (the number excluded the Grade-R, although most of the Grade-R learners had been admitted in the total) with 33 906 unplaced learners. There were a total of 157 419 unique applications. For in-time Grade-1 and Grade-8 application the total was 165 and 826 respectively. There were 52 Grade-1 and 242 Grade-8 late applications for 2021 – this brought the total unplaced learners for Grade-1 and Grade-8 to 217 and 1 068 respectively for January 2022. However, the Department had received new application since January 2022. Currently, 154 Grade 1 and 722 Grade 8 new applications had been registered by the eight District Admission Teams. A further 1 976 learners requested transfers to other WCED schools. The Department also gave a breakdown of the hot-spot areas in relation to admissions.

In trying to deal with accommodation needs the Department confirmed an additional 173 mobile units for implementation by the Department of Transport and Public Works (DTPW) - to date, 34 units had been completed and the remainder was in the process of being rolled out. For unused and underutilized vacant classrooms, a total of 97 vacant classrooms had been identified at schools in the Province for learner placement (e.g. vandalized/damaged classrooms and rooms used as storage spaces). The Accounting Officer (AO) had approved funds to be transferred to repair 32 vandalized classrooms over the summer school holidays and 4 628 had been accommodated in these classrooms.

3.2.2 Resource Support to Schools:

3.2.2.1 Learner Transport Scheme (LTS) – A total of 11 new Learner Transport Scheme (LTS) route applications were received and processed for January 2022. A total of 455 LTS applications were received and processed for January 2022, representing 6 656 learners which were all authorized and newly approved learners were currently being transported.

3.2.2.2 Learning and Teaching Support Material (LTSM) - Schools were afforded an online opportunity in June 2021 to order top-up textbooks for 2022 and 488 176 top up textbooks were ordered and delivered to schools by 3 December 2021. All stationery items ordered were delivered to schools by 10 December 2021. All textbook orders received for new schools and/or as a result of approved curriculum changes were delivered to the respective schools by 10 December 2021.

3.2.3 School Infrastructure (Backlogs and Maintenance) – as per the industry norm, between one and two percent of the capital replacement value of the asset base needs to be spent on maintenance. For decades, maintenance had been deferred, resulting in huge backlogs and degradation of facilities. The Department had developed a new Maintenance Strategy that dealt with replacing critical components in order to avoid failure of facilities. The strategic focus for the next five-year period was the enablement of resilient growth. Maintenance should enable schools to cope with rapid urbanization, overcrowding and climate change. This was vital to the improvement of the Department’s responsiveness.

In the 2015/16 financial year the Department embarked on an essential strategic shift in focus to the maintenance and renewal of the existing stock of school infrastructure, with the budget allocation increasing from 13 percent in 2013/14 to 41.4.6 percent in 2020/21. Taking a principle-based approach, the strategic shift towards maintenance was to continue with an increase in the overall maintenance spend to 47.4 percent, evident in the 2021/22 infrastructure budget, which placed a high priority on reducing the risk of critical component failure to ensure the safety of learners and educators. The Department shared details on the incremental, year-on-year increase in the maintenance budget allocations with an accumulative total of R3.054 billion over the previous 5-year period from 2017/18 to the current 2021/22 financial year.

3.2.4 Human Resource (HR) Matters – The Minister for Education in the Western Cape consulted on the 2022 Affordable Basket of Posts on 26 July 2021 with Unions and School Governing Body Associations and the Head of Education on the allocation of the 2022 Affordable Basket of Posts with the aforementioned parties on 12 and 16 August 2021. A total of 34 974 educator posts were made available for the 2022 academic year. Provision was made in the aforementioned allocation for a projected 18 000 unplaced learners and to support schools with specific curriculum needs, including new schools that opened in 2022. The 2022 educator staff establishments were issued to ordinary public and special schools on 20 August 2021. The Department also shared details on the teacher/learner ratio over time since 2015 due to the backlog in creation of educator posts as a result of increases in learner numbers over time.

3.2.5 Presidential Youth Employment Initiative – The Presidential Youth Employment Initiative in the Basic Education sector was implemented during 2020 as Phase 1 and was in the 2021/22 financial year in Phase 2. The outlook over the MTEF was that there would be a Phase 3, which would span over three financial years starting 1 April 2022. The Department shared details of the categories and confirmed placement of EAs and GAs per District.

3.2.6 Conditional Grants – The Department shared details on the various Programme/Conditional Grants in respect of expenditure, projections and budget allocations. The Department also gave a detailed overview of the Conditional Grant performance as at 31 December 2021 for the following:

- Education Infrastructure Grant;
- National School Nutrition Programme Grant;
- Maths, Science and Technology Grant;
- EPWP Integrated Grant for Provinces;
- Social Sector EPWP Incentive Grant to Provinces;
- HIV & Aids (Life Skills Edu) Grant; and
- Learners with Profound Intellectual Disabilities Grant.

3.2.7 School Governing Bodies (SGBs) – SGBs had been successfully elected at all schools in the Province during 2021 and the training of all SGBs had been completed. SGBs could indicate to Districts if any further training on specific topics was needed. Interim SGBs had been established at new schools and the formal process to establish the permanent SGB would happen within the prescribed timeframe. The Exco had quarterly engagements with the various SGBs.

3.2.8 Grade-R – The Department gave a broad but detailed overview of the Grade-R Curriculum, Governance and Management, Funding and Learnerships which covered key performance areas, activities, readiness actions as well as timelines. The presentation also touched on the Grade-R innovations and improvements.

3.2.9 Curriculum Support – The Department highlighted the LTSM resourcing to the Foundation Phase as well as Intersen Curriculum support.

3.2.10 Farm and Technical Secondary Schools – A total of 26 technical schools in the Province offered a combination of the none technical specialisation subjects in Grades 10 – 12. Bellville Technical HS was a flagship school offering all the specializations. All technical schools in the Province were well resourced. With the MST Conditional Grant, tools and equipment were sourced every year and upskilling and reskilling of teachers were also conducted. Money was allocated per learner to all schools every year to procure materials for the PATs (Technical and Agricultural subjects). Selected Agricultural Schools received new workshops and/or Greenhouses and 99 percent of the Agricultural workshop projects were completed by the end of December 2021.

A total of six more schools had been earmarked for provision of infrastructure for Agriculture specializations with Technical High schools identified for infrastructure expansion between 2022 and 2021. Regarding the human resources for Technical and Agricultural subjects the Department was awaiting approval for additional posts as artisans to address shortages of specialist's teachers. The Department had introduced the three-stream pilot in 2021. The performance in Technical Mathematics and Technical Sciences improved significantly in the 2021 National Senior Certificate Examinations. The Department was making steady progress in increasing enrolment in technical and agricultural subjects and gave a detailed breakdown of the enrolments in technical and agricultural subjects in the Western Cape and a list of these schools in the various Districts.

3.2.11 Three-Stream Pilot – The Department gave a detailed overview of the introduction of the Three-Stream pilot of vocational and occupational subjects. This included the 2022 teacher and learner support activities. Some of the challenges highlighted included the following, amongst others:

- Unavailability of LTSM;
- Resources required: Consumables, Materials, Tools and Equipment;
- Infrastructure: Special rooms (Increase of learner enrolment numbers);
- Upskilling and re-skilling of teachers;
- Enhancement of teacher capacity per school to implement more subjects;
- Funding models; Partnerships and collaboration;
- Inter-governmental planning and alignment;
- Monitoring and Reports (All aspects); and
- Recording and reporting of marks.

3.2.12 E-Learning Support – The Department touched on the enabling environment for E-Learning in respect of infrastructure and technology which included WCG Broadband, Schools LAN, Benefactor Projects and Special Projects. The Department also alluded to the technology in classrooms, subject specific refresh and model school projects.

3.2.13 Inclusive Education and South African Sign Language (SASL) – The Department was in the roll-out phase of the implementation of Inclusive Education and had embarked on a comprehensive plan to build capacity for the expansion of inclusive education. The Department had also started with designated full-service/inclusive schools, designated Special School

Resource Centres and specialised support staff, with the goal of reaching all schools and all staff. Several special schools had been transformed into Special School Resource Centres with multi-disciplinary Inclusive Education Outreach Teams or Specialised Outreach Teams. Increasingly, special schools would only cater for learners who had high support needs. Learners with low and moderate support needs would be accommodated in an ordinary or full-service schools. Selected ordinary schools in every circuit was being capacitated to be demonstration inclusive schools. Inclusive teaching courses had been developed and would be offered to in-service teachers at these schools and incrementally to teachers at all schools. The Screening, Identification, Assessment and Support (SIAS) tool aimed to respond to the needs of children who are vulnerable or facing one or more barriers to learning in a consistent and standardised way, providing procedures and tools for supporting them. The Department had developed a support pathway, incorporating the SIAS. The pathway indicated the roles of the educator, the school-based support team, the circuit-/district-based support teams, Special School Resource Centres, outreach teams and special schools.

In respect of SASL the Department had five Schools for the Deaf using South African Sign Language (SASL) as the language of learning and teaching. Teachers and teaching assistants attended training offered either nationally or provincially. In addition to the national training, different short courses in linguistics as well as SASL literature had been offered at Stellenosch University in collaboration with the Department. Deaf teaching assistants, through these short courses, could obtain a formal certificate (university accredited). A master SASL laboratory had been equipped at each of the schools with an electronic interactive whiteboard, a laptop for the teacher, laptops with webcams for the learners, camcorder and tripod, wireless network switch and a data video projector. Books and DVDs had been developed to address the needs of subjects within the SASL CAPS curriculum. In order to build up a bank of SASL skills, ECD students were being trained on an annual basis through a course at TVET colleges.

3.2.14 Portfolio Committee Observations and Questions

- Members raised concern regarding the large number of learners who struggled to find placement in the Province and queried the contributing factors for this failure and how was the Department addressing the matter.
- A common challenge was the issues of school safety and security and community outcry over gangsterism that negatively affected learning and teaching. Members sought clarity on how the Department was ensuring the safety and security of school infrastructure as well as that of teachers and learner. This included issues of burglary and vandalism of school property and infrastructure.

- Another matter which was a common challenge at school was that of learner transport, especially at Special Schools. Although the Department allocated a small budget, this was not enough to sustain the programme. Members queried whether the Department would consider an increase in the allocation and assist schools with learner transport challenges.
- Many Special/Full Service schools did not have the necessary infrastructure for wheelchair access. Many schools used their own money to build ramps. How was the Department ensuring that all Special and Full Service schools were equipped with the infrastructure to assist learners with access – and had the Department done an audit of the needs of these schools with a view to support.
- Members also raised the issue of the Special Investigating Unit (SIU) report that fingered senior officials in irregularities in respect of contracts – and the response from the MEC. Members queried whether these officials were being temporarily suspended or put on special leave pending the outcomes of the investigation. Why did the Department feel it was best to have the report referred to the Premier with no action against the officials to date?
- A further common challenge faced by schools was the incorrect Quintiling of schools as many schools were Quintile 4 or 5 but the learners were not at that level of Quintile. Learners at fee-paying schools were unable to pay fees. Members queried whether the Department was considering a review of the quintiling system so as not to disadvantage learners and schools in the process.
- Members queried whether the Department was considering engagements with former Model-C schools with a view to increase their capacity and contribute to an equitable system of education and assist with placement of unplaced learners.
- With the maintenance of school infrastructure and the priority list of schools to be serviced, Members queried the criteria used to have schools included on the list and the shifting of schools on the list in respect of scheduled maintenance for schools. What were the reasons for school infrastructure maintenance being deferred by the Department?
- Members also noted issues of African languages and queried why these languages were being undermined and not recognised in schools in the Province.
- Regarding admission hot-spots, Members queried whether the Department had done any research on the reasons for these hot-spots occurring every year – and what mechanisms were in place to support the Department from the National Department.

- Members also queried the effects of the rotational learning methods on learners and the Curriculum coverage mechanisms in place when schools returned to full capacity.
- Members also sought a comprehensive list of school having connectivity and network challenges – and how was the Department ensuring that these schools were assisted with network connectivity.
- Members also queried how the collaboration school mechanism was working for school and the Department.
- What was the data/information on the number of educators and qualifying learner who had been vaccinated in the Province?
- There was an outcry as to how Special Schools were being treated in the Province and Members queried why the Department was not prioritising and focussing on these schools.
- Members noted that the team representing the MEC and the Office was mostly males and Members queried whether there was no capacity for women to also lead in the Province.

3.2.15 Responses to Portfolio Committee Observations

The Department agreed that placement and admissions remained a problem that was ongoing. Another important stakeholder was National Treasury as there was an ongoing lack of stable base-line budgets for Provinces. Departments could not plan when they were told to keep cutting budgets and reprioritise. The Department also had to spend their budget on Covid-19 protocols and essentials. The Department agreed that there was a need for engagement with the National Department and National Treasury on issues of admissions and placements.

The Department also agreed with the sentiments on safety and security of school and mentioned that the Department had good relations with SAPS. The Department also agreed that theft and vandalism was putting additional strain on schools and Department. It was important that schools engaged with surrounding communities to ensure all took collective responsibility and ownership of the schools in their areas.

The Department gave all Special Schools all the assistance they were able to give and also allocated funds for the building of ramps for wheelchair access at school as required.

The Department alluded to the SIU report and mentioned that the Office of the MEC did not get involved in tenders and the accounting officers need to take the necessary action. This was a difficult matter and there were differences of opinion on how the matter needed to be address

– it was not a simple case of corruption. The Department was committed to dealing with the matter appropriately.

There was agreement on the issues raised around the quintiling of schools that needed to be reviewed as it did not reflect the reality on the ground. Quintiling was a National policy and the National Department needed to be engaged on the matter of assessing the quintile system. Many school had made progress with their transformation processes. We do have discussions with our SGB and we need to do more on the roles and responsibilities of the SGBs. A vast majority of school had access to broadband and network connectivity and there were many ideas on online learning and on-line schooling and the Department was looking at such options with a view to expand.

Collaboration schools were working very well with whole communities and business being involved in the project. The Department had a total of 42 percent female senior management.

The Department also mentioned that they needed budget certainty to build schools in the Province. There was serious concern over issues of school maintenance and the scheduled maintenance which focussed on certain aspects of schools, specifically the bare essentials. No schools were removed or shifted on the priority list of schools for maintenance projects. The project also included security and fencing of schools. The Department also ensured an emergency maintenance budget for schools in the Province. The Department also assisted with learner transport and transported learners far above the policy radius. The matter of hot-spot areas was purely of demand and supply and the choices of parents. The Department was looking to incentivise learners to stay in school and the number of learners requesting access to school was growing. The Department was focussed on ensuring learner retention in high schools. In respect of the Skills Programme, the Minister mentioned certain programmes and focussed schools in the province. The Department had also introduced Marine Sciences for the first time.

The Department had the necessary budget to look at safety of schools in the province. With Special Schools, the Department had 72 Special Schools in the Province and 21 were categorised as schools of skills. Many utilised the mainstream learner transport. The Department supplied Special Schools with 22-seater busses and also included a portion of the Norms and Standards budget to be used for fuel and drivers. Ramps were being rolled out to all schools in the Province.

3.3 School Visits in the Cape Winelands and Breede River Education District

3.3.1 Vusisizwe Secondary School

The school was established in 1976 and was the only school servicing the area and neighbouring farms. Many people of this community in the surrounding areas were very poor and learners were from informal settlement environment. The school had the necessary Covid-19 protocols in place with learners being screened at the gates and temperature taken before entering the classroom. All visitors also needed to be screened and temperature monitored. All Covid-19 PPEs and essentials were procured and delivered – the school also bought their own to supplement as well as designed its own mask with the school logo. The school followed a rotational teaching method and learners attended classes on a two or 3-day weekly system – those at home at any time was given homework to do. The school had Grade 11 learners at school every day since the start of the year. After assessment of learners, it was agreed that there was a huge backlog for Grade 12's – there was hope that schools would return to full capacity soon.

The SMT and SGB were established and fully functional with monthly meetings. There were no shortages of LTSM as all LTSM procured and ordered had been delivered. All learners benefited from the nutrition programme with two meals daily. A total of five busses were utilised to transport learners to and from school.

The school did not need the services of a Sign Language educator as yet – but had learners with physical disabilities that required wheelchairs. The SGB was considering the best way to build the necessary ramps for these learners to access the school grounds. Further to this the SGB had also managed to secure a wheelchair for a disabled learner to ensure movement was not hampered.

In relation to the staff establishment, the current learner population was 1 258 learners with an expectation that the number would still grow. The school PPN was 41 staff which included SMT and SGB appointees. All posts were filled – with two being in an acting capacity.

The school employed 23 EAs and GAs – of these there were two EAs who had dropped-out and six were GAs. The EAs were used within classrooms to assist teachers with informal work monitoring while GAs helped with photocopying and general cleaning of the schools and ground duties.

3.3.1.1 Portfolio Committee Observations and Questions

- Members noted with concern the issue of the high numbers of learners arriving late at school – and how this impacted on their performance due to lost teaching and learning time. Members queried the strategies and interventions in place to address this matter.

- Looking at the surrounding area, Members queried whether the school had any challenges with substance abuse and gangsterism – and what was the support and assistance from the Department.
- Members queried the learner pregnancy rate of the school and how the school assisted and support such learners with a return to school.
- Regarding the vaccination rate, Members queried how many teachers and qualifying learners had been vaccinated.
- If the school experienced any learner drop-outs, Members queried what the reasons for such drop-outs were – and whether these learners could be tracked, traced and returned to school.
- Members also queried whether the school utilised the SA-SAMS and the impact of the system on the work of the teachers and principal – and whether the system could be improved.
- Members also queried the support and relations with the Circuit, District and Provincial Department – also the relationship and support from sister departments e.g. Social Development, Health and Security Clusters.
- On infrastructure, Members sought clarity on the state and condition of classrooms, toilets and sporting facilities at the school.

3.3.1.2 Responses to Portfolio Committee Observations

Learner late coming had been a challenges for some time and the school had tried to engage with learners and parents regarding the matter – even adopted punitive measures for late coming. Similarly, parents also did not attend meetings and had very little interest in school activities – Covid-19 had made the situation even worse. Further to this the school was lobbying the SGB to find solutions to the problem of late coming.

With pregnancies, the school had two cases of 15-year olds who were pregnant – there was agreement that the issue of learner pregnancies was a crisis. The school had reported the matter to police who was dealing with it. This matter was complex as it was a combination of social issues in the home – it also contributed to the learner drop-out rate. Some of these learners had return to school.

The school mentioned that the textbook retrieval rate had improved significantly to around 90 percent. The school was also strengthening their LTSM policy to ensure parents took responsibility for learner textbooks. Although there was no verifiable data on vaccinations, a majority of teachers had been vaccinated.

The school was not utilising the SA-SAMS system at present and used an alternate system which required that the school bought their own timetable programme and software. The school was hoping to utilise the SA-SAMS system in future to save on costs.

Another challenge was the general apathy in the surrounding community which affected learners. There were many taverns and pubs in the area which made girls more vulnerable. The local community had serious challenges with substance abuse and many learners were caught smoking cigarettes within the school premises. Gangsterism also picked up during the holidays and spilled over onto the school premises.

In 2020 the school embarked on renovations/refurbishments to school infrastructure with a company allocated and all toilets were now functional. After attempting to clear the fields of weeds, this just grew back and the school was in need of weed-killer for this project to be successful. It was clear that the school sport fields needed to be upgraded.

The school enjoyed the assistance and support from the Circuit, District and Provincial Department. The school needed to engage the Department to assist with appointing qualified personnel to test some learners who had difficulty with reading and writing for proper evaluation of these learners – to better plan any intervention strategies.

Another challenge was the issue of connectivity and access to the internet for learners to access virtual platforms and resources. The school was considering having information and resources loaded on SD-cards for learners to utilise. The school was able to secure hostel accommodation for five learners during examinations last year – the school is considering having around 60 Grade 12 learners to stay at the hostel this year.

The Circuit Manager agreed that provisioning of infrastructure was fairly slow but was engaging with the school on the matter as funds remained a constraint. The Circuit was also requested to submit a written reply on issues of ICT support and connectivity – and reasons why certain school enjoyed more support and assistance than others.

3.3.1.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure the school is added to the priority list for assistance and support with ICT and connectivity.

- Assisted with the appointment of qualified personnel to test learners who had difficulty with reading and writing for proper evaluation of these learners – to better plan for any intervention strategies.

3.3.2 P.J. B Cona Primary School

The school had no challenges with late-coming as this was not tolerated by the school. The school was Covid-19 compliant with the necessary Covid-19 PPEs and essentials procured and delivered. School gates were supervised with screening and registration. There were 12 EAs and 5 GAs employed by the school and the school was running normally with all teachers in class teaching quality education. Many learners were also engaged with sports and athletics as the school had been given the mandate to keep learners engaged and occupied outside of schooling time to provide holistic development of learners.

The school used a rotation timetable and was in the process of moving back to the traditional timetable. The school had been operating at full capacity since the 4th Term of the previous year. The school ensured there was the necessary social distancing adhered to as well as wearing of masks and temp taken every morning.

As many of the learners came from neighbouring provinces, there were challenges with learners registering for admission late.

3.3.2.1 Portfolio Committee Observations and Questions

- Members witnessed a learner having an asthma attack and queried whether the school had the necessary and immediate assistance required to stabilise a learner who became sick – and whether the school had a fully equipped emergency first-aid kit. Did the school have access to the services of a nurse of local clinic should the need arise?
- Members also queried how the school planned to ensure learners were able to adapt to new and future technology in schools.
- Members queried the vaccination rate of educators and qualifying learner at the school.
- Concern was also raised with the staff establishment and the schools PPN which indicated 24 permanents and six temporary teachers – but the PPN indicated the school qualified for 30 full-time teachers. How much was the school able to convert?

- Members queried the relationship and functionality of the SGB and the SMT – and whether the school enjoyed the cooperation and participation from parents in respect of school activities.
- It was noted that the school had been supplied with ICT equipment and Members queried the support from the Department in respect of ICT connectivity and Wi-Fi.
- Regarding learner pregnancies, Members queried whether the school had any cases of learner pregnancy – and how ere they supported and assisted to return to school.
- Members sought clarity on the drop-out rate of learners at the school.
- With learner transport, Members asked if the school had any challenges with transport and the assistance and support from the Department to ensure learners arrived safely
- Members queried the interventions by the Department with the refurbishment/renovation of the school kitchen.
- The school was also queried on progress with the introduction of Coding and Robotics.

3.3.2.2 Responses to Portfolio Committee Observations

The school had challenges with connectivity and Wi-Fi at the school that was not functional and this hampered the work in the classroom. Much of the ICT equipment was old and obsolete. Added to this, the school also experienced burglaries and looting of school equipment.

The school had experienced a learner pregnancy in 2019 but had since engaged with all primary schools in the area on the matter. This was augmented with the meetings of the Care and Support Assistance committee to discuss teenage pregnancies, peer pressure and other social ills. It was important to make teenagers aware of having unprotected sex. A further challenge was the number of child-headed families in the community it served.

The relationship between the SMT and the SGB was crucial and very good. Most parents were unemployed and not keen to participate in school activities and learner activities. For the SGB the safety and security of the school and leaners was a priority

The Circuit Manager agreed that the issue of school connectivity and network was a priority and would ensure this was addressed. The school had difficulty tracking and tracing drop-out learners as some came from neighbouring countries and farming communities. Many transferred back to their province and the school has no contact with them again. All teachers at the school had been vaccinated and would all be available for the booster shot.

Although the Department had delivered LTSM as procured and orders, the school had some shortages due to the late admissions and learner numbers increasing.

In respect of learner transport, the school had four busses travelling various routes – learners were on time and no late coming experienced. All Covid-19 regulations were being adhered to and observed.

The school had a case of one pregnant learner in the past who was in Grade 6. After being alerted by concerned parents, the school gave all the necessary support and assistance, and allowed her to learn from home, during the last trimester. The learner had passed and had returned to school.

The school had applied for six extra EAs as they proved to be valuable and effective.

3.3.2.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure schools are adequately equipped with emergency first-aid kits for any eventuality learners falling sick.
- Engage the school with a view to review the schools PPN – and how many teachers the school was entitled to, including the number of conversions.
- Ensure the school was assisted with network and ICT connectivity and Wi-Fi.
- Ensure the school kitchen received the necessary renovation and refurbishment.
- Assist the school with procurement of updated ICT equipment.
- Ensure all shortages of LTSM was delivered to the school urgently.
- Assist the school with a request for extra EAs.

3.3.3 Pioneer School for the Blind

The school was one off the oldest schools in the Western Cape and was 142 years old – established in 1881. There was a total learner population of 122 learners being taught two Curriculums:

- Special Curriculum: for low functioning children up to Grade-3. They did not follow the formal Curriculum but a practically orientated Curriculum) and Mainstream Curriculum.
- Mainstream Curriculum: learner do the full Curriculum

All learners at the school were either partially blind/visually impaired or completely blind.

In respect of LTSM the school had a supply of Braille books with specific textbooks for specific subjects converted into Braille. The school also had enlargers to enlarge text in books and Acrobats to enlarge text with various colour backgrounds.

There were very little infrastructure challenges faced by the school and there was enough running water and ablution facilities for learners and educators at the school. The school was currently running at half-capacity.

All Covid-19 protocols were strictly adhered to and practiced. A majority of the learners were housed in the hostel and learners were screened every morning before they arrived at classes – similarly all who entered the gates of the school. The school did not have to rotate their learners due to the fewer learner numbers. The school also employed a full-time nurse on the school premises.

The school was not part of the National School Nutrition Programme and had a private company employed to prepare and provide meals for learners on a daily basis. The school also did not utilise learner transport as the majority of learners were at the hostel.

Learner admissions was done by way of a process of sifting to identify suitable candidates – parents paid substantially to have their learners admitted and registered. Learners came from all over the country.

3.3.3.1 Portfolio Committee Observations and Questions

- Members noted that the school had done much and queried how the school benefitted from the Department in any way.
- Regarding the LSIPD Grant, Members queried whether learners benefitted from this grant.
- It was noted that the school spent a sizeable amount per learner for quality meals and wonder how the Department could replicate this good practice.
- For the various sporting codes practiced, Members queried how trainers were being paid for their services.
- Members queried whether the school was engaging with SITAs on sponsorships, grants and donations, specifically in respect of the sporting codes.

3.3.3.2 Responses to Portfolio Committee Observations

The Department was able to cover most of the salaries for educators. The school building belonged to the Church and the Department was hiring it from them. The school did the necessary maintenance of the buildings and covered most of the other items. Although the school did not utilise scholar transport, the allocation from the Department was used in the transport scheme to subsidise and pay for a driver – as learners who fell ill or needed assistance could be transported with the school bus.

The school also had the only learner in the country who was deaf and blind and doing the mainstream Curriculum – she communicated through a translator and used palm language. The school also covered the payment of translators and received an allowance from the Department to pay for teacher assistants.

The school funded all learners who participated in sporting and athletic events e.g. travelling, clothes, accommodation, meals etc. The school also had the assistance from local sponsors and donations which was utilised as an athletics fund to draw from.

3.3.3.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure the school was able to benefit fully from the LSIPD Grant for learners who qualified.

3.3.4 Ingcinga Zethu Secondary School

The school has 1 014 learners, 19 teachers, 4 feeding scheme workers, 17 Education assistants. They are supported by Community Program workers who come part time as well as Sport and Culture coaches. NCS Grade 12 results over the past 3 years are 55,2 % in 2021, 53,8%, in 2020, 44,8% in 2019. These results indicate that as much as the school is struggling the results are gradually improving.

In terms of COVID – 19, the school observe all the protocols. Procurement of PPE was done, regrettably one teacher succumbed to COVID and, 50 contracted the virus. To date 80% of the teachers have vaccinated.

The Curriculum was trimmed, and the school asserts that rotation system led to drop outs, as many learners opted to take part time jobs in nearby rural farming industries.

LTSM, all workbooks are in place for the learners, including Textbooks and stationery were received.

Challenges faced:

- The majority of learners have no parental support at home as most of the parents are seasonal workers / some are migrant workers in rural farms which leaves limited time for interaction and involvement in their children's education at home.
- The prevalence of drugs in the nearby informal settlement negatively impact on learner's behaviour at school and in the community.
- Vandalism and theft are common for there is no security, the fencing is broken.
- There is poor infrastructure and problems around sanitation,
- The school identified a need for proper fencing.
- The school expressed the need for the building of new school premises and sports facilities.
- Safety and security an issue, due to lack of security at the school.
- Culture of late coming is a norm

3.3.4.1 Portfolio Committee Observations and Questions

- Members queried what made the school to be identified for the visit?
- Members wanted to know what measures can the school take to ensure that safety and security is priority and that visible policing required?
- Members were concerned to note that the school poor performance was linked to historical separate development by design.
- Members wanted to find out the Success story of Ingcinga Zethu.
- Members queried the pass percentages of NSC candidates and how the pass rate can be improved?
- Members asked what is the plan to discourage drugs at the school?
- In terms of Learner Transport, Members wanted some explanation as to how it is operated.
- Members queried how will the building of a new school impact on results?

3.3.4.2 Responses to Portfolio Committee Observations

DBE: alluded that people selling things at school is a governance issue, the school must prescribe who sells, vendors must submit an application to get permission to sell at the school premises. Building of a school does not improve the school results, it is about teaching and learning.

The Acting Principal said that if the government wants to help to improve the school, resources are needed. The school used to perform below par, however the results as they stand are indicative of the progress made in so far as consistent incremental pass rate over the last 3 years. The school has safety sector and are part of the police forum, they come and move around to check, even the exam time they come and check. In terms of Infrastructure, the school responded that when one compares Charlie Hofmeyer High school in Ceres town, and Ingeinga Zethu, as a poor rural community there is a vast difference in terms of resources allocated which impact on the results. The schools in affluent Communities have financial resources to improve learning outcomes, while the reality of situation in Nduli as a rural community is not the same.

The principal referred to separate development issue saying the science labs at the school were built, and yet never sufficiently equipped and have been like that since the lab was established.

Vandalism – the underperformance of the school in NSC is also affected by vandalism, where there is no opportunity for jobs, learners resort to vandalism and live on the streets to survive. As an intervention the school has a school improvement plan (SIP). Drug Abuse cases have been reported to SAFE schools for support. In some instances, learners were referred for rehabilitation. With vandalism, the police and the school do follow up.

