

NATIONAL COUNCIL OF PROVINCES

**TAKING
PARLIAMENT
TO THE PEOPLE**



**REPORT BACK SESSION
EASTERN CAPE PROVINCE**

12 – 16 March 2018

FINAL REPORT

Celebrating
20 years

of the Constitution and
20 years since
the establishment of the NCOP



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1. INTRODUCTION

The second *Taking Parliament and the Legislature to the People* Programme was held at Abbotsford Christian Centre from 14 to 18 November 2016 in the Buffalo City Metropolitan Municipality (BCMM) in the Eastern Cape Province of South Africa. The Programme was held jointly between the NCOP and the Eastern Cape Provincial Legislature under the theme: *Following up on our commitments*. The pre-visit programme that was successfully held in the Alfred Nzo District Municipality (ANDM) from 18 to 21 October 2016 preceded the main programme.

In the past, the *Taking Parliament to the People* (TPTTP) Programme comprised two legs, namely, the pre-visit and the main programme. In the Fifth Parliament, the leadership of the National Council of Provinces (NCOP) took a decision to add a third leg, namely the report back session. Through the report back session, the NCOP seeks to provide feedback to members of the community on progress being made by Government on various service delivery issues which they had raised in the pre-visit and the main programme. It is for that reason that the NCOP will convene its report back session in the Eastern Cape Province from 12 to 16 March 2018.

The main purpose of this report is therefore to provide information on progress by various Government authorities in implementing undertakings and recommendations made during the main programme and the pre-visit respectively and progress at visited sites or in respect of project beneficiaries.

The report is divided into two sections. Section A provides a progress report on the implementation of undertakings and recommendations emanating from the main programme. Section B provides a progress report on the implementation of undertakings and recommendations emanating from the pre-visit.

An Executive Summary of Section A relating to the main programme in BCMM can be found on page 5. An Executive Summary of Section B relating to the pre-visit at ANDM can be found on page 125.



SECTION A: BUFFALO CITY METROPOLITAN MUNICIPALITY

2. EXECUTIVE SUMMARY

The 2016 *Taking Parliament and the Legislature to the People* Programme was held at Abbotsford Christian Centre from 14 to 18 November 2016 in the Buffalo City Metropolitan Municipality (BCMM) in the Eastern Cape Province of South Africa. The Programme was held jointly between the NCOP and the Eastern Cape Provincial Legislature under the theme: *Following up on our commitments*. The main programme was preceded by the pre-visit programme which was successfully held in the Alfred Nzo District Municipality (ANDM) from 18 to 21 October 2016.

The NCOP will have its report back session from 12 to 16 March 2018 in both the Buffalo City Metropolitan and Alfred Nzo District Municipalities. Through the report back session, the NCOP will provide feedback to members of the community on progress being made by Government on the implementation of various service delivery issues which they had raised in the pre-visit and the main TPTTP Programmes.

Three categories of responses have been received from various Government authorities and visited sites or projects. These are responses on the implementation of undertakings, on service delivery issues raised by members of the public during public hearings and on the implementation of recommendations made by delegations of the NCOP which visited various sites in the Buffalo City Metropolitan Municipality in the 2016 TPTTP main event.

- A total of 22 undertakings were made by various Government authorities that included MECs, Ministers and the then President, Mr. Jacob Zuma. At the completion of this report, only 4 responses had been received from government authorities while 18 were still outstanding, which translates to 18% response rate.
- A total of 21 service delivery challenges were raised by members of the community during public hearings at the main TPTTP event. Responses to all the 21 services delivery challenges were received from government authorities.
- With regard to progress on the implementation of the 197 recommendations made by delegations to various sites during the main event, a total of 137 responses have been



recorded, which translates to 69.5% response rate. A total of 30 responses from various government authorities are still outstanding.

Despite responses on several recommendations still outstanding, a number of key achievements pertaining to the resolution of some of the key service delivery challenges raised in the 2016 TPTTP in the Buffalo City Metropolitan Municipality have been recorded. The following are some of the recorded key achievements (quick wins):

- In response to the recommendation that the Provincial Education Department should ensure that B KAT Secondary School is assisted with strengthening of its school management team (SMT), mentoring and coaching of underperforming school principals is underway, and training of school principals on curriculum leadership has been concluded.
- On the need for the Department of Health to attend to the challenge of nurses leaving work earlier than official working hours stipulate, thus leaving patients unattended, the Buffalo City Metropolitan Health Department has issued a circular that emphasises that the closing time is 16h30 and it will ensure that clinics adhere to closing times through clinic supervision visits.
- In order to ensure that there was focussed intervention concerning the shortage and incomplete supply of textbooks, which affected schools such as Ngqika Primary School, textbooks and stationery that were in short supply were provided to schools by end of March 2017. The policy of book retrieval was also activated.
- In response to the staffing needs at schools such as St. Thomas School for the Deaf, especially the appointment of teachers who are qualified in Sign Language, training sessions for educators in sign language are ongoing. Departmental officials were also trained in basic sign language.
- In respect of the recommendation that the Provincial Department of Education should investigate the matter of renovating or buying the buildings from the church for St. Thomas School for the Deaf, the property at church has been bought for the school by the Eastern Department of Education.
- With regard to the recommendation that the positions of the two vacant deputy principals at St. Thomas School for the Deaf should be filled as a matter of urgency, the two positions have since been filled.



- In response to the recommendation that the Department of Education should consider a full adaptation of the curriculum for special schools such as St. Thomas School for the Deaf, a full curriculum adaptation framework – in line with the Curriculum and Assessment Policy Statement (CAPS) – has been finalised. A total of 116 district officials were trained in curriculum adaptation and 2 732 teachers from 382 schools were also trained.
- On the need for the Provincial Department of Education to ensure that more classrooms are built at Fundiswa Special School, temporary classrooms have been provided to the school, which have afforded the school much needed relief.
- In response to the recommendation that the water challenges at Walter Sisulu University should be addressed before end of the week (18 November 2016), short-term solutions, including the delivery of extra water tanks and the drilling of a borehole, were put in place.
- A recommendation was made for Services SETA to introduce a student tracking system. In response to this recommendation, the Services SETA is implementing a biometric system.
- Nine temporary classrooms have been delivered at Fundiswa Special School.
- The Berlin and Breidbach public libraries now operate full time, from 08h00 to 16h00.

3. PUBLIC HEARINGS

The public hearings deal with oral submissions made by the members of the public as well as the responses and undertakings made by government authorities. This section includes all the public hearings held on Social Development and Human Settlements, Economic Development and on Education and Health.

3.1. Public Hearings on Social Development and Human Settlements



3.1.1. Key service delivery issues raised

Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggjimbami, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mzamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
1. Long queues for identity document applications, affecting elderly people the most	✓																	
2. Lack of employment, especially for people older than 35 years	✓																	
3. Lack of start-up capital for young entrepreneurs	✓																	
4. Lack of RDP or low-cost houses	✓	✓						✓		✓	✓						✓	
5. Insufficient pay points for social grant collections,		✓		✓										✓				



Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggimambi, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mzamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
leading to long queues																		
6. Facilities available in the community do not cater for people with disabilities		✓																
7. Lack of recreational parks for kids e.g. Khayelitsha, Sweetwaters.		✓												✓			✓	
8. Poor quality of RDP or low-cost houses (e.g. Reeston Phases 1 & 2, Mzamomhle Phase 1 & 2, Ward 38)		✓	✓	✓		✓									✓			
9. There is an increase in the crime rate, which is linked			✓			✓												



Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggimambi, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mizamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
to unemployment in the area, e.g. Wards 13 & 38																		
10. Illegal electricity connections in informal settlements (Izinyoka), resulting in fatalities and disruptions of electricity supply			✓								✓						✓	
11. Lack of access to water and sanitation, e.g. Komanishi informal settlement and Nkwezana farm area.				✓														
12. Untraceable beneficiaries of RDP or low-cost houses, e.g.				✓														



Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggimambi, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mzamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
Mzamomhle Phases 1																		
13. Incomplete RDP or low-cost housing projects (e.g. 50 units in Mzamomhle Phase 1 and 340 in Phase 2, Ward 24 Kanana, Ward 49 – Project 50 for the destitute, project 322 and Project 738)				✓					✓				✓			✓		
14. Inadequate supply of medicine in clinics and laxity of nursing staff members					✓													
15. Lack of access to medical facilities, e.g. Bonke, Kwalini,						✓												



Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggimambi, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mizamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
Ngxwalane and Rhayi																		
16. Need to improve infrastructure such as roads, water and sanitation and fencing for cattle, e.g. Wards 38, 39 and 49						✓							✓				✓	
17. Illegal occupation of RDP houses by non-beneficiaries							✓											
18. Funding is needed for a community project, e.g. recycling project to be started in Sweetwaters							✓											
19. There is drug and alcohol								✓										



Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggimambi, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mzamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
abuse in the area																		
20. There is difficulty in applying for birth certificates for children whose parents passed away, who are in the care of elderly grandparents										✓								
21. There is a need for information on how to apply for foster care grant										✓								
22. There is a need for information on how to set up a co-operative																		
23. Lack of feedback on land claims made by												✓						



Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggimambi, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mizamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
members of the community																		
24. Access roads are in poor state, e.g. Ward 49													✓					
25. Some housing beneficiaries do not have title deeds as yet, e.g. Ward 2															✓			
26. An elderly female resident who resides in Ward 41 is pleading for assistance after she was evicted from her house by her grandchildren after the death of her children.																		✓
27. Delays in occupation of allocated RDP																		✓



Key Service Delivery Challenges	Mr Pasika Mvandaba, Ward 31 (Ford Grey)	Ms Nomava Gungqa Ward 36 (Dimbaza)	Mr M Mggimambi, Ward 13	Mr Vuyisile Gxwala, Ward 27, Mzamomtha, Gunubie	Mr Jerome Mdyolo, Ward 24, Kanana	Mr Mpumelelo Magqaleni of Wards 38 & 39	Ms Zukiswa Sizani of Sweetwaters	Ms Wandile Joka, Ward 3	Ms Vuyiswa Notutela, Ward 38	Ms F Sizani, Ward 4	Ms Monica Stuma, Ward 20	Mr Mika Nkosinathi, Ward 37	Mr Peter Kakeni Ward 49	Mr Zandisile Sitama, Ward 5	Mr Mbulelo Njoloza, Ward 2	Mr Daniel Shai, Ward 30	Ms Olivia Joseph, Ward 1	Mr ZW Veveza, Ward 41
houses - beneficiaries have not yet taken occupation of the allocated houses years after allocation letters were issued to them, e.g. Ward 41																		
28. There is a need for a youth centre, community hall and arts and culture centre in Duncan Village																	✓	
29. The pre-school in Ward 30 is unsafe																✓		



3.1.2. Progress in the implementation of undertakings made by relevant government authorities

The following undertakings were made by various relevant government authorities in response to the service delivery challenges raised outlined above:

Undertakings	Progress in the Implementation of Undertakings
<p>Hon NN Sihlwayi – MEC for Social Development:</p> <ul style="list-style-type: none"> i. The MEC announced that the Mayor of Buffalo City intends to establish a committee that will include Councillors and the community, which will deal with methods of curbing, eliminating and preventing drug and alcohol abuse. ii. With regard to additional pay points, the MEC indicated that additional ATMs had been installed. However, the need for these machines surpassed their availability. The matter is receiving further attention. iii. The MEC made an undertaking that officials from the Provincial Department of Social Development would visit the pre-school in Ward 30. 	<ul style="list-style-type: none"> i. ii. iii.
<p>Hon H Sauls-August – MEC for Human Settlements:</p> <ul style="list-style-type: none"> i. Two major projects have been brought to a halt, namely, BCF Destitute Project 381 and the Duncan Village Project. The projects had to be stopped due to a dispute with the contractors. The matter is before the courts and the Department is doing everything possible to finalise the matter. 	<ul style="list-style-type: none"> i.



Undertakings	Progress in the Implementation of Undertakings
<p>ii. The MEC acknowledged that mistakes had previously been made when initially developing housing projects. At the moment, the illegal occupation of land and the shortage of available land poses a problem. The issue is receiving attention.</p>	<p>ii.</p>
<p>Acting Mayor of Buffalo City Metropolitan Municipality – Mr Ncedo Kumbaca:</p> <p>i. Households need to be provided with electricity. Whilst strides are being made, there is still considerable work required. Buffalo City Municipality is working with Eskom in order to speed up the delivery of electricity.</p>	<p>i.</p>
<p>Mr Jacob Zuma – Former President of South Africa:</p> <p>i. The government is hard at work fast-tracking the issuing of title deeds to the beneficiaries of government subsidized houses.</p>	<p>i.</p>
<p>Total number of Undertakings made</p>	<p>7</p>
<p>Number of Undertakings implemented/responded to:</p>	<p>0</p>
<p>Number of Undertakings not yet implemented/outstanding responses</p>	<p>7</p>



Key Service Delivery Challenges	Ms Nomsa Mabentsela, Ward 1	Mr Masixole Ndodi, Ward 2	Ward 4, BCMM	Vuyiswa Noncanda, Ward 5	Ms Amanda Mzeziwe, Ward 6	Ms Nomizilo Dumile, Ward 7	Ms Thembisa Beila, Ward 8	Ms carmen Daniels, Ward 10	Ms Zodwa Toto, Ward 11	Ms Nomatshonyane Mdini, Ward 16	Ms Akhona Dlodlo, Ward 14	Ms Marina Soenies, Ward 15	Ms Nomfanelo Bottoman, Ward 16	Mr Sipho Bawana, Ward 16	Ms Sandra Belgevin, Ward 19	Ms Siphokazi Dengela, Ward 20	Ward 26, BCMM	Mr Soso Tozama, Ward 27	Ward 28, BCMM	Ms Bulelwa Miliwana, Ward 31	Ms Nokonwaba Mafinca, Ward 29	Mr Ayabulela Langhena, Ward 33	Mr Hemming Dalit, Ward 39	Mr Bongani Xaka, Ward 40	Ward 45, BCMM	Ms Asanda Ntshwayintshwayi, Ward 48
Works Programme to ensure that they provide proper service																										
4. Potholes and lack of sidewalks are a problem to the community		√			√	√		√								√		√	√						√	
5. Lack of storm drainage system in the community is also a challenge, e.g. Wards 2 and 6		√			√							√														
6. Dilapidated and badly damaged roads, e.g. the Brandfontein road, the Orange Grove - Richards Bay road, and in Bisho, Tyutyu and Pilton		√			√	√				√				√					√			√			√	
7. Need for tar roads - The			√																							



Key Service Delivery Challenges	Ms Nomsa Mabentsela, Ward 1	Mr Masixole Ndodi, Ward 2	Ward 4, BCMM	Vuyiswa Noncanda, Ward 5	Ms Amanda Mzeziwe, Ward 6	Ms Nomizilo Dumile, Ward 7	Ms Thembisa Beila, Ward 8	Ms carmen Daniels, Ward 10	Ms Zodwa Toto, Ward 11	Ms Nomatshonyane Mdingi, Ward 16	Ms Akhona Dlodlo, Ward 14	Ms Marina Soenies, Ward 15	Ms Nomfanelo Bottoman, Ward 16	Mr Sipho Bawana, Ward 16	Ms Sandra Belgevin, Ward 19	Ms Siphokazi Dengela, Ward 20	Ward 26, BCMM	Mr Soso Tozama, Ward 27	Ward 28, BCMM	Ms Bulelwa Mliiwana, Ward 31	Ms Nokonwaba Mafinca, Ward 29	Mr Ayabulela Langhena, Ward 33	Mr Hemming Dalit, Ward 39	Mr Bongani Xaka, Ward 40	Ward 45, BCMM	Ms Asanda Ntshwayintshwayi, Ward 48
gravel roads linking King Williamstown rural areas need to be tarred as some public transport operators refuse to ferry people into those areas																										
8. Need for bridges - King Williamstown rural areas also need bridges as they become inaccessible during rainy seasons			✓								✓															
9. Need for financial assistance for emerging farmers and agricultural cooperatives				✓	✓	✓	✓						✓				✓									



Key Service Delivery Challenges	Ms Nomsa Mabentsela, Ward 1	Mr Masixole Ndodi, Ward 2	Ward 4, BCMM	Vuyiswa Noncanda, Ward 5	Ms Amanda Mzeziwe, Ward 6	Ms Nomizilo Dumile, Ward 7	Ms Thembisa Beila, Ward 8	Ms carmen Daniels, Ward 10	Ms Zodwa Toto, Ward 11	Ms Nomatshonyane Mdini, Ward 16	Ms Akhona Dlodlo, Ward 14	Ms Marina Soenies, Ward 15	Ms Nomfanelo Bottoman, Ward 16	Mr Sipho Bawana, Ward 16	Ms Sandra Belgevin, Ward 19	Ms Siphokazi Dengela, Ward 20	Ward 26, BCMM	Mr Soso Tozama, Ward 27	Ward 28, BCMM	Ms Bulelwa Mliiwana, Ward 31	Ms Nokonwaba Mafikinca, Ward 29	Mr Ayabulela Langhena, Ward 33	Mr Hemming Dalit, Ward 39	Mr Bongani Xaka, Ward 40	Ward 45, BCMM	Ms Asanda Ntshwayintshwayi, Ward 48	
10. Need for the construction of a taxi rank, e.g. Ward 5				✓								✓															
11. Failure by government to ensure that big construction companies contracted by government contribute to skills development or empowerment of small and emerging companies							✓			✓						✓											✓
12. The high rate of unemployment, especially amongst the youth, e.g. Duncan Village							✓																				✓
13. There is a challenge of								✓													✓						



Key Service Delivery Challenges	Ms Nomsa Mabentsela, Ward 1	Mr Masixole Ndodi, Ward 2	Ward 4, BCMM	Vuyiswa Noncanda, Ward 5	Ms Amanda Mzeziwe, Ward 6	Ms Nomizilo Dumile, Ward 7	Ms Thembisa Beila, Ward 8	Ms carmen Daniels, Ward 10	Ms Zodwa Toto, Ward 11	Ms Nomatshonyane Mdingi, Ward 16	Ms Akhona Dlodlo, Ward 14	Ms Marina Soenies, Ward 15	Ms Nomfanelo Bottoman, Ward 16	Mr Sipho Bawana, Ward 16	Ms Sandra Belgevin, Ward 19	Ms Siphokazi Denga, Ward 20	Ward 26, BCMM	Mr Soso Tozama, Ward 27	Ward 28, BCMM	Ms Bulelwa Miliwana, Ward 31	Ms Nokonwaba Mafinca, Ward 29	Mr Ayabulela Langhena, Ward 33	Mr Hemming Dalit, Ward 39	Mr Bongani Xaka, Ward 40	Ward 45, BCMM	Ms Asanda Ntshwayintshwayi, Ward 48
roads with uncleaned sidewalks (covered in bushes) which is a hub for criminals who threaten the safety of children walking to school																										
14. Unfair business competition between local and foreign business owners									✓																	
15. Illegal electricity connections in informal settlements (Izinyoka) resulting in fatalities and disruption of electricity supply – there is a need										✓											✓	✓				