The SGB supports the school in positive ways, however, most often SGB members are not well capacitated to understand governance issues as most have limited levels of levels of literacy. That challenge impact on SGB to address some of the challenges experienced.

With regards to Transport, learners travel 35 km from Tulbagh, and 25 km from Wolseley every day to reach the school. Online platforms - learners don't have access to technology, to an extent that some were not as yet registered by January. There are 2 feeder primary schools. Parents of Learners from Lingomso Primary when choosing schools look at infrastructure.

NSNP Feeding, all learners benefit from the meals served. Those who are rotating, their meals are transported to reach the learners.

Responding on how the school can improve from 55% to 80%, the school responded that there is a school improvement plan in plan, they will monitor it quarterly.

The Community Councillor present at the meeting welcomed intervention from the Portfolio Committee. The Councillor expressed concern that the Community does not actively participate, to resolve some of the challenges. Previous principals did their part to report challenges but to no avail. The question he raised was - What can be done by the Department and the Parliament, to involve the youth outside the school who are involved in criminal activities. From the side of the municipality, they engaged to get information on programs to develop the young ones outside of the school. The Councillor also remarked that infrastructure is a problem, even if the Department can run away from it the Rural development touches on infrastructure and nutrition, what does the Department do to monitor that the programs are implemented in the rural communities? When one tries to engage with department / government, the government officials do not come back there are no follow ups, The crime in the area is affected by unemployment rate, there is lots of substance abuse in the area. The school needs all stakeholders to come on board to assist the school, from the counsellor, things can be tackled.

Circuit Manager: responding to the question on the culture, of late coming, he acknowledged that the importance of education needs to be embedded in the community. The school has committed teachers; in the next 4 years the school will get to 70 %. Transport – there is antagonism between Tulbagh and Nduli it plays out in the bus, but it is addressed.

Vandalism – Circuit Manager complimented the Acting Principal and SGB who help to get the school on the upward trend, as it is stabilizing.

3.3.4.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Engage with the school to get to a level where there's improvement in the institution.
- Ensure that the school is supported to deal with drug abuse, safety and security within 30 days after adoption of this report.

- Ensure that issue of vandalism and theft is addressed
- Ensure that poor infrastructure, sanitation and proper fencing receives attention within 90 of adoption of the report.
- Ensure that the request for building of a new school /mobile classroom receives attention 90 days after adoption of the report.
- Ensure that the lack of facilities for rural learners and sports facilities receives attention within reasonable timeframe.
- Ensure that the principal works with the support of the SMT and SGB.
- Ensure that the culture of late coming is addressed
- Ensure that the Circuit Manager deals with Management, if there is no support the school will not improve.

3.3.5 Wolseley Secondary School

Classes started well at the beginning of the year. In terms of Academic performance: NSC results 2021 is at 80.2% pass rate. Grade 8 struggle to adjust to high school but managed an 80% pass rate. Poverty a big challenge in the area and most parents are seasonal workers.

The school is fee paying school yet learners come from low income household and there is no parent involvement in issues related to the school. On Learner transport, 140 learners use the transport. 6 routes operating. Many learners walk to school because they live less than 5 km away crossing. Nutrition is not part of the program although they have poor learners

LTSM – All textbooks have been issued to matric only. Other grades are only receiving prescribed books and workbooks.

The EAs are being used efficiently however there is a need for extension of the EAs. SGB is functional and supportive of the school

3.3.5.1 Portfolio Committee Observations and Questions

- Members queried the number of Learners and Educators at the school.
- Members queried the Quintile of the school?
- Members raised concern about SGB not being present at meeting.
- Members asked where learners using the Learner Transport System coming from?

- Members were concerned that the learners come from primary schools that are no fee paying school to fee paying Secondary school, how does it happen that the same learners are expected to pay at this school, and how does the school deal with situation that parents are not able to pay for the school fees?
- In view of Transition to Grade 8, Members wanted to understand which Primary schools were learners coming from? And what is the problem at the primary school?
- Members were interested to know how much is school fees?
- Members queried what extra - curricular activities took place at the school given that learners struggle to adapt after Grade 9?
- Members queried the School safety: were there any issues related to vandalism
- Members were interested to hear the success stories of the school if any?

3.3.5.2 Responses to Portfolio Committee Observations

In response to the Members questions, the principal clarified that the school is a Quintile 4 category. They were not aware that the SGB contingent was invited to be present at the meeting they would have arranged to bring them along. On the issue of Learner transport, 140 learners using the bus come from farms 28km radius of Wolseley, as well as Worcester, and Ceres. They stay on the farms. Regarding the challenges, the principal cited Numeracy and Literacy programs as foundational challenge that learners have from the primary schools they attended. Academically, learners that are struggling are those promoted in the phase. Further, work ethic is a problem with Grade 8 learners. Amongst others, the parents are struggling to pay school fees, so they would apply to get the department subsidy.

In terms of Extra Curricula activity, Sport and drama came to a halt due to Covid -19. The success story is that the school normally gets good results, they were identified for Oversight visit based on the 2021 results and will try to get achieve 100% in 2022. On overall performance, the NSC Matric results is a success story, also lots of social workers, lawyers, medical doctors studied at Wolsely secondary in their elementary years.

With regards to safety, the school experience vandalism happens every year, however they ensure safety measures on their equipment, as pay attention to learner safety.

3.3.5.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure that the school is supported with Nutrition program, as the learners come from poor farm communities.
- Ensure that the discrepancy in quintile of the school is reviewed, within reasonable timeframes.
- Ensure that the school is supported to address challenges related to Numeracy and Literacy so that as learners transition to Grade-9, weak foundations in these 2 subject areas are reinforced

3.3.6 Lingomso Primary School

The school is newly built school 2017, with enrolment of 940 learners, and 30 teachers. Learners from Chris Hani informal settlement in Tulbagh, Gouda, Pine Valley. Learners come from homes where parents are Seasonal worker at Tulbagh farms. Another dimension is that some learner's parents are Migrants from Lesotho, as a result learners move from one area to another. Given the multicultural nature of the community, the school adopted Xhosa – English Medium of instruction because Learners come from diverse backgrounds i.e. Xhosa, Sotho, and Afrikaans. There are 60 learners per class, (overcrowded classes). Further there is outstanding placement of learners.

All Covid- 19 Protocols followed. The school identified staff who would form part of COVID 19 team. Teachers have their own thermometer and screens learners. Social distancing is difficult to observe due to overcrowding. Teacher assistants are assisting teachers in class. SGB is Constituted and well – functioning in matters of governance at the school.

Although the school caters for learners in poor informal settlement, in terms of NSNP, the school does not qualify for NSNP, learners do not benefit from nutrition program. This is attributed to quintile 4 category.

Challenges:

- Even though the school has security alarm system, theft remains a consistent problem as well as vandalism.
- Access control at front entrance is a problem for safety and the school cannot afford cameras.
- The school was provided with computers, however there is no connectivity and Wi-Fi, as a result the computers in the media centre remain unused since 2019.

- Learner transport is a challenge as new learners were not accounted for due to late applications.
- Late admissions impact on the quantity of Textbooks ordered.
- With respect to LTSM, the school does not have enough Textbooks in Foundation phase. Orders were received late, the school is not on the ordering system

3.3.6.1 Portfolio Committee Observations and Questions

- Members queried why the school was chosen for oversight?
- On the issue of School safety, Members queried what kind of mechanisms are put in place to avert theft and break-ins?
- Members queried whether there is any adopt a cop system in place?
- Members asked if there no circuit based approach for safety and security?
- Members were interested to know how is the school managing incoming and exit of learners?
- Members queried whether the school qualify for additional teachers?
- Members wanted to find out why is there overcrowding when the school has empty classrooms?
- Members were interested to find out what is the Teacher Learner ratio?

3.3.6.2 Responses to Portfolio Committee Observations

The school is visited because of the good performance of the school, as well as high figures enrolment of learners from diverse cultural background. The enrolment figures increase, every year. Communication to parents is done in all languages, with assistance of staff who also speak the local languages. In respect of teacher learner ratio, the largest class is 57 :1, there are more classes in terms of infrastructure however they don't have enough teachers. The school has 940 learners and 20 teachers including the principal. On the question of managing incoming and exit of learners, the school has not been finalised because Deputy Principal is teaching Grade 4 from 8am to 3pm.

According to the principal response, the school is incorrectly classified as quintile 5, therefore the school is pleading for assistance (SGB appeal) for, teacher from WCED. From parents, R250 pm, required by the school for stationery intervention.

The SGB in response to the issue of quintile indicated that as a community that lives in informal settlement environment, they applied for a school for the children. They did not know

that the school would be classified as Quintile 5, and whoever was assigned by the department to do the classification did improper classification of the school Quantile 5.

The Circuit manager alluded that the Cape Winelands district, in respect of additional teachers, is of the view that the school is aligned with learner enrolment to the number of teachers. The principal must ensure that they sign the snap survey before going for CEMIS, and also the learner's information must be filled in.

3.3.6.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Western Cape Provincial Education Department:

- Ensure that the department resolve the quantile 5 classification of the school within 90 days of adoption of this report
- Ensure that the department address the connectivity and Wi-Fi within 60 days of adoption of this report
- Ensure that the dept. to look into issue of posts so that learners are provided with the necessary teachers.
- Ensure that the issue of learner transport is reviewed as per circumstances of learners within reasonable timeframes.
- Ensure that the Snap Survey and CEMIS system is fully complied.
- Ensure that the school is supported with issue of insufficient textbooks

4. Oversight and Monitoring Visit: Northern Cape Provincial Education Department

The oversight visits to the Z F Mgcawu and Frances Baard Education Districts were held from 2 – 4 February 2022. Schools visited by the delegation included:

- **Z F Mgcawu Education District**
 - Uitsig Primary School;
 - Sternham Intermediate School;
 - Friersdale Combined School;
 - Saul Damon High School;
 - Duineveld High School;

- Soverby Primary School; and
- Keimoes Combined School;
- **Frances Baard Education District**
 - Sol Plaatjie Primary School;
 - Emang Mmogo High School;
 - Re Thlamaleng School;
 - Pniellandgoed Primary School;
 - Kimberley Technical High School; and
 - Floors High School

4.1 School Visits in the Z F Mgcawu Education District

4.1.1 Uitsig Primary School

The school was located about six kilometres outside Groblershoop and served the community from the neighbouring Uitkoms. Unemployment and poverty plagued the community and substance abuse was rife – which hindered learning and created challenges for teachers and learners alike. The school was a multi-grade school ranging from Grade R – 6. The enrolment for 2022 stood at 122 learners with the staff establishment allowing for two PL1 educators, one Grade R teacher and one principal.

The school enjoyed the support and sponsorship from other organisation and had the school painted as a Mandela Day project. The school also enjoyed sponsorship of aftercare classes where four facilitators were appointed as well as paying for an educator at the school to reduce the principals burden. Another organisation donated school jerseys and nutrient for the school vegetable garden.

The school had also acquired white-boards to assist with Mathematics and classes painted in different colours to enrich the learning environment for learners. The after-school programme allowed the facilitators to assist learners with homework, supervision and computer skills. They also provided educational software used by learners to improve on Afrikaans, English, Mathematics, Science and Perceptual Skills.

The school also had a programme where learners attended school for 10 minutes longer from Monday to Thursday for them to practice sounds, counting and reading time. The school wanted to participate in sports but there were no soccer/rugby fields or the use of a netball court. The Grade R class was in need of a classroom as well as an Admin Block. Although toilets were built by a contractor in 2020, these were never officially handed over to the school – the building remained incomplete with many defects.

4.1.1.1 Portfolio Committee Observations and Questions

- Members noted the challenges with burglaries and vandalism and queried mechanisms in place to mitigate these challenges in collaboration with the Department and SAPS.
- Members raised concern that learners from the school did not have scholar transport due to policy prescripts - and noting the incidents of learner deaths – Members queried how the Department was able to assist the school with providing transport. It was important that the Department reviewed the policy for such exceptional circumstances.
- Members queried whether the school enjoyed the services of EAs and GAs – and how were they being utilised.
- Regarding the request for an extra Grade-R classroom, Members were interested in progress and the status of the request as well as the assistance from the Circuit and the Department.
- There was concern raised by Members regarding the toilets having been built but not officially handed over to the school – with many defects. Members queried the assistance by the Department in having the matter resolved – and have the toilets project completed and handed over.

4.1.1.2 Responses to Portfolio Committee Observations

The principal mentioned that the school was in a bad state when she arrived but has been able to do some repairs and the necessary maintenance to bring change to the school and the community. Learner performance had been on the increase every year to date and many learners find admission at the local high school in Groblershoop. The school was on private land and the Department hired the buildings from the owner. The owner had supplied learner transport but not all parents could afford to pay for the service.

The school had been a target for burglary and vandalism in the recent past and there were engagements with the local SAPS who agreed to patrol the school in evenings – but the problem

persisted. Although there was a budget for minor maintenance, the budget was very small. The local community seemed not to be interested in the welfare of the school. Vandals had also cut the wires to the newly installed alarm system to continue with break-ins.

The school practices multi-grade teaching and received sponsorship for employing an extra teacher. All LTSM ordered and procured had been delivered with no shortages. The school was hoping to employ more teachers in the near future.

The school was in need of an additional Grade-R classroom and an Admin Block. The school had the services of seven EAs and 1 GA utilised at the school.

The Circuit Manager mentioned the involvement of the District in the affairs of school visited at least once a month. It was important that the community and stakeholders were involved in the affairs of the school as the school belong to all in the community. The Circuit and District also supported the school during fund-raising events. As the school only qualified for three educators, the Department was trying to secure an additional educator for the school.

The Department was aware of the issues with the incomplete toilet buildings that needed hand-over and was addressing the matter. Similarly, the Department agreed that in exceptional cases, there was a need to review the transport policy to ensure safe travels for learners to and from school. As the school was on private property, the Department found it difficult to engage with the owner on issues of planned additional buildings for the school and other infrastructure projects.

The Head-of-Department also thanked the principal for the good work she was doing. As a Department, they were also learning of the type of challenges faced by the schools and also alluded to the complexities when a school was on private land – and having to invest government money on private property. The Department commended the land-owner for their generosity and assistance for the school. It was brought to the HODs attention that the Department owed the landowner money and promised to have the matter resolved as soon as possible. It important departmental officials were able to respond sufficiently to all challenges faced – while some matter required further attention at a higher level.

4.1.1.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure the school, in collaboration with SAPS, was adequately secured and the area was regularly patrolled to prevent vandalism and burglaries.
- Ensure the school was assisted with extra teachers. As the school only qualified for three educators, the Department ensure the school secured the services of an additional educator.
- Ensure completion of toilet structures that were unfinished and these must be properly handed over to the school
- Ensure the school was considered for scholar transport as this was an exceptional case to secure the safety and security of learners to and from school. If needs be, the Department needs to review its transport policy.
- Ensure the landowner was paid any outstanding money owed to him as a matter of urgency
- The school be prioritised for the supply of an additional Grade-R classroom and an Admin Block.

4.1.2 Friersdale Combined School

The school was a public school situated on private land in the area of Friersdale just outside of Keimoes. The school was a combined school with Grade R – 12 and a learner population of 658 and 22 educators. The school is in a rural area and was Quintile-2 with 90 percent of parents working on farms. Most learners are transported by bus from their locations to the school while 35 learners were housed at the hostel. Educators were dedicated and the absenteeism was very low amongst teachers. The school adopted a learner-ticket system to manage movement on the school premises. There was a fairly good level of Curriculum management with a functioning sports-programme.

The school received donations from the Netherlands for the building of two classrooms and an Admin Block – they also upgraded the computer centre with a solar power system.

Some of the challenges highlighted by the school included:

- Dangerous crossing over the N14 national road – the need for a pedestrian crossing;
- Challenges with learner transport between 2012 – 2017 as there were outstanding payments for transport claims from the Department of Transport;
- A need for the upgrading and developing the sportsgrounds and computer-centre;
- Shortage of chemicals and science apparatus/equipment;
- The need for an additional educator to relieve the Grade-12 educators

4.1.2.1 Portfolio Committee Observations and Questions

- Members queried the number of EAs and GAs employed by the school – and how they were being utilised.
- Regarding scholar transport, Member queried whether learners qualified and benefitted from the scholar transport programme – and whether there were any late coming.
- Members queried whether the school had psychosocial support services for learners who may require.
- Members also questioned whether the school had a register of the child-headed households in the area – and the assistance and support provided by the school and the department.
- In respect of substance abuse and crime in the area, Members queried whether the school experienced any challenges in this regard.
- Members were interested in understanding the challenges with the outstanding payments to transport services owed by the Department of Transport.
- The school was queried on whether there were any over-aged learners currently at school.
- Members queried the vaccination rate of educators and qualifying learners.
- Members were interested in understanding the criteria used for choosing learners to stay at the hostel.
- Members also queried the rate of learner pregnancies at the school and how these learners were being supported and assisted in possibly returning to school.

4.1.2.2 Responses to Portfolio Committee Observations

The school had learners pregnant on Grade-9 (one), Grade-10 (two), Grade-11 (one) and Grade-12 (one). Of all teachers, only one teacher did not vaccinate – the school had started a programme with Grade-11 and Grade-12 learners to have them vaccinated and at least 13 learners had vaccinated to date. The school did indicated shortages of computers for the computer centre. The school hostel was funded and managed by the Catholic Church and learners were referred for placement where they had challenges with accommodation. The school acknowledged that there were community members having challenges with substance abuse and the school tried to reach out to these families and learners to give support at

assistance. The school had also identified orphaned learners and indicated that they were with foster parents.

The Circuit Manager acknowledged that the school was one of the best disciplined schools in the area. Although there were teenage pregnancies, this was not a major challenge at the school. The Department also indicated that the issues of problems with Mathematics was not a school problem but a provincial problem and there was a need to address the issue of Mathematics and Science subjects in schools at a departmental level – the Committee was urged to do the necessary intervention for these subjects to be strengthened. As the school was a Catholic school, learners had the services of psychosocial support provided by the Church.

The Department also agreed with the good performance of the school to date – taking into account the social-economic conditions learners came from. There has been an improvement in learner performance due to learners being kept occupied and engaged; creating a conducive environment for quality teaching and learning.

4.1.2.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Engage with the school on review of post-provisioning norms with a view to assist with extra educators as requested at the school.
- Collaborate with all relevant stakeholders to ensure the strengthening of the Mathematics and Science subjects in the Province.
- Ensure that transport service providers are paid any money owed to them for transport services provided.
- Ensure the school was assisted with supply of computers for the computer centre.
- Ensure the school received a pedestrian crossing to safeguard the dangerous crossing over the N14 as indicated.
- Assist the school with the upgrading and developing of the sportsgrounds, computer-centre, and supply the school with the necessary chemicals for science apparatus/equipment.

4.1.3 Sternham Intermediate School

The school is classified as a no fee quintile 2 institution with section 21 statuses. It's a full service school, with total number of learners enrolled at 1028. Learners enrolled for remedial education is 182 and the entire school staff complement of 32 teachers. The language of instruction is Afrikaans. Sternham 90% pass rate is made possible by a dedicated team of experienced teachers, principal, and learners hard work efforts.

Covid- 19 protocols and regulations are observed. The school has been allocated 13 EAs and 4 GSAs. LTSM, workbooks were delivered. With regards to ICT, the school has 25 tablets, 2 data projectors and have use of a classroom dedicated for ICT. To deal with social challenges, the school works in partnership with Love Life, an organization whose focus is on Youth issues. To promote inclusive education, the school offers remedial program for learners with learning difficulties.

Challenge:

- Water is not pure. All copper Taps are being stolen. Water tank is collapsing on one side.
- Sanitation – 12 toilets for over 500 girls & 09 toilets for over 500 boys
- Furniture shortages for learners.
- Shortages of classrooms. Overcrowding is a problem.
- Remedial: not enough funds and resources. Request for training.
- Theft and burglary of cables and manholes.
- Parental involvement a problem
- Palisade fencing
- Security
- Netball, soccer and rugby poles, upgrading of sports field

4.1.3.1 Portfolio Committee Observations and Questions:

- Members queried what is the reason for tank not being fixed?
- Members queried reason for decline in Math's marks for Grade 9
- Members wanted to find out whether the school has teachers who can help all sorts of disabilities?
- Members queried issue of school safety and queried how is it that the school is not place of safety?
- Members queried what infrastructure plans are in place for toilets and classrooms.
- Members queried how does the school encourage parent involvement.

4.1.3.2 Responses to Portfolio Committee Observations

The school, district, and department officials present provided responses to the questions and observations as raised by Members. On the issue of water tank, the school response that the matter was escalated to the department as the school has limited financial resources. With regards to decline in Math's marks, the weak foundations in numeracy, played a significant role and learning losses, however the school has now 2 (abacus) Math's teachers who utilize effective teaching methods to improve the Math's. The school is using CAPS to strengthen solid Math's foundation for all grades.

Considering the aspect of disabilities, the teachers are not fully equipped to teach inclusively however the school has 2 teachers that support remedial program for learners with learning difficulties, and more supported is needed in this area.

Regarding the issue of safety, the challenge faced by the school is rooted in the socio economic hardships in the rural area, Theft, burglary and vandalism had resulted to cables being stolen as offenders get through manhole broken down fence, which affects safety in the school. there is a need for collaboration between with the community and the school to safeguard the school against these elements.

In the context of Infrastructure plans for toilets and classrooms, the department outlined that a project is in place to improve infrastructure in schools and a resolve to address the issue of tanks and water leaks.

To address parent involvement, the school in collaboration with SGB tried strategies that invite parents to meetings so as to make a meaningful contribution. This was done to ensure that parents are involved in dealing with progress of their children and partake in issues affecting the school such as vandalism.

4.1.3.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure that department intervenes to address delivery of shortage in furniture items such as tables and chairs, 30 days after the adoption of this report
- Ensure that the pace of providing infrastructure support with regards to sanitation, water tanks, extra toilets and overcrowded classrooms receives priority

- Ensure that measures are in place for updating skills and professional development of Teachers so that they are empowered to teach inclusively and help learners with learning barriers / disabilities
- Ensure that the department lead efforts on eradicating vandalism, burglary and theft at schools within reasonable timeframes.
- Ensure upgrading of sport facilities to enable learner's participation in school sport activities.
- Ensure that communication between the school and the parents is strengthened, including calling meetings to accessible venues where parents can come

4.2 School Visits in the Z F Mgcawu Education District

4.2.1 Engagement with the Northern Cape Provincial Education Department.

The MEC in his opening remarks indicated that they face challenges with the vastness of the Province in parts of the area they served. The Department was doing all it could to ensure they were able to reach out to the communities and provide the necessary services in respect of education.

On the matter of the request for English classes in the Namakwa regions, the MEC gave a broad overview of the current status of the matter. He mentioned that after the matter reached his office, he had taken steps to address the concerns raised. He mentioned that most schools in the District taught in Afrikaans but there were parents who had English learners that needed to be accommodated. The MEC personally visited the District and met with all stakeholders on the possibility to assist and accommodate English learners. Taking into account the set-up of the region which was predominantly Afrikaans, the Department agreed they will work according to Norms and Standards to give education to all learners – however they also need to consider the practicability. It was agreed on a two-pronged approach:

- In the interim assist learners with English textbooks.
- Determine number of learners wanting to be taught in English, and receive reports on a 3-months basis.

After doing survey on the number of English learners affected, the Department did all in its power to assist these learners. The Department prepared a presentation to the Portfolio Committee on the outcomes.

4.2.2 Presentation on English Medium Classes in the Namakwa District

The presentation was given to provide a background and an update on the progress made with regard to the request for English Medium Classes in the Namakwa Education District. The Department gave a detailed overview of the Norms and Standards for Language Policy and background to the establishment of an English Committee by the MEC to address the matter. The Department alluded to the English survey conducted, parent responses and the outcomes. It was noted that the differences amongst parents impacted negatively on the functionality of the Committee and parent representatives were focussed on their own personal matters. The National Department of Basic Education also had its own fact-finding meeting and the Department shared their recommendations with the Provincial Department. The Department also shared details on the English survey results per Grade and per town with a summary of the results. Further to this it was reported that, as per the English titles available, the allocation received by the schools was not enough to order Afrikaans (LoLT) textbooks. The purchasing of English textbooks resulted in extra pressure on the allocation. Social Sciences was out of print at publisher where school were purchasing and the Grade 10–12 textbooks were ordered as the need arises due to the limited allocations. All other schools would purchase textbooks as the need arises.

Regarding the strategies to support English learners, the District would explore alternative ways to accommodate struggling English speaking learners for the interim. The District would continue with engagement with SGBs, teachers, Teacher Unions and SMTs to meet with parents of affected learners to support these learners at home. The District would also provide affected learners with English textbooks and register learners on the Vodacom e-School zero rated platform. Subject advisors would develop support material and assist educators with translation of assignments/question papers as well as train educators in new subject content.

In conclusion, Northern Cape Department of Education acknowledged the request from parents for the implementation of English medium classes in the Namakwa District. Due to the low and distributed numbers of enrolment (vast distances) across various grades, it suggested that multi-grade English medium classes could not be implemented. The Department was of the view that the number of parents seeking English medium of instruction in the Namakwa District was too low to implement at this stage (Norms and Standard for Language Policy).

4.2.2.1 Inputs from DBE – The National Department was aware of the matter regarding the request for English in Namakwa. The Department received the complaint and the Director-General then communicated with the Provincial Department to establish a team to address the matter. Such a Committee was established with all relevant stakeholders to find solutions. The

National Department had requested that the Provincial Department supplied the learners with English textbooks – and this was provided to learners. The Provincial Department was also instructed to communicate with affected parents in English. It was important that ways be found for schools to accommodate these learners.

4.2.2.2 Input by Mrs Matebe – Mrs Matebe differed with the presentation from the Department and indicated that the Committee being referred to was never established. The only meeting that was held was with the Chairperson of the Committee to elect members onto the Committee. Parents still did not have textbooks for Grade-9 although three packs were received for Grade-8 learners. Current Grade-8 learners did not receive any English material.

Mrs Matebe mentioned that she would continue the fight as this should not be allowed in this day and age. She mentioned that the MEC had indicated that if they did not want to implement this, it would not be implemented. She also mentioned that only her child had received the English material and this was communicated to the school and Department. A principal had said that if parents wanted textbooks, they needed to request them from him. Parents were afraid to speak up. Mrs Matebe also raised concerns with admissions, racism and bullying at certain schools but was told that the Department was not looking to review policies on admissions, racism and bullying. She also did not agree with the statistics from the survey. She further indicated that she had challenges with boarding/hostel facilities. She highlighted expressions made by the Department that learners would be accommodated with code-switching, however having spoken to principals, they knew nothing of this.

4.2.2.3 Portfolio Committee Observations and Questions

- Members were of the view that these were policy matters and requested the Department to give a breakdown of the Grades and distances where English was being requested.
- Members noted the vastness of the Province and the challenges faced by the Department. Members queried whether the Department could consider a special centre for English learners to be taught with boarding facilities.
- Members were concerned with the utterances from the MEC in his response to Mrs Matebe as claimed by Mrs Matebe that needed to be addressed.
- Members were of the view that all relevant stakeholders did meet to find solutions to the challenges – and there was a suggestion that the Chairperson of the Portfolio Committee considered mediation of the first meeting.
- Members agreed that the issue of code-shifting needed to be further explored.

4.2.2.4 Responses to Portfolio Committee Observations

The MEC mentioned that, as per the policy, they could not be unwilling to assist learners in the Province with quality education. There was an agreement that all parties found each other and closed any gaps there may be. He explained the practice of code-switching which also meant educators needed to be further trained and reskilled in both languages. The Department would need to ensure the delivery of any outstanding textbooks for the affected learners.

4.2.2.5 Portfolio Committee Recommendations

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

- Ensure the matter be resolved as soon as possible to the satisfaction of the concerned parents through engagements between all relevant stakeholders, 30 days after the adoption of this report
- Consider a special centre with hostel accommodation for affected learners to be taught in English, plans for such a centre to be in place by end of 3rd term school calendar
- Consider introducing code-switching at affected schools for affected learners.
- Ensure all learners affected received any outstanding material in English as required within 7 days after the adoption of this report.

4.2.3 Presentation by the Northern Cape Department of Education

4.2.3.1 Compliance with Covid-19 Protocols at School – No changes had been effected on the COVID-19 Standard Operating Procedures (SOPs) for the Prevention, Containment and Management of COVID-19 in Schools and School Communities since approved in September 2020. Every school had a COVID-19 focal person responsible for the orientation of learners and staff on the SOPs and school principals and SGBs were responsible for ensuring that the SOPs were implemented. Due to space challenges at schools the Department would continue with the differentiated time tabling model.

4.2.3.2 Procurement of Covid-19 Essentials – The Department made provision for R20 million through the Education Infrastructure Grant in the 2021/22 financial year for procurement of COVID-19 essentials. Schools receive sanitizers, hand soaps and bleach on a

quarterly basis through procurement made from the Education Infrastructure Grant. Two cloth face masks were provided annually to all learners due to the longer lifespan of cloth face masks and schools therefore have sufficient Personal Protective Equipment which were regularly replenished by the Department.

4.2.3.3 School Admissions and Learner Placements – The Department had placed all Grade-R (9 421), Grade-1 (3 925) and Grade-8 (11 203) learners who applied on the online system. A total of 971 Grade-7 learners who did not apply for Grade 8 on the online system had been placed manually by District Offices to ensure at least all Grade-7 learners in the system (on the SA-SAMS database) were placed. All learners in the other grades, which were not managed on the online system, had been placed by schools themselves after the progressions in December 2021. All learners in the system based on the 2021 SASAMS data had therefore been placed. The Department also gave a detailed overview of the application status on the system and learner placement appeals in the system.

In respect of the remaining learner placement challenges it was mentioned that all 1 279 appeals had been adjudicated and only 65 appeals were substantive (successful) and all these learners were placed in the schools which they appealed to. The remaining 1 214 appeals were unsuccessful. It was important to note that these learners were placed in at least one of their three schools of choice. To accommodate any other parent who had still not registered, the Department had allowed schools to manage the walk-in applications themselves in January based on their available capacities to prevent parents/groups going to District or the Provincial offices. To date 1 279 walk-in applications had been processed by schools. There was an increase in demand for schools who offered English Home Language in Kimberley, Postmasburg, De Aar and Kuruman/Kathu.