Key Service Delivery Challenges	Ms Nomsa Mabentsela, Ward 1	Mr Masixole Ndodi, Ward 2	Ward 4, BCMM	Vuyiswa Noncanda, Ward 5	Ms Amanda Mzeziwe, Ward 6	Ms Nomizilo Dumile, Ward 7	Ms Thembisa Beila, Ward 8	Ms carmen Daniels, Ward 10	Ms Zodwa Toto, Ward 11	Ms Nomatshonyane Mdingi, Ward 16	Ms Akhona Dlodlo, Ward 14	Ms Marina Soenies, Ward 15	Ms Nomfanelo Bottoman, Ward 16	Mr Siphoh Bawana, Ward 16	Ms Sandra Belgevin, Ward 19	Ms Siphokazi Dengela, Ward 20	Ward 26, BCMM	Mr Soso Tozama, Ward 27	Ward 28, BCMM	Ms Bulelwa Mliiwana, Ward 31	Ms Nokonwaba Mafikinca, Ward 29	Mr Ayabulela Langhena, Ward 33	Mr Hemming Dalit, Ward 39	Mr Bongani Xaka, Ward 40	Ward 45, BCMM	Ms Asanda Ntshwayintshwayi, Ward 48
for proper electrification of communities, e.g. Thembisa																										
16. Unused dilapidated schools which could be used as skills development centres in local communities											✓															
17. Lack of education on the advantages of recycling in communities															✓											
18. Lack of shelters in bus and taxi stops which exposes commuters to rain during rainy seasons																				✓						
19. EPWP projects discriminate																				✓						



Key Service Delivery Challenges	Responsible Ward
against people with disabilities when appointments are made, e.g. Ward 28	Ms Nomsa Mabentsela, Ward 1
	Mr Masixole Ndodi, Ward 2
	Ward 4, BCMM
	Vuyiswa Noncanda, Ward 5
	Ms Amanda Mzeziwe, Ward 6
	Ms Nomizilo Dumile, Ward 7
	Ms Thembisa Beila, Ward 8
	Ms carmen Daniels, Ward 10
	Ms Zodwa Toto, Ward 11
	Ms Nomatshonyane Mdingi, Ward 16
	Ms Akhona Dlodlo, Ward 14
	Ms Marina Soenies, Ward 15
	Ms Nomfanelo Bottoman, Ward 16
	Mr Sipho Bawana, Ward 16
	Ms Sandra Belgevin, Ward 19
	Ms Siphokazi Dengela, Ward 20
	Ward 26, BCMM
	Mr Soso Tozama, Ward 27
	Ward 28, BCMM
	Ms Bulelwa Mliiwana, Ward 31
	Ms Nokonwaba Mafikinca, Ward 29
	Mr Ayabulela Langhena, Ward 33
	Mr Hemming Dalit, Ward 39
	Mr Bongani Xaka, Ward 40
	Ward 45, BCMM
	Ms Asanda Ntshwayintshwayi, Ward 48
20. The location of Qoqweni township next to a dumping site poses a health hazard to the community	
21. Lack of clarity with regard to the rightful owners of the land in Ntete, Santini and Bongweni – the land is needed for community projects	
22. Lack of water and sanitation	



Key Service Delivery Challenges	Ms Nomsa Mabentsela, Ward 1	Mr Masixole Ndodi, Ward 2	Ward 4, BCMM	Vuyiswa Noncanda, Ward 5	Ms Amanda Mzeziwe, Ward 6	Ms Nomizilo Dumile, Ward 7	Ms Thembisa Beila, Ward 8	Ms carmen Daniels, Ward 10	Ms Zodwa Toto, Ward 11	Ms Nomatshonyane Mdingi, Ward 16	Ms Akhona Dlodlo, Ward 14	Ms Marina Soenies, Ward 15	Ms Nomfanelo Bottoman, Ward 16	Mr Sipho Bawana, Ward 16	Ms Sandra Belgevin, Ward 19	Ms Siphokazi Dengela, Ward 20	Ward 26, BCMM	Mr Soso Tozama, Ward 27	Ward 28, BCMM	Ms Bulelwa Mliiwana, Ward 31	Ms Nokonwaba Mafikinca, Ward 29	Mr Ayabulela Langhena, Ward 33	Mr Hemming Dalit, Ward 39	Mr Bongani Xaka, Ward 40	Ward 45, BCMM	Ms Asanda Ntshwayintshwayi, Ward 48
23. Lack or inadequate provision of scholar transport to learners in Ward 29 – learners walk long distances to school																				✓						
24. Sporting facilities are not properly maintained; graveyards are not fenced, e.g. Ward 39																							✓			
25. Poor maintenance of Fort Marie Heritage – which could be good for economic development																								✓		
26. There is a need for a shopping mall in Bisho																									✓	





3.2.2. Progress in the implementation of undertakings made by relevant government authorities

The following undertakings were made by various relevant government authorities in response to the service delivery challenges raised above:

Undertakings	Progress in the Implementation of Undertakings
<p>Hon T Marawu – MEC for Roads and Public Works:</p> <ul style="list-style-type: none"> i. Each municipality would have a Councillor dedicated to EPWP project. ii. Plans are underway to erect shopping malls around the province. iii. Plans to pay EPWP employees through Post Bank are also underway. 	<ul style="list-style-type: none"> i. ii. iii.
<p>Hon S Somyo – MEC for Economic Development:</p> <ul style="list-style-type: none"> i. Skills development would be provided to both primary and secondary cooperatives. ii. The Department, in corporation with the BCMM, will identify open spaces where small business centres would be erected. iii. Communities would be trained about the benefits of recycling. iv. Plans are underway to develop Dimbaza and Fort Jackson business hubs. 	<ul style="list-style-type: none"> i. ii. iii. iv.



Undertakings	Progress in the Implementation of Undertakings
<p>Hon M Masuku – Deputy Minister, Economic Development</p> <p>i. The Department, in cooperation with the MEC office team, will address issues related to economic development.</p> <p>ii. One stop service centres will be constructed to ensure that government services are easily accessible to the public.</p>	<p>i. The Department of Economic Development had an engagement with various local economic development projects in the Buffalo City Metropolitan Municipality to discuss:</p> <ul style="list-style-type: none"> • Linking the entrepreneurs, start-ups and researchers to technical support • Linking entrepreneurs, start-ups and researchers to funding support • Ensuring an innovation ecology within the region where catalytic projects could be supported effectively and support them to sustainability. <p>ii.</p>
<p>Mr Jacob Zuma – Former President of South Africa:</p> <p>i. Government is keen to provide income-generating opportunities for beneficiaries of social grants.</p>	<p>i.</p>
<p>Total number of Undertakings made</p>	<p>10</p>
<p>Number of Undertakings implemented/responses received</p>	<p>01</p>
<p>Number of Undertakings not yet implemented/ outstanding responses</p>	<p>9</p>



Key Service Delivery Challenges	Siphiwo Mxenge, Ward 15	Ms Sindiswa Mgelo, Ward 6	Ward 20, BCMM	Ms Ntobeko Tyali, Ward 30	Ward 41, BCMM	Ward 45, BCMM	Ward 27, BCMM	Ms Thembisa Beaula, Ward 8	Ward 13, BCMM	Sakhiwe Mabikwe, Ward 37, BCMM	Ward 31, BCMM	Nkululeko Ngcizela, Ward	Macdelin makholwa,	Njonga-amampondo Nditshuwa,	Mbana Luzuko, Ward 15 ANDM	Ward 1 BCMM	Sindiswa Sizani, 46 BCMM	Ward 16 BCMM	Ward 32, BCMM	Ward 7, BCMM	Ward 40, BCMM
Duncan Village, Namhla Pre-school in Ward 30																					
5. Inadequate security in schools, leading to vandalism, e.g. Inkwenkwezi School in Ward 20, Zwelisha in Ward 41, Ward 27,		✓			✓		✓		✓												
6. Delay in distributing tablets bought by the Department to learners of Inkwenkwezi School, Ward 20			✓																		
7. Clinics with shortage of nurses (under-staffed) e.g. Wards, 30, 41, 45,1, 46,				✓	✓	✓										✓	✓				
8. Inadequate supply of medication in clinics, Wards 30,				✓	✓	✓										✓				✓	



Key Service Delivery Cchallenges	Siphiwo Mxenge, Ward 15	Ms Sindiswa Mgelo, Ward 6	Ward 20, BCMM	Ms Ntobeko Tyali, Ward 30	Ward 41, BCMM	Ward 45, BCMM	Ward 27, BCMM	Ms Thembisa Beaula, Ward 8	Ward 13, BCMM	Sakhiwe Mabikwe, Ward	Ward 37, BCMM	Ward 31, BCMM	Nkululeko Ngcizela, Ward	Macdelin makholwa,	Njonga-amampondo Nditshuwa,	Mbana Luzuko, Ward 15 ANDM	Ward 1 BCMM	Sindiswa Sizani, 46 BCMM	Ward 16 BCMM	Ward 32, BCMM	Ward 7, BCMM	Ward 40, BCMM
41, 45, Nu 14 Mdantsane,																						
9. Poor maintenance of school infrastructure – dilapidated school buildings, Wards 41, 45, 32 (Ebenizer, Nyathi and Mzukhanyo schools),					✓	✓		✓														
10. Clinics that are not operating after working hours (24hours),with nurses in some clinics knocking off earlier leaving patients unattended, e.g. Wards 38, 41, 45, 32 (Tsholomqa),					✓	✓															✓	
11. Shortage of, or slow response rate by, ambulances					✓					✓												
12. Lack of community library						✓																



Key Service Delivery Cchallenges	Siphiwo Mxenge, Ward 15	Ms Sindiswa Mgelo, Ward 6	Ward 20, BCMM	Ms Ntobeko Tyali, Ward 30	Ward 41, BCMM	Ward 45, BCMM	Ward 27, BCMM	Ms Thembisa Beaula, Ward 8	Ward 13, BCMM	Sakhiwe Mabikwe, Ward 37, BCMM	Ward 31, BCMM	Nkululeko Ngcizela, Ward	Macdelin makholwa,	Njonga-amampondo Nditshuwa,	Mbana Luzuko, Ward 15 ANDM	Ward 1 BCMM	Sindiswa Sizani, 46 BCMM	Ward 16 BCMM	Ward 32, BCMM	Ward 7, BCMM	Ward 40, BCMM	
13. Shortage of classrooms, e.g. Mzamomhle Primary School, Mceba High School,							✓						✓									
14. Lack or inadequate provision of scholar transport, e.g. Gompo to Lumko Village; learners walking to Thyusha High School in ward 38 and Mdingi from Ward 37; Ward 31, and from Amalinda to Rosedale and Cambridge, Ward 7 BCMM,								✓		✓	✓	✓				✓	✓				✓	
15. Schools without fencing, e.g. in Nxarhuni									✓													
16. Lack of access to electricity for schools and clinics, Ward 31											✓											



Key Service Delivery Cchallenges	Siphiwo Mxenge, Ward 15	Ms Sindiswa Mgelo, Ward 6	Ward 20, BCMM	Ms Ntobeko Tyali, Ward 30	Ward 41, BCMM	Ward 45, BCMM	Ward 27, BCMM	Ms Thembisa Beaula, Ward 8	Ward 13, BCMM	Sakhiwe Mabikwe, Ward 37, BCMM	Ward 31, BCMM	Nkululeko Ngcizela, Ward	Macdelin makholwa,	Njonga-amampondo Nditshuwa,	Mbana Luzuko, Ward 15 ANDM	Ward 1 BCMM	Sindiswa Sizani, 46 BCMM	Ward 16 BCMM	Ward 32, BCMM	Ward 7, BCMM	Ward 40, BCMM
17. Schools closed down without proper consultation with School Governing Bodies, e.g. in Maluti and Matatiele, NU 14 Mdantsane																✓					
18. There is need for a bigger hospital, e.g. Matatiele												✓									
19. School in in need of permanent structure and furniture, e.g. Ndlakata Primary School in Ntabankulu, Dyamdyam School in Ward 32 BCCM; Ward 40 BCMM													✓						✓		✓
20. Clinic of proper structure, e.g. Ward 20 ANDM,														✓							
21. Special School in need of sign															✓						



Key Service Delivery Challenges	Siphiwo Mxenge, Ward 15	Ms Sindiswa Mgelo, Ward 6	Ward 20, BCMM	Ms Ntobeko Tyali, Ward 30	Ward 41, BCMM	Ward 45, BCMM	Ward 27, BCMM	Ms Thembisa Beaula, Ward 8	Ward 13, BCMM	Sakhiwe Mabikwe, Ward 37, BCMM	Ward 31, BCMM	Nkululeko Ngcizela, Ward	Macdelin makholwa,	Njonga-amampondo Nditshuwa,	Mbana Luzuko, Ward 15 ANDM	Ward 1 BCMM	Sindiswa Sizani, 46 BCMM	Ward 16 BCMM	Ward 32, BCMM	Ward 7, BCMM	Ward 40, BCMM
language interpreters, e.g. Sive Special School (Cedarville),																					
22. No benefits such as rural and overtime allowances for assistant staff members, e.g. Sive															✓						
23. Lack of recreational facilities, e.g. Ward 7,																				✓	



3.3.2. Progress in the Implementation of Undertakings made by relevant government authorities

The following undertakings were made by various relevant government authorities in response to the service delivery challenges raised above:

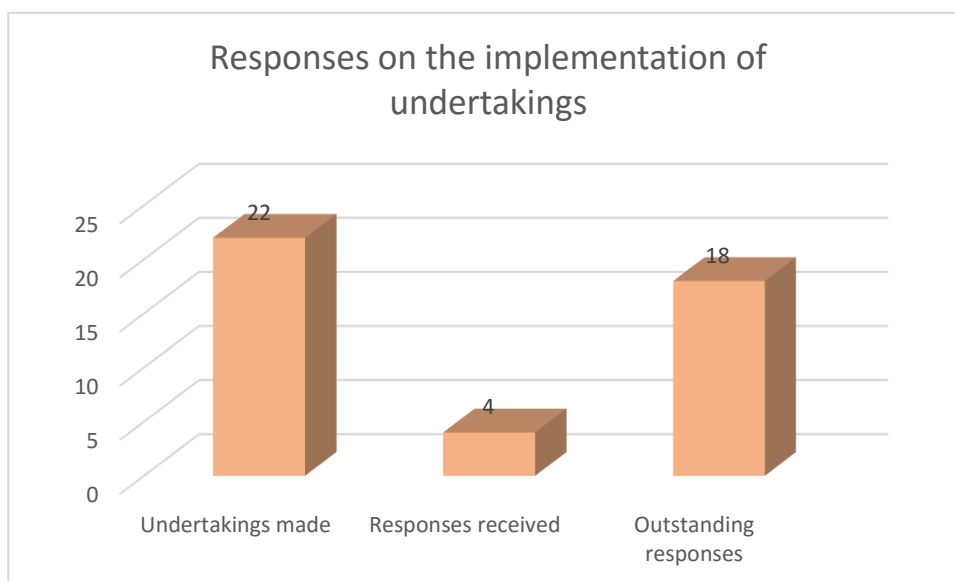
Undertakings	Progress in the Implementation of Undertakings
<p>Hon PP Dyantyi – MEC for Health:</p> <ul style="list-style-type: none"> i. Clinics will be fenced. ii. Data capturers will be employed for all the clinics this year (2016). 	<ul style="list-style-type: none"> i. The Department provincial of Health has awarded a tender for fencing and guard houses for 27 facilities in the 2017/18 financial year. The contractors started on site in August 2017 and the fencing and provision of guard houses project across the entire province will be rolled out over the MTEF. ii. Processes are under way for the appointment of data capturers for the remaining 24 clinics in the Buffalo City Metropolitan Health Department. An advert in this regard closes in August 2017 and the Department is shortlisting, and will be interviewing and making the appointments over the three month period to December 2017. The challenge with these lower level positions is the volume of applications which delays the recruitment process.
<p>Hon M Enver Surty – Deputy Minister, Basic Education:</p> <ul style="list-style-type: none"> i. To request the MEC of Education to look at the reported challenges regarding the scholar transport. ii. To ensure that the provincial department prioritises fencing of government schools. 	<ul style="list-style-type: none"> i. ii.



Undertakings	Progress in the Implementation of Undertakings
<p>Mr Jacob Zuma – Former President of South Africa:</p> <p>i. Government will continue to expand access to higher education for the poor through the National Student Financial Aid Scheme (NSFAS). Government will also provide an additional R9 billion for NSFAS for the period ahead, raising its funding to universities by over 18 percent to universities the next three years.</p>	<p>i. In December 2017, President Zuma made an announcement of free higher education for poor and working class students. Students who are already benefitting from this free higher education policy are TVET colleges and university students from South African households with a combined a combined annual income of not more than R350 000.</p>
Total number of Undertakings made	5
Number of Undertakings implemented/responded to	3
Number of Undertakings not yet implemented/outstanding responses	2

The graph below summarises the number of undertakings made by government authorities, responses received and outstanding responses.

Figure 1: Responses on the implementation of undertakings





3.3.3. Progress in the Implementation of Service Delivery Issues Raised during the Public Hearings

The following service delivery challenges were raised by members of the public during the public hearings which took place at the main TPTTP event as outlined above:

Service Delivery Challenges Raised	Progress in Addressing Service Delivery Challenges
<p>i. Insufficient staff/understaffing.</p> <p>ii. Lack of security personnel.</p> <p>iii. Nurses leaving work early.</p> <p>iv. The Ilitha clinic has inadequate supply of medicines as well as alleged laxity amongst nursing staff members.</p>	<p>i. The Department has an annual recruitment budget of R151 million for prioritised recruitment of critical vacant posts within the province. Furthermore, the Department has put out an advert for 500 nurses to fill the critical vacancies in clinics and other health facilities. These appointments are expected to be completed before end of third quarter, by which time additional funding will have been received from the National Treasury during the adjustment estimates period.</p> <p>ii. The Department is busy with new tenders for security services across the province and the demand focus conducted for the new tenders has included all clinics that were previously not provided with security personnel.</p> <p>iii. The official closing time for Buffalo City Metropolitan Health Department (BCMHD) is 16h30. The Department has issued a circular that emphasises this and will ensure that through clinic supervision visits, clinics adhere to closing times.</p> <p>iv. The Department has looked into the issue of stock shortages within the all the clinics in the Buffalo City Metropolitan Health Department and can confirm that in terms of stock tracer items for Ilitha clinic on DHIS, there were no stock-outs</p>



<p>v. Community members of the following villages: Bonke, Kwalini, Ngxwalane and Rhayi have no access to medical facilities as there is no clinic or mobile clinic servicing the areas.</p> <p>vi. There are only two nurses who are available to assist the large number of patients that frequent the clinic in Ward 20: Mdantsane Zones 6,7, 8 & 16)</p>	<p>on tracer drugs for all the 4 quarters of 2016/17 financial year.</p> <p>The Department continues to monitor that no stock-outs are experienced through implementation of the following measures:</p> <ul style="list-style-type: none">• Supervision of the ordering of medicines for clinics by the sub district pharmacists.• Monitoring of medicine inventory levels through the stock visibility system (SVS). <p>v. The Department has fixed clinics in the following areas: Nonkcampa, Bulembu, Mxhalanga, Ginsberg and Schornville which are all within range to the villages referred to in the complaint. In addition, Mnqesha village is within 5 km radius from Amahleke clinic and Dimbaza Community Health Centre (CHC).</p> <p>vi. The Department has looked into the staffing at the clinic and can confirm that there are no shortages of staff at the clinics in ward 20:</p> <ul style="list-style-type: none">• At NU 7 clinic, there are six professional nurses (PNs); 1 enrolled nurse (EN); 2 enrolled nursing assistants (ENAs) and the monthly average headcount for 2016/17 was 2 554.• At NU 16 clinic, there are 7 professional nurses plus 1 enrolled nursing assistant and the monthly average headcount for 2016/17 was 2 551.• At NU 8 clinic there are 6 professional nurses plus 2 enrolled nursing assistants and the monthly average headcount for the 2016/17 was 2 756. <p>The Department is strengthening clinic supervision to ensure that all the available staff members are at work and servicing patients.</p>
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<p>vii. Additional clinics are needed in Ward 37: Westbank, Masingatha, Clubview, Tolofiyeni and Mdingi.</p>	<p>vii. Owing to the prevailing fiscal constraints the Department is unable to commit to building new clinics. Nevertheless, within Ward 37, the Mdingi village has its own clinic whereas the villages of Clubview, Masingatha and Westbank are within 5 km from the Grey Gateway clinic.</p>
<p>viii. A clinic is needed in Noncedo.</p>	<p>viii. The Department has conducted an assessment and found that there are 6 clinics and 6 community health centres within the 5 km radius of Ward 6 namely, Pefferville, Gompo A, B & C, Alphendale and Aspiranza clinics and Empilweni Gompo and Duncan Village community health centres.</p>
<p>ix. The clinic in Ward 30 is not big enough to service the community on this ward.</p> <p>The clinic requires more nurses.</p> <p>There is inadequate medication supply.</p>	<p>ix. The Department concedes that the clinic is indeed not big enough. This clinic was built by former Ciskei government to cater for family planning and minor ailments. It has two consulting rooms and labour ward area, and is therefore not adequate for comprehensive Primary Health Care (PHC) services. The Department is looking at procuring additional space for the clinic (Parkhomes) and will provide progress report in this regard by 31 December 2017.</p> <p>The clinic has sufficient staff as it has 7 professional nurses and 1 enrolled nursing assistant. Once the space issue is addressed, this is expected to introduce efficiencies at the clinic.</p> <p>There is no shortage of medicines at the facility in terms of the District Health Information System (DHIS) report on tracer drugs which shows that the tracer items stock out rate for this clinic was 0 for all the 4 quarters of 2016/17.</p>



<p>x. The closing time for all clinics in Ward 41 is 15h00. This impacts negatively on patients who need urgent medical help beyond 15h00.</p> <p>There is inadequate medication in clinics.</p> <p>No dentists are available at local clinics.</p> <p>Slow response rate by ambulances is a challenge in the community.</p>	<p>x. The official closing time for Buffalo City Metropolitan Health Department (BCMHD) is 16h30. The Department has issued a circular that emphasises this and will ensure that clinics adhere to closing times through clinic supervision visits.</p> <p>The Department has investigated the shortage of medicine and on review of DHIS reports, there was no indication of any tracer drug shortages for the whole of 2016/17.</p> <p>Dental services in the district are only provided from Community Health Centre level upwards; hence there are no dentists at the clinic.</p> <p>It is true that ambulances do not always respond within the 15 minutes urban response time due to shortages of both ambulances and staff, which reduce the number of rostered ambulances. The Department is continuously engaging with the Department of Transport for the prioritisation of ambulances needing repairs and to provide a pool of stand-by ambulances in cases of breakdowns.</p>
<p>xi. The community needs a clinic that will operate 24 hours a day.</p> <p>More nurses are also needed in this clinic.</p>	<p>xi. All clinics in BCMHD are operating for 8 hours a day and 5 days a week. Only community health centres that operate 24 hours and 7 days a week. There are two clinics in this ward, Berlin and Ilitha clinics.</p> <p>With respect to staffing at Berlin clinic, the clinic had professional nurses until one retired in July 2017 and is in the process of being replaced. The monthly average headcount for 2016/17 at the clinic was 1 907.</p>



<p>The clinic is experiencing medication shortages.</p>	<p>At Ilitha clinic, the staffing was 4 professional nurses and a monthly average headcount was 1 649. The Department can confirm that it has reviewed the tracer drugs availability reports on DHIS and there is no evidence of medicine stock-outs at the facility.</p>
<p>xii. The Bhishe Hospital is in a dilapidated state.</p> <p>There is insufficient medication</p>	<p>xii. Other than the challenges with a leaking roof on one part of the hospital which has subsequently been fixed, the hospital is in good condition.</p> <p>The hospital did not experience any shortages of medicines in terms of the district hospital package.</p>
<p>xiii. Nurses knock off early leaving patients unattended in Ward 38</p>	<p>xiii. The official closing time for Buffalo City Metropolitan Health Department (BCMHD) is 16h30. The Department has issued a circular that emphasises this and will ensure that clinics adhere to closing times through clinic supervision visits.</p>
<p>The clinic and the community need ambulances</p>	<p>In terms of the department's policy, ambulances are stationed at Emergency Medical Services (EMS) bases and respond from there, they are not stationed at clinics. Accordingly, Ward 38 is being serviced by the King Williamstown EMS base that is situated in Westbank.</p>
<p>Lieveldt location has no clinic</p>	<p>Lieveldt is more than 5 km from the nearest clinic and therefore qualifies to be provided with mobile services. The Department will look into the extension of mobile services to this areas starting from 01 January 2018.</p>



<p>xiv. There are no clinics in Masingatha, Tolofiyeni and Mdingi villages (Ward 37). The community is compelled to travel to town in order to seek medical help.</p>	<p>xiv. Owing to the prevailing fiscal constraints the Department is unable to commit to building new clinics. Nevertheless, within Ward 37, the Mdingi village has its own clinic whereas the villages of Clubview, Masingatha and Westbank are within 5 km from the Grey Gateway clinic. The department will consider providing mobile services for Tolofiyeni and Masigatha villages from January 2018</p>
<p>xv. Shortage of clinics is a challenge in Ward 31 (Kidds Beach, Gulu and Ocean View, Ncera Village 1, Silverdale)</p>	<p>xv. The Department concedes that there is only one fixed clinic in the area, Ncera Village 1. The other areas are more than 5 km from the fixed clinic and are currently being serviced by a mobile clinic once a month. The Department plans to increase the frequency of services and will also look into recruitment processes in this regard and to start the services in January 2018.</p>
<p>xvi. There is a shortage of nurses in Day Hospital in Ward 1</p> <p>There is need for a mobile clinic in NU 14 Mdantsane.</p>	<p>xvi. The Day Hospital renders PHC package services (excluding MOU) and operates from 07h30 to 19h00, 7 days a week, whilst MOU attached to Frere Hospital renders 24 hour services 7 days a week.</p> <p>There are two clinics within the 5 km radius of NU 14 which are NU 16 and NU 17.</p>
<p>xvii. The Greenfields clinic in Ward 14 is understaffed and has a shortage of medical supplies.</p>	<p>xvii. The Greenfields clinic is one of the previously provincialized clinics that is BCMM attached to a community hall. It has a single consulting room which has been augmented by containers outside the hall. Buffalo City Metropolitan Municipality subdivided the land with one section zoned for a clinic building. However, the department is still too financially constrained to be able to build</p>



<p>xviii. There is no clinic for the communities of Airport Phase 1 and 2. The community relies on a mobile clinic which visits their areas once a week</p> <p>xix. The community of Tsholomqa in Ward 32 needs a clinic that operates 24 hours a day</p> <p>xx. The community of Ward 7 has one clinic, which needs more consulting rooms and adequate medical supply.</p> <p>xxi. Ward 40 does not have clinics. In the interim, they need mobile clinics in Tshabo.</p>	<p>a new clinic. The challenges with medical supplies are linked to the accommodation or space challenges.</p> <p>xviii. The Department has noted this challenge. When the Department is able to build a clinic at Greenfields, this will assist the community of Airport Phase 1 and 2 as they are within the 5 km radius to Greenfields clinic.</p> <p>xix. All clinics in BCMHD are working 8 hours a day and 5 days a week, only community health centres operate 24 hours and 7 days a week.</p> <p>xx. There are 6 clinics and 2 community health centres within the 5 km radius of Ward 6, namely; Pefferville, Gompo A, B & C, Alphendale and Aspiranza clinics and Empilweni Gompo and Duncan Village community health centres.</p> <p>xxi. Tshabo village has its own fixed clinic. There is a mobile clinic servicing the areas that are more than 5 km away from the fixed clinic and it visits once a month. The Department is looking at expanding the mobile clinic services to 12 times a month with effect from January 2018.</p>
<p>Total number of service delivery issues raised</p>	<p>21</p>
<p>Number of service delivery issues responded to/resolved</p>	<p>21</p>
<p>Number of service delivery issues not yet resolved/responded to</p>	<p>0</p>

4. SITE VISITS

4.1. Schools



4.1.1. Key Service Delivery Issues Noted

Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Nggika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukkhanya Senior	Vukuhambe Special	Ebotwe Inclusive
1. The school is old, dilapidated and/or constructed with inappropriate materials , e.g. schools such as John Bisseker and B KAT have outer structures of buildings made of asbestos	✓		✓		✓	✓	✓											
2. Plumbing is old with water pipes continually leaking	✓																	
3. Poor maintenance of school infrastructure (including school buildings and ablution facilities)	✓					✓	✓		✓	✓					✓	✓		
4. Shortage of classrooms and overcrowding is hampering learning and development of autistic learners at Fundiswa Special School	✓			✓			✓	✓	✓		✓	✓			✓			✓



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive
5. Lack of, or small, computer rooms	√											√			√			
6. Substance and/or alcohol abuse amongst learners (such as dagga)	√		√	√	√	√	√	√						√	√	√		
7. Lack of library, laboratory, hall and/or administration block	√			√		√		√	√			√		√	√		√	
8. Poor parental involvement in school matters	√		√		√	√	√						√	√		√		
9. Lack or inadequate provision of scholar transport	√													√		√		
10. Lack of or dilapidated fencing	√												√					
11. Incidences of ill-discipline amongst learners including bullying and carrying of dangerous weapons to school	√		√			√			√			√	√	√	√			
12. Disruptions of electricity supply due to illegal connections by	√		√	√	√													



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive
surrounding informal settlements, e.g. Parkside Primary school needs re-wiring																		
13. Shortage or late delivery of textbooks and other learning and teaching support material, e.g. Cranberry Primary School,	√			√			√			√		√						
14. Lack of or under-developed sporting fields	√				√						√			√	√			
15. Poor or inadequate security, e.g. Alphendale High School was robbed at gunpoint – services of the night security guard have been suspended due to budgetary constraints; burglary, theft and vandalism at John Bisseker High School	√	√	√	√	√	√						√	√	√	√		√	√



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensi	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primarv	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya a Senior	Vukuhambe Special	Ebotwe Inclusive
16. The payment of SGB-appointed teachers puts a financial strain on school budget, e.g. Appendage High School which pays about R55 000 to SGB teachers		√																
17. Lack of or non-functioning toilets			√		√										√			
18. High rate of crime in the community within which the school is located			√		√	√												√
19. Lack or poor access to computers for both teachers and learners, including the internet			√		√	√								√		√		
20. Shortage of school furniture such as chairs, desks and tables			√	√	√	√						√	√			√		√
21. Shortage of learning and teaching support material (LTSM)			√			√			√			√	√	√	√			



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive
22. High rate of teenage pregnancy (and HIV and AIDS) amongst female learners				✓		✓	✓							✓				
23. School with learners who come from child-headed or broken families, e.g. Duncan Village						✓	✓							✓				
24. High rate of vandalism of school infrastructure, e.g. John Bisseker and Parkside Primary School						✓												
25. High rate of absenteeism amongst teachers						✓							✓					
26. Learner enrolment is decreasing, e.g. Hlokoma High School is experiencing mass exodus of learners to better resourced schools due to the poor conditions at school						✓								✓		✓		



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive	
27. Inadequate support for teachers from subject advisors						✓													
28. Inadequate leadership or management of school						✓													
29. Shortage or lack of water and sanitation						✓									✓				
30. High levels of poverty in the community within which the school is located, which affects learners								✓											
31. Shortage of staff members, e.g. deputy principal at St Thomas School for the deaf										✓	✓				✓				
32. Lack or shortage of personnel with special skills such as occupational therapists, residential nurses and social workers,	✓									✓	✓		✓			✓			



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensi	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primarv	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya a Senior	Vukuhambe Special	Ebotwe Inclusive
e.g. Fundiswa Special School																		
33. School is still waiting to be moved from the Catholic Church building to a government building. The issue of title deeds also still needs to be sorted out										✓								
34. Poor academic performance or unstable academic results, e.g. St Thomas School for the deaf					✓					✓	✓	✓			✓			
35. Learners at schools disadvantaged by the National Curriculum Statement which does not accommodate their disability conditions, e.g. St Thomas School for the Blind and Ebotwe Inclusive Primary School										✓								✓



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive
36. Shortage of drivers to transport disabled learners										✓								
37. Lack of or poor access to water and sanitation										✓								
38. Lack of a vehicle for day-to-day administrative duties and attending of meetings										✓	✓							
39. Lack of clear exit strategy for learners (with special educational needs)										✓	✓					✓		✓
40. The school does not have a photocopy machine									✓									
41. Poor maintenance of computers, e.g. Ngqika Primary School had 10 faulty computers									✓								✓	
42. Lack of strong/storage room									✓									
43. School has demoralised teachers due to the									✓									



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive
challenges and situation at school such as the delay in payment of 1% salary progression money.																		
44. Poor implementation of book retrieval policy									✓						✓			
45. The school has aging teaching staff members who are about to go on retirement													✓					
46. School has a high number of learners with special educational needs													✓					
47. The school experiences late applications for admission which delays the admission process itself													✓	✓				
48. The school has a large subject stream which needs to be streamlined so as to allocate teachers													✓					



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive
appropriately and adequately																		
49. The school library is currently non-functional														✓				
50. High levels of illiteracy amongst learners														✓				
51. Poor management and lack of control of educators' work, including class visit														✓				
52. High rate of learner absenteeism														✓				
53. Delayed payment of non-teaching staff members															✓			
54. The school does not meet the norms and standards for schools catering for learners with special educational needs																✓		
55. Shortage of school nutrition programme equipment such as spoons and dishes																✓		



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive
56. Lack of kitchen for school nutrition programme																✓		
57. Delayed payment of a teacher's salary, e.g. an experienced teacher at Vukuhambe Special School has not been receiving a salary for many months despite being employed by the Provincial Education Department.																	✓	
58. Buses used by learners with disabilities are not user-friendly and do not cater for their physical and special needs																	✓	
59. School is located on a municipal land as opposed to the departmental land																	✓	



Key Service Delivery Challenges	Craneberry Primary	Alphendale High	John Bisseker High	Mzamowethu Comprehensive	Parkside Primary	Sinovuyo Secondary	B KAT Secondary	Thembaletu Primary	Ngqika Primary	St Thomas Special	Fundiswa Special	Ulwazi High	Wongalethu High School	Hlokoma High	Fanti Gaqa Senior	Dalukhanya Senior	Vukuhambe Special	Ebotwe Inclusive	
60. Lack of, or inadequate training for, SGB members																			✓
61. School does not have general workers such as cleaners and gardeners																			✓
62. There is stigmatisation of learners who attend inclusive schools																			✓
63. Lack of speed humps in front of the school to prevent learners from being hit by cars																			✓
64. School has a small sick bay with only one bed																			✓



4.1.2. Progress in the Implementation of Recommendations Made by Delegations to the Sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:

Recommendations	Progress in the Implementation of Recommendations
<p>Cranberry Primary School:</p> <ul style="list-style-type: none"> i. The Provincial Department of Social Development (DSD) should ensure that social workers, psychologists and other qualified professionals monitor learners with special needs across all schools in an effort to ensure that these learners are placed in appropriate facilities of learning. ii. The Provincial Department of Education should ensure that the school is prioritised on its list of schools that require fencing, mobile classrooms, sanitation and water. iii. The Municipality should engage with and assist the school with the challenge of waste that is discarded around the school premises. iv. Both the National and Provincial Departments of Education are to collectively develop a plan on how they intend to respond to the growing influx at the school as well as the infrastructural challenges facing the school. v. The Provincial Department of Education should urgently respond, with time frames, on how it will resolve the 	<ul style="list-style-type: none"> i. A total of 735 children with special educational needs access ECD services in 28 special day care centres. Social workers from the Department of Social Development conduct monitoring in all special day care centres. ii. iii. iv. v.



Recommendations	Progress in the Implementation of Recommendations
<p>issue of lack of scholar transport in some areas.</p> <p>vi. DSD and the Department of Health should play an active role in curbing drug abuse at the school.</p> <p>vii. The Provincial Department of Education's HR Head Office should ensure that it finalises all appointments in the bulletins before the end of the current school term.</p>	<p>vi. There is an alignment of schools with police stations for unexpected visits and random searches by South African Police Services (SAPS). Communities are also encouraged to fight crime.</p> <p>Other initiatives taken by the provincial Department of Social Development include: profiling of schools and families affected by substance abuse; implementation of the Family Preservation Programme and sessions on Positive Parenting in all schools; establishing of Teenagers Against Drug Abuse (TADA); social relief for distress for needy households: food parcels and uniform.</p> <p>vii.</p>
<p>Alphendale High School:</p> <p>i. The Provincial Department of Education should prioritise the maintenance of infrastructure at the school.</p> <p>ii. The Provincial Department of Education should develop a plan on how it intends to improve security at the school.</p>	<p>i.</p> <p>ii.</p>
<p>John Bisseker High School:</p> <p>i. The school should have its own intervention programmes/strategies in response to crime affecting it.</p>	<p>i.</p>



Recommendations	Progress in the Implementation of Recommendations
<ul style="list-style-type: none"> ii. The school should send the current financials/budget to the NCOP and to Provincial legislature Committees within 30 days. iii. The Department of Education should resolve the asbestos issue as a matter of urgency. 	<ul style="list-style-type: none"> ii. iii.
<p>Mzamowethu Comprehensive School:</p> <ul style="list-style-type: none"> i. The Provincial Department should, as a matter of urgency be called to Parliament to account on these challenges, especially regarding the shortage of textbooks. 	<ul style="list-style-type: none"> i.
<p>Parkside Primary School:</p> <ul style="list-style-type: none"> i. The quintile status of the school needs to be reviewed. The Department promised to respond by Friday, 18 November 2016 and the Legislature was going to debate the issue on Thursday, 17 November 2016. ii. The Department should implement its commitment: it promised to send ESSS personnel to assist the school to apply for scholar transport and the nutrition programme before Friday, 18 November 2016. 	<ul style="list-style-type: none"> i. The problem applied to Port Elizabeth Northern areas and Buffalo Flats in East London. School principals were requested to make representations on the correct Quintiling. All Port Elizabeth submitted cases have been finalised and East London is still making submissions in this regard. ii.
<p>Sinovuyo Secondary School:</p> <ul style="list-style-type: none"> i. The school should not be closed down nor the buildings abandoned. The school has an important history, since a number of 	<ul style="list-style-type: none"> i.