4.2.3.4 Functionality of Farm and Technical Secondary Schools - All farm schools would be provided with basic services where there were not sufficient services. All farm schools are eligible for maintenance projects to maintain the school buildings and if there was insufficient infrastructure, mobile units could be provided if available.

At ten Technical Secondary Schools, the Districts had identified the need for additional technical workshops and were prioritised according to available budgets. Two new Special Schools had been identified to be constructed in the Pixley Ka Seme and ZF Mgcawu Districts. Technical workshops would be included in the specification of the two new Special Schools.

4.2.3.5 Functionality of SGBs and SMTs – the National Department SGB Functionality and Building Block Tools were utilized to measure SGB and SMT functionality. The analysis of these tools indicated that SGBs were functioning well and SMTs were functional/manageable.

4.2.3.6 Infrastructure at Schools – All schools in the Northern Cape had water infrastructure but there were schools with varied water challenges in terms of reliability from municipal supply, sufficient supply to cater for needs, maintenance required to water infrastructure and additional supply required. The Department was looking to ensure regular maintenance of water infrastructure and the supply of water tanks in areas where reliability and sufficient supply was a challenge. Schools with water challenges would be supplied with water via mobile water tankers to storage facilities on-site up and till medium and long term interventions had been completed.

Regarding sanitation, all schools in the Northern Cape had sanitation infrastructure and there were schools with varied sanitation challenges in terms of sewer networks (blocked or damaged sewer pipes), sufficient supply in terms of number of toilet seats, maintenance to ablution facilities and age-appropriate sanitation. Medium and long term interventions had been identified that would address any identified challenges in terms of any water, electricity and sanitation and maintenance programmes.

Vandalism was reported at 43 schools during the school holidays and inspectors had been instructed to visit these schools and assess the damage. After assessments, specifications would be compiled where needed and procurement would be done, either through school transfers or internal SCM processes. Appropriate acceleration of these projects would be implemented for emergencies where needed.

4.2.3.7 Classroom Provision - The Department procured 100 hundred mobile classrooms to address admission challenges and the overcrowding experienced at some schools. Three suppliers were appointed and delivery of the mobile classrooms commenced in the week beginning 17 January 2022. The Department accepted that mobile classroom provisioning was not a sustainable solution and their endeavours were aimed at providing proper permanent infrastructure facilities for learners. A separate report would be drafted by the Department's Infrastructure Unit regarding progress on infrastructure provisioning to be presented to the Premier as soon as practically possible.

4.2.3.8 Roll-out of ICT - There was no dedicated budget for ICT roll-out for effective Curriculum Delivery and the Department was extending the roll-out of ICT through Infrastructure, MST Grants and donor funding. A total of 10 10 Cyber-Labs had been established across all Districts through the Infrastructure Grant with hardware and software. Selected schools were provided with tablets for Grade-12 learners in Pixley Ka Seme and John Taolo Gaetsewe Districts. A total of 120 EMS teachers and another 120 teachers trained in inclusive education were provided with tablets.

4.2.3.9 Early Childhood Development (ECD) Function Shift – The Provincial Proclamation on the ECD Function Shift had been signed and Gazetted by the Premier and the Memorandum of Understanding between the Department and the Department of Social Development (DSD) was signed by both MECs and HODs. Provincial Treasury issued out a confirmation letter indicating the budget that had to be transferred to the Department. The organisational structures of the Department had been reviewed to accommodate personnel from DSD. A total of 27 posts had been ring-fenced to follow the function shift from DSD to the Department. Office accommodation had been finalised for DSD officials coming over to the Department.

4.2.3.10 Inclusive Education and SA Sign Language - Preparations of the system at the National Department for the implementation of SASL at Foundation Phase and Grade-9 had involved orientation of stakeholders and school management teams (SMTs) of Schools for the Deaf in February 2014 as well as an audit of existing LTSM for SASL within and outside of the National Department which led to the development of a national catalogue. It also included the development of a training manual for teachers and Deaf Teacher Assistants for Foundation Phase and Grade-9 and the development of the Implementation Plan for SASL from 2014 through to 2018. ETDP SETA together with the University of Witwatersrand trained educators, officials and hostel staff at Special Schools on South African Sign Language (SASL). The support to Retlameleng Special School was very critical at the moment as the school was implementing Sign Language CAPS as a subject. The Curriculum Unit continued to support and monitor the implementation. Inclusive Education had already provided laptops and tablets as part of LTSM to support the implementation.

4.2.3.11 Progress on the Merging and Rationalisation of Small and Unviable Schools - The South African Schooling system recognized two types of schools namely, Primary and Secondary or High Schools. In the Northern Cape there was a number of schools that did not comply with the standard, e.g. Middle and Intermediate Schools, etc. To this end, the number of learners in these schools were low and the infrastructure at some of these also left much to be desired. Some were situated in close proximity to each other. In order to adequately use available resources, the Department had identified a number of schools for possible closure and merger. After the required consultations, the Department closed and/or merged 42 schools during the 2012-2013 period. The Department had identified a number of small and unviable schools once again, primarily in the John Taolo Gaetsewe District. The Department had not been able to finalize this process of consultation as a result of the COVID-19 pandemic and the Local Government Elections of 2021 and would resume this process during the year 2022. Some of the challenges identified with the process included:

- Certain schools identified for mergers and/or closure could not be supplied with learner transport.
- Certain Chiefs have been opposed to the idea of merging “their” schools with those of the other Chiefs.
- Chiefs have also been opposed to the idea of closing “their” schools and allowing “their” children to attend those schools of other Chiefs.

4.2.3.12 Implementation of Conditional Grants:

- **EIG** - As at the end of January 2022, the Grant recorded expenditure of 57 percent which was mainly due to slow progress on construction sites as a result of implementing agents. Plans were in place to ensure that the grant would spend at 100 percent at year end.
- **HIV/Aids Life Skills Education Grant** - As at the end of January 2022, 80 percent of all planned programmes of the Grant for the 2021/22 financial was achieved. The remainder of the budget was at requisition stage and the last activity would be on the 8th of March 2022. The Grant was projecting to spend 100 percent at year end.
- **Maths, Science and Technology Grant** - The Grant spent 41.6 percent of its allocation as at the end of January 2022. Plans were in place to procure laptops as part of teacher support for approximately 210 Grade-12 Maths and Science teachers in all five Districts. The Grant was projecting to spend 100 percent.
- **National School Nutrition Programme Grant** - As at the end of January 2022 the Grant spent 97.2 percent of its allocation. All transfers to the 504 schools had been made and the Grant was projecting to break even at year-end.
- **EPWP Incentive Grant for Provinces** - As at the end of January the Grant spent 65.5 percent of its allocation. For the 2021/22 financial year 96 work opportunities had been created and an additional 100 would be appointed for the next two months, to ensure 100 percent expenditure on the Grant. The Grant payed a stipend of R2,500 for administrative and general workers at schools.
- **Social Sector Expanded Public Works Programme** - At the end of January 2022 the Grant had spent 92 percent of its allocation. A total of 127 job opportunities had been created for the year under review. All transfers had been made to schools for 100 NSNP Admin assistants, 19 ECD practitioners assisting at Pre-Grade R classes were appointed, 8 admin assistants at Districts and head office were appointed. A stipend between R2,300 and R2,100 was paid to the participants.

- **LSPID** – At the end of January 2022 the Grant spent 62.1 percent of its allocation. The Department received an approval letter from the National Department to deviate from the approved business plan in order to procure LTSM and assistive devices for learners with Severe to Profound Intellectual disabilities at Special Schools, as well as to supplement the cost for hybrid training on alternative communication for transversal itinerant outreach team members, teachers from special schools and caregivers from all special care centres.

4.2.3.13 Provision of Learner Teacher Support Material - The Departmental Textbook Procurement Model was utilised by 545 schools to place top-up textbook orders. A total of 309 schools used the centralised procurement model while 236 schools procure directly from suppliers. Schools also procured stationery directly from suppliers utilising their Section 21 allocations.

4.2.3.14 Provision of Teachers/Staff Establishments - All the schools in the Province received their staff establishments for 2022 based on the number of learners in the school while staff establishments were issued in September 2021. Staff establishments were calculated annually using the National Norm based on the confirmed learner totals at the school as at June the previous year. To enable the Department to address the need for additional educators due to late registrations and admissions, learner totals are confirmed after the 10th day of schooling in the new year. Based on the outcomes of the 10th day snap survey, schools submitted requests for additional educators and were allocated where necessary. The current teacher/learner ratio in the Province was 1:32 for Public Ordinary Schools and 1:12 for Special Schools. The provision of additional and substitute educators remained a challenge in the Province due to the personnel budget challenges. Given the rural nature of the Province and the geographical spread, many small and rural schools rely on multi-grade classes due to the small learner totals. Multi-grade teaching was not ideal and where possible the Department allocated additional educators. Allocation of educators were prioritized in line with the needs requirements of the schools.

4.2.3.15 Learner Transport – All 430 learner transport routes were operational. While the learner transport tender was being finalised, the current service providers were operating on a month to month basis. It was expected that the tender would be awarded for implementation by 01 April 2022. Responsible officials were instructed to directly liaise with current providers to ensure they would be transporting learners from day one.

4.2.3.16 National School Nutrition Programme - All 540 qualifying schools were participating in the school nutrition programme. The final 2021/22 NSNP allocations were transferred to all schools by 20 January 2022 and food handlers were receiving their stipend every month.

4.2.3.17 Utilisation of Education Assistant – The Department gave a detailed breakdown of the categories of assistants allocated to the Department as well as the categories allocated per district. Education and General Assistants were appointed in various categories and the Department was experiencing shortages of support staff at schools and hostels and therefore opted to augment the capacity through this programme. The Department issued letters to all schools to ensure clarity on the recruitment and appointment processes and utilisation of assistants. All schools were issued with the necessary guidelines and directives and each participant was also issued with a contract and a job description outlining their roles and responsibilities and conditions of service. Monthly monitoring visits were done by District and Provincial teams to ensure proper implementation of the Programme.

4.2.3.18 Portfolio Committee Observations and Questions

- Members raised concern with the challenges of school safety and security and urged the Department to strengthen and focus attention on the matter to ensure safety and security of school infrastructure as well as teachers and learners.
- Members queried whether the Department could ensure learner transport to needy learners even when they did not qualify – as there were special circumstance which required special intervention from the Department.
- Members noted the possibility of schooling returning to normal and full capacity. Members queried the plans and interventions by the Department to ensure adequate Curriculum coverage for all learners.
- Members noted challenges with learner drop-outs and queried the strategies to track, trace and return learners to the schooling system. Members also queried the reasons for learner drop-outs.
- Regarding assistance for Special School, Members queried how these schools benefited and was included in the Equitable Share.
- On ICT roll-out, Members noted that many schools received sponsorships and donations for ICT resources. In preparing learners for the 4th Industrial Revolution, Members queried the plans by the Department to address and manage this.

- Members queried how the Department was implementing new policies and legislation in respect of learner/teenage pregnancies, especially with under-aged learners.
- Members requested that the Department considered allowances for two meals a day for learners, especially those from the poorer communities.
- On school infrastructure maintenance, Members questioned the framework of the Department and responsibility placed on schools in respect of school maintenance – and whether there were accountability measures in place in respect of responsibilities for school maintenance.
- Members were concerned with the low intake of Maths subjects at school. What was the Department doing to boost the morale of learners and teachers to popularise Maths, Science and Technology subjects?
- When the Department decides to make a school a full-service school, these schools needed to be adequately equipped to operate optimally and accommodate all learners, including those with barriers and disabilities. How was the Department ensuring that this was addressed?
- Members noted the many Intermediate Schools in the Province and queried whether the Department was considering a review of these and have the standard primary and secondary school in future.

4.2.3.19 Responses to Portfolio Committee Observations

MEC - The MEC agreed that school infrastructure needed to be maintained which came down to school management and involvement of communities to play their part. Most vandalism occurred during school holidays and if communities took ownership of schools, they would protect the school and infrastructure and there would be less incidents of school vandalism and looting.

The Department was looking to ensure all qualifying learners benefit from learner transport. There were times the Department had challenges with service providers and the Department wanted to ensure all service providers were registered and licenced. The Department would consider assisting school where there were exceptional circumstances and provide learner transport.

Regarding the nutrition programme the Quintile 1 – 3 school had nutrition programmes that were decentralised for them to provide meals for learners. The Department may be able to improve on this to ensure disadvantages learners received more than one meal.

The MEC was in agreement that not all Special and Full Service school were 100 percent compliant to accommodate varyingly abled learners - this needed to be addressed.

HOD - The Head-of-Department mentioned that ways needed to be found to ensure matters raised by the Portfolio Committee was adequately responded to in a written format. The Department needed some space from the time of the Lekgotla to look at amendments and changes to policies on Curriculum implementation and teaching models with a view of returning to full capacity. There was a need to revisit and study some of the Lekgotla resolutions going forward. The Department was busy developing a Curriculum recovery plan to be implements over a 3-year period in an attempt to address learning loses. The Department also encouraged schools to extend school days and weeks for additional teaching time. The Department had two schools of skills but the intention was to have at least two focussed schools in each District – this process had already started with agricultural school newly established.

Issues of teenage pregnancy was of concern for the Department, particularly in the John Taolo Gaetsewe District which was mainly a mining area. Currently the Department utilised the HIV/Aids Life Skill Grant to start small projects against teenage pregnancies. This was augmented with Life Orientation subject advisors, coordinators and teachers to expose learners to sexual education.

For the Department, the participation rate in maths was of equal concern and the Department had brainstormed a programme to address this matter. The Department would start small due to budget constraints and identify certain school at Grade-8 and 9 and offer additional support to them with Maths, Science and Technology - but support them holistically. The Department would also draw in the assistance of parents for further support and assistance.

The Department noted the comments in respect of learner transport and may need to review policies on learner's transport to be able to assist in exceptional circumstances. The Department remained flexible to submissions from schools where there was a need for a special arrangement for any unique circumstances.

The Department was engage with school maintenance projects with full cost analysis for the various school projects. The Department also guided school in respect of the utilisation of the Norms and Standards funding and maintenance budget for school's maintenance – there was a need to develop asset management template for schools.

FEDSAS – The Federation raised concern with the moratorium on the appointment of support staff and requested that vacancies be advertised and filled. The Quintile 4 and 5 schools also battled with smaller subsidies and there was a request that the system be reviewed taking into

account learner economic circumstances. On the profile of educators, the Department needed to correctly appoint and convert positions.

SADTU – The Union raised concern with safety at schools and queried the plans in place to address this matter. With QLTC the union was of the view that the relevant stakeholders had failed them.

4.3 School Visits in the Z F Mgcawu Education District (Continued)

4.3.1 Soverby Primary School

The school was a deep rural no-fee, Quintile-2, Section 14 public school where 90 percent of the parents depending on Government Grants. The surrounding community also suffered under severe financial constraints due to the volatility in the agricultural sector. The settlement was controlled by a community trust that was very successful.

The school had a total of five educators with one Grade-R practitioner. The enrolment figures stood at 164 learners – all benefitting from the school nutrition programme

Regarding the integration of the Fourth Industrial Revolution (4IR) to prepare learners and teachers for the future, there was a need for enhancement of the connectivity to school (Internet/Wi-Fi). This would also be utilised by the neighbouring community. All blackboards were replaced with white boards as well as interactive whit boards. There was a sponsor who covered the training of staff on developing Power Point presentations as well as incorporating Apps like You Tube to lessons.

The principal also highlighted some of the school successes from 2014 – 2021.

Some of the challenges highlighted by the school included:

- The need for additional Grade-R classroom and furniture;
- Punctuality - Learners came to school when they were ready and in winter they even come an hour late
- Absenteeism - There was a pattern where learners looked after siblings on Fridays and Mondays. This was also evident on Social Grant payment dates. Parents also kept learners at home when there was a death in the family.
- The school buildings needed attention and refurbishment
- There was a need for an Admin Block and extra toilets for staff – learner toilets also needed upgrading and refurbishment
- There was no Grade-R classroom, a library and school hall

- The school needed perimeter fencing and sporting facilities
- The school needed a kitchen to prepare meals for learners.

4.3.1.1 Portfolio Committee Observations and Questions

- Members commended the school management for the neat and tidy school and school environment.
- Members queried the number of EAs and GAs employed by the school and how they were being utilised. Were there any vacancies in relation to EAs and GAs.
- Members sought clarity on the vaccination rate of teachers and any qualifying learners at the school.
- As this was a farm/rural school, Members queried whether there were any incidents of Gender-Based Violence in the surrounding community - and how this affected learners. Member queried whether learners also experienced violence at their homes.
- Members queried any incidents of senior learner pregnancy at the school
- Members also queried the age-average of learners who completed schooling as well as those who started their schooling.
- Members queried the school quintile and also checked the involvement of parents in matters school-related.
- Members queried the support the school received from the Circuit and District as well as the Province.
- Members noted the request for an additional Grade –R classroom and queried the progress and status of this request.

4.3.1.2 Responses to Portfolio Committee Observations

The school had secured the services of nine EAs and GAs, unfortunately, three had fallen pregnant. All educators and EAs, except one had been vaccinated. The EAs and GAs were utilised in the classroom and in the Admin Unit. The school had the necessary roster for the screening of learners and playground duty. EAs were also active with the school sports and all were proving very valuable to the school.

The school had run a successful GBV campaign with participation of all parents and learners. With the issues of absenteeism, the school had reached out to the parents and explained the necessity for learners to be in school – absenteeism and late coming had significantly reduced. At least 70 percent of parents attended school meetings – mostly mothers and very few fathers.

The school enjoyed good support and assistance from the Circuit and District especially with issues pertaining to Curriculum coverage.

The Provincial Department agreed that the issue of the extra classroom requested need urgent attention. There was a departmental process of procuring extra mobile classrooms to schools in need and the Department would ensure the school was on the list of school who required. Plans for a more permanent structure would be considered in the near future – but the mobile would be prioritised for the school.

4.3.1.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure the school was prioritised for the extra mobile classroom as requested and consideration be given for a more permanent structure in the near future.
- Ensure the school received its full contingent of EAs and GAs – where there were shortages, that this be filled as soon as possible, 30 days after adoption of the report
- Ensure the school buildings received the necessary refurbishments/renovations as requested, including learner toilets, within reasonable time frames
- Ensure consideration was given to provide the school with an Admin Block and extra toilets for staff.
- Ensure the school was assisted with a library, school hall, perimeter fencing and sporting facilities
- Ensure the school is supplied with a kitchen to prepare meals for learners, as a matter of urgency

4.3.2 Keimoes Combined School

The current staff establishment of the school was 26 with two new posts (PSA3). The total number of learners enrolled at the school stood at 798. The school had the services of 15 EAs and GAS as well as general workers and food handlers. The school was a full service and sport-focussed school. Much of the sporting equipment was received from the Department of Sport and Recreation. The school was experiencing an increase in learner numbers. The infrastructure of the school was fairly good with a few challenges.

The school had made provision for ramps for learners with disabilities and the school nutrition programme was functioning well. The school also enjoyed the necessary support guidance from the Department in all areas. Many learners did utilise scholar transport by travelling on the bus but due to the school sharing the transport with the neighbouring school, this did create some problems. Also, the scholar transport was also not wheelchair friendly. The kitchen for preparing meals required a mobile unit which needed to be upgraded. In respect of LTSM procurement and delivery, the school reported some shortages.

It was further mentioned that the school had a shortage of toilets, especially for girls. The school was experiencing an increase in learner numbers. There was also a shortage of general workers for the school. Due to school vandalism, the school had employed the services of security guards paid for by the SGB.

4.3.2.1 Portfolio Committee Observations and Questions

- Members queried the interest of learners in Mathematics and Sciences.
- The challenges with toilets and sanitation was noted with concern and Members queried how the Department was addressing the matter.
- Members also queried the drop-out rate of learners and whether such learners were being tracked, traced and assisted with returning to school.
- Members also sought details on any learner pregnancies at the school – ages of pregnant learners and assistance to return them to the schooling system.
- Members sought a breakdown of the utilisation of the EAs and GAs at the school.
- Members also sought details on the vaccination rate of teachers and qualifying learners
- On fees, there was clarity sought on whether learners paid school fees and what the payment rate for fees was – was the methods to recoup any money owed to the school.

4.3.2.2 Responses to Portfolio Committee Observations

The school had reported a pass rate of 97 percent in 2021 with around 69 percent Bachelor passes. A total of nine learners had done Mathematics and this number had increased to 14 learners currently – the school continued to encourage learners to enrol for Mathematics and Science. The school needed extra ablution facilities due to the increase in learner enrolment. Although the school had experienced drop-outs, this was minimal – it was difficult for the school to track and trace learners who dropped out. The SGB was established and functional. The school also qualified for 17 EAs and GAs but currently only had 15 as two had resigned

and needed to be replaced. Although parents were responsible to pay school fees, this was difficult as many were fairly poor and 75 percent had applied for fees exemption. The school was a Quintile-4 school.

With scholar transport, the school shared the transport busses with the neighbouring school with a route inherited from the Department of Transport. The contractor picked-up all learners along the route and challenges were that the two schools could not plan extra-mural activities due to transport availability. Further to this, the busses did not have wheelchair access for one learner with disabilities. The school was in dire need of a mobile kitchen to prepare meals for learners.

The District mentioned that they had restructured their policies and schools were required to resubmit requests/applications for learner transport. The Department was also looking to address challenges with learner substance abuse which was rife in the surrounding community. It was important that the Department considered having at least one Special School per District.

4.3.2.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure that the school was supplied with mobile kitchen unit and extra ablution facilities as a matter of urgency.
- Ensure the full complement of EAs was employed by the school 30 days after adoption of the report.
- Ensure any outstanding/shortages of textbooks and workbooks was supplied to the school, 7 days after the adoption of the report
- Ensure the school was assisted with extra learner transport to accommodate learners after extra-mural activities, 60 days after the adoption of this report

4.3.3 Saul Damon High School

This is a Technical High School with academic stream, classified as Quintile 3 school. Learners of this school are drawn from a feeder area which is represented by a vibrant community. The Saul Damon School takes pride in its academic, socio-economic and cultural diversity. Principals and dedicated staff ensure that all learners are congratulated for their effort and dedication to achieving scholastic success. The school starts with Grade 8 to Grade 12, and current learner admission is 1267. Staff established is 42 teachers, Principal, 2 Deputy Principals and out of 14

temporary posts, 13 have been filled. In terms of 2021 NSC performance, the school achieved 74,2% in Matric results. The school is compliant with all COVID- 19 regulations/protocols. The EA and GAs are effective to assist the school.

LTSM is in progress and some materials would arrive at the school. The SGB is fully functional and declared parental involvement is of paramount importance.

Challenges

- Uppington needs more Afrikaans schools and at least 1 English school.
- There is no Economics Subject advisor to support the school.
- On Technical subjects, there is shortage of qualified teachers, for Technical Maths and Technical science.
- Lack of security due to limited finances.
- In terms of Infrastructure - Asbestos roof and broken roof,
- School has limited resources to cover costs for repairs and maintenance of the roof.
- Electrical wiring has been removed by thieves with burglaries and vandalism
- Upgrades are needed at the school.

4.3.3.1 Portfolio Committee Observations and Questions

- Members queried why was the school chosen for Oversight visit?
- Members were interested to hear of the school success stories?
- Members raised Concern about the performance of Mathematics.
- Members queried why is there a low pass percentage in the academic subjects?
- Members queried whether the vacancy is linked to Maths or Science?
- Members pointed the issue of poor school attendance linked to drop-out and wanted to find out what is the percentage of learner drop-outs?
- Members were keen to know about whether the school has a tracking, retention and retrieval system for drop-outs?
- Members wanted to establish why the school does not have Grade 8?
- Members queried the intervention from department on the infrastructure challenges?
- Members were keen to know what support has the school received from the circuit or district offices?
- Members queried the Languages that are being taught in school?
- Members queried what is the SGB and community doing about the safety in school and property?

4.3.3.2 Responses to Portfolio Committee Observations

The school was visited because it produces good results., it has success stories of best doctors and professionals that were studying at Saul Damon school. In addressing performance on Maths and Science, the school needs support, they advertised posts but are sitting with temporary teachers. The school analysed the results of 2021 and identified key gaps that they will focus on to improve on the subject. On the low percentage in academic subjects the school is doing intervention, the school is addressing issue of poor school attendance, and will go the extra mile to cover learning losses as experienced during Covid -19. The school also plans for Winter schools. In term of languages the school offers, Afrikaans and English is offered to learners whose home language is not speak Afrikaans. In that regard the school offers parallel medium of instruction. At the school those learners doing technical subjects whose orientation is other languages, it's not conducive to bring them to be taught in Afrikaans. With regards to drop out, there are initiatives to motivate learners back to school, however the challenge of drop out is those who use drugs, it's difficult to bring them back. The school managed to get learners back by sending letters to parents that inform parents the child is not back and the parents must explain why the learner is not at school.

In terms of SGB support, the school relies on them for support from the community, SGB bring in security guy.

On the question of Grade 8, due to infrastructure problem- there is no space for Grade 8, and they are at primary schools. The school building needs upgrade, it's difficult to maintain with limited budget. Indeed, the school addressed the infrastructure challenges to the department

Pertaining support from the district, the school requested regular support by the Subject Advisors especially on Technical subjects.

4.3.3.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure that the department supports the school with Technical Subject Advisors 30 days after the adoption of this report.
- Ensure that Grade 8 are part of the School for integrations into Secondary schooling
- Ensure that the vacant posts are filled, within 90 days' adoption of this report.

- Ensure the infrastructure needs of the school are addressed, within reasonable timeframes.
- Ensure that the SGB is capacitated to support the issues of safety, and security at the school

4.3.4 Duineveld High School

The school was established in 1964. Its focus is Technical & Business school. Enrolment for 2022 stands at 900 learners; and 50 Teachers. The school has hostel accommodation and workshops for practicals of technical subjects. In terms of classification, it's a Quintile 5 school that has Grade 12 pass rate of 97.2%. Of the 2021 matric class, only 5 did not write, 3 did not pass, hence they got 97,2%. The school has ECD, 3 Grade R classes and they want 5 Grade R classes to feed to Grade 1. Of the R22 million budget, 60% of it goes to SGB posts. Regarding vacancies, the school has 6 posts, but has no funds to appoint departmental staff. Sports code include rugby, hockey, swimming etc. Duineveld is values driven school, every policy is driven by values of honesty, integrity, respect friends, teachers, community, and self-discipline, to do everything with excellence

Challenges:

- There is an increase in percentages of parents applying for school fee exemptions.
- Currently the hostel only accommodates 300 learners, therefore the school cannot accommodate all learners who apply.
- The hostel facilities provide for those in the proximity of around 600km from Upington.
- The school needs support to upgrade and maintenance for tiling, gutters and swimming pool.
- Support is also needed from QLTC processes.
- The department does not pay for support staff and admin, they are paid by SGB.
- QLTC is not existent.

4.3.4.1 Portfolio Committee Observations and Questions

- Members queried how does the school get the funds to sustain the school?
- In terms of learner admissions, Members wanted to know where does the school draw learners, who are in Grade 8
- Members queried extra curricula activities at the school?

- What makes the school hold?
- Members queried whether the SGB compensate the Principal in accordance with his status as a Dr?
- Members wanted to find out if the school offers Sign Language to those who may need it

4.3.4.2 Responses to Portfolio Committee Observations

Pertaining Financial sustainability, the school appropriates funds from school fees. 60% of budget is paid by parents. The school fees on average are charged at R10,000 - R20,000 per learner per annum. The fees income possibly provides the school with a Budget of R22million annually. 25 % of the parents are not able to pay. Admissions policy is in line with Northern Cape Dept. In accordance with admission policy, the school draws learners as far as 450km from Upington. Where applicants come as far as Namibia, Botswana and Zimbabwe, their admission is subject to specific criteria and the Department decides who comes to the school.

With enrolment of Grade 8, the school processed 400 applicants, and 200 learners placed. There were no Matric social events/ function as per COVID-19 regulations and the School missed out on extra – curricular activities due to the pandemic.

4.4 School Visits in the Frances Baard Education District

4.4.1 Pniellandgoed Primary School

In respect of the admission and registration of learners to the school there were a total of 27 applications for Grade-1 for 2022 with 25 learners placed (two learners did not return). The principal also gave statistics on the placement of the middle grades. Some of the challenges highlighted around the placement of learners included the fact that parents not responding to phone calls and messages on 25 October 2021 for online registration. Parents only responded with late registrations as they still preferred coming in person at the first week of the academic year.

The principal gave a detailed breakdown of the number of classes with more than 35 learners per classroom as well as the number of classes with more than 20 learners per classroom during Covid-19. In respect of the teacher provisioning and staff establishment, it was indicated a total of four PL1, one PL2 and one PL4 educators appointed permanently. The school was requesting an additional PL1 educator for the multi-grade in the Foundation Phase.

The school SMT and SGB were well established and functional. The school was requesting further interventions for training of newly elected SGB members.

Regarding the provisioning, procurement and delivery of LTSM, the school recorded 100 percent delivery of stationery, textbooks and workbooks with no shortages. The school book-retrieval rate stood at 93 percent.

The school also gave a detailed overview of the plans to ensure recovery of learning losses in 2022 in all grades in the GET phase which included:

- Extra support measures;
- Tracking topics that would not be covered in the 2022 Academic Year in different subjects and grades;
- Strategies and plans to ensure that receiving teachers in the next grades had time and space to teach critical topics not taught in the previous grades – and able to start new content; and
- Plans to ensure good coverage of content in formal assessment.

Additional infrastructure needs for the school included an additional mobile classroom for Grade-R – as the current Grade-R classroom was housed in a building that was dilapidated and posed a health and safety risk for both teachers and learners. The Grade-R classroom in the old building was a death trap and the learners and practitioner were exposed to serious life threatening safety hazards. The roof was falling in and the walls were cracked very badly. The school also required extra toilets for learners and staff. A kitchen was urgently needed as the school was currently using a shack on the premises which was hot in summer and cold in winter – the kitchen also had no electricity and no cooling facilities.

Some challenges highlighted by the school included:

- A shortage of an additional PL1 educator for the multi-grade in the Foundation Phase.
- A need for interventions for training of newly elected SGB members.
- A need for an additional mobile classroom for Grade-R.
- A need for extra toilets for learners and staff.
- A need for a fully equipped kitchen.

With learner transport, the school transported a total of 38 learners from the surrounding areas with no challenges. A total of 185 learners qualified and received meals daily. The school had a food/vegetable garden to supplement vegetables for meals.

The school indicated that they were Covid-19 compliant with all the necessary protocols and Covid-19 essentials procured.

The school had the services of 9 EAs and GAs as follows: EAs – 4, Cleaners – 1, ICT e-Cadres – 1, Youth Worker – 1, Sport Assistant – 1 and Handyman – 1.

4.4.1.1 Portfolio Committee Observations and Questions

- Members noted the request from the school for an additional Grade-R classroom and queried how the Department was able to assist. It was of concern that the current classroom was dilapidated and poses a health and safety risk to both learners and teachers. As an interim measure the school needed to be supplied with a mobile unit with the aim of building a more permanent structure.
- The Department was urged to close the gaps in respect of vacant posts and acting posts by ensuring that they were filled to close the gaps with staffing and ensure stability in the system.
- Members queried what the school drop-out rate was and how such learners were being tracked, traced and returned to the system.
- Members also queried whether there were any of the senior learner show may have fallen pregnant and the type of assistance and support provided by the school to return them to schooling.
- Members noted that the school had applied for an additional educator and queried the status of the application – and whether the Department was able to offer the additional educator.
- Members noted the difficulty in reaching the school, especially in rainy weather and urged the Department to look into upgrading the access road to the school.
- Members also queried whether the school was able to supply more than one meal per learner daily as the surrounding community seemed to live in poverty.
- Members noted the challenges with the school kitchen and requested that the Department urgently assisted the school with refurbishment or new kitchen for preparation of meals.

4.4.1.2 Responses to Portfolio Committee Observations

The Circuit Manager explained the challenges with the educator that had been on extended leave and allowances for such leave in the system. The District and Human Resources division made the necessary provisions for the substitution of the teacher as an interim arrangement. The District and Circuit gave the necessary support to the school to ensure no learner was

without a teacher in class. There was agreement on assistance for the school with infrastructure needs and have engaged on the infrastructure challenges of the school. The Department would consider a temporary structure for the ECD classroom and plan for a more permanent structure in the near future. The dilapidated structure would either be refurbished/renovated or may have to be demolished. This matter would be prioritised. Further to this, the Department would address the challenges with the kitchen and ensure that it was refurbished/renovated or a new bigger structure to be built altogether – but would look to supply a temporary structure in the interim.

The Department would share their project list with Portfolio Committee and show the various multi-year projects. There were always further additions received from the various Districts which was added to the planning and project list. To date, the school had not been added to the list for additional classrooms/mobiles – but the Department would ensure the school was prioritised.

Generally, there were challenges with Special Schools as there were just not enough built in the province. Further to this, parents were reluctant to release learners to special schools and have to reside in hostels or boarding facilities. Schools had the option of applying to be a full service school to accommodate our learners with barriers to learning.

The school had not recorded any learner pregnancy in the history of the school. There was, however, substance abuse as reported by parents in the surrounding community.

Where there were gaps in the system regarding acting positions and vacancies, the Department urged the Portfolio Committee to do the necessary interventions and the Circuit and Districts had challenges of the unavailability of admin clerks and cleaners. The matter was urgent and there was a need for intervention to have these appointments made.

There was also a plea for the Portfolio Committee to intervene in the review of the current policy on progression – as learners took advantage of this progression policy.

4.4.1.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure the filling and appointment of an additional PL1 educator for the multi-grade in the Foundation Phase as requested by the school within 60 days of adoption of report

- Ensure the school receive the additional classroom for Grade-R – a mobile unit in the interim, and the school to be prioritised for a permanent structure. This includes supplying the toilets that the school requested within reasonable time frames.
- Ensure the school kitchen was either refurbished/renovated or a new structure supplied for the school to prepare meals.
- Ensure the access road to the school received the necessary attention and upgrading.
- Ensure a review of the current progression policy by the National Department as well as the moratorium on filling of post by the Provincial Department.

4.4.2 Kimberley Technical High School

The school was a public Quintile 5 High School and was established on 19 January 1975. The school is a fully fledged Technical High School, situated in a suburb, Hadison Park, Kimberley in the Northern Cape Province and catered for male and female learners from Grade 8-12 with a current learner enrollment of 942 learners. The school had a hostel as a boarding facility for learners coming from nearby towns like Jan Kempdorp, Hartswater, Pampierstad, Taung, etc.

The Principal gave a detailed breakdown of the school infrastructure as well as the human resources capacity. Currently support staff stood at 18 (6 departmental and 12 SGB) with 41 educators (32 departmental and 9 SGB) and one hostel personnel (departmental). There were a total of 24 learners utilising the hostel facilities. The Portfolio Committee was given a detailed breakdown of the number of new learner applications and the number of learners placed for all the grades. Some challenges with the admission and registration of learners included parents not responding to phone calls and messages and in the middle grade applications, learners were not prepared for the technical streams.

The principal also gave a detailed overview of the school Curriculum packaging offered to learners. Members received a breakdown of the school performance from 2019 – 2021 with some of the reasons for the decline in school performance as well as the intervention strategies being implemented to improve on performance. The school also presented on the MST resources procured and utilised. In respect of the impact of the MST Grant, it was noted that the school was a technical school and attracted more learners in the technical subjects. There was a need to improve the quality of passes in the technical subjects. The school benefitted from the resources allocated by the MST Grant to upgrade the workshops with machinery and equipment bought. The additional human resources and infrastructure added value to the school.

In respect of Covid-19 protocols and compliance, the school reported that all protocols were complied with and the necessary procurement of Covid-19 essentials had been done with the Department and also included the schools own procurement on top-ups. Due to Covid-19 all learners followed a platooning timetable. The principal also gave a breakdown of the number of classes with more than 35 learners as well as the number of classes with more than 20 learners during Covid-19 for all grades.

Statistics on the staff establishment for 2021/22 was shared with the Committee with a breakdown of the number of posts the school qualified for as well as the number of support staff. The projected number of learners was 851 which translated into 32 posts but the current learner numbers stood at 942 learners and the posts qualified for were 1 principal, 2 deputy principals, 5 departmental heads and 24 PL1 educators. There was one post awaiting conversion, two new appointments and five technical educators not qualified as yet.

The school SMT and SGB were established and functional. In respect of school safety, the safety audit was done and the SMT and SGB developed a safety plan for 2022. The school safety committee was functional and there was planned training for fire marshals and first aiders.

Regarding provision of learner teacher support material (LTSM) the principal indicated that learners bought their own stationery. With workbooks, all was procured, ordered and delivered with no shortages. Similarly, for textbooks but there were shortages of material for vocational subjects. Some of the reasons for the textbook shortages was that the school phased out Creative Arts and Technology for Grade-8 in 2022 and these were replaced by Mechanical Technology, Civil Technology and Electrical Technology. There were currently no textbooks available for these subjects as yet.

The school also gave a detailed overview of the plans to ensure recovery of learning losses in 2022 in all grades in the GET and FET phases which included:

- Monitoring plans;
- Extra support measures;
- Tracking topics that would not be covered in the 2022 Academic Year in different subjects and grades;
- Strategies and plans to ensure that receiving teachers in the next grades had time and space to teach critical topics not taught in the previous grades – and able to start new content; and
- Plans to ensure good coverage of content in formal assessment;

With school infrastructure needs, the school was built for 550 learners and there were currently 942. The classes built for 30 learners were too small especially for the EGD. Bathrooms were only built for male learners and there were not enough toilets and too many urinals. Even though the hostel had a capacity of 150 learners, currently there were only 24 learners in the hostel. There was a roof leaking at the school foyer and hall and needed to be repaired. The school buildings were very old with many defects, especially in the hostel. The school did not have adequate resources for the introduction of occupational subjects and there was a need for more workshops and educators. For the current year there were not enough classrooms as three educators were currently without a class and the gym, library and other venues were being used for teaching. Workshops were limited to 15 learners and there was a need to split each class in two and the school would not have enough manpower nor infrastructure. The additional resources would be required by the end of 2022 if the school wanted to implement vocational subjects successfully.

The school had the services of 18 EAs and GAs as follows: EAs – 6, Hostel Assistants – 4, Cleaners – 4, ICT e-Cadres – 1, Youth Worker – 1, Sport Assistant – 1 and Handyman – 1.

Some of the challenges highlighted by the school included the following:

- workshops too small to implement vocational subjects in 2023 – the school needed a workshop specifically for Grade 8 and 9;
- classes too small for EGD desks and learners;
- struggle to appoint educators with technical qualifications and school have to top – up educator’s salary to be attractive;
- more resources needed to perform practical assessment tasks;
- shortage of infrastructure to increase learner participation;
- increased number of learners in Grade 8 and impact of learners to choose workshops in grade 10;
- staff establishment – Grade 8 and 9 not considered, workshops can only accommodate 15 learners at one time; and
- Quintile 5 allocations not sufficient as most learners apply for concessions, learners at school are not from Quintile 5 communities with only 52 percent school fees collected in 2021.

- Non-availability of textbooks for Mechanical Technology, Civil Technology and Electrical Technology.
- Bathrooms were only built for male learners and there were not enough toilets and too many urinals
- There was a roof leaking at the school foyer and hall and needed to be repaired. The school buildings were very old with many defects, especially in the hostel.
- For the current year there were not enough classrooms as three educators were currently without a class and the gym, library and other venues were being used for teaching.

4.4.2.1 Portfolio Committee Observations and Questions

- Members raised concern with the staff establishment for Technical Schools as they were not to be treated as normal/ordinary schools. Further to this, Members queried the assistance from the Department to attract and employ suitably qualified teachers for these technical subjects.
- Members queried how the Cyber-Lab had been built, was it donations, sponsors or was it an initiative from the Department and the school.
- Members noted the call for extra laboratories and workshops – and queried how the Department would be assisting in this.
- Members noted that five technical teachers were not fully qualified as yet, and queried how this impacted on learner performance.
- Members raised concern with the shortage of textbooks for the new technical subjects and queried how the Department was addressing the matter.
- Members also queried whether the school had any learner pregnancies and how where they supported with returning to school.
- Members queried the vaccination rate amongst teachers and qualifying learners.
- It was concerning that, as a Quintile-5 school, the school was only receiving around 52 percent of learner fees from parents with minimal contribution from the Department.
- Members queried whether the quintile for the school was not be reviewed by the Department after looking at the demographics of the surrounding area and radius. Members also queried whether the National Department would consider an alternative system to the quintiling.

4.4.2.2 Responses to Portfolio Committee Observations

The Cyber-Lab was a collaboration between the school, the Department and business partners – making the school a focus school for the area. The school had been engaging the Department on issues of learner enrolment and learner numbers. Regarding the five unqualified teachers it was explained that although they had the technical qualification they still required the additional two-years of teaching the subject to be fully qualified – there had been no impact on learner performance to date as these teachers were trained artisans.

The school in collaboration with the Department had numerous lock-in sessions with learners to assist with performance in Mathematics and Science. As these subjects remained problematic subjects, the school was looking to acquire better technology and textbooks to assist our learners.

The Circuit Manager explained the engagement with the school in respect for additional educators and would do the necessary due diligence after the applications were received. The Department also checks the various packages for these educators and looked to the pool of educators in the system. The Department had further engaged the school on the introduction of the vocational streams and would assist and support the school with extra educators – the issue of the shortage of textbooks still needed attention.

The Department also mentioned that there was a need to look at the reconfiguration of the new occupational subjects by law. The Department needed to check if the subjects featured in the current catalogues. The Department further explained the processes and procedures for the filling of posts on the staff establishment – and the need for the 10th-day snap survey conducted at the start of every to mitigate for any increases and be considered for and granted the additional educators as per the reconfigured learner numbers. It was noted that the issues of the review of the quintile system was a National competence.

The National Department indicated that the issues of the review of the quintile system was receiving attention by the Department with a task team being set-up to do the necessary review. The Department would make a follow-up on the issue of the shortage of textbooks for the new piloted technical subjects introduced.

4.4.2.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure that school was supplied with the extra workshops and laboratories as well as extra classrooms for certain subjects as per the request from the school. Due to an increase in learner numbers, there was a need for more resources and infrastructure and the school needed to receive the necessary additional resources required for the subjects offered, within 90 days after the adoption of this report
- Ensure the school was assisted with the appointment of educators with technical qualifications, 60 days after the adoption of this report
- Ensure that the staff establishment for technical school was calculated differently to normal/ordinary schools.
- Ensure consideration is given to the review of the current quintiling system for schools.
- Ensure the school was assisted with procurement of textbooks for the new subjects introduced within 30 days of adoption of this report

4.4.3 Floors High School

Since the inauguration of Floors High School on 18th June 1957 the school had always strived to deliver the best. The school had represented South African schools on two occasions in New York at the UN Assembly Public Speaking Competition. The school had won the last Robotics-Coding National Competition even though they did not present it as a subject. School teachers established the Northern Cape Drug & Rehabilitation Programme to assist the schools within our community with the scourge of drug usage amongst pupils.

Regarding admissions, the school received a total of 222 applications in 2022 – with 175 placed, 43 walk-ins and 92 failures. It was noted that challenges with placement of Grade 8 learners included parents not responding to calls and messages and not visiting the school after receiving messages. The school was able to accommodate learners who returns after dropping-out and deregistering in 2021

The school followed a rotation timetable model since the start of the year with Grade 12 learners attending daily – other grades attending every second day. The number of classes with more than 35 learners per class:

- Grade 8 – 8 classes;
- Grade 6 – 6 classes;
- Grade 10 – 8 classes;
- Grade 11 – 6 classes, and

- Grade 12 – 5 classes.

The number of classes with more than 20 learners per class:

- Grade 8 – 11 classes;
- Grade 9 – 4 classes;
- Grade 10 – 4 classes;
- Grade 11 – 4 classes; and
- Grade 12 – 5 classes

With the school staff establishment, the school indicated that there were 29 PL1, six PL2, two PL3 and one PL4 educator. There was one PL1 educator in excess. Of the educators, 21 PL1, six PL2 and 1 PL3 were permanent with eight PL1 educators being temporary/substitute appointments. The school did not have educators for some of the critical subjects – or was struggling to recruit suitable educators for Mathematics (FET) and Social Science.

The school had an established and functional SMT and SGB

Regarding the procurement and delivery of textbooks, workbooks and stationery, the school indicated that orders were placed and 100 percent delivery received. Some textbook shortages were due to learners withholding books suspecting they would fail or due to learner drop-outs

The school also gave a detailed overview of the plans to ensure recovery of learning losses in 2022 in all grades in the GET and FET phases which included:

- Monitoring plans;
- Extra support measures;
- Tracking topics that would not be covered in the 2022 Academic Year in different subjects and grades;
- Strategies and plans to ensure that receiving teachers in the next grades had time and space to teach critical topics not taught in the previous grades – and able to start new content;
- Plans to ensure good coverage of content in formal assessment;
- Subject educators to adhere strictly to the ATP's;
- Meso plans must be drawn up indicating dates when content will be covered; and
- Monthly curriculum coverage and regularly book audits.

In respect of school infrastructure needs, the school indicated that there was only one mobile that required desks, electricity and air-conditioning. The school also requires an additional two mobile units, air con. Some of the school structures were in dire need of repairs, renovation

and refurbishment. The school also indicated that they required extra taps and JoJo tanks. With the introduction of occupational subjects, the school indicated they would require additional resources in the form of added space and extra workshops as well as equipment, tools, stationery and machinery.

With the National School Nutrition Programme, a total of 950 learners received meals daily according to the prescribed menu. In respect of the school safety and security, the school completed a safety audit in December 2021 and the SMT and SGB was able to develop a safety plan for 2022 with a functional school safety committee.

The school was Covid-19 compliant with all the necessary protocols in place and the necessary Covid-19 essentials procured for the school.

The school had received the services of eight EAs, three GAs with one handy-man, one sports administrator and one youth worker.

In respect of psychosocial support, the District had placed a social worker at the school in 2021 and visited the school one day a week to assist learners in need. The school urged the Department to continue the arrangement for 2022.

Some of the challenges highlighted by the school included:

- The need for two extra mobile units;
- Additional taps and JoJo tanks for the school grounds;
- Parents not cooperating with the school in respect of meetings and communication;
- Critical subjects without educators as the school struggled to recruit suitable educators for Mathematics (FET) and Social Science;
- Some textbook shortages due to learners withholding them and learners dropping out;
- Furniture and electricity required for one mobile unit;
- School structures were in dire need of repairs, renovation and refurbishment; and
- With the introduction of occupational subjects, the school indicated they would require additional resources in the form of added space and extra workshops as well as equipment, tools, stationery and machinery.

4.4.3.1 Portfolio Committee Observations and Questions

- Members noted with concern the gaps in the system in respect of the acting positions and unfilled vacant posts. Members queried how the Department was able to fill these gaps by advertising and filling vacant posts to create more stability in the system.

Members further noted the struggle to appoint suitable Mathematics and Social Science educators.

- Members noted that huge learner numbers and queried the quintile status of the school and whether learners paid school fees – and the rate of payment of such fees.
- Members queried the school performance in Mathematics and Science in the main stream.
- Members queried the vaccination rate of educators and qualifying learners at the school.
- Members also queried the pregnancy rate of learners and how they were being assisted and supported to return to school.
- Regarding substance abuse and gangsterism, Members queried whether the school had any challenges in this respect as well as any burglaries having been reported at the school.
- Members queried the learner drop-out rate and whether such learners were being tracked, traced and returned to school.
- Members generally queried the support from the Circuit, District and Province.

4.4.3.2 Responses to Portfolio Committee Observations

The school was a fee-paying school with an amount of R 950.00 per year. Unfortunately, the payment rate was around 25 percent as many parents were unemployed and lived in poverty. The school has experienced an increase in the payment of fees recently. The school reported that all educator posts had been filled. The school recorded a slight increase in pass rate performance in 2021 – but there were challenges with Mathematics, Mathematics Literacy and the Sciences. Although the school had a newly appointed Physical Science teacher with a subject advisor, there was a need for further intervention to increase performance in the subject.

All teachers, except two, had been vaccinated – the school had no verifiable data on qualifying learners who have vaccinated.

The school experienced around eight learner pregnancies and they were mostly in Grade 12. Although there was issues with gangsterism in the past, this had subsided with 24-hour security.

There was a struggle to complete the elections for the SGB as parents showed little or no interest in school matters.

The Circuit and District did support the school very well and was always available to take calls, visit the school and assist with any challenges faced.

The Department indicated that there were challenges with the many acting positions and the filling of vacant posts. There remained a moratorium of filling of posts in offices as well. The Department continued to advertise for vacant posts and appointments concluded around January. A challenge is that some posts could not be filled when the staff is seconded to office-based position. done in January. Where schools cannot fill posts is when people are seconded to offices. The school had, in the past, implemented the adopt-a-cop initiative which saw a drop in gangsterism and substance abuse. SAPS visited the school regularly. It was a concern that, although the culprits were known to the community and SAPS, no arrests had been effected to date.

4.4.3.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure the school is supplied with the extra two extra mobile units, additional taps and JoJo tanks as requested. Further to this, the mobile identified by the school be equipped with furniture and electricity. School building infrastructure received the necessary maintenance, refurbishment and renovations, within reasonable timeframes
- Ensured the school was assisted with recruitment of suitable educators for the critical subjects, within 60 days after adoption of this report
- Ensured the school was assisted with shortages of textbooks and any outstanding LTSM.
- With the introduction of occupational subjects, Department ensured the school was assisted with additional resources in the form of added space, extra workshops as well as equipment, tools, stationery and machinery.

4.4.4 Sol Plaatjie Primary School

The school was established in 1962, named after the well-known scholar, activist, journalist, author, Solomon Tshekisho Plaatjie. The objective of the school is to infuse into the learners the fundamentals of a good education, the triple R's – Reading, Writing and Arithmetic in order to replicate what Sol Plaatjie espoused. Initially, the school existed as a Junior Primary later a

Senior Primary until 2005 when the rationalization of schools was introduced. In 2012 the school was amalgamated and was reclassified as Sol Plaatjie Primary catering for Grade R to Grade 7. In 2016 the school became a Full-Service School catering for moderately intellectual learners.

Currently, the total number of learners is 1087. At Foundation phase, all learners report daily those who report on rotation basis are at Intermediate and Senior Phase (InterSen).

Procurement and delivery of Stationery and Workbooks for 2022, has been done. However, there is shortage of textbooks. With regards to plans to ensure Recovery of Learning Losses, the school has scheduled at a minimum of an hour and a maximum of two hours of extra classes for the Grade 6s and Grade 7s in the core subjects. To provide extra support to progressed learners, the Intervention planned is to intensify extensive use of learning and teaching aids, planned monitoring of subject educators and implementation of agreed recovery plan.

On the aspect of Infrastructure, the roof, ceilings, gutters & down pipes need attention. Flooring needs maintenance and walls need painting. There is no electricity in Grade 2 to Grade 7 classes. Identified infrastructure resources required includes shortage of 123 chairs for the learners and 157 tables, for educators its 6 tables and 12 chairs.

NSNP - Number of learners qualifying is 1095. Pertaining to how learners are fed, the food handlers bring the food in classes and each learner is given his/her own utensils. Meals are provided before 10am every day. In respect of SGB functionality, there is vacancy on SGB for: 1 Educator representative.

In 2021 new SGB Executive was elected, but due to COVID- 19, there were limited number of meetings were held. With regards to roles and responsibilities on school governance, some SGB Members were trained in 2021 and the rest will be trained in 2022. Financial record Books were submitted for Auditing in 2021. One SGB Meeting was held this year.

COVID 19, all protocols in place.

Challenges

- Reasons for textbook shortages was due to wear and tear of old titles and change from one title to another – a limited number is procured at a time
- Failure of parents to take responsibility for lost textbooks

- Learner population dropped in 2021 /22 since the inception of online registration
- Psychosocial Support, the school indicated they are not receiving support from provincial office.
- There is no ongoing teacher training and development
- Teachers are not equipped to teach learners with learning barriers.
- The school has not received additional funding for full service school.
- No permanent appointment of a district IE official.
- There is a backlog of referral of learners.

4.4.4.1 Portfolio Committee Observations and Questions:

- Members queried how are learner placements done?
- Members wanted to find out if 30 min adequate for curriculum recovery?
- Members raised question on what additional resources are allocated for full service schools with special needs learners?
- Members queried how are learners tracked, traced and retrieved?
- Members raised concern on shortages and wanted to find out what are the plans to procure furniture required?
- Members queried what are norms and standards for funding used for maintenance issues?
- Members asked why is the full service school not being equipped or resourced?
- Members were interested to know what is the pass rate?
- Members queried whether parents are capacitated to use online admission system?
- On the issue of NSNP, Members queried how meals served on rotation?

4.4.4.2 Responses to Portfolio Committee Observations

On the issue of Learner placements and admission, the Principal indicated that there are admission challenges, and often times Online systems are not user friendly /conducive for parents. In that regard parents prefer walk-ins. The school alluded to learner drop out as due to challenges with online registration.

NSNP system is in place to provide food parcels once a month, those learners not coming to school get their food as parcels. On matter of drop out, the school does not go out to check learners, however when they come back and ask for their placement, they are accepted.

Regarding infrastructure, the gutters need maintenance as the school is very old. It's difficult to maintain everything, often electrical cables get stolen' to an extent that when the weather is overcast it becomes difficult to learn where there are no lights.

The roofing is not up to standard, when it rains the school puts buckets and basins to catch water. In terms learner safety, younger children depend on their siblings to go back home. For Learning losses, the Grade 6 and 7 will have extra class on Saturday, and prioritize reading for the foundation phase

The Circuit Manager alluded that outstanding books will be delivered before end of business day on 4 February, 2022. Burglaries are a problem. Once a term the he pays visits to the school to give support. The number of teachers that resigned is not good for teaching, as it creates instability. He expressed that learners at foundation phase cannot be exposed to 3 teachers coming in and going out in one year. Tables and chairs are a problem, the department has made an arrangement to replace and to repair the furniture.

The District Director responded that furniture in the province has been a challenge, for a long time. Should the learners return on daily basis, that will make the furniture problem more pronounced. On question of School safety, there are multiple break- ins in most of the schools, the reality is that the department does not appoint Security.

In terms of dropout rate- in the Francis Baard district, the impact of rotation time table affected the learner drop out. At Sol Plaatjie Primary the drop out is 12 out of 1097 learners

Special schools, in Northern Cape are concentrated in Sol Plaatjie Municipality in Kimberly. There are challenges in terms of admission, placement. On Infrastructure - ablution facilities are insufficient, the department has not been able to add in line with number of learners. For Full service schools, there are challenges, and is hoping that the Provincial Summit will address all the related challenges.

SADTU, expressed the concern that 2 teachers who declared in excess, is unfair, a collective agreement was not implemented when the decision was made. SADTU made suggestion that with Online registration, the District and Province needs to come on board to help parents of Grade R, Grade 1, and Grad 8 – focus

Province, responded that there are 10 special school in the province. 1 in Namaqua, 1 John Taolo District and 8 in Frances Baard, however it will look address the challenges of special school. In terms of Recovery plan, the department aims to extend the school days or school week in key subjects. In line with the Curriculum – trimmed ATP was developed and made available to schools to ensure that learning and teaching takes place at the start of 2022. In partnership with the Dept. of Labour, they will ensure that repairs are done to fix the broken desk/ chairs. The official expressed commitment that engagement with HOD, will ensure on grant, to buy furniture now that schools are going back to normal

QLTC, there is no coordinator on site, the co-ordinator and team are not effective as they would be. Acknowledge some of the issue have not been addressed 100%.

Therapists - Responding to some of the questions, the Therapist present indicated that they are part of the district, however since COVID- 19 they support schools on referral basis.

4.4.4.3 Portfolio Committee Recommendations

Having engaged with the school, the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Engage with the school on the review of the post-provisioning norms for the school with a view to assist with extra educators as requested.
- Ensure that the department infrastructure team includes the school as part of the list of schools in infrastructure projects as this is an old school.
- Ensure that the school is assisted through social cohesion programs to reduce incidents of vandalism, school safety and adopt a cop strategy amongst others.
- Ensure that the school needs plan in is in place.
- Ensure that issue of Text books is addressed – so that the learners can take textbooks home to enhance learning within 14 days of adoption of the report
- Ensure that the envisaged procurement of furniture as schools are going back is prioritized as a matter of urgency
- Ensure that the QLTC co-ordinator and team are effective to support the school

4.4.5 Re Tlameleng Special School for the Deaf and Blind

The school is a special school, focusing learners with disability of sight and hearing. In terms of admission and registration process, Learners only placed once they are assessed. The department approves the placement of Learners at this school. Its classes start from Grade R-12. The staff establishment is 21 teachers who teach small classes. The foundation phase is Multigrade, with 2 teacher assistant per class. EAs – School is allocated 7 assistants, 3 EAs support teachers and 4 are Gas.

With Covid- 19, the school is compliant on all Covid regulations. Protocols such as screening and social distance are in place. Only 50% of learners were admitted to hostels due to Covid-19 protocols. Learners stay in a hostel which do not belong to the school.

LTSM Provisioning:

- Stationery and books were delivered in January 2022.
- All deliveries done and received by the school.
- Braille textbooks and workbooks received and being used multiple years.
- Retrieval report submitted to Department
- The school has their own Braille machine for printing books but no catalogue for SASL, and no reputable resources for the deaf.

For Learner transport, 30 learners travel from hostel using 3 busses which belong to school - these are Sponsored vehicles.

On Curriculum Planning:

- All learners are accommodated in class.
- Due to the small number of learners, there is no rotation of learners. Lessons plans and assessments are in good order. Weekends are devoted to Saturday extra classes.

NSNP, there's 106 learners who benefit from this Nutrition program. Learners are fed daily i.e. morning is breakfast, mid-morning fruit etc.

ICT: All teachers have laptops, and all classes have interactive whiteboards and projectors

Governance:

- School has functional SGB in place,
All positions are filled

- RCL chosen and must be trained.

Infrastructure: The needs identified is:

- Hostel
- Workshops
- School Hall
- Science lab
- Therapists Rooms

Challenges:

- Psychosocial support needed
- Need for more social workers in the district.
- School needs support from subject advisors who are knowledgeable about Special Needs Education
- QLTC is non-existent
- Parents do not pay school fees.
- For Financial Sustainability, the School depends on private sponsors

School safety

- Safety audit done
- Safety plan developed

4.4.5.1 Portfolio Committee Observations and Questions

- Members queried how many learners did not return because of space - and whether the learners have you tracked learners?
- Members were interested to know whether at learner's homes work has been sent to parents?
- About LTSM approved catalogue, Members wanted explanations as to why there is no catalogue for SASL?
- Members queried whether the school has submitted suggestions for resources to procure?
- Members enquired whether the school has access to WI-FI / ADSL?
- Members queried if there was a plan in place for building a hostel?

4.4.5.2 Responses to Portfolio Committee Observations

On the issue of hostels, due to Covid- 19, learners outside Kimberly were placed at Elizabeth Conradie hospital for accommodation. The Skills class has 13 learners, in consultation with the parent the school work is done at home so that the skills project work is completed. Those who did not come back, the school has traced that 2 learners need to be returned. Learners come from impoverished communities

In so far as LTSM, the school does not know how the supply chain / procurement works. The school gets donation from Vodacom. On ICT there are 35 notebooks in 2 trolleys, the laptops have educational games from DEAFSA. The school has Wi-Fi but it needs to be put in place properly. Suggestion for resources submitted includes a Braille printing press. There is no one available to run the printing press,1 Master copy of a braille textbook is very expensive at approx., (R 45,000). The school also needs a transcriber to type the content in braille, and training of staff to fix the braille machines. To date the school, rely on a former learner Bonolo and have recommended that he be appointed due to his expertise in Braille machine operation.