Recommendations	Progress in the Implementation of Recommendations
<p>eminent people have studied there. As such, the school must ensure that its history is preserved through UNESCO.</p> <p>ii. The school should develop a turn-around strategy.</p>	<p>ii.</p>
<p>B KAT Secondary School:</p> <p>i. The Provincial Education Department should ensure that the school received the necessary support and assistance in respect of the challenges raised.</p> <p>ii. The Provincial Education Department should collaborate with the Department of Health in ensuring that learners at the school receive support and guidance in respect of early pregnancy.</p> <p>iii. The Provincial Education Department should also ensure that the school was assisted with strengthening the School Management Team.</p>	<p>i. An MoU has been signed with Department of Health and Social Development on the school health collaboration. A District based support Team (DBST) made up of Department of Health and Social Development has been established to support school health.</p> <p>ii. An MoU has been signed with Department of Health and Social Development on the school health collaboration. A District-based support team (DBST) made up of departments of Health and Social Development has been established to support school health. However, the school has not received any support or guidance in respect to learner early pregnancy.</p> <p>iii. Mentoring and coaching of underperforming school principals is underway. Training of school principals on curriculum leadership has been concluded. Despite these interventions reported by the provincial Department of Education, the school performance is deteriorating. In the 2017 academic year, the school achieved a 20% Matric pass rate (from 48% in 2016 and 85% in 2014). The school has not received any support with regard to monitoring and coaching. For the 2018 academic</p>



Recommendations	Progress in the Implementation of Recommendations
<p>iv. The Provincial Education Department should ensure that the school collaborates with the SAPS in respect of the “Adopt-a-School” initiative.</p> <p>v. The Provincial Education Department should also investigate the matter of textbook shortages and ensure that schools implemented the book retrieval policy.</p>	<p>year, the school has 24 registered Grade 12 learners; only 14 of the 24 learners passed their Grade 11 well, the other 10 were progressed to do Grade 12.</p> <p>iv. Schools at risk are already linked to SAPS as part of the Department Memorandum of Understanding on school safety. At the school level, plans are in place to involve SAPS in school safety initiatives.</p> <p>v. The school has a book retrieval policy in place. There is currently no shortage of stationary and textbooks experienced by the school.</p>
<p>Thembaletu Primary School:</p> <p>i. The District Department of Education should assist the school to finish their building project which will see additional classrooms being added, before the beginning of the 2017 school term.</p>	<p>i. There is no progress on the ground in responding to this recommendation.</p>
<p>Ngqika Primary School:</p> <p>i. The Provincial Education Department to ensure that there were focussed interventions to address the following: the supply of textbooks, shortages of LTSM, especially stationary, and school infrastructure needs.</p>	<p>i. Eastern Cape Department of Education (ECDoE) has embarked on a comprehensive project to assess textbook shortages in each school and procured the required textbooks for delivery from 15 January to 28 February 2017. All textbooks and stationery in short supply were provided to schools in full by end of March 2017. However, the verification report by the NCOP content team shows that for the 2018 academic year the school has not received any</p>



Recommendations	Progress in the Implementation of Recommendations
<p>ii. The Department should consider quality programmes for teacher development and training at all levels.</p> <p>iii. The Department revisited and reversed its decision on a centralised budget as this created many challenges for the Department at all levels in the system. Further to this, the Department needs to review the maintenance budget for schools.</p> <p>iv. The school must implement the retrieval policy for purposes of retrieving text books from learners.</p>	<p>textbooks and there is a huge shortage of stationary.</p> <p>ii. Four teacher development institutes have been set up to support teachers. These are Algoa, ELI, TRINSEC and Queenstown Science Centre. Nine teacher centres were refurbished and connected to support teacher training. An ICT based Virtual Teacher Development Programme is being piloted in two districts as part of ICT integration. All foundation teachers were supplied with laptops as part of Teacher Laptop Initiative. The school did confirm that the Department continues to invite teachers to developmental workshops and continues to host cluster meeting which focus on plans for teacher development.</p> <p>iii. The verification report by the NCOP indicates that Ngqika Primary School still awaits maintenance budget for toilets and other infrastructural defects. The school has a shortage of space for administrative support and has inadequate support staff. The school has received 70 desks without chairs.</p> <p>iv. The policy on book retrieval was also activated. All wrongly delivered LTSM titles are to be recalled to the warehouse for correct distribution. The Department went out on tender for collection and warehousing.</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>Ngqika Primary School confirmed that it was workshopped on book retrieval policy and the school has developed its own book retrieval policy which is in line with norms and standards of the Provincial book retrieval policy.</p>
<p>St Thomas School for the Deaf:</p> <ul style="list-style-type: none"> i. The Department should ensure that the staffing needs are addressed – especially the appointment of teachers who are properly qualified in Sign Language. ii. The Department needs to investigate the matter of renovating or buying the buildings from the Church as soon as possible. iii. The Department should look into reopening the workshop at the school for skills training. iv. The Department should ensure that the positions of the two deputy principals are filled as a matter of urgency. v. The Department should consider the full adaption of the curriculum for the school. vi. The Department should ensure that teachers receive constant training and development on special needs education. 	<ul style="list-style-type: none"> i. Training sessions for educators in sign language are ongoing. Departmental officials were also trained in basic sign language. ii. The property at St Thomas School for the Deaf has been bought by the Eastern Cape Department of Education. Renovations at the school are taking place and already at advanced stages. iii. The workshops for skills training will be opened in 2018 as part of the Skills Curriculum in Special Schools. iv. The two Deputy Principal posts have since been filled and the deputy principals have reported for duty. v. A curriculum adaptation framework has been finalised. 116 district officials were trained in curriculum adaptation and 2 732 teachers from 382 schools were trained. vi. Training for educators is underway



Recommendations	Progress in the Implementation of Recommendations
<p>Fundiswa Special School:</p> <ul style="list-style-type: none"> i. The Department of Education should ensure that more classrooms are built at this school. ii. The Department should also explore possibilities of assisting the school with a larger bus which is required. iii. The Department should also ensure that the required learning and development programmes for autistic learners are prioritised. 	<ul style="list-style-type: none"> i. Temporary classrooms (9 in total) have been provided at this school and these have afforded the relief needed by the school. The school is still in need of 13 temporary classrooms in order to provide adequate and quality education. ii. The Department has procured additional buses for Special Schools and as a result, the pressing need for the school is a shortage of drivers. A post for a driver has since been advertised. The school had more mini buses than drivers. The school has confirmed this progress. iii. A start in the empowerment of autistic learners has been made by the school. A further exploration of suitable development programmes will be made. In 2017, the school was allocated an advanced Remedial Teacher. The school is currently awaiting an augmented, alternative educator.
<p>Ulwazi High School:</p> <ul style="list-style-type: none"> i. The Municipality should ensure that the required water tanks are provided to the school. ii. The Provincial Department of Education should facilitate the provision of temporary classrooms, library, toilets and staff rooms. 	<ul style="list-style-type: none"> i. The Buffalo City Metropolitan Municipality provided the school with one Jojo water tank full of water. The Municipality loaned the school the Jojo tank temporarily, which will have to be returned to the Municipality when needed. ii. The Department has not provided the school with temporary structures such as a library, classrooms, toilets and a staffroom. The toilets of the school are



Recommendations	Progress in the Implementation of Recommendations
	<p>in a bad state. The school has not been informed whether there are plans from the Department to provide such structures of which the school is in dire need.</p>
<p>Wongalethu High School:</p> <ul style="list-style-type: none"> i. In order to raise its own revenue, the school should explore the possibility of connecting with its alumni. ii. The Provincial Department of Education should assist the school in developing its own turnaround strategy. iii. The school should consider fostering relations with the high performing schools. 	<ul style="list-style-type: none"> i. The school has started to connect with its Alumni, such that the school has a mentor who was also a maths teacher in the school. The mentor taught the MEC for Education, Mr Makuphula, at the school and the mentor has connected with the MEC to be involved with the school in one way or another. ii. The school has developed a turnaround strategy. iii. The school has initiated relationships with better performing schools.
<p>Hlokoma High School:</p> <ul style="list-style-type: none"> i. The school should work with NGOs to identify learners who abuse drugs and work towards rehabilitating them. ii. The parents and the SGB should be hands-on in the discipline of the learners. iii. The school should explore ways of motivating learners. iv. The school should also involve counsellors to motivate learners. 	<ul style="list-style-type: none"> i. The school has involved the Department of Health, Social Development and South African Police Services to deal with the problem of drug abuse. ii. The SGB is involved in learners' discipline but the more intensive parental involvement has not yet manifested. iii. Motivation of learners is underway. iv. The schools is involving social workers from the Department of Social Development.



Recommendations	Progress in the Implementation of Recommendations
<p>v. As there are well performing schools in the area, it would be wise for the school to team up with these schools and learn from them.</p> <p>vi. There should be improvement in the procurement of LTSM and monitoring of the value chain of the LTSM system.</p> <p>vii. The circuit manager should be more involved and monitor the LTSM procurement more closely.</p> <p>viii. The Department should facilitate the differentiation of progressed learners so that they can get special and focused attention.</p> <p>ix. As Funza Lushaka bursary graduates are unable to teach Grade 12, they need to be mentored.</p> <p>x. Rationalisation of schools needs to be expedited.</p> <p>xi. The centralisation of procurement of LTSM needs to be reviewed.</p> <p>xii. Vacancies should be filled timeously.</p> <p>xiii. The entire province needs to have an indaba on education with the involvement of principals.</p>	<p>v. The school has not teamed up with well performing schools in the area. The school is still working on this area.</p> <p>vi. For now, the school does not know where the challenge lies as the school does the requisition for LTSM on time.</p> <p>vii. The circuit manager is also not aware of the bottlenecks in the entire system.</p> <p>viii. This has not happened yet.</p> <p>ix.</p> <p>x. Schools are being rationalised, although the Department encounters resistance in other areas.</p> <p>xi. The centralisation of LTSM makes the Department to achieve economies of scale. Although the centralisation has challenges, the Department is adamant that it is the way to go.</p> <p>xii. To expedite filling of vacancies, District Directors have been assigned delegation to appoint level 1 teachers.</p> <p>xiii. This has not materialised yet.</p>
<p>Fanti Gaqa Senior Primary School:</p>	



Recommendations	Progress in the Implementation of Recommendations
<ul style="list-style-type: none"> i. The Provincial Department of Education should engage the school in order to find a lasting solution to the appointment of the administrator, a security guard and to resolve ablution facility challenges. ii. The Provincial Department of Education should review the centralisation of LTSM and the purchasing of furniture. 	<ul style="list-style-type: none"> i. The school does not have an administrator, a caretaker or a cleaner. The security of the school is also compromised by the vandalism of the fence. In terms of infrastructure, the Department has fixed flooring and painted some classes. The school has been promised 4 classrooms by March. ii. The centralisation of LTSM enables the Department to achieve economies of scale. Although the centralisation has challenges, the Department is resolute that it is the way to go.
<p>Dalukukhanya Senior Primary School:</p> <ul style="list-style-type: none"> i. The Department has to increase the NSNP budget so that it can be in line with the real price of food. ii. Parents need to be more involved in their children's education. iii. The school needs to be supported with scholar transport. iv. The school is in need of a kitchen so that it can run the NSNP better. v. The Department has to review centralised LTSM procurement. If it works in other provinces, the Eastern Cape should also implement those best practices. vi. The Department has to build a staffroom and a library for the school. vii. The school needs a computer lab; thus the Department should assist the school accordingly. 	<ul style="list-style-type: none"> i. For now, the budget has not been increased. ii. Parents are not that much more engaged, although the SGB is involved. iii. There is no movement on scholar transport. iv. The school still does not have a proper kitchen to run NSNP. v. The centralisation of LTSM enables the Department to achieve economies of scale. Although the centralisation has challenges, the Department is resolute that it is the way to go. vi. The school library has not been built yet, and there is no plan by the Department to build it. vii. With regard to shortages of resources such as learning and teaching material, school furniture and teachers, the



Recommendations	Progress in the Implementation of Recommendations
	<p>Department of Basic Education has completed a comprehensive needs assessment for all schools in the Eastern Cape Province. Together with the provincial authorities, the Department of Basic Education is addressing all identified needs.</p>
<p>Vukuhambe Special School:</p> <ul style="list-style-type: none"> i. Budget utilisation seems to be a problem in this school, i.e. how the school utilises its norms and standards funds. ii. There should be adaptations made to the core curriculum (CAPS) to cater for special schools. iii. There are staffing and security challenges experienced by the school iv. Shortage of non-teaching staff members, especially teacher aides and security 	<ul style="list-style-type: none"> i. The district is monitoring the school's budget and expenditure patterns more closely. Monthly FINCOM reports with bank statements are submitted to the district office. ii. Chief Education Specialist (CES), IDS and G met with school management team (SMT) to discuss discrepancies and appointments have been addressed. The adaptation of the curriculum has not been done yet. One of the teachers from the school has been trained for curriculum adaptation, but it has not been rolled out at the school yet. iii. The staffing issue has been addressed. Appointments to vacancies have been made. However, the school reported that its staff establishment has been reduced to what it has been before. Initially the staff establishment was 30 teachers excluding therapists, but now they have been given 24 teachers inclusive of seven therapists. Only one therapist has not been appointed, but the process to appoint it was underway. iv. Vacancies are addressed by appointment of non-teaching staff



Recommendations	Progress in the Implementation of Recommendations
<p>officers are also challenges faced by the school.</p> <p>v. There should be a policy for special schools in South Africa, which will show differentiation in the curriculum.</p> <p>vi. The specialists on inclusive education in the Province should ensure that they make an impact in the sector.</p> <p>vii. The school should develop an infrastructure plan reflecting the school needs that require the intervention of the Department.</p>	<p>members. Teacher aides shortage is still a problem. The school is also in need of a caretaker.</p> <p>v. Assistive devices are being attended to by ESSS according to curriculum guidelines</p> <p>vi. ESSS is attending to adaptation of CAPS according to curriculum guidelines</p> <p>vii. The school stated that its needs list for hostel infrastructure has been submitted to the Department and they received R370 000 for it. They are in a process of sourcing three quotes now so that they can start with the work.</p>
<p>Ebotwe Inclusive Primary School:</p> <p>i. The Department needs to build more classes for the school so that there can be a manageable number of learners per classroom.</p> <p>ii. The school needs another sick bay so that if more than one learner gets sick, the school can cope with the challenge.</p> <p>iii. With the assistance of the Department of Social Development and SAPS, the school has to curb the drug abuse problem.</p>	<p>i. This is a newly constructed school and buildings. The deterioration at the school is as due to poor management and leadership by the principal.</p> <p>ii. The circuit manager (CM) is addressing the matter of the sick bay with the SGB and SMT. Monitoring is taking place. The second sick bay has not been built yet. Even the one they have is not properly equipped.</p> <p>iii. There is an alignment of schools with police stations for unexpected visits and random searches by South African Police Services (SAPS). Communities are also encouraged to fight crime.</p> <p>Other initiatives taken by the provincial Department of Social Development include: profiling of schools and families</p>



Recommendations	Progress in the Implementation of Recommendations
<p>iv. The school should involve the community in order to foster ownership and pride amongst the community. This would further assist in curbing the burglaries at the school.</p> <p>v. The school should have better advocacy so that the community can be aware of the needs of the school and the role the school can play in the community.</p> <p>vi. The Department has to appoint security personnel for the school.</p> <p>vii. The school has a kitchen, but it is very small, so the school needs a bigger kitchen for National School Nutrition Programme (NSNP).</p> <p>viii. The curriculum should be differentiated so that it caters for Learners with Special Education Needs (LSEN).</p>	<p>affected by substance abuse; implementation of the Family Preservation Programmes and Sessions on positive Parenting in all schools; establishing of Teenagers Against Drug Abuse (TADA); Social relief or distress for needy households: food parcels and uniforms.</p> <p>iv. ESSS is assisting the school in coordinating meetings with various sister departments and stakeholders. Condition assessment has been done by the Building Inspector. SGB is drawing up a maintenance budget to utilise National Skills Fund (NSF) budget.</p> <p>v. The school is trying to do advocacy in the community.</p> <p>vi. The school has only one security guard. Presently the school needs at least three security guards because of the nature of the school.</p> <p>vii. No progress with regard to the construction of a bigger kitchen.</p> <p>viii. 70% of learners at the school are LSEN learners, but the school is treated like mainstream schools. The curriculum has not been differentiated yet, such that learners do poor on common examination papers as they are tailored for mainstream schools. The teacher-</p>



Recommendations	Progress in the Implementation of Recommendations
<p>ix. As the school has LSEN, the Department should train all teachers so that they can be well versed in the methods of teaching LSEN.</p> <p>x. The school requires transport so that it can be easy to transport learners to sporting activities.</p> <p>xi. The school should have other personnel, for example: care-takers, cleaners, school nurse and a general assistant teacher.</p> <p>xii. The Department should assist the school so that it can channel other learners to skills training initiatives.</p> <p>xiii. The catalogue for LTSM requisition is only meant for mainstream schooling, so they only get those books. Thus, the Department needs to open an avenue whereby schools with LSEN learners can order books that will be appropriate for them specifically.</p> <p>xiv. The Department has to fund the school as a full service school.</p> <p>xv. The Department must not allocate teachers to the school as per the PPN (Peter-Morkel Model) the way it does for mainstream schools.</p> <p>xvi. The SGB has to ensure that it starts with the programme of curbing drug abuse.</p>	<p>learner ratio has been increased from 1 -26 to 1 – 31, which is the same as mainstream schools.</p> <p>ix. The workshops for skills training will be opened in 2018 as part of the Skills Curriculum in Special Schools.</p> <p>x. Transport has not been provided yet.</p> <p>xi. No progress. The school also needs a school nurse and teacher assistants. The school does not have a cleaner nor a groundsman.</p> <p>xii. The school has realised that it needs to have a skills programme, but the department is not helping the school.</p> <p>xiii. This has not happened yet. The school's suggestion is for the Department to give them the money so that they can purchase according to their needs.</p> <p>xiv.</p> <p>xv. According to the current PPN the school will lose 5 teachers. This PPN is for the mainstream schools.</p> <p>xvi. The parents do not take part in school activities.</p>



Recommendations	Progress in the Implementation of Recommendations
Total number of recommendations made	86
Number of recommendations attended or responded to:	70
Number of recommendations not yet attended or responded to:	16

4.2. Public Libraries

4.2.1. Key service delivery issues noted

Key Service Delivery Challenges	Buffalo Flats Mini Library	Central Library East London	Gonubie Public Library	Greenfields Public Library	Berlin Public Library	King Williamstown Public Library
1. The library has inadequate space (e.g. Buffalo Flats Mini Library, Gonubie Public Library)	✓				✓	
2. Shortage of qualified librarians	✓					
3. Lack of internet and Wi-Fi connection	✓	✓	✓	✓	✓	
4. Shortage of books, especially new ones	✓				✓	✓
5. Lack of alarm system to improve security	✓	✓				
6. Lack of computers (computer centre) for library users	✓	✓	✓	✓	✓	✓
7. The library is not accessible for people with disabilities - no wheel chair ramp	✓			✓		✓



Key Service Delivery Challenges	Buffalo Flats Mini Library	Central Library East London	Gonubie Public Library	Greenfields Public Library	Berlin Public Library	King Williamstown Public Library
8. There is no braille material or textbooks for blind people.	✓	✓				
9. The library does not have air conditioners or fans	✓		✓	✓		
10. The opening time of 12h00 doesn't cater for morning studies/reading, especially of newspapers	✓					
11. Poor maintenance of infrastructure: the library is dilapidated and in a state of disrepair e.g. the outer space at Buffalo Flats Mini Library	✓	✓	✓		✓	
12. There is no signage for the library, which detracts from accessibility to the library	✓			✓		
13. The library is under-staffed		✓				
14. There are outdated library material including book stock in the library		✓	✓		✓	✓
15. Acute shortage of cleaners		✓				
16. There is no trained person/librarian to provide services required by persons with disabilities			✓			
17. Poor or inadequate safety and security					✓	
18. Lack of fencing for the library					✓	
19. Insufficient operating hours for the library, e.g. Berlin Public Library operates for half-day, i.e. 14h00-16h00 daily and closed on weekends						
20. Shortage of furniture of furniture					✓	



Key Service Delivery Challenges	Buffalo Flats Mini Library	Central Library East London	Gonubie Public Library	Greenfields Public Library	Berlin Public Library	King Williamstown Public Library
21. Lack of or shortage of toilets for both staff members and library users						✓
22. High rate of crime in the community within which the library is located, which affects the library and users						✓
23. Lack of book detector system						✓

4.2.2. Progress in the Implementation of Recommendations Made by Delegations to the Sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:

Recommendations	Progress in the Implementation of Recommendations
Buffalo Flats Mini Library: <ul style="list-style-type: none"> i. The Library should change the flooring (carpet) to accommodate everybody, especially people with sinus. ii. It should also look for partners such as the community, local business, etc., as well as apply for funding from Lottery SA. iii. The MoU with the Department must be signed as a matter of urgency. 	<ul style="list-style-type: none"> i. ii. iii. iv.