The school approached the department for subject advisors and resources however Subject advisers do not support the school, they are not capacitated to deal with the learners and educators. CAPS curriculum, and DCAPS puts school in predicament, in terms of locating support and services. The department responded by alluding that there is a proposed Provincial summit to discuss all the issues of Special Needs education, as at the moment there is no provincial plans, for Special needs. The department in the interim will assist. Further the department indicated that, Vodacom is a government project, all Special Schools are linked with Vodacom

4.4.5.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure the need for establishment of Special school in the Northern Cape is addressed within reasonable time frames
- Ensure that challenges and remedial action needed around the learning needs takes priority as a matter of urgency.
- Ensure the school procurement needs for Braille and Sign Language matters
- Ensure that educators are capacitated in workshops for Curriculum support, Supply chain issues etc.

- Ensure that the Infrastructure needs of the school takes precedence and addressed within reasonable timeframes
- Ensure that learner transport support is reviewed taking into account the circumstances of learners
- Ensure the department provides the school with Subject Advisors/ Specialist within 90 days of adoption of the report

4.4.6 Emang Mmogo Comprehensive School

The school was established in 1989. At the time of oversight visit, the Admission and Registration of learners were as follows: Grade 8: 229, Grade 9: 239, Grade 10: 315, Grade 11: 203, Grade 12: 115. In terms of Staff Establishment, the school has 36 teachers. In line with Presidential Youth initiative, 13 EA, were allocated to the school, and 1 ICT specialist. The Year Plan and School Timetables are in place. LTSM Workbooks were delivered; however, the textbooks are in short supply. Covid-19, all protocols and regulations are observed.

Regarding LTSM, the school is experiencing difficulties with textbooks. Reasons for textbooks shortages is:

- Worn books;
- Retrieval;
- Theft and vandalism;
- Lack of funds; and
- Increased learner numbers

On Curriculum Planning, the school has planned for Recovery of time lost by putting in place mechanism for extra classes. Further the plan is to do regular Monitoring & Parent involvement in school activities. Planning for Moderation of formal tasks and assessment is in place. Regarding the NSNP, there are 1101 Learners that are fed, each class lines up at designated time for meal. Learner Transport - the school has no learner transport. Psycho social problems identified included drug abuse, child-headed households and teenage pregnancies.

SGB is functional, and have contributed to ideas on School safety plan taking into account the Safety audit.

Challenges:

- For online application for admissions, Parents do not use online system – they prefer in walk ins.
- There is a need for support staff of cleaners
- Its challenge to get teachers to come work at the school
- There is a need for isiXhosa teacher in the school.
- The School does not have adequate resources for the introduction of occupational subjects.
- Infrastructure challenges:
 - Sanitation – need for more toilets
 - School fence was cut
 - Water pipes keep on bursting
 - Roof is loose
 - Stairs are moving away from the building
 - Windows are broken
 - Handles and sliders are broken
 - Doors do not have locks
 - Vandalism is a huge problem.

4.4.6.1 Portfolio Committee Observations and Questions

- Members queried how are results affected by the lack of teachers and resources?
- Members queried have challenges with water and sanitation been reported?
- Members asked what safety and security plan does the school have?
- Members queried how often is school vandalized?
- Members were keen to know about SGB Relations with the school?
- Members queried why is QLTC not functional?
- Timetabling challenge – 18 subjects.
- Members queried the Moratorium on support staff i.e. EPWP staff used for cleaning. Why is COGTA not sending people?

4.4.6.2 Responses to the Portfolio Committee Observations

For Technical Maths and Technical science, the recruitment of teachers qualified is a challenge to an extent that the school is using the pure Maths and Science educators to teach these new subjects. Learners are struggling with Maths, in accordance with the stream. In addressing the challenge, the recruitment strategy is to utilise the skills of teachers from outside the country such as Ghana or Zimbabwe because in SA it's hard to get teachers who specialized in Maths.

To mitigate the issue of Drugs, the SGB is involved. When the school can't get learners back due to drugs, they rely on calling the police forum to assist. Drugs affect the performance of the learners and the school, when learners are on a high during tuition, it's traumatic. They bunk classes because they want to smoke dagga, they can't be stopped for they have easy access of drugs from people in the nearby hostel.

2021 NCS Performance of Grade 12 is 66.7%. The Performance of the school in the last 3 years fluctuated in these trends:

2018 - 62.8%

2019 - 77,5%

2020 - 59,8%

2021 - 66,7%

Water issue was addressed when the school got Jojo tank. Incidents of Vandalism are rife as the school is located near hostels that were designated for Migrant workers. The fence is broken down, giving easy access to vandalism.

- Laboratory is vandalised,
- Science equipment was stolen,
- Vandalism incidents are reported at Police station, Finger prints were done by police, and 1 suspect is arrested.
- School has cameras however they are stagnant,
- Alarm Security response is in place but are slow to respond

The admission of 2022 stats is affected in the sense that isiXhosa speaking learners, have no teacher. Those who need isiXhosa, are leaving for another school, this move has affected the school. Timetable is redesigned to accommodate full return of learners, however, the school is struggling to combine some of the 18 subjects. On norms and standards, the school is using the budget to fix areas that need repairs.

SGB is working well, and most useful in dealing with issues of theft, vandalism and break -ins. The SGB is capable of handling the security when they see that the security company did not do a proper job. The issue of supporting staff, was raised as concern, the school needs 2 support staff.

SADTU alluded to the moratorium on support staff, no cleaners were appointed for many years, that is affecting the schools, the school must indicate how many there are now.

NAPTOSA commented that it seems the newly appointed, principal is not sure where to go. It may be that the department has not been fully supportive.

On QLTC: it was remarked that as a team they visit schools in the districts. QLT came to school in 2019 to make sure that the QLTC is in place. They have done their part, at Emang Mmogo so the school must put education a standard agenda on the ward committee. The community is responsible for the security of protecting the school.

District: Corrected the number of temporary teachers, 8 temps and 2 substitute and also alluded that isiXhosa, migrated learners from primary school come to this school and want to continue learning isiXhosa. This school used to have isiXhosa in Grade 10, so now they would need work on getting isiXhosa teacher.

District does not have a plan on issue of Drugs, there is overall use of drugs but the dept. will try to assist the school. On the issue of Technical Maths and Science teachers from Ghana/Zimbabwe, the department's response is that they can't convert these teachers as they come from other countries. Dropout rate stands at 44, those returned is 3 Grade 11, 2 Grade 12.

isiXhosa, learners moving to Vuyolwethu is an indication that there is immediate need to consult with SGB, to check whether the school cannot transfer an isiXhosa teacher from Zingisa school to assist learners at Emang Mmogo.

Province: The department will come with a plan, to assist the school on School improvement plan as the dept. notes that is not done yet. If the school needs assistance, they must ask for help to look at holistic dev of the school. On use of Ghana /Zim educators - these educators have problem with permits, at present learners have no teachers, the school can look into HR to look at deployment of teachers from other provinces. To recover learning losses, current cohort of Grade 12 was in Grade 10 in 2020, they have learning gaps, the province is concerned that the school has no recovery plan.

4.4.6.3 Portfolio Committee Recommendations

Having engaged with the school the Portfolio Committee recommended that the Minister of Basic Education and the Department of Basic Education, in collaboration with the Northern Cape Provincial Education Department:

- Ensure that QLTC are directed to support the school
- Ensure that CDW/CDP as deployed in schools are there to assist the school
- Ensure that QLTC team is visible in all schools, and is supporting all identified schools
- Ensure that the District and the Province develop a Drug Master plan in liaison with the department of Social Development to mitigate the challenge of Drugs, 30 days from adoption of this report.
- Ensure that the Province and District is guiding the school for Recovery Plan
- Ensure that the department officials from Curriculum / Assessment teams visit the school, to analyse the results and push the school for improved performance outcomes

5. Portfolio Committee Recommendations (Overall)

The Portfolio Committee on Basic Education, having conducted oversight visits to the Western Cape and Northern Cape Provinces, and having considered the issues that were highlighted, requests that the Minister of Basic Education ensure that the Western Cape and Northern Cape Departments of Education consider the following overall recommendations.

5.1 Western Cape Department of Education

- Ensure urgent engagement between the Western Cape Education Department, the National Department of Basic Education and National Treasury on ongoing challenges with admissions and placement of learners
- Ensure engagement and collaboration with sister departments regarding issues of school, teacher and learner safety and security.
- Ensure schools are supported and assisted with scholar transport, especially Special Schools. Consideration to be given to increase the allocation to schools and, where possible, supply schools with busses as required.
- Ensure all Special and Full Service schools are assisted with the necessary infrastructure to ensure wheelchair access for learning with disabilities. The Department should also do an audit of the needs of Special Schools with a view to offer assistance.

- Consider special leave or temporary suspension of senior officials implicated in possible irregularities as per the SIU report pending the outcome of the investigations.
- Ensure engagement with the National Department of Basic Education with a view to reconsider and review the current quintiling system in the country so-as not to disadvantage learners and schools in the process.
- Consider engagement with former Model-C school with a view to increase their capacity and contribute to an equitable system of education and assist with placement of unplaced learners.
- Commission research as to the reasons for admission hot-spots with a view to address the problem with the support and assistance from the National Department of Basic Education.
- Ensure the compilation of a list of all schools having connectivity and network challenges and find alternate ways of assisting these schools network connectivity.
- Ensure Special Schools received the necessary focussed attention and support.
- Ensure consideration and actioning in respect of school-specific recommendations contained in the report.

5.2 Northern Cape Department of Education

- Ensure addressing the challenges of safety and security of school infrastructure as well as the safety and security of teachers and learners.
- Review the learner transport policy to ensure transport for all qualifying learners – but also look at exceptional circumstance for transporting non-qualifying learners.
- Review the nutrition policy to ensure poorer learners were able to receive two meals a day where possible.
- Consider lifting the moratorium on support staff and advertise and filling vacant positions.
- Ensure the Department placed some responsibility and accountability on schools and communities in respect of responsibilities for school maintenance.
- Devised programmes and plans and assist schools to boost morale of learners and teacher to do Maths and Science subjects.
- Consider a review of the current Quintiling system and take into account the economic circumstances of learners and parents.
- Ensure that Special and Full Service schools were adequately equipped to operate optimally and accommodate all learners, including those with barriers and disabilities.

- Review the utilisation of Intermediate Schools in the Province and consider moving to standard primary and secondary schools.
- Ensure consideration and actioning in respect of school-specific recommendations contained in the report.

6. Conclusion

The oversight visit to the Western Cape and Northern Cape Education Departments provided the Portfolio Committee with an opportunity to monitor, support and learn from the good work and best-practices of the Department, as well as ascertain the functionality of schooling system in the Province and its readiness for the 2022 academic year. 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.

7. Appreciation

The delegation, led by the Hon B P Mbinqo-Gigaba MP, thanked the Members of the Provincial Departments 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 Committees and share their experiences and challenges.

Report to be considered.

4. Report of the Portfolio Committee on Human Settlements on oversight visit to Gauteng, dated 02 March 2022

The Portfolio Committee on Human Settlements (hereafter the Committee) embarked on a five-day oversight visit to the Gauteng Province from the 24th to the 28th of January 2022. The Committee reports as follows:

Acronyms

• BNG	Breaking New Ground
• HDA	Housing Development Agency
• RLRP	Rapid Land Release Programme
• HRP	Hostel Redevelopment Programme
• UISP	Upgrading of Informal Settlements Programme
• URP	Urban Renewal Programme
• UDA	Urban Development Agency
• PHP	People's Housing Process
• SCM	Supply Chain Management
• PRT	Professional Resource Teams
• NUSP	National Upgrading Support Programme
• LARLRP	Land Acquisition and Rapid Land Release Programme
• GPF	Gauteng Partnership Fund
• HSS	Housing Subsidy System
• RDP	Reconstruction and Development Programme houses
• FLISP	Finance Linked Individual Subsidy Programme
• USDG	Urban Settlements Development Grant
• HSDG	Human Settlements Development Grant
• SANS	South African National Standards
• DBSA	Development Bank of Southern Africa
• SHRA	Social Housing Regulatory Authority
• TRUs	Temporary Residential Units
• SAPS	South African Police Service

1. Background and purpose of the oversight visit to Gauteng

The Committee's mandate is to maintain an oversight responsibility that ensures a quality process of scrutinizing and overseeing government's action. It is driven by the ideal of realizing a better quality of life for all people in South Africa. It is also required to facilitate public participation as well as oversee compliance with regulatory legislative frameworks related to human settlements. In brief, the Committee considers legislation referred to it, conducts oversight of any organ of state and constitutional institution falling within its portfolio, considers international agreements, and considers budget of Department and Entities falling within its portfolio.

This is to ensure that the executive fulfils its mandate and is held accountable at all times. In order to protect the environment and ensure the development of sustainable human settlements, oversight visits enable the Committee to be better positioned to understand proposed programmes, projects, targets that have been achieved and challenges that hinder service delivery.

The purpose of the visit was for the Committee to get a detailed overview of the Gauteng Province's progress on the implementation of its strategic plan. This was achieved by conducting a briefing session with the provincial department and municipalities, together with other stakeholders. The Committee wanted to assess the performance of the province in relation to the following:

- The implementation of a comprehensive and integrated human settlements strategy within the province;
- Progress on the achievement of Outcome 8 outputs and targets set for the 2021/22 financial year;
- The budget expenditure and performance with regards to achieving service delivery targets and goals set for the 2021/22 financial year;
- The roles of the public and private sector in service delivery;
- The progress made in supporting communities that were affected by disasters;
- The progress made in the construction of Military Veteran's houses;

- The progress made in the construction of houses for the destitute, vulnerable and people with special needs;
- The rural and farm worker assistance and the housing co-operatives assistance programme, together with the People's Housing Process (PHP);
- The co-ordination and management of the beneficiary list, and incorporation of backyard dwellers into the provincial housing database;
- The progress made and the challenges encountered in the restoration and issuing of title deeds to the pre- and post-1994 group of beneficiaries;
- The use of alternative technologies in construction.

Furthermore, the Committee received a report the Lanseria Smart City. It also received an update on the petition that was tabled in Parliament through the then Portfolio Committee of Human Settlement, Water and Sanitation. The petition was referred to the Committee on the 23rd of September 2021. Ms H. Ismali, from the Democratic Alliance, presented the petition on behalf of the Bonaero Park community in Ekurhuleni. In relation to supporting communities that were affected by disaster, the Committee visited Khutsong in order to assess the impact of reported sinkholes.

2. Briefing by the National and Provincial Department of Human Settlements for 2021/22 Financial Year

The Head of the Department provided a presentation and briefed the Committee on the progress, challenges and the use of the allocated funds for the strategic plans in the Gauteng Province. These plans consisted of strategic priorities in the realization of Outcome 8. These strategic priorities included:

- The paradigm shift from legacy small and sporadic projects, to mega projects underpinned by the Breaking New Ground (BNG) strategy of integrated mixed developments that were sustainable with various tenure options, and socio economic amenities;

- The Rapid Land Release Programme (RLRP) which was implemented by the Department as part of its constitutional mandate of providing adequate shelter to the Gauteng citizens;
- The Hostel Redevelopment Programme (HRP) which the Department had implemented to ensure that hostels were modernized and accommodated families for purposes of achieving social cohesion in the province;
- The Upgrading of Informal Settlements Programme (UISP) that had been implemented by the Department in a bid to address the lack of basic services in informal settlements.
- The rehabilitation and improvement of conditions in the Urban Renewal Programme (URP), nodes, focusing on upgrading old townships within the Province through much-desired upgrades. The abovementioned townships included, Bekkersdal, Evaton, Kliptown, Winterveldt and Alexandra;
- The issuing of title deeds with the intention of facilitating security of tenure from government to qualifying beneficiaries and eradicating backlogs in the registration process.

2.1. Progress on the achievement of Outcome 8 outputs and targets

In line with the outputs and targets set for Outcome 8 in the 2021/2022 financial year, the Gauteng Province managed to deliver a little over 70% of its overall target of sites and only just 31,5% of houses.¹ The delivery of houses and the efficiency thereof, had proven to be challenging. This progress is reflected in the following figure:

Programme	TARGETS		DELIVERY (Up to December 2021)	
	Sites	Houses	Sites	Houses
Integrated Residential Development Programme: Phase 1: (Serviced sites in projects)	8 072	0	8 567	361

¹ Gauteng Province Department of Human Settlements: Briefing Presentation

Integrated Residential Development Programme: Phase 2: (Top Structure Construction)	0	13 525	121	4 015
Rapid Land Release programme	6 194	0	1 392	0
Total	14 266	13 892	10 080	4 376

2.1.1. Measures to speed up construction

The Province took the following measures to fast-track the construction and the delivery of sites and houses. These measures included:

- The appointment of new contractors to sites to take up construction;
- The delivery targets were adjusted during the adjustment period as a result of the impact of Covid-19 pandemic and the Supply Chain Management (SCM) appointments;
- Upscaling the projects that had been delivering efficiently on sites, and had no dependencies;
- Contractors on sites were monitored on a weekly basis.

2.1.2. Upgrading Informal Settlements

Only 54 of 71 informal settlements were receiving interim support services per the financial year. There were no informal settlements receiving a phase 2 upgrade and no individual upgrading plans prepared in terms of the National Upgrading Support Programme (NUSP) had been approved. The challenges included: the delay of water services as a result of a lack of designs for the reticulation of the water interim and permanent services, Professional Resource Teams (PRTs) were not prepared to undertake development of NUSP assessments, and the late appointment of PRTs to develop the upgrading plans.

Some of the corrective measure that have been adopted to ensure effective and efficient upgrading of informal settlements included: providing interim and permanent water services through the Housing Development Agency (HDA), the provision of bulk services for mega projects within the province, fast-tracking the appointments of contractors and service providers to speed-up the process of providing phase 2 upgrading for informal settlements, and

service providers' delivery programmes had been revised to achieve the key delivery milestones.

2.1.3. Land Acquisition and Rapid Land Release Programme (LARLRP)

With regards to the targets and outputs set for LARLRP Programme, over 22% of the targeted land had been procured from the private sector in the 2021/2022 financial year. That was 1392 stands out of the targeted 6194. Moreover, only 24% of the serviced erven had been handed over to the beneficiaries in the 2021/2022 financial year. This amounts to 1509 stands out of the targeted 6194.

The challenges that hindered the progress of the above projects was in relation to the ongoing procurement processes at the Gauteng Partnership Fund (GPF) and the HDA, and because the hand over to beneficiaries was directly linked to the procurement process, the number of handovers were equally negatively affected. The corrective measures for the above problem was to acquire 3 480 stands in Chris Hani, Brink Park and Palm Underway. Funds had been paid to the HDA for the finalization of the land acquisition.

2.1.4 Urban Renewal Programme (URP)

Out of the four areas identified where the URP would be implemented in the 2021/2022 financial year, only one project was implemented in one area being Alexandra. The other three projects were still at the procurement stage. Challenges included the delays in the procurement processes. The delay had been exacerbated by the delayed appointment of PRTs for the planning and design work that was related to Evaton, Bekkersdal and Winterland projects.

In an aim to correct the above, the plan was to complete the process of appointing PRTs by the end of January 2022 for the Bekkersdal URP. For Evaton and Winterveld, the plan was to complete the appointment of PRT by the end of February 2022.

2.2. Budget, Expenditure and Performance

The below figure shows the budget expenditure and performance of the Gauteng province. For the 2021/2022 financial year, the Gauteng Province had a total budget of five R 5 912 132 000. By funding Administration, Housing Needs, Research and Planning, Housing Development and House Assets Management; the Province spent 59% of the budget as at 19 January 2022.

Summary - Per Programme	Budget 2020/21 (R'000)	Expenditure as at 19 January 2022 (R'000)	Available Budget (R'000)	Spent %	Available %
Administration	533 702	361 136	172 566	68%	32%
Housing Needs, Research, Planning	21 619	10 148	11 471	47%	53%
Housing Development	5 148 814	3 012 641	2 136 173	59%	41%
Housing Assets Management	207 997	100 233	107 764	48%	52%
TOTAL	5 912 132	3 484 158	2 427 974	59%	41%

2.3. The impact of Covid-19

The Covid-19 pandemic has since brought an unprecedented reality with a series of lockdowns that has had devastating effects on all industries in the country. The Department of Human Settlements in the Gauteng Province reported the following challenges:

- Delays in building material supply and material availability or accessibility;
- Delays in approval of plans by intergovernmental stakeholders due to restrictions of Covid-19 regulations and regular closure of offices (Municipal offices, Deeds, Surveyor General, etc.);
- Construction sites also experienced regular opening and closure due to Covid-19 cases and limitation on number of people on sites;

- Illegal occupation (invasions) of strategic land parcels and completed housing units in some cases;
- SMME financial capabilities were also affected due to sudden amendments to rules of trade;
- General slow-down of economic activities and reduction on material manufacturing;
- Interrupted supply chain management processes (during the hard lockdown).

2.4. Title Deeds Programme

Throughout the country, there was challenges with regards to the allocation of housing and issuing of pre-1994 title deeds. Many of these beneficiaries were of old age and some have passed on without being allocated their houses. The focus has since been on special cases which include the elderly, disabled persons and child-headed households. Special cases were prioritized and more effort and energy was put into providing title deeds to the rightful beneficiaries of these housing programmes.

2.4.1. Achievements

- Progress of issuing title deeds to applicants going as early as pre-1994 to as recent as post-2014 currently stands at just over 56.8%.
- Only 733 out of 2 138 housing beneficiaries that applied pre-1994 have received their title deeds.

2.4.2. Challenges

These were the challenges that the province was facing with regards to the issuing of title deeds:²

- Slow processing of housing claims to pave way for registrations;
- Some completed properties were located on townships with outstanding planning milestones;

² Gauteng Province Department of Human Settlements: Briefing Presentation

- The target also included properties where beneficiaries were not approved on Housing Subsidy System (HSS). This challenge was to be addressed by the approved Regularization Policy;
- Some completed properties were located in townships with outstanding planning milestones.

2.4.3. Corrective measures

To ensure that the province reached its set targets for the issuing of title deeds, it adopted the following corrective measures:

- An awareness drive to sensitise claimants about the process of receiving title deed and the required documentation;
- Appointed service providers for the formalization to townships process;
- Appointed service providers for the process of verifying beneficiaries;
- More effort into concluding the outstanding activities that hinder the achievement of planning milestones.

2.5. Blocked Projects

There were projects that were blocked from proceeding. The table below provides the projects affected, the municipalities, the number of units, the reasons for being blocked and the interventions:

Municipalities	Project name	No. of units	Reason for blockage	Intervention
Ekurhuleni Metro	3D Etwatwa Ext. 9 & 10	149	<u>Quality assurance:</u> Poor quality of houses built through the community builder programme, due to the project not being approved by inspectors.	<u>Budget:</u> Project budgeted for completion of construction in this financial year.
Ekurhuleni Metro	3D Tsakane Ext. 19 Phase 1	18	The beneficiaries were given material to build their own houses, but they did not complete the houses.	Project budgeted for structural assessment.

City of Tshwane	Mamelodi Ext. 10		Project built under 1998 specs of 16sqm steel frame.	
Johannesburg	3 MEC Vlaktefontein Focus Area – Phase 1, 2& 3	139	The project was implemented by CoJ housing. The service provider’s contract was not extended due to poor performance.	The Department has recently concluded an agreement to take over and complete the project.
Sedibeng	Tshepiso North Ext. 3	640	Houses were not completed due to illegal invasions.	Evictions are required, followed by the allocation of houses to the rightful beneficiaries.
Mogale	Kagiso Ext. 12	150	Poor performance by incubator contractor despite mentor appointed by Department. Contract terminated.	No contractor was appointed in 2020.
Sedibeng	3 D Evaton North - Phase 1	210	Houses were not completed due to contractor’s financial constraints.	Project budgeted for structural assessment.

3. Oversight report

A summary of human settlements projects visited is provided as Annexure 1. The following section provides a detailed report on human settlements projects visited by the Committee:

3.1. Lanseria Smart City Initiative

Lanseria Smart City had been in the planning stages for about a decade. Since President Cyril Ramaphosa announced the development of the new Smart City in Lanseria in his 2020 State of the Nation Address, “a joint initiative led by the Gauteng Office of the Premier was formed to

undertake extensive studies and engagements for the planning of Lanseria Smart City”³. The Lanseria Regional nodes was a representative of one of the most momentous regional development opportunities in both Gauteng and North West, and was said to be the opportunity to evolve the first genuine scale post-apartheid smart urban node in the Republic. This initiative required the collective energies of all spheres of government, parastatals and various entities that belong to the private sector.

Lanseria was positioned at the edge of four different municipal governments, and none of the municipalities were in the financial position to fund the necessary bulk and framework infrastructure within the set timeframes that were required to unlock the various development applications which were representative of a new city that was based on a range of commercial, industrial and residential uses that would be home to over 3,5 million people. The vast majority of the land was owned privately. The municipalities involved comprise of the City of Johannesburg, the Mogale City, the City of Tshwane, and Madibeng Municipality (North West).

3.1.1. Processes and Challenges for the Realization of Lanseria

To develop Lanseria Smart City, there was a range of coordination processes that were required. These processes included:

- Innovative financing which matched future flows of funds which could be responsibly encumbered to collateralise the upfront cost of bulk sewerage, electricity, water, road and fibre networks;
- An infrastructure master-planning process which could consolidate all the detailed technical planning work towards Lanseria as city node done by various parties to date – including the various property developers with applications pending within the area defined for the new urban node, the four municipal governments within which the area of the proposed node falls, Gauteng Provincial Government and North West Provincial Government as the regional

³ <https://www.smec.com/infocus/expertise/lanseria-smart-city/>

planning authority and provincial and national agencies with transport infrastructure mandates;

- An economic master-planning process which would integrate all the potential economic development activities that would underpin the sustainability of the new city node;
- A coordination mechanism that could phase the work required into a coordinating structure for the new city node, analogous to a city improvement district but at larger scale.⁴

3.1.2. Challenges:

The following were challenges:

- Mokgale City did not have sufficient funds to deliver the necessary services to the public, it would be almost impossible for this municipality to contribute to the development of Lanseria Smart City;
- Municipalities, such as Mokgale City, would be forced to fund the project while other towns were falling apart and communities go without the basic needs and service delivery;
- The diminishing agricultural land in the West Rand as a result of the increasing residential and commercial areas;
- The size of Lanseria Smart City development could possibly affect places such as the Hartebees Dam that generates revenue into the economy through tourism. This could lead to less revenue being generated in these places which creates a vicious cycle of unemployment and poverty;
- Since the vast majority of the land was privately owned, there was concern that this development would not interest private entities in terms of funding;
- There was no parallel form of development in terms of developing the smart city together with incorporating social housing or even RDPs in the project.

⁴ Gauteng Provincial Government: The Lanseria Smart City Initiative Presentation.

3.1.3. Corrective measures

The following corrective measures were proposed:

- There was a need for careful planning and consideration of the consequences that come with such a development.
- Before such a project could become a reality, provincial and local government must prioritise the improvement of service delivery to local communities before funding such projects.
- The Committee requested a copy of the final report. This report should detail the plans, economic development possibilities, budget related initiatives and everything else that forms part of the Lanseria Smart City Development Plan. The project was a new concept and therefore a detailed report would provide clarity, some assurance to the concerns that were raised and answer the many unanswered questions.

3.2. Fleurhof Development

Fleurhof was a multi-housing development in Johannesburg's Region C. It was one of the largest integrated and mixed housing development in the Gauteng Province and was included in the Premier's Mega projects as pronounced during April 2015. The development was made up of a total of 10 411 multi- storey dwellings, including 3 236 BNG units, 1 334 units CRU/Social housing, 3 719 Finance Linked Individual Subsidy Programme (FLISP) and rental housing, 2 122 units - freestanding open market bonded units.

The developer, Calgro M3 had completed a total of 4 633 units. These units were allocated to beneficiaries and the remaining units were still at different stages of construction. There were 200 Military Veterans units catered for in the project. Part of the purpose of the development was to move the elderly from backyard rooms and shacks to new and permanent homes. The beneficiaries who had applied between 1996 and 1999 were prioritized. On completion, the Fleurhof project would provide housing to an estimated 83 000 people.

In support of green initiatives of energy saving, Fleurhof implemented the use of solar water heaters, heat pumps, improved insulation, gas and recycling projects. Food gardening for low income communities and urban greening initiatives were being implanted. A water reservoir was in the process of construction. Fleurhof would receive electricity from the shared substation from the group implemented for another project.

All bulk and link infrastructure upgrades were developed as part of the Fleurhof Development were not all project specific requirements. This was because the City of Johannesburg was using the project as a facilitator to drive infrastructure development within the area in order to unlock future residential developments along Main Reef Road in Roodepoort.⁵

Fleurhof had the following planned and some completed urban amenities: 11 business and retail opportunities, seven crèches, five religious sites, one community centre, five schools (primary and secondary), 20 – 30 Parks (active and non-active). There were two schools: the temporary structured school, and the Future Nation School. There were talks to demolish an old hostel in order to develop a new school. There were about 1 000 units that were completed and needed to be handed over. The delay was as a result of the substation and therefore units could not be handed over to residents without electricity.

3.2.1. Challenges

The following were challenges:

- Invasions was a huge challenge in the Fleurhof development. The process of Evictions process was time consuming and if developers win court cases and receive eviction orders, the illegal occupiers had the right to appeal the court's decision;
- Units were completed but unoccupied;
- There was an issue of the incomplete civil infrastructure for the development of the Main Reef and Fleurhof drive, the Bulk water pipeline, link services and Malecite Bridge. The Fleurhof substation had not been completed, however by June 2022 it would be completed;

⁵ <https://www.calgrom3.com/index.php/fleurhof>

- The hostel that had the potential of being developed into a school was invaded by gangsters, and as a result of the damage that was done and the illegal mining, the building was formally condemned and would be demolished. The land would need to be rehabilitated, as a result, and a school would be built;
- The fuel garage that was built to supply the community was raided and destroyed a day before the official opening. Tanks were emptied and that was why it was not in operation. Negotiations with Shell were ongoing.