Recommendations	Progress in the Implementation of Recommendations
<p>iv. The Province must provide all required answers to the delegation by Friday, 18 November 2016.</p>	
<p>Central Library – East London:</p> <p>i. The Provincial Department of Social Development should re-prioritise the budget allocated to the library as it is insufficient.</p>	<p>i.</p>
<p>Gonubie Library:</p> <p>i. The expected share of the R15m from the Department of Arts and Culture must prioritise updating of the book stock.</p>	<p>i.</p>
<p>Greenfields Public Library:</p> <p>i. The Department, with the assistance of the Municipality, should consider relocating the library to a place where it will be easily accessible such as at the town hall.</p> <p>ii. The whole rental agreement must be investigated, with the aim of reviewing it.</p>	<p>i.</p> <p>ii.</p>
<p>Berlin Public Library:</p> <p>i. The library should open from 08h00-16h00.</p> <p>ii. A new library should be built.</p>	<p>i. The Library is currently operating from 08h00 to 16h00. The changes were effected immediately after the <i>Taking Parliament to the People</i>.</p>



Recommendations	Progress in the Implementation of Recommendations
	<ul style="list-style-type: none"> ii. Renovations were made. A roller-door was installed and the library continues to receive new building material.
<p>King Williamstown Public Library:</p> <ul style="list-style-type: none"> i. The Department should investigate the feasibility of converting part-time libraries in the BCMM into full time libraries. There are only a few libraries in the BCMM which placed a burden on the library. The Department of Arts and Culture and the BCMM should consider mobile libraries to relieve the library of pressure. ii. The Department of Arts and Culture and the BCMM need to explore further possibilities of signing MOUs with universities to support the library. iii. The Department of Arts and Culture and the BCMM should assist the library by ensuring an adequately equipped section for the visually impaired children is established. iv. The Department of arts and Culture should also approach the National Lottery for funding and support. 	<ul style="list-style-type: none"> i. The Department of Arts and Culture has converted Berlin Library and Breidbach Library into full time libraries which operate from 08h00-16h00. The Department in a process of establishing libraries in Dimbaza location and Zwelitsha location. ii. iii. iv.
Total number of recommendations made	14
Number of recommendations attended or responded to	03
Number of service delivery issues not yet attended or responded to	11



4.3. Early Childhood Development Centres and One Clinic (supporting local ECD centres)

4.3.1. Key service delivery issues noted

Key Service Delivery Challenges	Masizole Day Dare	Ithembaethu Day Care Centre	Step Ahead ECD	Mfesane Day Dare	Skenjani Roji ECD Centre	Tyutyu ECD Centre	Zanempilo Clinic	Uzuko Enyangweni Day Care	Nombasa Day Care Centre	Makukhanye Day	Full Gospel Day Care Centre
1. The Day Care Centre does not have ownership or title deed for the plot upon which it is built or is not demarcated	√										√
2. Some registered learners at the centre are not funded by the Department of social Development (DSD)	√					√		√	√	√	√
3. Difficulties in paying school fees by parents who are mainly social grant recipients	√	√							√		
4. Poor maintenance of the facility:the centre has old, dilapidated and/or inappropriate structure, e.g. Masizole Day care Centre and Tyutyu ECD Centre has a leaking roof	√				√	√					
5. Lack of or dilapidated fencing	√							√			
6. Lack of or inadequate security – no security guard	√	√		√		√		√	√	√	√
7. Lack of or poor access to water and sanitation (including shortage of toilet facilities) for learners and staff members	√				√				√		√



Key Service Delivery Challenges	Masizole Day Dare	Ithembaletu Day Care Centre	Step Ahead ECD	Mfesane Day Dare	Skenjani Roji ECD Centre	Tyutyu ECD Centre	Zanempilo Clinic	Uzuko Enyangweni Day Care	Nombasa Day Care Centre	Makukhanye Day	Full Gospel Day Care Centre
8. The Centre does not have electricity connection, e.g. electricity cut-off at Tyutyu ECD Centre	√					√					√
9. Shortage of furniture such as chairs and tables for learners	√	√		√	√	√					
10. Lack of recreational facilities for learners, including (in some instances) playing toys for learners and swings	√	√		√	√	√					√
11. Insufficient stipend for practitioners, leading to them leaving the ECD sector for greener pastures	√		√	√				√	√	√	
12. Lack of computers for both learners and teachers	√	√									
13. There is no fixed clinic near the centre and the mobile clinic does not come as expected	√										
14. There is no immunisation programme offered to learners at the centre	√										
15. The centre is located far away from schools offering Grade R, which makes it difficult for learners to progress into Grade R	√										
16. Insufficient visits by social workers for purposes of support and monitoring – acute shortage of social workers	√										
17. Late or delays in the payment of stipend for practitioners	√	√	√			√		√	√		
18. Learner material displayed on the walls are not suitable for learners of 0-5 years;	√										



Key Service Delivery Challenges	Masizole Day Dare	Ithembaletu Day Care Centre	Step Ahead ECD	Mfesane Day Dare	Skenjani Roji ECD Centre	Tyutyu ECD Centre	Zanempilo Clinic	Uzuko Enyangweni Day Care	Nombasa Day Care Centre	Makukhanye Day	Full Gospel Day Care Centre
they are material for practitioners											
19. Shortage of classrooms and/or limited space – which leads to overcrowding		√				√			√		√
20. Illegal electricity connections in informal settlements (Izinyoka) – resulting in fatalities and disruptions of electricity supply		√		√							
21. Lack of birth certificates for some learners which complicates registration and funding processes for learners	√										
22. The Centre operates from a church hall structure, which is not conducive for displaying of learning material				√							
23. The Centre is partially (not fully registered) or conditionally registered with DSD which disqualifies it from getting full funding assistance				√				√			
24. Lack of means of communication – clinic does not have a telephone – this is made worse by poor cellphone network in the area							√				
25. The clinic does not have a data capturer							√				
26. Dilapidated and badly damaged access road to the clinic (1774) – road needs to be upgraded							√				
27. Clinic does not operate 24 hours							√				
28. The centre is temporarily operating from a											



Key Service Delivery Challenges	Masizole Day Dare	Ithembaletu Day Care Centre	Step Ahead ECD	Mfesane Day Dare	Skenjani Roji ECD Centre	Tyutyu ECD Centre	Zanempilo Clinic	Uzuko Enyangweni Day Care	Nombasa Day Care Centre	Makukhanye Day	Full Gospel Day Care Centre
makeshift structure which is not conducive for learning and teaching– lack of funding to build its own premises.									√	√	√

4.3.2. Progress in the Implementation of Recommendations Made by Delegations to the Sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:

Recommendations	Progress in the Implementation of Recommendations
<p>Masizole Day Care Centre:</p> <ul style="list-style-type: none"> i. The delegation undertook to take up the matter of the ownership or title deeds of the plot upon which the centre is built with the Buffalo City Metropolitan Municipality. ii. Parents must pay for their children's school fees from their child grants; the head practitioner must be strict with the parents. iii. Practitioners must develop learning materials for display on the walls that are suitable for learners at the centre, i.e. 0-5 years. iv. Parents and the centre should also look elsewhere for funding for the centre, 	<ul style="list-style-type: none"> i. ii. iii. iv.



Recommendations	Progress in the Implementation of Recommendations
<p>such as from the Department of Trade in Industry and elsewhere.</p> <p>v. The delegation will also follow-up on the issue of training of practitioners by the NDA.</p> <p>vi. The Education District also undertook to follow-up on the issue of lack of scholar transport for Grade R learners so that they are able to travel to schools offering Grade R.</p>	<p>v.</p> <p>vi.</p>
<p>Ithembaletu Day Care Centre:</p> <p>i. The Department of Social Development should make a commitment to pay the stipends for practitioners by the following Friday, 18 November 2016. A representative of the DSD made a commitment to communicate the order/request to the senior management in the provincial DSD.</p> <p>ii. The principal should ensure that parents pay their school fees.</p>	<p>i.</p> <p>ii.</p>
<p>Step Ahead ECD Centre:</p> <p>i. The head practitioner should try to raise funds from the private sector.</p> <p>ii. The head practitioner should also be strict with parents so that they can pay their school fees.</p> <p>iii. The centre should also ensure that it continues to keep its financial records in order and ensure that the centres continues to do well.</p>	<p>i.</p> <p>ii.</p> <p>iii.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>iv. The centre should also make follow-ups with Lottery South Africa for the funding it has applied for.</p>	<p>iv.</p>
<p>Mfesane Day Care Centre:</p> <p>i. The Department of Social Development should re-prioritise ECD funding.</p> <p>ii. The Day Care Centre should also engage stakeholders like Eskom, the Department of Social Development and the local municipality to assist it to deal with the illegal electricity connection, high municipal rates and the legal battle with the construction company.</p> <p>iii. The Centre should apply for donor funding from the National Lottery and other Non-Governmental Organisations.</p> <p>iv. The Centre should apply for the utilisation of the local hall from the municipality.</p>	<p>i. The Department is subsidising children who are in dire need (poor), and prioritising children from disadvantaged areas. A means test is used as a tool to track the children who qualify for the subsidy.</p> <p>ii.</p> <p>iii.</p> <p>iv.</p>
<p>Skenjani Roji ECD Centre:</p> <p>i. The Provincial Department of Social Development must ensure that principals, teachers and school governing body members are properly trained to ensure efficient and sustainable ECDs.</p>	<p>i. The Department of Education is rolling out a training of ECD practitioners on National Curriculum Framework (NCF) 0-4 years. It has also outsourced training of teachers and school governing body members to National Development Agency (NDA).</p>



Recommendations	Progress in the Implementation of Recommendations
<p>ii. There is a need to develop basic management skills of ECD centres, especially in areas like financial management, general administration and record keeping.</p>	<p>ii. The National Development Agency is conducting training of NPO's on Basic Management skills. The Department is in the process of finalising Service Level Agreement (SLA) with NDA for the training of 174 ECD practitioners on NQF level 4.</p> <p>In addition, all ECD practitioners have been trained on finances and the Department has provided all ECD practitioners with monthly report templates, stipend register and cashbook templates.</p>
<p>Tyutyu ECD Centre:</p> <p>i. There is a need for engagement at a political level regarding the tariffs which municipalities charge at the schools – which are similar to that charged for businesses. This was unacceptable and needed a review.</p> <p>ii. The Department of Social Development and the BCMM need to ensure that there is a review of the policy in respect of the number of children who should be funded.</p> <p>iii. Since there is a shortage of ECD centres in Tyutyu location, the Department of Social Development must embark on a process of opening another ECD centre in the area.</p> <p>iv. The Centre should also make-follow-ups with Lottery South Africa for the funding it has applied for</p>	<p>i.</p> <p>ii. The Department is subsidising children who are in dire need (poor), and prioritising children from disadvantaged areas. A means test is used as a tool to track the children who qualify for the subsidy. All 35 children at the Centre are funded by the Department of Social Development.</p> <p>iii. Opening of ECD centres is influenced by the Departmental Budget. Currently in Tyutyu location there are ECD centres which are not funded by the Department due to budget constraints.</p> <p>iv. The Centre continues to make follow-up on its funding application with Lottery South Africa. The Centre has also</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>approached other funders for help with regard to upgrading the structure.</p>
<p>Zanempilo Clinic:</p> <ul style="list-style-type: none"> i. The Provincial Department of Health should look into the issues of staff shortage at the Clinic with a view to filling the vacant positions as a matter of urgency. ii. Further to this, the Department should also address the matter of a particular nursing sister at the clinic with a view to her possible redeployment. iii. The Provincial Department of Health should re-evaluate the policy on the cut-off dates for the filling of vacancies in its entirety. iv. The Provincial Department of Health, in addressing the challenges at the clinic must ensure that there are time-frames attached. v. The Provincial Department of Health should be summoned to appear before the Select Committee on Social Services to account for the matters raised. 	<ul style="list-style-type: none"> i. The Department has filled the positions of Operational Manager and Professional nurses at the Clinic ii. The redeployment of the said staff member became redundant when additional staff members were employed. iii. The Department is re-evaluating the cut-off dates for filling of posts by ensuring that it maintains a record of all critical vacant posts with a view to filling all of them, subject to available budget. iv. Recommendation made by the delegation was implemented in March 2017. v. The Department awaits the invitation from the Select Committee to account on progress made in addressing the findings made during the <i>Taking Parliament to the People</i> visit.
<p>Uzuko Enyangweni Day Care Centre:</p>	<ul style="list-style-type: none"> i.



Recommendations	Progress in the Implementation of Recommendations
<p>i. The Provincial Department of Social Development should urgently respond as to how it intends to resolve the issue of late payments on claims made by ECDs.</p> <p>ii. The Provincial Department of Social Development must improve the management of the interface between the Province and District through the decentralisation of some of its functions to the District.</p> <p>iii. The Office of the Premier should assist the Provincial Department of Social Development and other related Departments (such as the Departments of Education and Health) in planning and working in a coordinated and integrated manner that promotes the principles of IGR and co-operative governance. This will prevent them from planning and working in silos.</p> <p>iv. The Centre should present its NGO certificate to the Municipality in order for it to qualify for an indigent grant from the Municipality.</p>	<p>ii. The Provincial Department of Social Development has improved on the management of the interface between the Province and the District through the decentralisation of some of its functions to the Northern districts (OR Tambo, Joe Gqabi, Buffalo City Metropolitan, Alfred Nzo) and to the Southern districts (Nelson Mandel Metropolitan, Amathole, Chris Hani, Sarah Baartmen District Municipality). Each of these districts has a general manager who is responsible for coordination.</p> <p>iii.</p> <p>iv. It has the NGO certificate, but it has not presented it to the Municipality.</p>
<p>Nombasa Day Care Centre:</p>	



Recommendations	Progress in the Implementation of Recommendations
<ul style="list-style-type: none"> i. The Centre Management Committee should actively source additional funding and donations from business and retail stores such as Spar and Shoprite. ii. The Centre Management Committee should encourage children to pay the Centre fee of R50, including those parents who qualify for child support grants. iii. The DSD should also ensure that the Centre Management Committee better understands its financial processes and procedures. 	<ul style="list-style-type: none"> i. Although the Centre tries to source funds from businesses, it finds the task difficult. ii. They try to encourage payment. However, those parents who do not want to pay take their children the moment the Centre asks for money from them. <p>The Department of Education is rolling out a training of ECD practitioners on National Curriculum Framework (NCF) 0-4 years. It has also outsourced training of teachers and school governing body members to National Development Agency (NDA).</p> <ul style="list-style-type: none"> iii.
<p>Makukhanye Day Care Centre:</p> <ul style="list-style-type: none"> i. The Centre should develop a business plan in order to attract donors and do fundraising for the construction of the proper structure. ii. The Provincial Department of Education should re-look at the demand for ECD centres in the Province and develop a plan to address the challenges. iii. The Office of the Premier, with the assistance of the Provincial Department of Social Development and the Municipality, should assist the centre to replace the asbestos roofing as a matter of urgency. iv. The National Department of Education should be engaged regarding the discrepancy of salaries of Grade R 	<ul style="list-style-type: none"> i. The plan has not yet been developed. ii. The ECD centres are the responsibility of the Department of Social Department, so the Department of Education is not playing any role whatsoever. iii. The asbestos has not been replaced, however, they have been provided with a mobile classroom by the Municipality. iv. Local municipalities and the Department of Social Development are partners who are responsible for ECD Centres.