3.2.2. Corrective measures

The Committee proposed the following corrective measures:

- There should be security measures in place to prevent invasions;
- There should be transparency of the beneficiary list and involvement of beneficiaries in the development of the units;
- The new Future Nation Schools should also cater for children from disadvantaged backgrounds;
- The community should be involved in the structural upkeep and maintenance of the units;
- The commercial and industrial development within Fleurhof should employ local residents.

3.3. Lufhereng Mega Project

Lufhereng was a mega city housing project in the City of Johannesburg for the western expansion of Soweto. It comprised of mixed income, typology and tenure housing development.⁶ The focal purpose of the project was to address the 1996/1997 beneficiary waiting list of people that were living in informal settlements and backyard shacks in Soweto and the relocation of people and families from the targeted informal settlements.⁷ The development was planned to physically, economically and socially integrate with Soweto.

⁶ <https://www.lufhereng.co.za/the-project/project-purpose-and-target.html>

⁷ <https://www.lufhereng.co.za/>

The project was expected to yield over 30 000 housing opportunities. At that point, a total of 10 697 units were completed. The project yield was estimated to include 12 200 high density housing with 4 200 fully subsidized units, 7 750 FLISP units, 6 750 Social Housing, 6 750 fully bonded units, 18 educational facilities, commercial development (retail, offices, filling stations etc.), recreational sites, and urban agriculture. In 2022, 531 RDPs were completed and transferred. While 1009 were still under construction.

3.3.1. Challenges

These were the identified challenges:

- There was an issue of dolomite. As a result, the developer opted for a one-site one-house approach to avoid any future problems. This meant that the project could house less beneficiaries;
- Funding was a problem. A request was made for the Committee to escalate the issue of funding and that the project should be part of the priority list of projects;
- The supply of bulk services and the funding thereof. Eskom's capacity of electricity was close to capacity;
- The project received less than 10% of the Urban Settlements Development Grant (USDG) budgeted funding. The project required R541 million for the 2021/2022 financial year, but only received R50 million;
- The USDG funding was needed to top up the Human Settlements Development Grant (HSDG) funding to meet the South African National Standards (SANS) requirements;
- National Treasury and Infrastructure South Africa had not provided assistance to the project to access the infrastructure Fund that was managed by the Development Bank of Southern Africa (DBSA);
- There was a concern about the number of women, youth, and people with disabilities involved in the project.

3.4. Diepsloot/Riverside Mega Project

The Riverside View Mega City Project was a Mega Scale Integrated Housing Development project located in the City of Johannesburg Metropolitan Municipality. The purpose of the project was to address the critical housing backlogs that exist in the Diepsloot area. The project was aimed at directly targeting informal settlements within the Region A to urbanize parts of the city, eradicate informal settlements and provide beneficiaries with formal, permanent housing. The development would offer an estimated yield of 10 105 residential units of which would include 4136 RDP units, 2949 FLISP, 3020 Social/Rental units. The project would be supported by five schools, public open spaces such as parks and recreational areas, a shopping center, two filling stations, a multi-purpose center.

The project would empower the local communities through local employment and Small Medium, Micro Enterprises (SMME) initiatives. Approximately 12 409 jobs were created in the development of the project. About 3 612 units were transferred to beneficiaries and 528 units were under construction and completion was anticipated to be completed by March 2022.

3.4.1. Challenges

These were the identified challenges:

- Interference from community pressure groups such e.g. community organized forums in not wanting beneficiaries from surrounding area to be allocated the units as per the Council resolution. The interventions that had been adopted to solve this problem include Executive office of the MEC and MMC: Engagements to intervene and bring communities - together and work together on the project, and strengthening stakeholder relations;
- The slow progress in the issuing of title deeds. It was suggested that the use of a body corporate and/or issuing sectional titles in the high rise and social housing units;
- Maintenance and the upkeep of the buildings and their surroundings. There should be engagements on the amount of money that residents would be required to contribute to a body corporate, to maintain the buildings;

- There was a lack economy within the mega city which encouraged beneficiaries to move back to the informal settlements;
- The lack transfer of skills and employment to women, youth and people with disabilities.

3.5. Palm Ridge

Palm Ridge was once illegally occupied in 1992. It started off with about 600 households that consisted of families that were evicted from the farms. The area had grown tremendously and consisted of a number of extensions. Part of the land had been identified as part of the Rapid Land Release Programme (RLRP). Palm Ridge Ext. 1 – 9 had been completed. In total there were over 3 500 houses that had been constructed. Palm Ridge Ext. 10 – 26 was a development project that consists of 670 houses for Military Veterans within the City of Ekurhuleni in Katlehong. The following progress has been made:⁸

- The Department currently had constructed and allocated 300 Military Veterans;
- 130 BNG houses had been completed and 5 houses for people living with disabilities had also been allocated;
- Since the inception of the project, 435 houses had been completed and allocated to eligible beneficiaries, including 125 houses that were completed in the current financial year;
- All 435 houses were completed at a budget of R78 222 674.85;
- In the Financial year 2021/22, budget allocated was R 32 961 228,00 for the construction of 150 houses;
- The contractor had completed 125 houses and all houses had been allocated as 100 BNG units, 20 Military Veteran units, 5 houses for disabled persons;
- The balance of 25 houses commenced in early January to include an additional 77 houses as requested on adjusted budget;
- The request to build 77 additional houses on the adjustment budget was in the process of being approved;

⁸ Palm Ridge Ext. 10 To 26 (Military Veterans) Project Status Report.

- Only 20 approved beneficiaries for Military Veterans programme, hence the region only issued an instruction for approved beneficiaries houses to be constructed;
- All houses were to be completed by 31st March 2022.

3.5.1. Challenges

The following challenges hindered the progress of the project:

- The project delayed due to challenges experienced on the list of Military Veterans beneficiaries. Meetings were convened with the Department of Military Veterans and Steering Committee to fast track the pre-screening process and subsidy application;
- The MEC approval was obtained to convert the 335 stands back to normal BNGs to not delay the contractor any further;
- A balance of 235 houses needed to be completed in the following financial year subject to availability of funds;
- There was a challenge of illegal invasions. The community had appealed the eviction order and as a result evictions be executed until the matter was heard and a ruling had been made.

3.5.2. Corrective measures

The Committee proposed the following corrective measures:

- The role of the contractor in ensuring that land invasions are avoided. The contractor must have some responsibility since the land had been handed over to them;
- A report that details the incomplete houses and informal settlements in the area;
- There should be involvement of women, youth and people with disabilities in the project.

3.6. John Dube Mega City

John Dube Mega City was located on the vacant land abutting Duduza in the North East, near Nigel. The majority of the land was acquired in the late 1990s by the City of Ekurhuleni for housing purposes. Plans included 10 265 units that were approved, densification including

usage of some public open spaces for BNG walk-ups. Social housing yielded an additional 7 808 units, bringing the total to 18 073.

In the following eight years, R9,5 Billion would be spent on housing and public infrastructure. The project would yield about 2000 employment opportunities. The units that would be built include free standing BNGs, semi-detached BNGs, four storey BNG walk-ups, semi-bonded units, fully bonded units, serviced stands for the Rapid Release programme. Socio-economic structure that form part of the project included a primary school, community facility clinic, regional hospital, retail facilities, light industry, and John Dube Skills Academy.

3.6.1. Challenges

Some of the challenges and delays were as follows:

- Storm water was not connected;
- 85% of services were complete. Water and sewer connected to the Bulk (temporary connection for water);
- 426 services phase one were at 85% awaiting to be connected to the Bulk (Water and Sewer);
- Foundations for 86 walk-up units (part of the 608): trenches have been excavated for all 3 blocks, reinforcing steel was installed in 2 of the 3 blocks, concrete poured in one block;
- Upgrading the reservoir pump to cater for NH1 water supply.

3.6.2. Corrective Measures

The Committee raised the following corrective measures:

- Empowering women, the youth and person with disabilities by providing them with skills and jobs;
- Ensuring consequence management for contractors that abandon construction sites without completing the project.
- Proper management of the beneficiary list.

3.7. Leeuwoort Mega Project

The Leeuwoort Development plan was adopted by the Ekurhuleni Municipality in 2003 for part of the Council land in Boksburg that was acquired by the province. The purpose of the adoption of the development plan was to develop property according to the guidelines proposed in this plan.⁹ In 2004, after the procurement process, the Municipality entered into a Land Development Agreement with a private company called Leeuwoort Developments (Pty) Ltd. Leeuwoort Developments was the successful bidder for the execution of the project on 11 July 2006.

The project was conceptualised in December 2016. Total expenditure to date was only R608 451 030,20. There was a range of housing typologies in the mega projects, from fully subsidised units to bonded housing. This was a joint project by the City of Ekurhuleni Metropolitan Municipality, Leeuwoort Development Company (Urban Dynamics and Biggen Africa), and the Gauteng Department of Human Settlements. Wards 32, 34, 42, 43 and 93 would benefit from the development. A budget of R32 million would be spent by June 2022 for the development of 152 fully subsidized high-density housing walk-up units.

3.7.1. Challenges

The following challenges were reported:

- Project delay as a result of the process of rehabilitating the mining land and the court proceedings that were going on for a period of 4 years between the City and households in Sunwood Park;
- The relocation of Cinderella Hostel dwellers to pave way for the completion of installation of engineering services and to enable the release of serviced portions of the land for bonded housing;
- The removal of the old warehouse that was turned into a furniture manufacturing factory from the site near to the hostel to also pave way for the completion of the services in the area;

⁹ Leeuwoort Mega Housing Project: Presentation

- The need for additional budget for the remaining works on the Eskom Central Vertical upgrades and Substation 76 which had been approved.

3.7.2. Corrective measures

The Committee proposed the following corrective measures:

- The university should be used as part of advertising and incentivizing entities both in the private and public sector to fund the project;
- Since the university would bring students into the city, rental units must make provision for affordable student accommodation;
- There should be involvement of women, youth and persons with disabilities in the development of the project;
- There was a need for a multi-year plan that would be divided into phases and an estimated completion timeframe with regards to the different phases.

3.8. Bonaero Park - Petition

Residents of Bonaero Park had been having a problem with sewerage overflow that spilled into their properties. After numerous discussions with the City, community members presented a petition in Parliament to resolve the matter. The petition was referred to the Portfolio Committee on the 23rd of September 2021. Ms H. Ismaili, from the Democratic Alliance, presented the petition on behalf of the Bonaero Park community in Johannesburg. The City was awarded R300 million, of the USDG, to rectify the issue starting from February 2022. The Department of Water and Sanitation planned to develop bulk sewer infrastructure that would accommodate both the residential and industrial output. The Department had already approved a contractor to develop a dedicated sewer pipe that would deal with the flow of water that the food processing warehouse was discharging. The plan was to complete the installation by the end of March 2022.

3.8.1. Challenges

The challenges that the City faced with regards to Bonaero Park included the following:

- The sewer pump that was built on wetland. This exacerbated the problem;
- The design of the sewer pump did not make provision for the risk of floods during the rainy season. As a result, the consequence was that the flood water increased the buoyancy of the pipelines, which led to increased water infiltration in the system and eventually an overflow;
- At the time, the department was still waiting for the Water Use License to relocate this sewer line;
- The upgrading and refurbishment of the Pomona Pump Station.

3.8.2. Corrective measures

The Committee proposed the following corrective measures:

- The City should ensure consequence management towards the developer of the food processing factory accountable for the excess discharge of water;
- Temporary measures must be put in place while waiting for the Water Use License.

3.9. Lethabong Mega Project

Lethabong Mega Project was an integrated mixed housing development inclusive of social amenities, open spaces and economic opportunities. The project was set to yield 2 888 mixed housing typology units when completed¹⁰. The development is inclusive of 862 walk ups, 696 stand alone, 500 FLISP, 830 social housing. Since inception, 353 stands have been completed and 136 units have been completed at 95%. Furthermore, 112 stand-alone units had been completed at 90%, however, no allocations had been made. The project was projected to have the following amenities such as a shopping centre, a petrol station, a taxi holding area, a railway facility, an early learning centre, two primary schools, a regional hospital, and a provincial hospital.

¹⁰ Lethabong Mega Project Presentation.

3.9.1. Challenges

These were some of the challenges that the project had faced:

- Lack of bulk infrastructure supply;
- None of the completed units had been allocated;
- Continuous rainfall caused delay in the completion of Waterdal road intersection.

3.9.2. Corrective measures

- Ensure the involvement of women, youth and persons living with disabilities in the development of the project;
- Ensure the management of the beneficiary list in order to prevent illegal invasions which lead to long durations of litigation;
- Fast-track the allocation process and ensure that the project has definitive timeframes;
- Ensure transparency of the beneficiary list;
- Fast-track the sewer upgrade.

3.10. Sebokeng Ext. 30

Sebokeng Ext. 30 was located in the Emfuleni Local Municipality in the Sedibeng District. It was an integrated mixed housing development that includes social amenities, open spaces and economic opportunities. The project would yield a total of 4000 mixed housing typology units when completed. The housing typologies include 2018 walk-ups, 582 stand alone, 400 FLISP, and 1000 social housing units. When complete the project would have a shopping centre, a petrol station, a taxi holding area, community facilities, an early learning centre, a primary schools, a secondary school, a regional hospital, and two churches.¹¹ As at 31 December 2021,

¹¹ Sebokeng Ext. 30 presentation.

there were 51 houses that were 90% completed and since inception, 193 stands and 72 top structures were 95% completed.

3.10.1. Challenges

These were the following challenges that had hindered progress:

- None of the units were allocated to the beneficiaries;
- The developer delayed with the installation of solar geysers in the units;
- The delay in developing access roads to Sebokeng Ext. 30 project;
- The lack of bulk infrastructure supplies in the area.

3.10.2. Corrective measures

The Portfolio Committee proposed the following corrective measures:

- Fast-track the allocation of housing to beneficiaries;
- Fast-track the installation of solar geysers in the units;
- Ensure the development of access roads to Sebokeng Ext. 30 project;
- Ensure the provision of bulk infrastructure supplies in the area.

3.11. Savannah City Mega Project

Savannah City is under the Midvaal Local Municipality. The mega project was a mixed housing development subsidy project that was anticipated to yield 18 399 housing opportunities that include RDPs, FLISP and bonded houses¹². The development was a greenfield project that was aimed at accommodating communities from informal settlements, backyards and the communities within the Midvaal Local Municipality and the City of Johannesburg. It was a joint project with role players from the public and private sector. Since inception, the following were completed: 2539 normal RDP units, 5 units for people living with disabilities, 89 Military

¹² Savannah Mega City Project: Presentation

Veteran units, 642 FLISP units, 1087 bonded units, 240 stands have been prepared for the Rapid Land Release Programme. The submission was waiting for approval.

For the 2021/22 financial year, these were the planned units and the actual delivery: BNG stand alone, 298 planned units, 418 actual units, 10 Military Veterans Units Planned units: 10, Actual units: 32. In line with the Bulk funding from the 2% HSDG bulk support for non-metros agreement, the bulk funding request of R106 million has been submitted for a three-year period to unlock new phases. Construction was planned to start in April 2022 subject to the availability of funds.

A reservoir was constructed through the 2% HSDG grant to increase the supply of water to the residents. The reservoir has been handed over to the municipality and it was valued at R30 million, the pump station has also been completed to support the development. This was valued at R10 million. Canner Road which links Savannah City to R82 had been completed and operational. Provision has been made for social amenities such as schools, parks, churches and sport fields. One school was completed and fully operational.

3.11.1. Challenges

These were the challenges that were reported regarding Savannah City Mega Project:

- 1 709 houses were electrified;
- Section 82 certificates for 381 stands had not been issued by the Midvaal Municipality;
- 240 stands required additional funding due to adverse soil condition;
- Limitation of bulk and shortage of bulk funding for the next phase;
- There were completed units that remain unoccupied, which that perpetuated illegal invasions.
- The Committee were approached by an elderly lady who had problems with being allocated a house even though she has applied and has been categorised as a special case. She expressed her concerns regarding the mountain of rubble in front of her house. She had fears of safety because perpetrators hide behind that mountain of rubble.

3.11.2. Corrective measures

The Committee provided the following corrective measures:

- The Committee requested the municipality and the developer to remove the mountain of rubble in order to ensure safety of home owners;
- Ensure allocation of houses to prevent invasions and prioritise the elderly.

3.12. Khutsong Sink Holes

The Committee visited the community of Khutsong in the Merafong Local Municipality that was affected by sinkholes. The ward councillor, Mr Lemmy Jofile was present and gave the Committee a brief update on the sinkholes and the ongoing attempts to declare Khutsong as a disaster area. He explained that after the sinkholes emerged, there was an attempt to declare Khutsong a disaster area but National and Provincial did not approve. They believed that the municipality had the capacity to deal with the damage. Some of the elderly residents explained that they had been affected by sinkholes since 1958 in the area. Together with the Municipality, the community expressed the lack of participation from the mines in the area that were responsible for the sinkholes because of the damage that was done to the land.

The affected residents explained that the sinkholes had been a problem for the past two years. The recent sinkholes started on the 25th of November 2021, and it had been two months with no solution from local, provincial or national government. The residents expressed that the only solution that the municipality came with was to place the affected families in RDPs. The community expressed their grievances with the above solution. The biggest problem was that RDP houses were too small to accommodate their families.

3.12.1. Challenges

These were some of the challenges that the community of Khutsong and the Municipality have been facing:

- The lack of participation from the mining companies that were partly responsible for sinkholes and the damage to the houses;
- The lack of support from the national and provincial departments to declare Khutsong as a disaster area;
- Most of the affected houses were owned by community members who have used their life savings to build their dream houses.
- Sibanye Mining Company made hostels available to the affected families, however, only for two months and storage of property was feared to be unsafe by the community.

3.12.2. Corrective measures

The Committee proposed the following corrective measures:

- Declare Khutsong as a Disaster Area by the national and provincial department;
- Mining companies needed to invest in their corporate social responsibility initiatives in order to resolve some of the challenges that residents face in communities where mines operate;
- The Committee urged the municipality to work closely and share information with the affected families to ensure that the matter is resolved;

3.13. Elijah Barayi Mega Project

The Elijah Barayi Mega Project was an integrated mixed housing development project that was inclusive of social amenities, open spaces and economic opportunities. The project fell under the Merafong City Local Municipality in the West Rand district and it started in 2017. Construction began in 2018. The project was anticipated to yield 12 799 mixed housing typology units when it is completed. For phase one, it was anticipated that 5 000 BNG units, 3 500 social housing units, 2 200 RDP, 1 500 FLISP units, and 599 bonded units would be developed. When completed, the project would have a shopping centre, four business facility sites, eight primary schools, four secondary schools, one FET college, a local community hall, four municipal sites, a local park, a taxi ranks, one police station, two post offices, three clinics, one fire station, one library, 18 crèches, 12 church sites, and one industrial park.

On 31st of December 2021, 5 188 stands, 3 839 walk-ups, were 3 863 units completed. This included of 12 Military Veteran units, 12 units for persons living with disabilities. About 1 459 units were occupied. There were about 100 missing beneficiaries had not moved in. The Department of Education was awaiting a proposal that contains plans for the school, upon approval, the developer can build the school.

3.13.1. Challenges

These were the challenges that were highlighted:

- Difficulty in making contact with some of the beneficiaries who can occupy their completed units. This was as a result of relocation or beneficiaries that have passed on;
- Rand water-flow volume was reduced due to low capacity of water supply;
- Subsidy did not cater for municipal requirements on walk up units (paving, washing lines, boundary walls, parking bays, etc.);
- Lack of economic activities in the community;
- Paint manufacturing warehouse was not operational which resulted in shortage of paint.

3.13.2. Corrective measures

The Committee proposed the following corrective measures:

- Ensure the management and transparency of the beneficiary list;
- Housing opportunities must follow economic activities;
- Ensure the involvement of women, youth and person's living with disabilities in the development;
- Fast-track the Rapid Land Release Programme.

3.14. Fochville Reservoir Site

The Fochville Reservoirs were situated in the Merafong City Local Municipality. Fochville had two reservoirs that were built in 1970. A 12 mega litre reservoir and 2.5 mega litre

reservoir to serve an estimated 5000 households in Fochville, Old Kokosi, Greenspark and the industrial area. As a result of the development in Fochville, the reservoir could not sufficiently supply water to the towns, therefore, a second reservoir with a 5 mega litre capacity was constructed to supplement the existing storage and the first one was refurbished. Over R32 million was spent on the project from the Mining Town Grants. The completion certificate was issued the 12th of October 2020 for 5ML reservoir and associated works. The project would enable the new development planned in Kokosi Ext 7 which would benefit 4000 beneficiaries.

3.14.1. Challenges

The following challenges were expressed by the municipality:

- The supply of electricity remained a problem. The Department of Minerals and Energy only supplies electricity once a housing units were built.
- There was a lack of maintenance of the reservoirs.

3.14.2. Corrective measures

The Committee proposed the following corrective measures:

- The municipality and the responsible department should maintain areas such as reservoirs;
- Issues about the supply of electricity should be addressed. Electricity should not be a hindering factor in the allocation of houses. When completed houses stay unoccupied for a long time then illegal invasions would occur;
- Bring the mining companies to account and contribute to the rehabilitation of the land.

3.15. Westonaria Borwa Mega Project

Westonaria Borwa Mega Project was an integrated mixed housing development inclusive of social amenities, open spaces and economic opportunities. The Project was located under the Rand West City Local Municipality. The project would yield 16 000 mixed typology units. Phase one was inclusive of 9 387 BNG units, 3 578 FLISP, 1 735 social housing units, 1 300

affordable housing units. The project was anticipated to yield the following socio-economic infrastructure: shopping centre, four business facilities, four crèches, two primary schools, one secondary school, one clinic, government offices, a church sites, commercial sites, filling stations, and recreational facilities. The project had delivered 3 500 stands and 2 196 units. The project had benefited from bulk funding support from 2% of the Mining Towns Grant Allocation. The rental housing units rent would start at R2 500 for per bachelor unit.

3.15.1. Challenges

The following were challenges reported:

- Lack of sufficient water, sewer and electricity capacity in the West Rand District to support new and current projects;
- There were 836 units at various milestones on the phase 3 of the project that required sewer and electricity;
- There were invasions in September 2021 on units that were at advance stages of completion. An eviction order was granted to the developer in January and subsequently appealed by the illegal occupiers. That matter was still in court;
- Units had been unoccupied since July 2021;
- Social Housing Regulatory Authority (SHRA) had added more standard requirements in the rental units. Units were required to have built in cupboards and stoves, to bring more value and interest in potential tenants.

3.15.2. Corrective measures

The Committee proposed the following corrective measures:

- Fast-track the allocation of houses to prevent invasions;
- Ensure that more women, youth and persons living with disabilities involved in the developments;
- SHRA should re-access their black-listing requirements because it could deter the process of the receipt of safe housing to community.

3.16. Mamelodi Hostels

The first phase of the Mamelodi Hostels upgrade was redeveloped by the Gauteng Province in 2008. To advance the redevelopment, three bedroom units were built, however, these units were invaded in 2014. Initially, hostels were developed to provide single sex accommodation to employed persons. Unfortunately, as the employment climate changed overtime, a lot of hostel residents were unemployed and could no longer afford to pay rent. The City had planned to redevelop the hostel to family units.

As a result of the covid-19 pandemic, Temporary Residential Units (TRUs) were introduced with the intention of decongesting the hostel units. This was because hostel dwellers were at risk of contraction covid-19 because of congestion. About 633 units were completed. The Urban Development Agency (UDA) was part of the upgrade and the HDA was the implementing agency. The TRUs were well insulated and were subjected to quality assurance before they were approved for habitation. The units accommodated up to 4 people per unit, which was a reduction from a number of about 16 people per unit. The units were also meant to last for 5 years. The cost per unit was R74 000, that included R64 000 approved by the policy R9000 for electricity.

3.16.1. Challenges

These were the challenges that the City of Tshwane expressed:

- Members of the community were disgruntled about the delays and the living conditions in the hostels;
- Covid-19 disrupted the plans of the City to tackle the issues associated with living in these hostels;
- The project was blocked as a result of the specifications to build under 16sqm;
- The availability of land remained an issue for the City of Tshwane because the City was land locked;
- There were safety and security challenge stemming from leadership contestations and factional environment. People's lives were in danger and there were quite a number of fatalities, including a Chairperson of the committee who was gunned down;

- Community contestation over the beneficiary list;
- Access control in hostels was a challenge;
- There was a problem of illegal invasions;
- Water system needed to be repaired;
- Members of the community voiced concerns of affordability if the development.

3.16.2. Corrective measures

The Committee proposed the following corrective measures:

- Ensure the integration of hostels into the wider community;
- Make provisions for social housing and rental units within the development to ensure that city has funds to maintain new developments;
- Ensure that temporary units are weather durable have access to electricity;
- A clear plan with regards to a way forward on when the temporary structure needed to be drafted;
- A development report on the progress and plans for the land acquisition and community integration plan need to be provided to the Committee.

3.17. Inner City Project

The Inner City Project, Townlands, was the biggest development project in the City. It started in 2016, and was anticipated to yield 1200 units. The project was a joint venture by the City of Tshwane, SHRA and the Provincial Department of Human Settlements. The social housing units provided opportunities for households that earn between R1 500 and R15 000. Thirty percent (30%) of the units had been provisioned for tenants that were in the R1 500 – R3 500 income band. Phase A was 90% completed and Phase B was 65% completed. The total cost of the project was R441 million.

Tshwane Housing Company was appointed to manage rental stock. A total number of 6 000 rental applications were received and a different qualification criteria was used for different income bands. In terms of maintaining the units, there were pre-training sessions that were

conducted to equip tenants with the necessary knowledge of how to safeguard and maintain the units. However, the Housing Company Tshwane (HCT) would take over from the City in managing and maintaining the project after the units were occupied. There were differentiations in the units, such as built in cupboards, therefore a unit for applicants that are in the R1 500 – R3 500 would be different to a unit that was rented by someone who earns R15 000.

3.17.1. Challenges

These were the challenges that were expressed:

- There was a lack of clarity with regards to the completion date;
- The number of tenants that were defaulting rent payments in similar developments and the default rate.

3.17.2. Corrective measures

The Committee proposed the following corrective measures:

- A report that details the SHRA criteria for applicants that apply for rental units, and the reasoning behind that criteria;
- Take actions to prevent invasions;
- Ensure the provision of student accommodation within the development.

4. Observations and recommendations:

The Committee made the following cross-cutting (through-out municipalities, the City of Johannesburg, and the City of Tshwane) observations and recommendations. The Committee requests that the Minister ensure that the Department consider these observations and recommendations:

4.1. Observation: That there were illegal sales of RDP houses which deprive the rightful beneficiaries of their houses. In addition, it was alleged that some government officials were involved in the illegal sale of RDP houses.

Recommendation: Conduct an investigation to ensure that those involved in corruption and sale of fully subsidised houses are arrested. This must involve the National Department,

Provincial Department, municipalities, and the South African Police Service (SAPS). The Committee must be furnished with quarterly reports on this matter from the Gauteng Province. Furthermore, the Committee recommended that there must be clauses in the agreements between the Municipalities and the beneficiaries that prevent beneficiaries from selling their houses within a stipulated period of time. Credit providers should be aware of this clause, in an aid to prevent them from attaching these homes within the stipulated period.

4.2. Observation: There was a problem of manipulating beneficiary lists. Politicians were alleged to manipulate the beneficiary lists in order to benefit their constituencies, friends and family members. The Committee also expressed their concerns regarding beneficiaries that have passed on and the way that the list of beneficiaries was being mishandled.

Recommendation: Ensure transparency of beneficiary list. Without transparency, local councillors, people in power and members of the public can easily manipulate the process and bring corruption to systems that are invented to benefit the public. Politicians should only monitor the implementation of beneficiary lists. The provincial department should develop strategies to locate families of deceased beneficiaries in order to ensure that houses are allocated to rightful heirs.

4.3. Observation: That there was little consequence management being exercised in relation to contractors absconding projects or delivering houses that were poor standard or shoddy workmanship. The Committee was concerned that the province and the department seemed to simply take over such projects without taking any recourse against the defaulting contractors. At the same time, these contractors were often paid without meeting their target.

Recommendation: Ensure consequence management in relation to contractors that abscond projects. Ensure that absconding contractors are black-listed and do not do business with government in the future. Ensure that contractors meet performance target set in their contract agreements with government.

4.4. Observation: That there was an issue of land and house invasions. This was further compounded by the long process of receiving eviction orders and preventative measures to stop

land invasions. Invasions were happening because the province was often taking too long to allocate houses.

Recommendation: Develop early warning systems to prevent both land and house invasions. Fast-track the allocation process. Work closely with prospective housing beneficiaries and encourage them to protect their homes from invasions. Beneficiaries should have access to information so that they can contribute to protecting projects from being invaded. Involve the SAPS to arrest those who encourage this practice.

4.5. Observation: There was problem of the re-emergence or mushrooming of informal settlements. Informal settlements were often mushrooming in places where they could not be serviced. This was partly because housing beneficiaries would rent their government provided houses in order to move back to informal settlements. There was also a general practice of deliberately creating informal settlement in order to frustrate government efforts. In addition, the province was struggling to spend their informal settlements upgrading grant in order to achieve their informal settlements upgrading targets.

Recommendation: Develop intergovernmental mechanisms to prevent the re- emergence of informal settlements. Develop early warning systems to prevent re-emergence of informal settlements. The national department should assist the province to spend the informal settlements upgrading grant in order to achieve its informal settlements upgrading targets. The HDA should actively provide technical support to municipalities struggling with the re-emergence of informal settlements.

4.6. Observation: That there was lack of target achievements with regards to mega projects, site release, upgrading of informal settlements and delays in the procurement processes.

Recommendation: Ensure better planning before projects are made part of the financial year goals. National should assist the province to improve business plans and target achievements in relation to mega projects, site release, upgrading of informal settlements, procurement processes. The province should employ qualified and skilled people to achieve these targets.

4.7. Observation: That the provision of housing for Military Veterans was not inclusive of other races such as White, Indian, and Coloured. There was a narrow focus on providing houses for African Military Veterans. Often those who benefit were young and not reflected in the Military Veterans database.