Recommendations	Progress in the Implementation of Recommendations
<p>teachers and those who obtained Level 4.</p> <p>v. The Municipality should assist with regard to shortage of ablution facilities at the centre as a matter of urgency as this pose a health risk to children sharing one toilet.</p> <p>vi. The Municipality should also assist the centre with a temporary structure while finding a permanent solution.</p> <p>vii. The Provincial Department of Education should check if there are any unused classes at the neighbouring school which could be utilised by the Centre while finding a lasting solution to the problem.</p>	<p>v. The Centre has written a letter to the Municipality to request toilets, but has not yet received a response.</p> <p>vi. A temporary structure has been provided.</p> <p>vii.</p>
<p>Full Gospel Day Care Centre:</p> <p>i. The Department of Social Development has to pay for all learners (72 learners instead of paying only for 30 learners).</p> <p>ii. The Municipality should speedily rezone the area as an ECD Centre. This will enable the Centre to obtain a title deed, so that the Municipality can provide services to the Centre.</p> <p>iii. The Municipality should ensure that they erect a brick structure for the</p>	<p>i. The Department is funding 1 727 ECD centres for the current financial year from voted funds and 833 ECD centres from a conditional grant. These ECD centres are still funded for 209 days as opposed to 264 days which is a national norm. The Subsidy is R15 per child per day. Special Day care Centres are already paid R17 per child per day for 264 days</p> <p>ii. The Centre has been sent from pillar to post by the municipality about the title deed of their site. They were informed that the site belongs to a person who purchased it long time ago and that person cannot be located.</p>



Recommendations	Progress in the Implementation of Recommendations
ECD Centre with ablution facilities and provide bulk water.	iii. The Municipality is unable to build a brick structure in the site, as it does not belong to the centre.
Total number of recommendations made	44
Number of recommendations attended or responded to	24
Number of recommendations not yet attended or responded to	20

4.4. Institutions of Higher Learning

4.4.1. Key service delivery issues noted

Key Service Delivery Challenges	Master Artisan Academy	Buffalo City TVET College	Lovedale TVET College	Fort Hare University	Walter Sisulu University	Mercedes Learning Academy
1. Insufficient funding is a challenge to the college, e.g. this challenge impacts on bridging and/or foundational programmes at Lovedale Technical and Vocational Education (TVET) College			√	√		
2. Inequality with regards to funding for private and public providers	√	√				
3. Public-private partnership (PPP) is not realised as a result of funding competition	√					
4. Allocation of funding between service providers from the National Skills Fund (NSF) prioritises public colleges	√					
5. There are unclear guidelines with regard to PPP realisation	√					
6. Outdated and inflexible occupation curriculum which is	√	√	√			



Key Service Delivery Challenges	Master Artisan Academy	Buffalo City TVET College	Lovedale TVET College	Fort Hare University	Walter Sisulu University	Mercedes Learning Academy
not industry-aligned or that does not provide for knowledge enrichment						
7. Articulation challenges that do not cater for a pathway from the occupational route to higher education	√					
8. Lack of industry-experienced trainers	√					
9. Poor selection and screening programmes for training candidates	√					
10. Poorly managed work and integrated learning (no monitoring)						
11. Inflexible student bursary system that does not extend to accredited private providers	√					
12. Lack of acknowledgement for the role played by private institutions in the broader artisan training and development sector	√					
13. Skills training is perceived as a way to meet social needs not as the way to improve employability (i.e. as soon as students finish one funded programme, they enrol in the next one as they receive a stipend and regard this as a salary)	√					
14. Insufficient infrastructure/infrastructure backlogs and poor or lack of maintenance of existing infrastructure.		√	√		√	
15. There is lack of office and classrooms space, impacting on the expansion targets of the department		√				



Key Service Delivery Challenges	Master Artisan Academy	Buffalo City TVET College	Lovedale TVET College	Fort Hare University	Walter Sisulu University	Mercedes Learning Academy
16. The college does not have modernised and well equipped workshop facilities		√				
17. Lack of or insufficient student accommodation, leading to squatting by students in some institutions		√			√	
18. There is also lack of funding to implement electronic libraries		√				
19. The college has unfilled vacancies		√	√			
20. The college also has a rigid delegation system in terms of powers to appoint		√				
21. The use of the outdated NATED programme is also a challenge		√				
22. There are delays in issuing of certificates		√				
23. Contradictions are also experienced on issuing Diploma certificates		√				
24. The college also experiences poor placement rate as result of economic challenges		√				
25. There are high auditing fees as result of moving from private auditors to Auditor-General		√				
26. There are bottlenecks in the implementation of the articulation model by Universities		√				
27. The college experienced insufficient NSFAS funding and as result, allowances were not paid		√				
28. DHET does not recognise TVET qualifications		√				
29. Industry and society does not recognise National Certificate Vocational (NCV)		√				



Key Service Delivery Challenges	Master Artisan Academy	Buffalo City TVET College	Lovedale TVET College	Fort Hare University	Walter Sisulu University	Mercedes Learning Academy
30. There are exam irregularities from the Department of Higher Education and Training (DHET)		√				
31. The college has dilapidated, old and non-responsive infrastructure			√	√		
32. Engineering workshops and simulation equipment are very expensive and not affordable from the college fund			√			
33. Some of the college lecturers are not qualified, e.g. Lovedale TVET College which has partially qualified Engineering lecturers			√			
34. Late release or pending examination results delays student progression			√			
35. There is no adopted DHET-approved organogram			√			
36. The college does not have information management system			√			
37. The college has outdated computers			√			
38. There is lack of equipment in the workshops			√			
39. There is no provision of capital expenditure (Capex) fund			√			
40. There are inconsistency in the provision of stipends			√			
41. Due to absence of big corporations in the area, the college mainly depends on government departments, municipality and farms for agricultural purposes			√			
42. Implementation of articulation guidelines depends on universities and TVET college			√			



Key Service Delivery Challenges	Master Artisan Academy	Buffalo City TVET College	Lovedale TVET College	Fort Hare University	Walter Sisulu University	Mercedes Learning Academy
students are being systematically discriminated						
43. There is lack of guidance on the future of career development officers (CDOs) from DHET, as result, some institutions will lose them			√			
44. University receiving students who are not adequately prepared for university by schools				√		
45. The institution has experienced transport and logistics deficiencies				√		
46. The institution has historical student debt				√		
47. Inadequate student welfare					√	
48. The institution has insufficient lecture halls to address expansion					√	
49. The institution has bad publicity (student and staff protests, highly politicised student body, etc.) that often discourages donors					√	
50. Some students are struggling to use English as a medium of communication					√	
51. Lack or shortage of water for the past 3 months					√	

4.4.2. Progress in the Implementation of Recommendations Made by Delegations to the Sites



The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:

Recommendations	Progress in the Implementation of Recommendations
<p>Master Artisan Academy:</p> <p>i. Government needs to ensure that private providers such as Master Artisan Academy are supported</p>	<p>i. The DHET entered into an MoU with the Department of Public Enterprises (DPE) in 2012/13, in terms of which the DPE would extend/expand training capacity of the various State Owned Companies reporting to it in order to train artisans required by the country. These artisans would become available for the broader economy, meaning, they would be over and above the SOC's operational requirements. The NSF contributes heavily in this programme.</p> <p>Over and above this, from time to time, the NSF issues public calls for proposals from different skills development players, other than those in the public service, evaluate such submissions and allocates funding for training and skills development.</p> <p>The NSF, as part of the DHET, also promotes close collaboration between private skills development providers and the public TVET Colleges.</p> <p>Other matters, like the provision of bursary funding to learners in public institutions and not to those who enrol in private institutions is a Post-School Education and Training (PSET) policy matter that is outside the control and influence of the NSF.</p>
<p>Buffalo City TVET College:</p>	



Recommendations	Progress in the Implementation of Recommendations
<p>i. The DHET must be summoned to Parliament to brief members on issues related to policy gaps.</p> <p>ii. The challenges highlighted by students should be attended to before the 2017 academic year and the institution should be provided with feedback on progress made.</p>	<p>i. The DHET is prepared to brief Parliament on the policy gaps</p> <p>ii. The DHET is attending to the challenges highlighted by students. Those under the control of the department such as over enrolment and examinations certificates are receiving attention at the highest level.</p> <p>The verification report by the NCOP content team reveals that a number of identified challenges have not yet been addressed as per the recommendation. These include:</p> <ul style="list-style-type: none"> • Funding provision has not been allocated to address infrastructure related challenges. • The DHET system that guides the issuing of Diplomas is not aligned to the college system and as a result, the contradictions relating to the issuing of Diplomas persists. • Auditing fees have increased significantly and no extra funding provided to address that. • Absence of regulatory guidelines to address cost implication related to external Council Members and activities that are funded. • Some students are not meeting NSFAS requirements i.e. gap between admission and funding requirements means that admitted students cannot be funded regardless of their need.



Recommendations	Progress in the Implementation of Recommendations
	<ul style="list-style-type: none"> • Some public institutions do not recognise TVET qualifications for employment opportunities. • Regarding the Chief Financial Officer (CFO) post, the College has been informed that it will be advertised in April 2018.
<p>Lovedale TVET College:</p> <p>i. The DHET must be summoned to Parliament to brief Members on its plans including time frames through which it seeks to address the issues raised.</p>	<p>i. The DHET will be available when invited to brief members.</p> <p>The verification report by the NCOP content team reveals that a number of challenges identified have not yet been addressed as per the recommendation. These include:</p> <ul style="list-style-type: none"> • Infrastructure and workshop equipment challenges have not yet been addressed through National Skills fund, Department of Trade and Industry and Services SETA financial assistance. • Critical posts remain a concern due to 63 % threshold for salary wage bill and as result some of the college functions are outsourced by the college • Though other infrastructural challenges in other campuses are attended to, Alice campus still requires rebuilding and refurbishment if funds permit. • Lecturer qualifications in Engineering remains unresolved. • The certificate backlog is not fully resolved.
<p>University of Fort Hare (UFH):</p>	



Recommendations	Progress in the Implementation of Recommendations
<p>i. The DHET must be summoned to Parliament to brief members on its plans including time frames through which it seeks to address the issues raised.</p>	<p>i. The Department will be available to brief members when requested.</p> <p>Currently classified as one of the 8 Historically Disadvantaged Institutions (HDIs), the University of Fort Hare (UFH) is participating in a new grant mechanism – the HDI Grant - specifically put in place to address the key challenges at the University, to position it to take up its rightful place in the university sector. The University has submitted a plan to address the key challenges and a range of projects have been approved. A preliminary allocation of R119, 5 million over 5 years has been made of which R96, 7 million was released in March 2017. The Department will visit the University on the 21-22 August 2017 to engage separately and collectively with university management, the professional leading the finance function, the academic enterprise, the infrastructure function, and with students with a view to understanding what are the additional areas that must be addressed. This will lead to a further plan submitted by the university which will address the issues highlighted in the meetings.</p> <p>While there is a need to continue investing in infrastructure at the University, the Department has already from – 2007 to 2015 invested R670 million plus an additional R111 million for maintenance from 2016-2018. A further R30 million has been allocated for 2017 and 2018 for additional HDI infrastructure needs. Over the longer term, allocations will be made based on the macro infrastructure planning framework that is being finalised.</p> <p>Student Housing is a challenge for the sector – included in the infrastructure amounts above, R120m was allocated to</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>UFH for the 3rd cycle for which 600 beds were built. Further allocations are subject to further discussions in resolving the outcomes of a forensic investigation on infrastructure. The Department met with the university on 24 July in this regard.</p> <p>The verification report by the NCOP content team reveals that a number of identified challenges have not yet been addressed as per the recommendation. These include:</p> <ul style="list-style-type: none"> • Though the Department is addressing the infrastructure challenges at Forth Hare University, approximately R1 billion is required for UFH to be up to date with infrastructure backlog additional to the funds provided. • Lecturer versus student ratio remains a challenge as it depends on the financial stability of the UFH. However, there is a plan to avoid duplication of programmes through specialisation of branches.
<p>Walter Sisulu University (WSU):</p> <p>i. Before the end of the week, the water challenges should be addressed</p> <p>ii. Challenges highlighted by students should be attended to before the 2017 academic year and the feedback and progress provided to the institutions</p>	<p>i. Water problems at Butterworth: At the beginning on 2017 the Department intervened and called upon the PICC for assistance. Discussion were held with the Municipality. Short-term solutions with extra water tanks were made. A bore-hole was sunk but not connected. Long-term solutions are being sought amongst all stakeholders (last meeting between stakeholders held in July 2017)</p> <p>ii. Currently classified as one of the 8 HDIs, WSU is participating in a new grant mechanism – the HDI Grant - specifically put in place to address the key challenges at the University, to position it to take up its rightful place in the university sector. The university has submitted a plan to address the key challenges and a range</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>of projects have been approved. A preliminary allocation of R183, 515 million over 5 years has been made of which R80, 947 million was released in March 2017. The Department visited the university on the 12-13 June 2017 to engage separately and collectively with university management, the professionals leading the finance section, academic enterprise, infrastructure function, and with students with a view to understanding what are additional areas that must be addressed. Feedback has been provided to the university and areas were identified that can be taken forward in an additional plan. The university is working on its submission to the Department.</p> <p>While there is a need to continue investing in infrastructure at the university, the Department has already from 2007- 2015 invested R1, 022 billion plus a further R79m from 2016-2018 R79m for maintenance. A further R134 million has been allocated for 2017 and 2018 for additional HDI infrastructure needs. Over the longer term, allocations will be made based on the macro infrastructure planning framework that is being finalised.</p> <p>Student Housing is a problem for the sector – included in the infrastructure amounts above, R120m was allocated to WSU for the third cycle. A further R82 million was made available in March 2017.</p> <p>The verification report by the NCOP content team reveals that a number of identified challenges have not yet been addressed as per the recommendation. These include:</p> <ul style="list-style-type: none"> • The Mthatha WSU Branch has a greater need as the infrastructure backlog has not yet improved. It is in a dire situation and



Recommendations	Progress in the Implementation of Recommendations
	<p>living conditions remain undignified regardless of the financial injection received.</p> <ul style="list-style-type: none"> • Bed spaces have slightly improved and the University received an infrastructure budget of R90 million for Mthatha and Queenstown. However, such projects have not yet resumed due to red tape related to land ownership. • Historical debt remains a challenge as those students who can afford to pay refuse to do so. A strategy from DHET is required to enforce payment. • A strategy has been implemented to harmonise the previous distinct conditions of services and unions have been engaged. It is expected to be finalised in this financial year and progress has been reported. • The business system is being remodelled in phases and according to level of urgency, e.g. registration is moving from manual to online as a pilot. • DHET does support the University but the support is inadequate, relative to the extent of the challenges being experienced.
Total number of recommendations made	7
Number of recommendations attended or responded to	7
Number of recommendations not yet attended or responded to	0

4.5. SETAs

4.5.1. Key Service Delivery Issues Noted



Key Service Delivery Challenges	W&R SETA	ETDP SETA	Services SETA	H&W SETA
1. The Seta is under administration of the national DHET	√			
2. There are more students (interns) than work places to provide work experience for a longer period	√		√	√
3. The SETA is unable to offer experience in the HR fields because of provincial jurisdiction	√			
4. There is stigma associated with the perceived content gap between the TVET sector offerings and the demand of the industry, which contributes to the industry's reluctance to train learners	√		√	
5. There is a lack of proper, integrated learner databases as well as effective tracking systems	√			
6. The ending of internship contracts creates instability for interns, e.g. 3 year internship term for 250 interns who came through the school administrator project, and for 50 career developers (CDOs) who were capacitated by the Seta through Unisa.		√		
7. Delays in issuing of certificates for ECD practitioners who participated in the recognition of prior learning (RPL) project done in partnership with BCC		√		
8. There is inconsistency in the stipends thus creating competition within the sector	√		√	√
9. Demarcation restrictions pose a challenge when projects involve municipalities				
10. Provision of inadequate training by learnership training providers - they let students attend for a few				



Key Service Delivery Challenges	W&R SETA	ETDP SETA	Services SETA	H&W SETA
weeks and then I sign an attendance register despite non-attendance of training				
11. Lack of project management capacity within the institution				✓
12. Challenges related to compliance issues with the servicing departments				✓
13. Delays in project initiation and recruitment of learners by implementing partners				✓
14. Misunderstood mandate of the HWSETA and SETAs in general				✓
15. Conflicting policy directives in the sector				✓
16. Proliferation of training providers				✓

4.5.2. Progress in the Implementation of Recommendations Made by Delegations to the Sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:

Recommendations	Progress in the Implementation of Recommendations
<p>W&R SETA:</p> <p>i. Funding needs to be increased in line with the demand funding assistance.</p>	<p>i. SETAs allocate funding to different learning programmes i.e. Learnerships, Skills Programmes, Internships, apprenticeship, therefore it becomes difficult to allocate more funding in one learning programme at the expense of the other programmes.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>ii. Another challenge is that the stipends are not inflation related.</p> <p>iii. Standardisation of stipend through provision in legislation should be considered.</p>	<p>ii. The Department will recommend to the SETAs to consider adjusting stipend taking into consideration the inflation. However, the demand for students requiring placement is increasingly becoming high and therefore funding becomes issue.</p> <p>iii. The Department is considering that proposal. The matter is being discussed between the Department of Higher Education and Training and the Department of Labour.</p>
<p>ETDP SETA:</p> <p>i. Parliament will investigate the case of the ETDP SETA projects such as CDOs and interns.</p>	<p>i. The Branch welcomes the investigation. The ETDP SETA has provided the summary report below for ease of reference:</p> <p>According to ETDP SETA, an internship programme has a minimum duration of twelve months to provide workplace skills for the unemployed.</p> <p>The agreement ETDP SETA and DBE was such that after a period of one year, DBE would provide employment opportunities and take over the stipend for the following two years should provinces not be in a position to absorb the interns.</p> <p>However, at the end of the first year of the completion of the internship programme, DBE and Provinces could not afford to absorb the interns to an extent that ETDP SETA continued to offer the internship programme for three (3) years and paid each intern a stipend of R3000 per month without any further intervention from DBE</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>The ETDP SETA as part of its mandate, provides the workplace experience opportunities and not employment.</p> <p>The ETDP SETA supported 1250 interns in the nine provinces for a period of three years and provided skills development training on computer literacy.</p> <p>The internship programme does not in any way suggest employment but provides employability skills, skills for employment readiness should opportunities arise.</p> <p>The ETDP SETA has provided workplace opportunities for 313 Career Development Officers (CDOs) one per TVET Campus. Fifty (50) CDOs were allocated to the Eastern Cape TVET Colleges. They received training on Career guidance and management from UNISA with a stipend ranging between R5000- R6500 which the maximum was provided after completion of the UNISA training programme.</p> <p>Instead of a one year project, this ended up being a five year project to provide enough workplace experience for the CDOs. In a meeting with the TVET Colleges an agreement was reached that Colleges would offer employment opportunities to the CDOs.</p> <p>The internship programme has a minimum duration of twelve (12) months however ETDP SETA extended the project to sixty (60) months to allow adequate HR planning for TVET Colleges. Most Colleges do not have adequate posts and funds to accommodate them for employment.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>ii. Contracts of CDOs and the ETDP SETA grant policy will be studied.</p>	<p>The role of the ETDP SETA is to assist the unemployed youth with the work place experience opportunities and provides the stipend to cater for travelling to the workplaces.</p> <p>The gap has now been closed and the College will receive the certificates by 10 April 2017</p> <p>ii. The Skills Branch welcomes the NCOP to study the contracts of CDOs and the ETDP SETA grant policy.</p> <p>The verification report by the NCOP content team reveals that a number of challenges identified have not yet been addressed as per the recommendations. These include:</p> <ul style="list-style-type: none"> • The contracts of those 50 CDOs placed at Buffalo City TVET College were terminated by the SETA, as there was no budget provision to ensure their absorption from the College or DHET • The ECD Practitioners who participated in RPL have not yet received the Certificates. • Out of 520 interns, 323 placed as administrators in schools have contracts that will expire in March and there is no further absorption commitments received from the Department of Basic Education in the Province. • The stipend of School Administrators has not yet been standardised according to the SETA grant policy.
<p>Services SETA:</p> <p>i. Funding needs to be increased in line with the demand for assistance.</p>	<p>i. SETAs allocate funding to different learning programmes i.e. Learnerships, Skills Programmes, Internships,</p>



Recommendations	Progress in the Implementation of Recommendations
<ul style="list-style-type: none"> ii. Stipends are not inflation related and need be looked at and standardised. iii. A biometric system should be introduced to enforce student tracking. iv. Industry and municipalities should be lobbied and incentives should be provided for participation in these programmes i.e. tax incentives. 	<p>apprenticeship, therefore it becomes difficult to allocate more funding in one learning programme at the expense of the other programmes.</p> <ul style="list-style-type: none"> ii. The Department will recommend to the SETAs to consider adjusting stipend taking into consideration the inflation. However, the demand for students requiring placement is increasing and therefore funding becomes an issue. iii. Services SETA is already implementing the biometric system. iv. Services SETA is currently lobbying industry and municipalities to engage in their programmes. Services SETA created unit to manage stakeholder relations and partnerships to address the challenge related to lack of work placement.
<p>Health and Welfare (H&W) SETA:</p> <ul style="list-style-type: none"> i. The directives of the Minister of Health must be implemented unconditionally i.e. bedside training must be a norm. ii. Funding needs to be increased. iii. Stipends are not inflation related. 	<ul style="list-style-type: none"> i. The Health and Welfare SETA is implementing the training of nurses based on the needs identified by the Department of Health and the private health sector, which are linked to the creation of permanent jobs. ii. SETAs allocate funding to different learning programmes i.e. Learnerships, Skills Programmes, Internships, apprenticeship, therefore it becomes difficult to allocate more funding in one learning programme at the expense of the other programmes. iii. H&W SETA is already paying allowances far above the minimum requirements prescribed in law.