Recommendation: Ensure that the provision of housing for Military Veterans is inclusive of other races such as White, Indians, and Coloured people. Liaise with Department of Military Veterans to ensure that those who benefit are in the Military Veterans database.

4.8. Observation: That there was minimal involvement of women, youth and persons living with disabilities in most human settlements projects. In cases where women were involved, they were doing insignificant or low level work that often did not contribute to their empowerment. It was also observed that most projects did not source their materials in local communities.

Recommendation: Ensure the adherence to the 40% set aside for women, youth and persons living with disabilities in human settlements projects. Encourage contractors to source their materials in local communities in order to boost local economies. A list of women, youth, and persons living with disabilities working in human settlements projects should be forwarded to the Committee on quarterly bases.

4.9. Observation: That, in some projects, there was a lack of planning for bulk infrastructure and social amenities. Naturally, even when houses were structurally complete, it cannot be handed over to the beneficiary for occupation without the basic services such as water, sewer systems and electricity. While waiting for bulk services, invasions would take place because communities were enraged about the delay. In addition, project did not have clear completion dates. This showed that project packaging was not done properly.

Recommendation: Ensure coordinated planning and the provision of social amenities in all human settlements projects. Ensure that projects follow specific time-frames and are completed on time. Ensure project packaging and use the project readiness matrix to assess the readiness of projects.

4.10. Observation: The Committee was concerned about possible lack of maintenance and reluctance to pay levies in Social Housing projects.

Recommendation: Intensify consumer education in social housing projects to ensure that beneficiaries understand the value of maintenance and paying of levies. Appointed Body Corporates should ensure that all tenants are willing and able to pay levies and rent.

4.11. Observation: That there were several unfinished projects in the province. At the same time, there was no or minimal consequence management.

Recommendation: Ensure consequence management to contractors who do not finish their projects. Unfinished projects should be converted to Rapid Land Release Programme to speed up the process and avoid more expenditure on land that has already been allocated funds to. The Rapid Land Release Programme can be an option for the development of new towns and speedy access to housing opportunities.

4.12. Observation: That rental units were provided for households that earn between R1500 to R15 000. SHRA also looks into the credit score of the applicants, therefore rejecting applicants that have been blacklisted. The Committee felt that the blacklist could be detrimental to approving even the neediest applicants.

Recommendation: SHRA to take another look at the blacklisted applicants and their ability to afford paying for rental units or subsidised housing. SHRA should present to the Committee their criteria on how it would deal with blacklisted people in the second quarter.

4.13. Observation: That there was poor management and lack of governance in social housing and BNG high-rise buildings.

Recommendation: There must be national policy that regulates all social housing and BNG high-rise buildings.

5. Conclusion

It is the submission of the Committee that the implementation of these recommendations would positively respond to the objectives of the Gauteng Department of Human Settlements, the National Development Plan and the lives of the people. To ensure the realisation of these objectives at specified timeframes, the Committee will conduct its oversight on specified intervals. In addition, Parliament should track the implementation of these recommendations by the Executive.

Report to be considered.

Annexure 1: Summary of Projects Visited

Project Visited	Start Date	Finish Date	Number of Units Completed	Type of units	Employment opportunities	Challenges
1. Fleurhof Development	2015	On going	10 411	Multi-storey units, CRUs, FLISP, rental units, bonded units, Military Veterans	Not provided	<ul style="list-style-type: none"> • Invasions • Inoccupation of units • Incomplete civil infrastructure • Destruction of infrastructure.
2. Lufhereng Mega Project	Not provided	Not provided	10 697	RDP high density, FLISP, Social Housing, Bonded units.	Not provided	<ul style="list-style-type: none"> • Dolomite • Lack of funding –only 10% of USDG • Supply of bulk services • No involvement of women, youth and people with disabilities.
3. Diepsloot/Riverside Mega Project	Not provided	March 2022	10 105	Multi-story RDP units, FLISP, Social units	Approximately 12 409 jobs	<ul style="list-style-type: none"> • Community interference • Slow progress in the issuing of title deeds • Maintenance and upkeep of buildings • Lack of economic activities • Lack of skills and employment of women, youth and people with disabilities.
4. Palm Ridge	Not provided	March 2022	3 500	Military Veterans, RLRP, BNG units, houses for the disabled	Not provided	<ul style="list-style-type: none"> • List of Military Veterans • Pre-screening process • Slow MEC approval • Funding • Illegal invasions

5. John Dube Mega City			18 073	BNG, semi-detached BNGs, four Storey BNG walk-ups, semi-bonded units, fully bonded units, serviced stands for RLRP	Approximately 2 000 jobs	<ul style="list-style-type: none"> • Storm water not completed • Not connection of bulk infrastructure • Upgrade of Reservoir pump
6. Leeuwoort Mega Project	2006	June 2022	Not provided	Fully subsidized units, bonded houses in high density	Not provided	<ul style="list-style-type: none"> • Rehabilitation of land resulting in delays • Relocation process of Cinderella Hostel dwellers • Bulk infrastructure connection. • Upgrade of the reservoir pump
7. Lethabong Mega Project	Not provided	Not provided	Projected at 2 888 but project was at 90% complete	BNG walk ups, stand alone, FLISP, Social Housing	Not provided	<ul style="list-style-type: none"> • Lack of bulk infrastructure • Lack of allocation of completed units • Continuous rainfall resulting in construction delays.
8. Sebokeng Ext. 30	Not provided	Not provided	Projected at 4 000 and project was 90% complete	BNG walk-ups, stand alone, FLISP, Social Housing	Not provided	<ul style="list-style-type: none"> • Allocation had not happened • Delays in installation of solar geysers • Delay in developing access roads • Lack of bulk infrastructure
9. Savannah City Mega Project	Project at April 2022	Not provided	Projected at 18 399 housing opportunities	RDPs, FLISP and bonded units, RLRP.	Not provided	<ul style="list-style-type: none"> • Houses were not electrified • Section 82 certificates not issued

						<ul style="list-style-type: none"> • Adverse soil condition • Lack of bulk funding • Lack of allocation of completed houses • Illegal invasions
10. Elijah Barayi Mega Project	2018	Not provided	Anticipated to yield 12 799, completed units were 12 920	NBG units, Social housing units, RDP, FLISP, bonded units	Not provided	<ul style="list-style-type: none"> • Problem of missing beneficiaries • Low capacity of water supply • Subsidy did not cater for requirements of walk-up units • Lack of local economic activities • Lack of supply of paint manufacturing
11. Westonaria Borwa Mega Project	Not provided	Not provided	Projected to yield 16 000	BNG units, FLISP, Social Housing units, affordable units	Not provided	<ul style="list-style-type: none"> • Lack of sufficient infrastructure • Un occupied units leading to invasions • Lack of clarity of home finishes or extras for social housing.
12. Mamelodi Hostels	2008	Not provided	633 units completed	Temporary Residential Units (TRUs)	Not provided	<ul style="list-style-type: none"> • Community members were disgruntled about living conditions in the hostels • Delays due to Covid-19 pandemic • Project blockages • Community contestation • Access control in hostel was a problem

						<ul style="list-style-type: none">• Illegal invasions• Water system was not repaired
13. Inner City Project	2016	Not provided	7 200	Social housing units	Not provided	<ul style="list-style-type: none">• Lack of clarity on the completion date• Defaulting tenants

5. REPORT OF THE PORTFOLIO COMMITTEE ON EMPLOYMENT AND LABOUR ON THE FIRST QUARTERLY REPORT REGARDING THE PERFORMANCE OF THE DEPARTMENT OF EMPLOYMENT AND LABOUR AND ITS ENTITIES IN MEETING STRATEGIC OBJECTIVES FOR 2021/22, DATED 2 MARCH 2022

The Portfolio Committee on Employment and Labour, having considered the First Quarterly Report on the performance of the Department of Employment and Labour (DEL) and its entities in meeting strategic objectives for 2021/22, reports as follows:

1. INTRODUCTION

The Portfolio Committee on Employment and Labour considered the First Quarterly Report on the performance of the Department of Employment and Labour and its entities in meeting strategic objectives for 2021/22 as presented in the meetings held on 2, 9 and 17 February 2022.

This report gives an overview of the presentations made by the Department of Employment and Labour (Department) and its entities, focusing mainly on its achievements, output in respect of the performance indicators and targets set for 2021/22 financial year and the financial performance. The report also provides the Committee's observations and recommendations relating to the Department's and entities' performance.

2. PERFORMANCE PER PROGRAMME

The Department reported on its performance per programme as follows:

Table 1: DEL Performance per Programme in Q1 of 2021/22

BRANCH		Planned Indicators	Indicators with Q1 Targets	Achieved	Overall Achievement
1.	Administration	8	7	5	71%
2.	Inspections and Enforcement Services	7	4	1	25%

3.	Public Employment Services	6	5	5	100%
4.	Labour Policy and Industrial Relations	10	6	5	83%
OVERALL PERFORMANCE		31	22	16	73%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 2 February 2022

Table 1 above reflects that the Department has 31 annual planned indicators in the 2021/22 financial year. Of those indicators, 22 indicators have targets reporting in Q1. The Department achieved 16 of the 22 targets reporting in Q1. This translates to an overall performance of 73%. This is an improvement from the overall performance of the previous quarter (Q4: 2020/21), which was 67%.

Programme 1 (Administration) has eight annual planned indicators and seven indicators that have targets for Q1. The programme achieved five out of seven targets for Q1. This translates to an overall achievement of 71% in Q1. This is a substantial improvement from the 38% achieved in the previous quarter.

This programme did not achieve the target of maintaining vacant funded posts at 3% or less for every quarter. Instead the vacant funded posts were at 11% by the end of Q1.

The reason for non-achievement was reported to be that posts on salary level 8 and below are advertised internal of Exchange Postmaster and ESSA, which means that they are mostly filled through internal promotions. Management has to decide on the utilization of ESSA for posts from salary level 8 and below.

The programme did not achieve the target of resolving 93% of reported incidents of corruption in the Department. The programme resolved 134 of the 263 reported incidents, translating to an achievement of 51%. Six cases were referred to Employment Relations (ER) and 18 referred to the SAPS.

The reason for non-achievement of this target was reported to be that anti-fraud and corruption time frame in completing the investigation in 90 days and not integrated to the time frame with ER in terms of reaching the 90 days' deadline.

To remedy the situation, the proposal is to have a consensus with all relevant stakeholders in relation to reasonable time frames between Anti-fraud and ER for resolution of reported incidents by disciplinary and criminal interventions.

Programme 2 (Inspection and Enforcement Services) has seven annual planned indicators and four indicators with targets for Q1. Of the four targets reporting in Q1, the programme achieved one. This translates to an overall achievement of 25%. This is a decline in performance from the 50% achieved in Q4: 2020/21.

A total of 49 278 employers were inspected to determine compliance with employment law against a target of 74 226. The total number of compliant employers was 36 589. The reasons for non-achievement were reported to be that a number of inspectors tested Covid-19 positive and were unable to do their work. Some inspectors were on mandatory leave and/or study leave during this period. Some workplaces were inaccessible due to the number of Covid-19 positive cases. The proposal is that inspectors have to be prioritized for vaccination to remedy the situation.

A total of 485 out of 1 489 or 32.5% of non-compliant employers/workplaces/users received by Statutory Services were referred for prosecution within 30 calendar days against the target of 65%.

The reason for the variance was reported to be that there was a reduced number of enforcement structures such as courts that remained open during the lockdown. The Department also have no printers and unable to print court papers as courts traditionally expect hard copies for filing. There is also a backlog coming from last financial year that was dealt with but cannot be reported as it falls outside the reporting period of Q1 of 2021/22 financial year.

To remedy the situation, the Department has put in place measures to strengthen the relations with the courts. In addition, the Department is exploring the use of technology to submit documents. It also reported that improvements are underway to reduce the backlog.

The branch could not conduct an advocacy session that was scheduled to be held physically on 30 June due to safety regulations in response to the pandemic and was postponed to 21 July 2021. As a remedy, the Branch will bring in virtual seminars in instances wherein physical ones aren't possible.

Programme 3 (Public Employment Services) has six annual planned indicators and five indicators with targets reporting in Q1. All the five targets reporting in Q1 were achieved by the end of the quarter. This translates to an overall achievement of 100%, which is an improvement from the 83% achieved in the previous quarter.

A total of 236 127 **work-seekers** were registered on ESSA system against the target of 184 000 resulting to a variance of 52 127. The reason for the variance is high level of unemployment in the country and companies closing down due to Covid-19. Gauteng province registered the highest number of work seekers at 45 656, followed by KZN at 32 395 and Eastern Cape at 28 043. A total of 29 942 work seekers were registered online. A total of 143 184 or 61% of registered work seekers are young people aged 15-35 years. The gender split of work seekers registered is 54% females and 46% males. A total of 678 or 0.3% of work seekers registered have different forms of disabilities. A total of 183 610 or 78% of work seekers are Africans, 23 778 or 10% are Coloureds, 4 732 or 2% are Whites, 1948 or 1% are Indians and 22 059 or 9% are unspecified.

A total of 36 951 **work and learning opportunities** were registered on ESSA against a target of 25 000 resulting to a variance of 11 951. The reason for over achievement was reported to be an increase in registered employment opportunities. Only 8 111 or 22% of registered work and learning opportunities are classified by economic sector. The majority of work and learning opportunities were registered in the Safety and Security sector at 3 148, Local Government at 1 774, Education at 982 and Agriculture at 860 work and learning opportunities. A total of 18 913 or 51% of opportunities registered are formal jobs, 11 044 are projects, 3 969 or 11% are learnerships and 1 060 or 3% are Will-Programme. Gauteng province registered the highest number of opportunities at 6 689, followed by Eastern Cape at 6 036 and Limpopo at 5 624. Of the opportunities registered, 29 521 or 80% are of contract type, 4 798 or 13% are temporary opportunities, 1 719 are permanent opportunities and 913 or 2% are classified as other.

A total of 73 317 registered work-seekers were provided with **employment counselling** against a target of 55 000 resulting to a variance of 18 117. The reason for deviation was that high levels of unemployment necessitated that more people be provided with employment counselling. Gauteng province provided 17 238 work seekers with counselling, followed by KZN at 11 006, Eastern Cape at 8 894 and Mpumalanga at 8 166. The gender split of those that received counselling is 58% female and 42% male. A total of 481 (1%) registered work seekers who received employment counselling have different forms of disabilities.

A total of 14 852 work seekers were **placed** in registered work and learning opportunities against the target of 12 500 resulting to a variance of 2 352. The reason for deviation was reported to be improved employer confirmation of placement.

Of the 14 852 work and learning opportunities filled, 8 417 (57%) were formal jobs, 4 904 (33%) were projects and 1 014 (7%) were learnerships.

Of the total placements, 11 670 (79%) are contract type, 2 326 (16%) temporary opportunities, 456 (3%) permanent opportunities and 398 (2%) is classified as other.

Safety and security has most of the placements (817), followed by Local government (732) and Education (300).

Challenges experienced in placements include:

- Skills mismatch
- Number of work seekers lack required experience

- Covid-19 pandemic lockdown impacted the economy negatively and led to closure of some businesses.

Of the work seekers placed, 9 927(67%) are young people aged 15-35 years and 8 093 (54%) are females.

The Branch concluded five partnership agreements with various stakeholders as planned.

The five agreements concluded with various stakeholders were as follows;

Table 2: Areas of collaboration and provincial footprint

	Collaborative Partner	Area of collaboration	Province
1.	Ekurhuleni Artisans and Skills Training College	Registration of work opportunities and placement of registered work seekers	Gauteng
2.	NSG	Placement of work seekers	National
3.	Western Cape Department of Economic Development and Tourism	Registration of opportunities, counselling and placement of registered work seekers	Western Cape
4.	Mustard Seed Foundation	Registration of opportunities and placement of registered work seekers	Gauteng
5.	OR Tambo District Municipality	Registration of opportunities and placement of registered work seekers	Eastern Cape

Source: Presentation to the Portfolio Committee on Employment and Labour dated 2 February 2022

Programme 4 (Labour Policy and Industrial Relations) have 10 annual planned indicators and six indicators with targets reporting in Q1. This branch achieved five of the six targets reporting in Q1. This translates to an overall achievement of 83%, which is a decline in performance from the 98% achieved in Q4: 2020/21.

The branch did not achieve the target of producing and submitting two annual labour market trend reports to the Deputy Director General of this programme. The annual Job Opportunity and Unemployment in the SA Labour Market was produced and submitted on 15 July 2021, which was about two weeks later after the agreed deadline of 30 June 2021. The report was delayed by the late release of source documents and the disputed numbers of the UIF claims by the acting UIF commissioner. The remedial action includes

accessing external data such as the Quarterly Labour Force Survey that is produced by Statistic SA and discussing Unemployment Insurance data quality with the UIF managers.

The targets that were achieved were:

- 2020/21 Annual Employment Equity Report was published and launched on 25 June 2021; and the Public Register was published in the Government Gazette No. 44636 dated 28 May 2021.
- Five collective agreements were received and assessed and verified within 180 working days of receipt.
- Forty-three applications were received and forty-two were refused within 90 calendar days of receipt and one was approved within 90 calendar days of receipt.
- One annual implementation report was submitted to the Minister for sign off by 30 April 2021.
- Data collection instruments for research reports were piloted by 30 June 2021.

3. FINANCIAL REPORT

3.1. Expenditure information per Programme in Q1 of 2021/22

The Department reported its expenditure per Programme as follows:

Table 3: DEL Expenditure Information per Programme in Q1 of 2021/22

BRANCH	Q1 Budget	Q1 Expenditure	Available Budget	Expenditure
	R'000	R'000	R'000	%
Administration	251 039	170 836	80 203	68%
Inspection and Enforcement Services	151 723	133 035	18 688	88%
Public Employment Services	152 467	144 069	8 398	94%
Labour Policy and Industrial Relations	328 330	311 775	16 555	95%
Total	883 559	759 715	123 844	86%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 2 February 2021

Table 3 above reflects that the Department spent R759.7 million or 86% of the R883.6 million budget allocated for Q1, resulting to a variance of R123.8 million.

The Administration programme received R251.0 million budget for Q1 and spent R170.8 or 68% of the allocation by the end of the quarter. This resulted to a variance of R80.2 million by the end Q1 of 2021/22 financial year.

The Inspection and Enforcement Services programme received R151.7 million budget for Q1 of 2021/22, which is the least programme allocation. It spent R133.0 or 88% of the allocation by the end of the quarter, resulting to a variance of R18.7 million.

The Public Employment Services programme spent R144.1 or 94% of the R152.5 million allocated for Q1, resulting to a variance of R8.4 million by the end of the quarter.

Programme 4 (Labour Policy and Industrial Relations) received a budget of R328.6 million in Q1, which is the largest programme allocation. It spent R311.8 million or 95% of the allocation by the end of the quarter resulting to a variance of R16.6 million. The larger share of this programme budget goes to Transfers and Subsidies since it houses the CCMA, which is the entity that receives the largest allocation from the Department. This can be seen in expenditure by economic classification as reflected in table 4 below.

3.2. Expenditure information by economic classification in Q1 of 2021/22

Table 4 below reflects the expenditure information by economic classification.

Table 4: Expenditure Information by Economic Classification in Q1 of 2021/22

ECONOMIC CLASSIFICATION	Q1 Budget	Q1 Expenditure	Available Budget	Expenditure
	R'000	R'000	R'000	%
Current Payments	512 476	406 068	106 408	79%
Compensation of Employees	342 968	308 223	34 754	90%
Goods and Services	169 508	97 845	71 663	58%
Transfers and Subsidies	356 974	347 766	9 208	97%
Payments for Capital Assets	14 109	5 881	8 228	42%
Payment for Financial Assets	0	-	0	
Total	883 559	759 715	123 844	86%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 2 February 2021

Table 4 above reflects that a total of R512.5 million was allocated for current payments in Q1 of 2021/22. Of this amount, R342.9 was allocated to Compensation of Employees and R169.5 to Goods and Services.

Of R512.5 million allocated for Current Payments, R406.1 million or 79% was spent by the end of Q1 resulting to a variance of R106.4 million.

A total of R308.2 million or 90% of R342.9 allocated for Compensation of Employees was spent by the Q1 resulting to a variance of R34.7 million.

A total of R97.8 million or 58% was spent on Goods and Services resulting to a variance of R71.7 million by the end of Q1 of 2021/22.

Transfers and Subsidies received R356.9 million and R347.8 million or 97% was spent by the end of Q1 resulting to a variance of R9.2 million.

Payment for Capital Assets received a budget allocation of R14.1 million and R5.9 or 42% was spent by the end of Q1 resulting to a variance of R8.2 million.

4. SUPPORTED EMPLOYMENT ENTERPRISES (SEE)

The entity was established in 1943 through a Cabinet Memorandum as Service Product for the sole purpose of creating employment for ex-service men and women who could not secure employment in the open labour market due to barriers that prevented their participation. The factories moved from various departments and eventually to the then Department of Manpower as the Sheltered Employment Factories.

The entity was formally established under the Employment Services Act, No. 04 of 2014 and continue to be audited as a trading entity.

There are currently 13 factories located in 8 of the 9 provinces in South Africa, with Mpumalanga currently being the only province without a factory. A process is underway to launch the Mpumalanga factory.

The SEE provides employment to 1030 persons with disabilities.

Table 5: Impact Analysis: Factory Employees

Province	Factory	PWD as at 31/03/2021	PWD as at 30/06/2021	Terminations As at 20/06/21	Total
Free State	Bloemfontein	59	0	0	59

KwaZulu-Natal	Durban	82	0	1 death	81
	Pietermaritzburg	61	0	1 resigned	60
Eastern Cape	East London	68	1(transfer from Pretoria)	0	69
	Port Elizabeth	71	9	1 termination	70
Northern Cape	Kimberley	68	0	0	68
Western Cape	Ndabeni	153		2 death & retire	151
	Epping	110	3 replacements	1 transfer	112
North West	Potchefstroom	42	0	0	42
	Seshigo	35	0	0	35
Gauteng	Pretoria	104	0	2	102
	Rand	105	1	1 resigned	104
	Springfield	78	0	1 resigned	77
TOTAL		1036			1030

Source: Presentation to the Portfolio Committee on Employment and Labour dated 2 February 2022

Table 5 above reflects the number of people with disabilities employed by Supported Employment Enterprises per province. Gauteng has a total of 283 people with disabilities in its SEE factories. It is followed by the Western Cape at 263, KwaZulu-Natal at 141 and Eastern Cape at 139.

SEE is managed under the Department of Employment and Labour and report through the Branch: Public Employment Services.

Until 1999 the entity enjoyed “Preferential Procurement Status” that meant all government departments procured their office and school furniture as well as hospital linen and uniforms from SEE. The entity continues to receive grant funding to subsidize operations and is allowed to charge 50% upfront payment. SEE is allowed to invest proceeds from its sales in the following:

- Employing additional people.
- Expansion of manufacturing capacity of the entity. Large scale investment was made in the new Limpopo, Seshego factory and replacement of some of the old machinery in existing factories across the country.

4.1. Performance per Strategic Objective

SEE reported on its performance as follows:

Table 6: Performance per Strategic Objective of SEE in Q1 of 2021/22

STRATEGIC OBJECTIVE	Annual Planned Indicators	Indicators with targets reporting in Q1	Achieved	Overall Achievement %
Provide work opportunities for PWD	3	2	0	0%
Overall Performance	3	2	0	0%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 2 February 2022

The performance per strategic objective of SEE was 0% in the first quarter of 2021/22 financial year.

4.2. Revenue vs Expenditure

Table seven below reflects the financial performance of the SEE.

Table 7: Revenue vs Expenditure

	Yearly Budget	Q1 Budget	Q1 Actual	Variiances
REVENUE	R	R	R	R
Grant Allocation	149 062 000	37 265 500	35 297 251	1 968 249
Sales	41 754 096	10 438 524	1 049 561	9 388 963
Other Income	350 000	87 000	411 546	-324 046
TOTAL REVENUE	191 166 096	47 791 524	36 758 358	
EXPENDITURE	R	R	R	R
Admin support salaries	58 805 399	14 701 450	12 657 898	2 043 552
Factory salaries	108 714 100	27 178 525	22 430 640	4 747 885
Manufacturing expenses	5 000 000	1 250 000	4 662 000	-3 412 000
Mandatory/Statutory expenses	15 000 000	3 750 000	2 247 516	1 502 484
Administrative expenses	3 646 597	911 649	1 127 618	-215 969
TOTAL EXPENDITURE	191 166 096	47 791 624	43 125 672	

DEFICIT			-6 367 314	
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Source: Presentation to the Portfolio Committee on Employment and Labour dated 2 February 2022

Table 6 above reflects that SEE has an annual budget of R191.2 million in 2021/22 and budgeted for R47.8 million for Q1. However, the actual budget received in Q1 was R36.8 million. Of this amount R35.3 or 96% is the grant allocation. The remainder is sales at R1million and other income at R411 546.

The actual expenditure amounted to R43.1 million resulting to a variance or over expenditure of R6.4 million. A total of R22.4 million or 52% was spent on factory salaries. The entity spent R12.7 million or 29% of the Q1 budget on Administration Support Salaries. A total of R4.7 million or 11% was spent on Manufacturing expenses. Mandatory/Statutory Expenses and Administrative expenses has expenditure of R2 million and R1 million respectively.

5. Q1 PERFORMANCE OF ENTITIES OF THE DEPARTMENT OF LABOUR (2021/22)

The entities that report to the Department of Employment and Labour are:

- Unemployment Insurance Fund
- Productivity South Africa
- National Economic Development and Labour Council
- Commission for Conciliation Mediation and Arbitration
- Compensation Fund.

5.1. The Unemployment Insurance Fund

Constitutional Mandate

The mandate of the UIF is derived from section 27(1)(c) of the Constitution. The UIF provides social security to its contributors in line with section 27(1)(c) which states that “everyone has the right to social security”.

Legislative Mandate

The legislative mandate of UIF is stated in the Unemployment Insurance Act (Act 63 of 2001) as amended. The UIF was established in terms of section 4(1) of the UIA. The Act empowers the UIF to register all

employers and employees in South Africa and pay those who qualify for unemployment insurance benefits.

The Unemployment Contributions Act (Act 4 of 2002) empowers the SARS Commissioner and the UI Commissioner to collect monthly contributions from both employers and employees. Section 9 of the Unemployment Contributions Act (UCA) empowers the UI Commissioner to collect contributions from all those employers who are not required to register as employers in terms of the fourth schedule of the Income Tax Act (Act 58 of 1962) and who are not liable for the payment of the skills development levy in terms of the Skills Development Act (Act 9 of 1999). These contributions are used to pay benefits and other expenditure reasonably incurred relating to the application of the Act.

Policy Mandate

The UIF is expected to make a contribution to the following service delivery outcomes:

- Creation of decent employment through inclusive economic growth;
- An efficient, effective and development-oriented public service and an empowered and inclusive citizenship; and
- An inclusive and responsive social security system.

Quarter 1 Internal Audit Review (Audited Performance Information)

UIF reported that the objective of this audit was to evaluate the adequacy and effectiveness of Monitoring and Evaluation reports, and the process followed.

The audit scope covered the period 1 April 2021 to 30 June 2021 and evaluated the adequacy and effectiveness of control environment.

UIF has 25 performance indicators and targets.

Internal audit reported that of the 25 performance targets reviewed, 11 targets were achieved and 14 were not achieved. This translated to total performance of 44%. UIF management confirmed this assurance by Internal Audit.

Summary of Internal Audit Findings

Table 8: Summary if Internal Audit Findings

Findings	Management Comments	Action Plan	Implementation Date
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<p>1. Inadequate quality review on the Annual Performance Plan</p> <p>There were inadequate quality review of the annual performance plan prior to approval and implementation. M&E action plans are noted and will be followed up during review of the draft APP for the next financial year.</p>	<p>Management picked up the gaps during performance review and reporting and these gaps were raised with IA even before audit commenced.</p> <p>Management agrees with the finding that the 2021/22 Annual Performance has weaknesses impacting on quality reporting.</p>	<p>To ensure that the 2022/23 APP is SMART Management is to:</p> <ul style="list-style-type: none"> Strengthen layers of assurance on the quality and adequacy of the plan and the Technical Indicator Descriptions by obtaining assurances at Directorate, EXCO, IA and Risk Management levels. 	<p>31 March 2022</p>
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Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

Conclusions by the Internal Audit

- M&E has conducted a thorough review in providing assurance on the Q1 performance reported.
- Evidence adequately validated.
- There was inadequate quality review of the APP prior to approval and implementation.
- M&E comments are adequate to address the gaps identified.
- However, APP review and recommendations by Internal Audit should be implemented.

5.1.1. UIF Performance per Programme in Q1 of 2021/22

UIF reported on its performance per Programme as follows:

Table 9: UIF Performance per Programme in Q1 of 2021/22

PROGRAMME		Planned Targets	Achieved	Overall Achievement %
1.	Administration	12	5	42%
2.	Business Operations	8	6	75%

3.	Labour Activation Programmes	5	0	0%
Overall Performance		25	11	44%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

Table 9 above reflects that the Administration programme achieved 5 of the 12 planned indicators, which translates to an overall achievement of 42%. Some of the Q1 targets of programme 1 that were achieved were that the vacancy rate was reduced to 6.8% against a target of 9%; 2.7% of persons with disabilities were employed against a target of 2%, 88% representation of Africans in Senior and Middle Management level against a target of 75%; and a Claims Management Business process blue print was developed and approved.

Business Operations programme had 8 planned indicators reporting in Q1. Of those indicators, 6 were achieved translating to an overall achievement of 75%. This programme recorded the highest achievement in Q1. Some of the targets that were achieved was that 209 557 new employees were registered against a target of 175 000; 100% new companies with complete, accurate and verified information were registered within one working day against a target of 95%; 99% of complete, accurate and verified benefit payment documents created after receipt within 5 working days against a target of 95%; 93% of valid claims (Unemployment Benefit) approved or rejected within 15 working day against a target of 90%; 93% of valid claims (Unemployment Benefit) approved or rejected within 15 working days; 93% valid claims (In-service benefits, maternity, illness and adoption benefits) approved or rejected within 10 working days; and 92% of valid claims (Deceased benefits) approved or rejected within 20 working days.