Recommendations	Progress in the Implementation of Recommendations
<p>iv. There are differences in the allowances paid.</p>	<p>iv. There are differences in so far as the beneficiaries are at different levels of their development. for example, a graduate qualifies for R5000 per month on internship based on the qualification already attained, whereas a TVET college learner who still requires 18 months of work integrated learning (time at the workplace) before they can graduate, receives R2500 per month. These amounts are paid consistently to the respective cohorts.</p>
<p>v. There has been proliferation of training providers.</p>	<p>v. The matter will be brought the attention of the Quality Council for Trades and Occupations (QCTO) as the custodian of quality assurance body. The supply needs to be in the context of what the real demand is.</p>
<p>vi. There are difficulties in articulating from the FET to the HET band</p>	<p>vi. The Department acknowledges that graduates from TVET Colleges who have completed a National Certificate Vocational (NCV), or graduates who have completed an Occupational Certificate do not easily access placement in Universities and Universities of Technology (UoTs), to study higher education certificates, diplomas or Bachelor's degrees. The Department is addressing these issues through three mechanisms at present:</p> <p>Senior officials of the Department, after consultation with senior officials of the Department of Basic Education and the Universities South Africa (USAf) have advised the Minister of Higher Education and Training to amend the policy for Minimum Admission Requirements into</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>Higher Education Certificates, Diplomas and Degrees. The amendment removes the need for a designated list of subjects, for minimum entry requirements, and allows graduates from the National Senior Certificate (NSC), the NCV, occupational certificates, and the Amended Senior Certificate (ASC) for adults to present subjects at National Qualifications framework (NQF) level 4 which have 20 credits, for consideration for access into higher education institutions and studies in higher education certificates, diplomas and degrees. This proposed Policy amendment already goes a long way to redressing this long-standing challenge which graduates faced. The Policy amendment seeks to underline the importance of parity of esteem of qualifications achieved at a particular NQF Level, as indicative that the graduates' knowledge, skills and competence have been assessed in accordance with the requirements of assessment at NQF Level 4, irrespective of the learning route they followed.</p> <p>The Department published the Articulation Policy on 13 January 2017. This Policy is built on articulation principles, which were widely consulted and agreed to by all role players and stakeholders, such as the Council for Higher Education (CHE) and the USAf. The Policy drives the agenda of access, transformation, redress, and articulation into further and higher education for graduates from TVET Colleges, Community Education and Training (CET) Colleges, and adult learners from the ASC. The Policy underscores the importance of articulation between programmes and qualifications rather</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>than only institutional-type articulation. The articulation routes for NQF level 4 graduates, into higher education, - irrespective of the route they followed to achieve a NQF level 4 qualifications - are especially highlighted and expressed as one of the principles in the Policy. Advocacy and communication workshops are being run by the Department in various forums to ensure that the Policy implementation and future practices become widely known and implemented. One of the Directorates in the Department will monitor and evaluate the implementation of the policy based on reports from SAQA and the three Quality Councils, quarterly.</p> <p>The Minister requested the South African Qualifications Authority (SAQA) to provide him with advice about the role of a proposed Articulation Ombud, who would deal with all cases of barriers, challenges and unfair discrimination, regarding articulation. SAQA has provided advice based on empirical research. The Department is currently considering the options presented in the advice from SAQA. In the interim one of the Directorates in the Department is working with the HEIs, with USAf, SAQA, the Quality Council for Trades and Occupations, the CHE, and Professional Bodies on a case by case basis to resolve challenges and barriers to access and articulation for TVET College and CET College graduates into higher education, and/or professional status.</p> <p>These measures which comprise both Policy amendments and operational</p>



Recommendations	Progress in the Implementation of Recommendations
	activities, are envisaged to address the current challenges with Articulation.
Total number of recommendations made	15
Number of recommendations attended or responded to	15
Number of recommendations not yet responded to / outstanding	0

4.6. Local Economic Development Projects

4.6.1. Key service delivery issues noted

Key Service Delivery Challenges	5-Up Primary Agricultural Coop	Proglove	The Steve Biko Centre	BCM Automotive Incubator	EL IDZ Incubator/Chemin Centre	Ncera Macadamia Farming	Mngqesha Great Palace	B Brite Wave Products & Cleaning Services	Duncan Village Business Support Centre	Magebeza Furniture Manufacturer
1. Employees do not have protective clothing	√									
2. Lack of or limited space, e.g. office and tomatoes sorting space at 5-Up Primary Agricultural Cooperative	√									√
3. Lack of or insufficient infrastructure (due to maintenance neglect) such as toilets and changing rooms	√					√	√		√	
4. Lack or shortage of administrative staff members	√									
5. Monopoly in the market – large scale producers such as ZZ2 and	√									



Key Service Delivery Challenges	5-Up Primary Agricultural Coop	Proglove	The Steve Biko Centre	BCM Automotive Incubator	EL IDZ Incubator/Chemin Centre	Ncera Macadamia Farming	Mngqesha Great Palace	B Brite Wave Products & Cleaning Services	Duncan Village Business Support Centre	Magebheza Furniture Manufacturer
Prospects are able to sell their tomatoes at a much more competitive price										
6. Poor or inadequate security	✓							✓		
7. The project does not have an SABS approval rating certificate or accreditation, as a result they cannot conduct business with more formal establishments	✓			✓				✓		
8. There is unfair competition with established companies and as a result they have a market price challenge, e.g. Proglove is competing with companies dealing with imported protective wear	✓	✓					✓	✓		
9. Due to a lack of cold storage facilities they end up selling their produce for cheap to avoid spoilage	✓									
10. Marketing challenges including market access – the manufacturers are not always		✓			✓		✓			



Key Service Delivery Challenges	5-Up Primary Agricultural Coop	Proglove	The Steve Biko Centre	BCM Automotive Incubator	EL IDZ Incubator/Chemin Centre	Ncera Macadamia Farming	Mngqesha Great Palace	B Brite Wave Products & Cleaning Services	Duncan Village Business Support Centre	Magebheza Furniture Manufacturer
known by the end user										
11. Inadequate support from government – the project gets more orders or procurement of service from private companies than government contrary to government’s local procurement policy		√					√	√		
12. New advanced glove technology is not available in SA		√								
13. Community has a high expectation of what the Centre can deliver and as such, at times the Centre finds itself caught in between service delivery related protests			√							
14. Equipment purchase for the project is affected by the rand/dollar exchange rate				√						
15. The areas of the project’s location and premises is not suited for retailing				√	√					
16. Lack of capital and cash flow or				√		√	√	√		√



Key Service Delivery Challenges	5-Up Primary Agricultural Coop	Proglove	The Steve Biko Centre	BCM Automotive Incubator	EL IDZ Incubator/Chemin Centre	Ncera Macadamia Farming	Mingqesha Great Palace	B Brite Wave Products & Cleaning Services	Duncan Village Business Support Centre	Magebheza Furniture Manufacturer
inadequate funding challenges										
17. The project is not allowed to import second hand tyres				✓						
18. Entrepreneurs lack the necessary business management and sustainability skills				✓						
19. There are long distances between where some entrepreneurs are based and the Centre					✓					
20. The Centre does not produce its own raw materials – it orders them from local suppliers					✓					
21. The Centre also does not have a vehicle to collect and deliver raw materials					✓					
22. Lack of communication and coordination between government structures and agencies; the delegation appealed for integrated services rather than state agencies					✓					



Key Service Delivery Challenges	5-Up Primary Agricultural Coop	Proglove	The Steve Biko Centre	BCM Automotive Incubator	EL IDZ Incubator/Chemin Centre	Ncera Macadamia Farming	Mngqesha Great Palace	B Brite Wave Products & Cleaning Services	Duncan Village Business Support Centre	Magebheza Furniture Manufacturer
working in competition with each other and working in silos										
23. Environmental management issues are generally weak across district municipalities					✓					
24. The ECiti incubation centre expressed a strong view that municipal bylaws are not assisting in terms harnessing the growth and development of the film industry					✓					
25. Mistrust of the company and its shareholders by members of the community						✓				
26. Shortage of or inadequate water supply						✓				
27. The orchards are located in 1 village yet they are owned by all the 9 villages that constitute the Vulindlela Traditional Council. This results in conflicts arising particularly where job opportunities arise on the farm						✓				



Key Service Delivery Challenges	5-Up Primary Agricultural Coop	Proglove	The Steve Biko Centre	BCM Automotive Incubator	EL IDZ Incubator/Chemin Centre	Ncera Macadamia Farming	Mngqesha Great Palace	B Brite Wave Products & Cleaning Services	Duncan Village Business Support Centre	Magebheza Furniture Manufacturer
28. There are high poverty levels in the community within which the project is located						✓				
29. The road leading to the site is not properly and regularly maintained						✓				
30. There are no government assisted programmes that are tourism related							✓			
31. While the facelift is visible business has been relatively slow										
32. Royal Council often wants to utilise the premises for free now that they are in better condition and this often has a potential of creating conflict as the facility is now operating according to business model and principles							✓			
33. The project is currently not adequately profitable – e.g. employee wages and the electricity bill are							✓			



Key Service Delivery Challenges	5-Up Primary Agricultural Coop	Proglove	The Steve Biko Centre	BCM Automotive Incubator	EL IDZ Incubator/Chemin Centre	Ncera Macadamia Farming	Mingqesha Great Palace	B Brite Wave Products & Cleaning Services	Duncan Village Business Support Centre	Magebheza Furniture Manufacturer
also serious challenges; the venture is subsidised by revenue raised through other businesses owned by the operator										
34. The community around the area often complain due to the harmful and chemical nature of the raw materials used in the process of manufacturing their products								✓		
35. Poor ventilation within the facility								✓		
36. Late and delayed payment from government adversely affect the company's financial health										✓
37. Poor or inadequate of training of employees, which negatively affect production										✓

4.6.2. Progress in the Implementation of Recommendations Made by Delegations to the Sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:



Recommendations	Progress in the Implementation of Recommendations
<p>5-Up Primary Agricultural Cooperative:</p> <ul style="list-style-type: none"> i. The provincial Department of Economic Development must urgently liaise with the National Department of Economic Development in order to facilitate the accreditation of the project to obtain the SABS certificate. ii. The provincial Department of Economic Development must convene the departments of Agriculture, Education, Health and Social Development and the Municipality in order to facilitate support that will sustain the project. iii. The Department of Education must consider working closely with the project in line with the School Nutrition Programme in order to access fresh tomatoes, vegetables and jam for the surrounding schools. iv. The Departments of Health and Social Development must engage with the project in order to access fresh tomatoes, vegetables and jam for health and home-based nutritional programmes in the surrounding areas. v. The departments of Economic Development and Agriculture must engage with private business to enhance 	<ul style="list-style-type: none"> i. Eastern Cape Provincial Economic Development Department reported that a recent engagement with the Co-operative did indicate challenges in their governance systems. Subsequent to the visit by NCOP a number of members have left the Co-operative. One of the consequences of this has been the need to amend the cooperative certificate. The BCMM is in the process of facilitating this. ii. As part of this continued engagement the Municipality has also provided support to the Co-operative through the provision of production inputs (seedlings). Additional support measures are also being explored by the Department of Economic Development, Environmental Affairs and Tourism with specific reference to office equipment through the office disposal mechanism. iii. iv. v.



Recommendations	Progress in the Implementation of Recommendations
<p>Private Public Partnership (PPP) with the view of ensuring that the project accesses the lucrative private market.</p>	
<p>Proglove:</p> <ul style="list-style-type: none"> i. The Department of Economic Development must urgently facilitate and convene a meeting of government entities, including the Municipality, to work out a programme to support this project. ii. The NCOP must convene the Department of Mineral Resources together with Proglove in order to ensure that the venture optimally accesses the market and similar industries. iii. The NCOP should organise Private Public Partnership engagement with Proglove in order to create an environment that would assist the venture to access and tap into private sector funding and support. 	<ul style="list-style-type: none"> i. The Municipality had made provision for the business to provided market access opportunities through an international investment business trip (Germany). Unfortunately, the business was not able to participate in this activity due to logistical challenges (visa processing). A trip is planned next year for this activity. <p>Owners of ProGlove reported to the NCOP verification team that there has been no support from government at all levels since the NCOP visit.</p> ii. iii.
<p>BCM Automotive After-market Incubator:</p> <ul style="list-style-type: none"> i. There should be a discussion between DTI, provincial department of Economic Development and ECDC to discuss broadly a framework for the upliftment of this industry and to submit this report in 30 days to the NCOP Select Committee on Economic Development. 	<ul style="list-style-type: none"> i. The Province reported that the Municipality recently facilitated participation by the business in the Durban Auto Week programme in April. The purpose of this undertaking was to provide the business with networking opportunities as well as profiling it.



Recommendations	Progress in the Implementation of Recommendations
	<p>The discussions are underway between the municipality and the business to invest in the provision of equipment for the business (fitment services equipment).</p> <p>According to the verification information gathered by the NCOP content team, the business is doing reasonably well and functioning well. The business owners have identified and launched another factory to expand their operations. The business is supported both financially and materially. Future prospects are looking bright for its operations and business model.</p>
<p>East London IDZ Incubation Centre:</p> <ul style="list-style-type: none"> i. A facility like the incubation centre (Science Park) should be optimally used and properly funded so that its utilisation can be able to assist district municipalities on issues relating to environmental management weakness in the form of shared services. ii. Legislation, bylaws or directives must be monitored to ensure that film makers receive permits and thereby provide revenue to the Province from the industry. 	<ul style="list-style-type: none"> i. Economic Development Department (EDD) initiated a first follow-up engagement with the Science Technology Park (STP) and a meeting was held on the 1st of March 2017 at EDD Offices. The purpose of the meeting was to discuss constraints associated with a potential project that require unblocking, which will be prioritised in the 217/18 financial year. <p>However, the manager reported that the progress registered was on the basis of their own initiatives. In addition, there has not been any tangible and practical outcomes arising out of the meeting the centre had with the EDD.</p> <ul style="list-style-type: none"> ii. The meeting resolved that STP should refine a project list and submit to EDD and the DTI for review.



Recommendations	Progress in the Implementation of Recommendations
<p>iii. Patenting of small business innovation must be prioritised.</p> <p>iv. Bilateral discussions between the national Department of Economic Development and the Incubator should be held and a report must be submitted to the Select Committee on Economic Affairs within 30 days.</p>	<p>iii. The second engagement with Science Technology Park was held on 12 July 2017 at East London. The meeting resolved that EDD will work with STP to convene monthly entrepreneurship capacity building sessions. At these sessions potential entrepreneurs will be provided with in house support programme which will include, but not be limited to, the following: business registrations, tax certificate, funding requirements from Development Finance Institutions (i.e. SEFA and the IDC).</p> <p>iv. EDD in partnership with ELIDZSTP convened a community knowledge session on the 31 August 2017. Some of the key role-players who took part in the workshop session to present and communicate their offerings to the youth were the EDD, the Land Bank as well as IDC. The Department of Trade and Industry was also invited to take part, but due to logistical challenges failed to make the session.</p> <p>These regular knowledge sharing sessions are aimed at:</p> <ul style="list-style-type: none"> ○ Linking the entrepreneurs, start-ups and researchers to technical support. ○ Linking entrepreneurs, start-ups and researchers to funding support ○ Ensuring an innovation ecology within the region where catalytic projects could be supported and support them to sustainability ○ As the STP, our network includes researchers with possible technologies, entrepreneurs and start-up companies. The aim is to make them aware of opportunities available for them.
<p>Ncera Macadamia Farming (Pty) Ltd:</p>	



Recommendations	Progress in the Implementation of Recommendations
<p>i. The provincial Department of Economic Development must urgently convene the following departments in order to provide comprehensive support to make sure the project is sustainable:</p> <ul style="list-style-type: none"> • Department of Agriculture and Rural Development • Public Entities • Buffalo City Municipality and nationally • Department of Trade and Industry • Department of Tourism • Department of Agriculture and Forestry • Department of Water and Sanitation 	<p>i. The DTI reported that it supported another Macadamia farming project in Willowvale, MaJingqi Traditional Authority to a tune of R40m. This is to promote regional competency through cluster development. Project support came from the Employment Creation Fund. The project owners confirmed that Willowvale which is their second plant is part of their project expansion, and have received R30 million and an additional R10 million is still outstanding.</p> <p>The Eastern Cape provincial Economic Development Department reported that, in line with the recommendations of the NCOP Economic Cluster, a number of incoming engagements have been facilitated with other provinces by the Ncera Macadamia Project to benchmark and assess the replicability of the project in these provinces.</p> <p>The nature of the commodity requires a frost free environment and hence the provinces that have these climatic conditions have visited the site. These include: Limpopo, Mpumalanga and KwaZulu Natal.</p> <p>Additional activities that have taken place subsequent to the NCOP visit also include training of youths 350 youths in business development and management by the Services SETA. During the second half of the year, training of 15 youths in various skills over 2 years. by the Department Rural Development and Land Reform will be initiated under the Narysec Programme.</p> <p>As part of the improving market access, Ncera Macadamia will be hosting a Macadamia festival in September. Support to the initiative has been received from the Eastern Cape Parks and Tourism Board as this work is aligned to Agri-Tourism. A significant</p>