The Labour Activation Programme have 5 planned indicators. All planned indicators were not achieved. This translates to an overall achievement of 0%.

The entity achieved 11 of its 25 planned indicators, translating to an overall performance of 44%.

5.1.2. UIF Expenditure per Programme in Q1 of 2021/22

The Fund reported on its expenditure per Programme as follows:

Table 10: UIF Expenditure per Programme in 2021/22

PROGRAMME	Budget	Actual as at	Variance	Expenditure
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			Q1 2021/22		Q1 2021/22
		R'000	R'000	R'000	%
1.	Administration	764 378	990 405	-226 027	130%
2.	Business Operation	12 987 189	7 600 954	5 386 235	59%
3.	LAP	851 853	23 469	828 384	3%
	TOTAL	14 603 420	8 614 828	5 988 592	59%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

Table 10 above reflects that the entity had a budget of R14.6 billion in Q1 of 2021/22. Of this amount, R8.6 billion or 59% was spent in Q1 of 2021/22. This resulted to a variance of R5.9 billion.

Programme 2 received R12.9 billion, which is the largest share of the budget. It spent R7.6 billion or 59% of the budget by the end of Q1. This resulted to a variance of R5.4 billion. The Fund reported that the contributing factors to underspending were operating lease-transport-buses, compensation of employees and benefit payments. Due to the Covid-19 regulations and lockdowns, the production companies had to close down and could not deliver the required number of buses. On compensation of employees, the DPSA has approved the Departments fit-for-purpose structure to be implemented. The process is underway and the service provider has been appointed. Benefit payments refers to amounts that were budgeted for re-assessments (UI Amendment Act Top-ups) but yet to be paid out. Processing and payment priority was given to Covid-19 TERS benefits.

Programme 3 received R851 million, which is the second largest programme allocation. It spent R23.5 million or 3% of the allocation resulting to a variance R828.4 million. Contributing factors to 97% underspending were reported as follows:

- Unemployment Alleviation Schemes:
 - The implementation of projects was delayed because the UIF took a decision to align with the employment mandate of the Department.
 - The new focus is on projects that will result in employment or establishment of enterprises.
 - All recommended projects had to provide written employment commitments from employers. This in turn meant approval of the projects had to wait until such commitments were provided.
 - Some of the recommended partners required funding for cost items, like infrastructure, not funded by the UIF.

- This required further engagements with partners with an intention to collaboratively source partnerships to cover the infrastructure component.

Programme 1 received R764.4 million and spent R990.4 or 130%. This is an over-expenditure of R226 million. It was reported that the factors that contributed to 30% overspending were social benefits (capped leave). The Fund made a provision for a capped leave at the beginning of the financial year. This item is then reversed at the end of the financial year. The provision is made for the anticipated retirements during the financial year.

5.1.3. UIF Expenditure per Economic Classification in Q1 of 2021/22

UIF reported on its expenditure by Economic Classification as follows:

Table 11: UIF Expenditure per Economic Classification in Q1 of 2021/22

ECONOMIC CLASSIFICATION	Budget	Actual as at Q1 2021/22	Variance	Expenditure as at Q1 2021/22
	R'000	R'000	R'000	%
Compensation of Employees	473 464	456 870	16 594	96%
Goods and Services	1 000 875	904 351	96 524	90%
CAPEX	252 829	20 55136 861	243 934215 968	15%
Transfers	12 876 252	7 216 746	5 659 506	56%
TOTAL	14 603 420	8 614 828	5 988 592	59%

Source: Presentation to the Portfolio Committee on Employment on Employment and Labour dated 9 February 2022

The above table reflects that a total of R1 billion was allocated to Goods and Services. Of this amount, R904 million or 90% was spent in Q1 of 2021/22. This resulted to a variance of R96.5 million.

A total of R12.9 billion was allocated to Transfers and R7.2 billion or 56% was spent in Q1: 201/22 resulting to a variance of R5.6 billion. Compensation of employees received a total budget of R473.5 million and spent R456.9 million or 96% of its budget in Q1: 2021/22. This resulted to a variance of R16.6

million. A total of R252.8 million was allocated to Capital expenditure and R36.9 million or 15% was spent in Q1: 2021/22 resulting to a variance of R215.9 million.

5.2. Productivity South Africa

Productivity SA is established in terms of section 31 of the Employment Services Act, No. 4 of 2014, as a schedule 3A Public Entity of the Department of Employment and Labour with the responsibility to fulfill an economic or social mandate of government, which is to promote employment growth and productivity thereby contributing to South Africa's socio-economic development and competitiveness.

Productivity SA has three regional offices in Johannesburg/ Midrand, which is the Head Office and also servicing Gauteng, North West and Limpopo; eThekweni/ Durban servicing KZN, Eastern Cape and Mpumalanga; and Cape Town servicing Western Cape, Northern Cape and Free State.

Vision

The vision of Productivity SA is to lead and inspire a productive and competitive South Africa.

Mission

The mission is to improve productivity by diagnosing, advising, implementing, monitoring and evaluating solutions aimed at improving South Africa's sustainable growth, development and employment through increased competitiveness.

Legislative Mandate

Productivity SA contributes to the following mandate of the Department:

- Improved economic efficiency and productivity.
- Creation of decent employment.
- Give value to social dialogue in the formulation of sound and responsive legislation and policies to attain labour market flexibility for competitiveness of enterprises which is balanced with the promotion of decent employment.

Functions of Productivity SA

In terms of section 32 of the Employment Services Act, the functions of Productivity SA are to:

- Promote a culture of productivity in the workplace;

- Facilitate and evaluate productivity improvement and competencies in the workplace;
- Support initiatives aimed at preventing job losses;
- Measure and evaluate productivity and competitiveness in the workplace and overall economy; and
- Maintain a database of productivity and competitiveness systems and publicise same; and to undertake productivity-related research

5.2.1. Productivity SA Performance per Strategic Objective in Q1 of 2021/22

Productivity SA reported its performance per Strategic Objective as follows:

Table 12: Productivity SA Performance per Strategic Objectives in Q1 of 2021/22

STRATEGIC OBJECTIVES		Annual Planned Indicators	Q1 Planned Indicators	Achieved	Overall Achievement %
1.	Strengthen the institutional capacity of Productivity SA to deliver on its mandate and be financially sustainable	3	1	1	100%
2.	To support government programmes aimed at sustainable employment and income growth	2	2	1	100%
3.	To support enterprises facing economic distress and initiatives aimed at preventing job losses.	3	3	3	100%
4.	Generation and dissemination of productivity related research and statistics	2	1	1	100%
5.	To promote a culture of productivity and competitiveness in the workplace and community life	2	1	1	100%
Overall Performance		12	8	8	100%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

Table 12 above reflects that Productivity SA has 12 planned indicators for 2021/22 financial year. Of these indicators, 8 report in Q1. All indicators reporting in Q1 were achieved, translating to an overall achievement of 100%.

5.2.2. Productivity SA Performance per Programme in Q1 of 2021/22

Productivity SA reported on its performance per programme as follows:

Table 13: Productivity SA Performance per Programme in Q1 of 2021/22

PROGRAMME		Annual Planned Indicators	Q1 Planned Indicators	Achieved	Overall Achievement %
1.	Corporate Services (CS)	2	1	1	100%
2.	Human Resource Management (HRM)	1	-	-	-
3.	Corporate Relations (CR)	1	-	-	-
4.	Competitiveness Improvement Services (CIS)	3	3	3	100%
5.	Business Turnaround and Recovery (BT&R)	3	3	3	100%
6.	Research, Innovation and Statistics (RIS)	2	1	1	100%
Overall Performance		12	8	8	100%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

Table 13 above reflects that there were 12 annual planned indicators. Of these, 8 indicators have targets reporting in Q1. All the indicators were achieved, translating to an overall performance of 100%. Human Resource Administration (HRM) and Corporate Relations (CR) did not have indicators reporting in Q1.

Table 14: BT&R and CIS performance for Q1 2021/22 Financial Year

PROGRAMME	Output Indicator	Annual Target	Q1 Target
Business Turnaround and	Number of jobs saved in companies facing economic distress every year	9550	Target: 1050 Actual: 4362

Recovery (BT&R)	Number of companies facing economic distress supported through turn-around strategies to retain jobs (nurturing) per annum.	191	Target: 21 Actual: 35
	Number of workplace/ future forums members trained and capacitated on productivity improvement solutions per annum	573	Target: 63 Actual: 110
Competitiveness Improvement Programme (CIS)	Number of SMMEs and other enterprises supported through Competitiveness Improvement Services each year	1252	Target: 250 Actual: 328
	Number of entrepreneurs, workers and managers capacitated to promote the culture of productivity each year	2000	Target: 400 Actual: 816
	Number of Productivity Champions capacitated to build awareness and promote a stronger culture of productivity in South Africa each year	323	Target: 65 Actual: 135

Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

5.2.3. Productivity SA Financial Performance in Q1 of 2021/22

Productivity SA reported its financial performance as follows:

Table 15: Productivity SA Expenditure per Programme in 2021/22 Financial Year

PROGRAMMES	Budget	Actual	Variance	Expenditure Q1 2021/22
	R'000	R'000	R'000	%
Administration	16 848	13 822	3 026	82%
Competitiveness Improvement Services	3 203	5 748	-2 545	179%
Business Turnaround and Recovery	27 390	4 089	23 301	15%
Research, Innovation and Statistics	2 440	1 891	549	78%
TOTAL EXPENDITURE	49 881	25 550	24 331	51%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

Table 15 above reflects that Productivity SA had a total budget of R49.9 million in Q1 of 2021/22. It spent R25.6 million or 51% by the end of Q1. This resulted to a variance of R24.3 million.

The Business Turnaround and Recovery programme received the largest budget allocation of R27.4 million. However, it spent only R4.0 million or 15% of the programme allocation. This resulted to a variance of R23.3 million.

Administration programme received the second largest programme allocation of R18.8 million. It spent R13.8 million or 82% of the allocation resulting to a variance of R3.0 million.

Competitiveness Improvement Services programme received R3.3 million and spent R5.7 million or 179% of the allocation resulting to over-expenditure of R2.5 million.

Research, Innovation and Statistics programme received R2.4 million programme allocation and spent R1.9 million or 78% of the allocation. This resulted to a variance of R549 000.

5.3. National Economic Development and Labour Council (Nedlac)

The NEDLAC was established through the NEDLAC Act no 35 of 1994. It operates under the terms of the NEDLAC Constitution. NEDLAC mandate is derived from the following: NEDLAC Act; Labour Relations Act, NEDLAC Constitution; and NEDLAC protocols.

NEDLAC objectives in terms of the NEDLAC Act are as follows:

- Strive to promote the goals of economic growth, participation in economic decision-making and social equity;
- Seek to reach consensus and conclude agreements on matters pertaining to social and economic policy;
- Consider all proposed labour legislation relating to labour market policy before they are introduced in Parliament;
- Consider all significant changes to social and economic policy before it is implemented or introduced in Parliament; and
- Encourage and promote the formulation of coordinated policy on social and economic matters.

5.3.1. Nedlac Performance per programme in Q1 of 2021/22

Nedlac reported its performance per programme as follows:

Table 16: Nedlac Performance per Programme in Q1 of 2021/22

PROGRAMME		Planned Indicators	Achieved	Not Achieved	Overall Achievement %
1.	Administration	3	1	2	33%
2.	Core-Operations	2	2	0	100%
3.	Constituency Capacity Building	3	0	3	0%
Overall Performance		8	3	5	38%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 9 February 2022

Table 16 above reflects that Nedlac has 8 planned indicators reporting in Q1 of 2021/22. Of these indicators, 3 were achieved translating to an overall performance of 38%.

Core-operations programme had 2 indicators reporting in Q1 and they were both achieved resulting in overall achievement of 100%.

The Administration programme had 3 indicators reporting in Q1 of 2021/22. Of these indicators 1 was achieved. This translates to an overall achievement of 33%.

Constituency capacity building programme had 3 planned indicators reporting in Q1 of 2021/22. Of these targets, none was achieved resulting to a total achievement of 0%.

5.3.2. Nedlac expenditure by economic classification as at Q1 of 2021/22

Nedlac reported on its finances as follows:

Table 17: Nedlac Expenditure by Economic Classification

Economic Classification	Approved budget 2021/22	Q1 2021/22 Budget	Q1 2021/22 Expenditure	Variance	Q1 Expenditure Percentage
	R'000	R'000	R'000	R'000	
Compensation of Employees	28 460	7 115	6 814	301	96%
Goods & Services	31 510	7 877	1 987	5 890	25%

Depreciation & amortisation	-	-	401	(401)	
TOTAL EXPENSES	59 970	14 992	9 132	5 790	63%

Source: Adapted from the presentation to the PC on Employment & Labour date 9 February 2022

The table above reflects that the approved budget for Nedlac in 2021/22 financial year amounted to R59.9 million. The budget for Q1 of 2021/22 amounted to R14.9 million. Of this amount R9.1 million or 63% was spent by the end of Q1, resulting to a variance of R5.7 million. The key reason for underspending was reported to be the continued remote working arrangement whereby online meetings are held which has resulted in savings on travel and accommodation and related costs such as catering and refreshments. Further, an underspending was noted under consulting fees.

Goods and Services received an annual budget of R31.5 million. The Q1 budget for Goods and Services amounted to R7.8 million. Of this amount R1.9 million or 25% was spent by the end of Q1. This resulted to a variance of R5.8 million.

Compensation of Employees received an annual budget of R28.4 million. The budget for Q1 amounted to R7.1 million. Of this amount R6.8 million or 96% was spent by the end of Q1 resulting to a variance of R301 000.

5.4. The Compensation Fund (CF)

Constitutional Mandate

The mandate of the CF is derived from section 27(1)(c) of the Constitution. In terms of this section, all South Africans have a right to social security. The CF is mandated to provide social security to all injured and diseased employees.

Legislative Mandate

The CF is established in terms of section 15 of the Compensation for Occupational Injuries and Diseases Act as amended. The main objective of the Act is to provide compensation for disablement caused by occupational injuries or diseases sustained or contracted by employees or for death resulting from such injuries or diseases and provide for matters connected therewith.

Strategic Focus

The CF shall focus on the following strategies which will further inform institutional policies over the five-year cycle:

Financial Management

1. Improve the system of internal control and maintain financial soundness.

Customer

2. Ensure appropriate benefits are delivered to intended beneficiaries, efficiently and at a reasonable cost.
3. Contribute to employment and economic growth through rehabilitation and re-integration.

Organisational Capacity

4. Develop the capacity of the Fund to deliver according to its mandate.

Internal Business Process

5. Improve operational efficiency through process reengineering and technological innovation.

5.4.1. CF Performance per Programme in Q1 of 2021/22

CF reported on its programme as follows:

Table 18: CF Performance per Programme in Q1 of 2021/22

PROGRAMME		Annual Planned Indicators	Indicators with targets reporting in Q1	Achieved	Overall achievement %
1.	Administration	11	3	2	67%
2.	Compensation for Occupational Injuries and Diseases Services operations	3	2	1	50%
3.	Medical Services	2	2	2	100%
4.	Orthotic and Rehabilitation	3	1	1	100%
Overall Performance		19	8	6	75%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 17 February 2022

Table 18 above reflects that CF has 19 annual planned indicators and eight indicators with targets reporting in Q1. Of the eight targets reporting in Q1, six were achieved translating to an overall performance of 75%.

The Administration programme has 11 annual planned indicators and three indicators reporting in Q1. Of the three indicators reporting in Q1, two were achieved translating to an overall achievement of 67%. The CF did not achieve the target of reducing the vacancy rate to 15%. Instead, the vacancy rate stood at 16.52% by the end of Q1.

Programme 2 has three annual planned indicators and two indicators with targets reporting in Q1. Of the two indicators reporting in Q1, one was achieved translating to an overall achievement of 50%. The Fund did not achieve the target of adjudicating 85% of claims within 30 working days of receipt. It adjudicated 25078 of 31489 claims within 30 working days of receipt, translating to 80% achievement of the target.

Medical Services programme has two annual planned indicators and two indicators with targets reporting in Q1. The Fund had an overall achievement of 100% under this programme. This programme finalized 96% of requests for pre-authorisation of specialized medical interventions within 10 working days against a target of 85%. It finalized 84% of accepted medical invoices within 40 working days of receipt against a target of 80%.

Orthotic and Rehabilitation programme has three annual planned indicators and one indicator with target reporting in Q1. This target was achieved translating to an overall achievement of 100%. This programme finalized 98% of compliant requests for assistive devices within 15 working days of receipt against a target of 85%.

5.4.2. CF Financial Performance in Q1 of 2021/22

CF reported its financial performance as follows:

Table 19: Expenditure per Programme in Q1 of 2021/22

PROGRAMME	2021/22 Approved Budget	Expected Expenditure as at 30 June 2021	Actual Expenditure at 30 June 2021	Variance Under (Over)	Total Expenditure
	R'000	R'000	R'000	R'000	%

1.	Administration	7 273 598	1 818 399	708 903	1 109 496	39%
2.	COID Services	1 691 846	422 962	373 764	49 198	88%
3.	Medical Services	4 586 073	1 146 518	873 235	273 283	76%
4.	Orthotic and Medical Rehabilitation	229 901	57 475	52 992	4 483	92%
TOTAL BUDGET		13 781 417	3 445 354	2 008 894	1 436 460	58%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 17 February 2022

Table 19 above reflects that the approved budget for 2021/22 financial year amounted to R13.8 billion. The expected expenditure for Q1 of 2021/22 amounted to R3.4 billion. The actual expenditure was R2.0 billion or 58% of the expected expenditure. This resulted to a variance of R1.4 billion.

The Administration programme received R7.2 billion in 2021/22 financial year, which is the largest share of the budget. The budget for Q1 of 2021/22 financial year amounted to R1.8 billion. Of this amount, R708.9 million or 39% was spent by the end of Q1 resulting to a variance of R1.1 billion.

The approved budget for COID Services for 2021/22 financial year amounted to R1.7 billion. The expected expenses for Q1 amounted to R422.9 million. Of this amount, R373.8 or 88% was spent by the end of Q1 of 2021/22 financial year resulting to a variance of R49.2 million.

The approved budget for Medical Services programme amounted to R4.6 billion in 2021/22 financial year. The expected expenses for Q1 of 2021/22 financial year amounted to R1.1 billion. Of this amount, R873.2 million or 76% was spent by the end of Q1 resulting to a variance of R273.3 million.

The approved budget for Orthotic and Medical rehabilitation programme amounted to R229.9 million in 2021/22 financial year. The expected expenses for Q1 of 2021/22 amounted to R57.4 million. Of this amount, R52.9 million or 92% was spent by the end of Q1 resulting to a variance of R4.5 million.

5.5. Commission for Conciliation Mediation and Arbitration (CCMA)

The CCMA is a statutory body established in terms of section 112 of the Labour Relations Act of 1995 (LRA), as amended.

In terms of section 113 of the LRA, the CCMA is independent of the State, any political party, trade union, employer, employers' organization, federation of trade unions or federation of employers' organisations.

Constitutional Mandate

The CCMA's Constitutional mandate is drawn directly from section 23 of the Constitution of the Republic of South Africa that deals with labour relations.

Mandatory Functions

The mandatory functions of the CCMA are to:

- Conciliate and arbitrate workplace disputes.
- Assist with the establishment of workplace forums.
- Compile and publish statistics and information about its activities.
- Administer the Essential Services Committee (ESC).
- Consider applications for accreditation and subsidies of bargaining councils and private agencies.

Discretionary Functions

The discretionary functions of the CCMA are to:

- Supervise ballots for unions and employer organisations.
- Provide training and information relating to the primary objective of the LRA.
- Advise a party to a dispute about the procedures to follow.
- Offer to resolve a dispute that has not been referred to the CCMA.
- Publish guidelines on any aspect of the LRA and to make rules.
- Provide training and advice on the establishment of collective bargaining structures, workplace restructuring, consultation processes, termination of employment, employment equity programmes and dispute prevention.
- Conduct and publish research.
- Provide assistance of an administrative nature to an employee earning less than the BCEA threshold.
- Determine fees that the CCMA can charge and regulate practice and procedure for conciliation and arbitration hearings.

Goal, Mission and Vision

Goal: Towards labour peace and equity

Vision: A world-class institution that promotes labour market stability, social justice and job security.

Mission: To give effect to everyone’s constitutional right and freedom.

Strategic Pillars

The strategic pillars of the CCMA are to:

- Optimise the organization.
- Enhance labour market stability
- Support strategy implementation and good governance.

Programmes of the CCMA

Programmes of the CCMA are:

1. Administration
2. Proactive and relevant labour market intervention
3. Special interventions and support
4. Efficient and quality dispute resolution and enforcement services
5. Effective strategy management and governance

5.5.1. CCMA 2021/22 Q1 Non-Financial Performance

CCMA reported its non-financial performance as follows:

Table 20: CCMA 2021/22 Q1 Non-Financial Performance

PROGRAMME 2: Proactive and relevant labour market interventions				
OUTPUT INDICATOR	Annual Target	Quarterly Target	Q1 Actual Output	Reason for Deviation
1. Number of interventions conducted to promote effective dispute resolution in essential services	9	2	3	Over-achievement on this target is due to that in the past parties usually cancelled planned processes on short notice, which has had a detrimental
2. Number of stakeholders engaged to make inputs on legislative changes.	3	1	2	
3. Number of entities engaged to	84	21	22	

ensure that there are minimums to be maintained during industrial action in essential services.				effect on the ability of the ESC to achieve its targets.
4. Number of essential services designations, minimum services agreements, minimum services determinations and/or maintenance services determinations monitored for compliance and observance.	6	1	1	N/A
5. Number of awareness sessions on essential services designation conducted	10	2	2	N/A

Source: Presentation to the Portfolio Committee on Employment and Labour dated 17 February 2022

Table 20 reflects that CCMA has an annual target of conducting nine interventions to promote effective dispute resolution in essential services and two interventions per quarter. The entity conducted three interventions against the quarterly target of two.

CCMA has an annual target of engaging three entities to make inputs on legislative changes and one engagement per quarter. CCMA engaged two stakeholders against the target of one per quarter.

The Commission has an annual target of engaging 84 entities to ensure that there are minimums to be maintained during industrial action in essential services and 21 entities per quarter. The Commission engaged 22 entities against a target of 21 per quarter.

Over-achievement on the above three targets was reported to be due to that in the past, parties usually cancelled planned processes on short notice, which has had a detrimental effect on the ability of the ESC to achieve its targets.

The entity has an annual target of monitoring compliance and observance of six essential services designations, minimum services agreements, minimum services determinations and/or maintenance service determination and one per quarter. The entity achieved the set quarter target.

CCMA has an annual target of conducting 10 awareness sessions on essential services designations and two per quarter. The entity met the quarter target.

5.5.2. CCMA Dashboard in Q4 of 2021/22

The entity reported on its progress during the period under review as follows:

- A total of 39 830 referrals were received by the CCMA.
- This is an increase of 66% (15 821) referrals compared to 24 009 referrals in the first quarter of the previous financial year.
- The sectors with the highest referrals at the end of the reporting quarter were:
 - Business/professional services, 20%
 - Safety/security (private), 15%
 - Retail, 13%
 - Building/construction, 6%
 - Domestic, 6%
 - Agriculture/farming, 4%
 - Mining, 4%
 - Food/beverage (manufacture), 4%.
- 4 530 outreach services were conducted (inclusive of awareness raising activities, capacity building activities and social justice blockages activities).
- 2 579 800 people were capacitated to better understand the law and their rights through outreach activities (inclusive of Radio Talk Shows).
- 63 complaints were received, 48 were investigated and responded to while 15 were pending investigations.
- 97% (34 out of 35) of public interest matters (s150) were settled.
- 42% of jobs (4 237 out of 10 061 jobs at stake) were saved compared to employees facing retrenchments (cases referred to the CCMA).

5.5.3. CCMA Financial Performance in Q1 of 2021/22

Table 21: CCMA Expenditure per Programme in Q1 of 2021/22

PROGRAMME	Budget	Actual	Variance	Expenditure
	R'000	Spending R'000	R'000	%
Administration	79 335	40 264	39 071	51%

Labour Market Intervention	5 298	3 615	1 683	68%
Special Interventions and Support	1 971	1 832	139	93%
Dispute Resolution and Enforcement Services	184 006	168 655	15 351	92%
Strategy Management and Governance	9 089	6 671	2 418	73%
TOTAL	279 699	221 037	58 662	79%

Source: Presentation to the Portfolio Committee on Employment and Labour dated 17 February 2022

The CCMA budget for Q1 2021/22 amounted to R279.7 million. Of this amount, R221.0 million or 79% was spent by the end of Q1, resulting to a variance of R58.7 million.

The Dispute Resolution and Enforcement Services programme received R184.0 million, which is the largest share of the programme budget. Of this amount, it spent R168.7 million or 92% by the end of Q1 resulting to a variance of R15.4 million.

The variance was reported to be due to less utilization of part-time commissioners but not limited to the variable costs such as venue hire and travel costs incurred to conduct cases in the remote areas by the commissioners, which were not utilized as anticipated.

The Administration programme received R79.3 million, which is the second largest programme budget of the entity. It spent R40.3 million or 51% of the budget by the end of Q1, resulting to a variance of R39.1 million.

The variance was reported to result from computer equipment maintenance that was budgeted for but not consumed as anticipated as the service is consumed as and when required. The organisation also noted a saving from printing costs. The other factors noted were the timing difference in training interventions that is still expected during the financial year and court litigation costs, which will be incurred as and when a need arises. A timing difference in software expenditure maintenance was also noted, and projects in procurement processes, such as penetration tests and tripwire solutions. In addition, Covid-19 related expenditure also contributed to the favourable variance due to spending that will still take place in months to come.

Labour Market Intervention programme received a budget of R5.3 million and spent R3.6 million or 68% by the end of Q1. The resultant variance was R1.7 million or 32% of the allocation.

The variance was reported to be due to variable costs such as commissioner fees, venue hire costs, travel costs relating to the dispute management preventing activities that were budgeted for but not consumed as anticipated. The other contributing factor is fewer claims submitted by the bargaining councils on awards rendered and settlement agreements as well as savings resulting from travel costs related to ESC activities programme

Strategy Management and Governance programme received a budget of R9.1 million and spent R6.7 million or 73% of the allocation by the end of Q1. This resulted to a variance of R2.4 million.

The variance was reported to be due to timing differences in data renewal and qualitative analysis licenses. The other contributing factor was the provision for insurance, which is amortised monthly.

Special Interventions and Support was allocated a budget of R1.9 million in the Q1 and spent R1.8million or 93% by the end of Q1 resulting to a variance of R139 000.

The variance was reported to be due to less utilization of part time commissioners for the collective bargaining matters. This matters are triggered by the major negotiations which might have an impact on strikes.

6. Committee Observations

After receiving the presentations from the Department and its entities, the Committee made the following observations:

6.1. *The Department of Employment and Labour*

- 6.1.1. The Department spent 86% of its Q1 budget and achieved an overall performance of 73%, which is an improvement from the 67% achieved in the previous quarter.
- 6.1.2. The IES branch did not achieve the target of referring 65% of non-compliant employers received by the Statutory Services for prosecution within 30 calendar days because it does not have printers therefor unable to print court papers as courts traditionally expect hard copies for filing.
- 6.1.3. The Covid-19 pandemic still has a negative effect on the Department's performance

6.2. *Unemployment Insurance Fund*

- 6.2.1. UIF achieved an overall performance of 44%, which is an improvement of 8% from Q1 2020/21.

6.2.2. The Internal Audit found that there was inadequate quality review of the annual performance plan prior to approval and implementation.

6.3. *Productivity SA*

6.3.1. Productivity SA achieved the overall performance of 100% in Q1 of 2021/22. It over-achieved its set targets in Business Turnaround and Recovery and in Competitiveness Improvement Services programmes. In some instances, it overachieved by more than 100% e.g. It saved 4362 jobs in companies facing economic distress against a target of 1050.

6.4. *Nedlac*

6.4.1. Research by Mapungubwe Institute for Strategic Reflection (MISTRA) and International Labour Organisation (ILO) on how to restructure Nedlac so that it is “fit for purpose” was completed and presented to a workshop of stakeholders and constituencies.

6.5. *Compensation Fund*

6.5.1. Members raised concern about clients having to wait in long queues at labour centers to access the services of the Compensation Fund. This includes long waits for claims to be processed. Some labour centers have quotas of clients that they see per day.

6.6. *Commission for Conciliation, Mediation and Arbitration*

6.6.1. During the period under review, a total of 39 830 referrals were received by the CCMA. This is an increase of 66% (15 821) referrals compared to 24 009 referrals in Q1 of the previous financial year. However, the Committee is concerned about the low referrals from the vulnerable sectors such as Domestic and Agriculture/Farming. Low referrals were attributed to prohibition of walk-ins for the past two years.

7. *Committee Recommendations*

In view of the above-mentioned observations, the Committee recommends that the Minister ensures that:

7.1. *Department of Employment and Labour*

7.1.1. Printers are made available for the Inspections and Enforcement Services branch of the Department to enable it to perform its duties.

7.1.2. Government departments must procure their office and school furniture as well as hospital linen and uniforms from SEE through granting of a preferential procurement status.

7.2. *Unemployment Insurance Fund*

7.2.1. The annual performance plan review and recommendations by Internal Audit should be implemented, while the Committee is waiting for the External Audit.

7.3. *Productivity SA*

7.3.1. The entity must consider reviewing its targets upwards in the next financial year if this trend of 100% achievement continues in the remaining period.

7.4. *Nedlac*

7.4.1. Nedlac should present the “fit for purpose” report that was completed and adopted by its relevant constituencies to the Portfolio Committee.

7.5. *Compensation Fund*

7.5.1. The performance assessment of labour centre managers must include the services that the centres provide to the public and there must be consequences for poor services.

7.6. *Commission for Conciliation Mediation and Arbitration*

7.6.1. CCMA accelerates its outreach activities specifically targeting the vulnerable sectors to increase the usage of its services by this sector.

The Committee further recommends that the DEL provides regular updates on how its expanded mandate is being institutionalized in its structures and programmes. Secondly, the DEL must report back on the recommendations by the ILO insofar as the international comparison with similar government departments around the world are concerned.

Report to be considered.