Recommendations	Progress in the Implementation of Recommendations
<p>ii. The Department of Public Works and Roads and the municipality must prioritise regular road maintenance to the village and the project.</p>	<p>challenge in this project is the access road to the farm which is in a bad condition. Further support is needed in respect of this and the Province will be engaging to assess where it can intervene.</p> <p>ii.</p>
<p>Mngqesha Great Palace:</p> <p>i. The Provincial Department of Economic Development must facilitate and convene an urgent meeting with departments and agencies such as Department of Sports, Recreation, Arts and Culture, ECDC, Eastern Cape Parks, the municipality and ESKOM to find ways to assist the project to develop and secure the required support.</p>	<p>i. The Eastern Cape Province reported that it has been redirecting some of its activities to support the business directly. Some of these activities have included departmental workshops, Mayoral Imbizo's and other government related activities.</p> <p>While this uptake still needs to be increased, additional activities to profile the destination have been made by the Eastern Cape Parks and Tourism Agency and the Municipality. These interventions have included the location of the BCMM Tourism Month celebrations in Mngqesha.</p> <p>The Province has also taken advantage of its international partnerships to promote the designation as ideal site to visit for traditional heritage tourism through the Stay-Home Programme with the City of Jimhau that is located in Zhejiang Province (China), which shares a twinning partnership with the Province.</p> <p>However, the business owners of Mngqesha informed the NCOP verification team that they disputed the report by officials that the Eastern Cape government has redirected business to support them. The Imbizos that are</p>



Recommendations	Progress in the Implementation of Recommendations
<p>ii. Parliament in general, and Parliamentary Committees in particular, must be exemplary in promoting, supporting and empowering small and emerging businesses through procuring services such as accommodation and conference facilities, etc.</p> <p>iii. The Provincial Legislature, Provincial Departments, the Municipality and government entities must also prioritise the use of small and emerging businesses over established hotels, B&B, etc.</p>	<p>referred to in the report were not part of government support as purported by the progress report but were own initiatives of the business.</p> <p>ii.</p> <p>iii.</p>
<p>B Brite Wave Products and Cleaning Services:</p> <p>i. The Municipality must clarify its role in respect of this project in its LED strategy.</p> <p>ii. The same municipality in its LED strategy must conduct an audit of all</p>	<p>i. EDD contacted the Managing Director of Brite Wave Products (Pty) Ltd who reported that is in the process of relocating to a new factory at Fort Jackson. The previous business facility was deemed to be unsafe and unsuitable for the type of chemicals and products that they use in the production of cleaning utensils and also it was in a residential area and was prone to crime and vandalism.</p> <p>Furthermore, the Brite Wave Products (Pty) Ltd has submitted the application to tune of R4 million to Provincial Economic Development Department. The project element entails the cost of renovations for new factory, buying machinery and ISO and SABS certification.</p> <p>ii. The project reported to the NCOP verification team that the municipality</p>



Recommendations	Progress in the Implementation of Recommendations
<p>emerging companies and clarify the type of assistance they offer to each of those.</p> <p>iii. Having done that, they must provide that report to the Select Committee on COGTA in a month's time.</p> <p>iv. The Municipality (BCMM) must provide security to the business premises.</p> <p>v. The owner of the business must apply for accreditation before the end of this calendar year.</p>	<p>(BCM) is not supporting them in any way. Nonetheless, a meeting between EDD and Brite Wave Products (Pty) Ltd was scheduled 12 July 2017, but due to time constraints with other stakeholders, the meeting was postponed.</p> <p>iii.</p> <p>iv.</p> <p>v.</p>
<p>Duncan Village Business Support Centre:</p> <p>i. The Select Committee on COGTA should visit BCMM to discuss issues of CWP and EPWP.</p> <p>ii. The Municipality must give a report to the Select Committee on all projects in the area of Duncan Village.</p> <p>iii. The Municipality must submit a report in 30 days to the Select Committee on when the hawkers' stalls are to be built.</p>	<p>i. The Province reported that a number of interventions have been made during the period under consideration. Support has largely been through the provision of technical support to SMME. The interventions have been through joint coordinated partnerships which the Municipality has facilitated.</p> <p>ii. Progress reported was that training had been provided to SMMEs for record keeping and business management through a partnership with SARS. In addition to this, the partnership between the municipalities and ABSA has provided for skills development in business profiling and marketing for SMMEs.</p> <p>iii. Investment in the improvement of the property has been made by extending the incubation facilities with the view of supporting marketing development.</p>



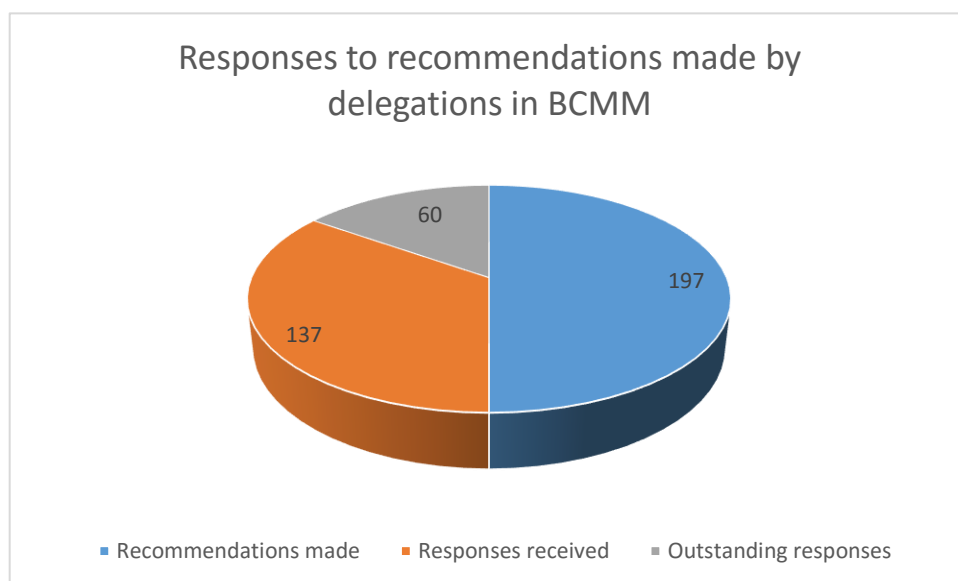
Recommendations	Progress in the Implementation of Recommendations
<p>iv. The Municipality must develop and submit a report on the skills audit to compile a database of the skills profile of the metro and to ensure that it is better able to deploy them for the upliftment of the area and the economy in particular.</p>	<p>iv. Further initiatives for technical skills development are planned in the next coming months. These include business plan development that will be provided jointly with the Eastern Cape Development Cooperation. In partnership with the National Department of Small Business Development the BCMM will be providing production inputs (equipment) for informal Traders in Duncan Village.</p>
<p>Magebheza Furniture Manufacturer:</p> <p>i. The delegation proposed a Local Economic Development summit in 3 months' time to develop a comprehensive support strategy for emerging business with the BCMM Municipality.</p> <p>ii. They proposed an interaction between Proglove and Magebheza for them to access protective clothing in the workplace.</p> <p>iii. The government in general, and the municipality and government entities in</p>	<p>i. EDD initiated the engagements with Magebheza Furniture Manufactures on the 12 July 2017. The meeting resolved that that the company should finalise its business plan which will indicate future client base and lay-out plans for new manufacturing factoring plant.</p> <p>The business owner confirm that the meeting took place on the 12 July 2017. However, there has been no other form of contact or interaction since then.</p> <p>ii. The company's managing director (Mr Ntobelo Mayezana) reported that Eastern Cape Development Corporation had provided grant support to tune of R3 million to facilitate the company's acquisition of machines.</p> <p>The managing director pointed out that the R3 million support grant given to him was not as a result of the NCOP visit but as a result of an application he had made two years earlier. In short, he disputes the impression created that he had received the money as a result of the NCOP intervention.</p> <p>iii.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>particular must provide a market for the company by procuring office furniture from them in keeping with government's promise to prioritise local content and create black industrialists.</p> <p>iv. Government and entities must prioritise timeous payments for services rendered by these small and emerging business companies in order to sustain them by ensuring continuous cash flow and revenue generation.</p>	<p>iv.</p>
Total number of service delivery challenges identified	31
Number of service delivery issues responded to/received	18
Number of service delivery issues not yet responded to/outstanding	13

The graph below summarises the number of recommendations made by various NCOP delegations to the sites, responses received and outstanding responses in the Buffalo City Metropolitan Municipality:

Figure 2: Chart showing responses to recommendations made by delegations in BCMM





SECTION B: ALFRED NZO DISTRICT MUNICIPALITY

5. EXECUTIVE SUMMARY

The 2016 *Taking Parliament and the Legislature to the People* Programme was held from 14 to 18 November 2016 at Abbotsford Christian Centre in the Buffalo City Metropolitan Municipality (BCMM) in the Eastern Cape Province of South Africa. The Programme was held jointly between the NCOP and the Eastern Cape Provincial Legislature under the theme: *Following up on our commitments*. The pre-visit programme that was successfully held in the Alfred Nzo District Municipality (ANDM) from 18 to 21 October 2016.

The NCOP will have its report back session in the Buffalo City Metropolitan and Alfred Nzo District Municipality from 12 to 16 March 2018. Through the report back session, the NCOP will provide feedback to members of the community on progress being made by Government on various service delivery issues which they had raised in the pre-visit and the main programme.

Responses received from the from various Government authorities and sites or projects visited during the programme in 2016 have been grouped into three categories. These are responses on the implementation of undertakings, on service delivery issues raised by members of the public during public hearings and public meetings and on the implementation of recommendations made by NCOP delegations after visits to various sites in the Alfred Nzo District Municipality during the 2016 TPTTP pre-visit.

- A total of 22 undertakings were made by various Government authorities that included MECs, Ministers and Former President, Mr. Jacob Zuma. At the completion of this report, only 4 responses had been received from government reflecting an 18% response rate.
- A total of 88 service delivery challenges were raised by members of the community during public hearings at the main TPTTP event and public meetings during the pre-visit. Only 17 responses to these services delivery challenges were received from government authorities, which computes to a response rate of 19%.



- With regard to progress on the implementation of the 149 recommendations made by delegations to various sites during the pre-visit, a total of 117 responses have been recorded, which translates to a 78.5% response rate. Thirty two (32) responses from various government authorities are still outstanding.

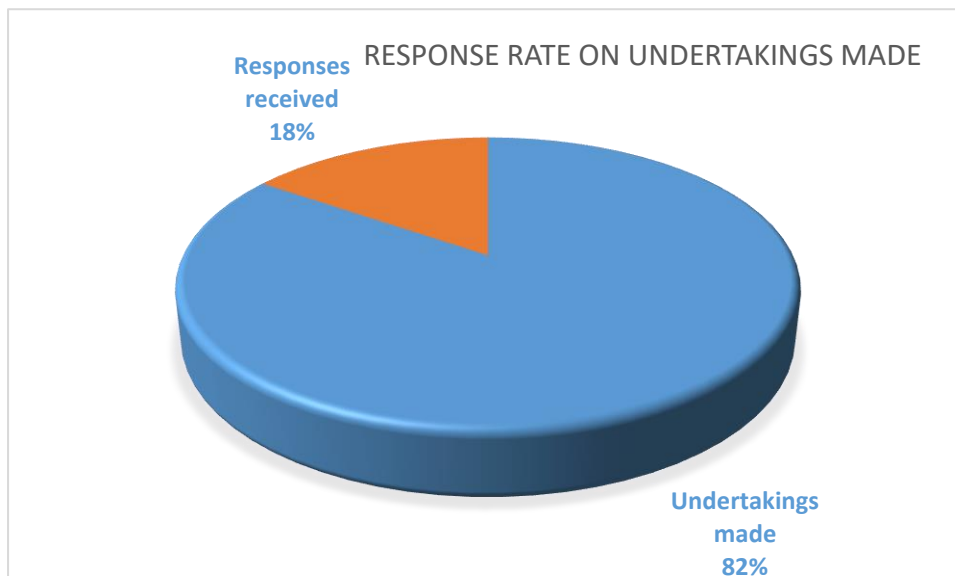
Whereas a number of the responses are still outstanding, it is crucial to indicate that a number of significant achievements have been recorded with regard to the resolution of some of the key service delivery challenges raised in the 2016 TPTTP in the Alfred Nzo District Municipality. The following are some of the recorded key achievements (quick wins):

- With regard to shortage of school furniture such as chairs, desks and tables, combination and single desks have been provided to every school in need.
- In relation to the recommendation that the Provincial Department of Education should provide the NCOP with the assessments done and time frames in relation to the provision of the 12 prefabricated classrooms, the progress report is that the required mobile classrooms have since been provided by the Department of Public Works.
- In response to the high rate of teenage pregnancy at schools such as Nomaqhwethekana Comprehensive, the District Department of Education developed a Teenage Pregnancy Reduction Strategy with all stakeholders taking part in the development of the strategy.
- On the recommendation that the provincial Department of Education should ensure that the expatriate teachers are paid regularly, the progress report states that the expatriate teachers have been paid and they have received their salaries.
- There is notable progress at Oliver Tambo Technical School. The site plan of the construction of the classes, workshops, library and science laboratories has been developed and finalised. The construction is about to start. The site has since been handed over by the implementing agency, the Developmental Bank of Southern Africa (DBSA) to the service providers to begin the construction process.

The graph below summarises the number of undertakings made by government authorities, responses received and outstanding responses.



Figure 3: Responses on the implementation of undertakings made by government authorities during the main visit in the Buffalo City Metropolitan Municipality



6. PUBLIC MEETINGS

6.1. Public Meeting held in Bizana Local Municipality

6.1.1. Key service delivery issues raised

Key Service Delivery Challenges	Lukhlo Jun Sec School Rep	Learner from Ward 28	SGB Member, Vuyisile Rural Area	Community Member, Ward 3	Community Member with Disabilities	Community Member, Ward 17	Community Member, Youth	Community Member, Ward 15	Member of Vukuyibambe Task Team, Ward 11
1. Delay in filling vacant school principal position	✓								
2. Lack of access to or no electricity connections	✓								
3. Lack of or dilapidated fencing	✓								
4. Shortage of textbooks	✓								
5. The stoppage of two housing projects namely; BCF Destitute Project 381		✓							



Key Service Delivery Challenges	Lukholo Jun Sec School Rep	Learner from Ward 28	SGB Member, Vuyisile Rural Area	Community Member, Ward 3	Community Member with Disabilities	Community Member, Ward 17	Community Member, Youth	Community Member, Ward 15	Member of Vukuyibambe Task Team, Ward 11
and the Duncan Village Project									
6. Fear amongst Grade 12 learners that the #Fees Must Fall campaign would lead to limited spaces in 2017 for the 2016 Grade 12 learners		✓							
7. Schools with serious repair and renovation needs			✓						
8. Shortage of or late delivery of textbooks and other learning and teaching support material, e.g. Pelepele JSS and Vukuyibambe JSS			✓						✓
9. Poor or inadequate security, e.g. Pelepele JSS and Vukuyibambe JSS			✓						✓
10. ECD Centre operating from an inappropriate structure such as a shack.				✓					
11. The ECD centres are also under-resourced.				✓					
12. Insufficient stipend for ECD practitioners, leading to them leaving the ECD sector for greener pastures				✓					
13. Poor implementation of policy with regard to appointment of people with disabilities, despite them having relevant qualifications.					✓				
14. Roads are not accessible for people with disabilities. There is a need for the Municipality to take into consideration the needs of people with disabilities					✓				



Key Service Delivery Challenges	Lukholo Jun Sec School Rep	Learner from Ward 28	SGB Member, Vuyisile Rural Area	Community Member, Ward 3	Community Member with Disabilities	Community Member, Ward 17	Community Member, Youth	Community Member, Ward 15	Member of Vukuyibambe Task Team, Ward 11
when roads are constructed or fixed.									
15. There is no internet access or libraries in the area which makes it difficult for unemployed graduates to access job advertisements and apply for jobs						✓			
16. There is lack of institutions of higher learning in the local area, which deprives poor students who cannot afford to walk long distances and rent accommodation at distant institutions of higher learning such as Mthatha and Durban							✓		
17. There is lack of information on National Student Financial Aid Scheme for young people in the Bizana area.							✓		
18. There is lack of role models (particularly for educational achievement) in the area							✓		
19. A school named after the struggle icon Ms Winnie Madikizela-Mandela is under-resourced and under-developed								✓	
20. Shortage of basic infrastructure for the school names after Ms Winnie Madikizela-Mandela and its feeder primary schools.								✓	



Key Service Delivery Challenges	Lukholo Jun Sec School Rep	Learner from Ward 28	SGB Member, Vuyisile Rural Area	Community Member, Ward 3	Community Member with Disabilities	Community Member, Ward 17	Community Member, Youth	Community Member, Ward 15	Member of Vukuyibambe Task Team, Ward 11
21. There is lack of or no access to electricity for the school names after Ms Winnie Madikizela-Mandela and its feeder primary schools								✓	
22. There is lack of role models (particularly on educational matters) in the area								✓	

6.1.2. Progress in the resolution of key service delivery issues

The following key service delivery issues were raised by members of the public during public meetings in Bizana Local municipality, and progress in terms of resolving them is as follows:

Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<p>Lukholo Junior Secondary School:</p> <p>i. Delay in filling vacant school principal position: The school has been without a principal for the past 5 years and the acting principal's leadership of administrative and governance structures of the school has unfortunately been divisive. When the governance structures broke down completely the parents took over the management of the school which further exacerbated the divisions. In the end, concerned parents opted to move their children to schools with better academic performance and good management. This spells disaster for those parents who cannot to afford to</p>	<p>i.</p>



<p>hire private contracted transport for their children to commute to schools. The submission from the above mentioned school requests the intervention of the NCOP to facilitate the appointment of a permanent school principal.</p> <p>ii. Lack of or no access to electricity, e.g. in Ward 14 of Bizana local municipality, there is a pressing need for uninterrupted electricity at schools. They end up using generators which trigger jamming and fault errors on the photocopying machines.</p> <p>iii. Lack of fencing at the school leaves it vulnerable to frequent burglaries and learner absenteeism during school hours.</p> <p>iv. Shortage of textbooks – e.g. a university student-led initiative which involves tutoring Grade 12 learners at schools such as Mhlanga High, mainly on Mathematics, Science and Accounting during their school holidays to contribute to improving matric results.</p>	<p>ii.</p> <p>iii.</p> <p>iv. EDOs have developed effective textbook retrieval polices which are monitored. Surplus books have been requested from other schools to address shortage of textbooks.</p>
<p>High school learner, Ward 28:</p> <p>i. There was frustration and fear amongst Grade 12 learners over the #Fees Must Fall campaign which was underway during the time of the visit by the NCOP. Learners were concerned that in cases where first year students repeat their courses, this would will limited spaces in 2017 for the admission of the current Grade 12 learners. The learner pleaded with government to be decisive and arrest the situation.</p> <p>ii. Two major housing projects have been brought to a halt, namely; BCF Destitute Project 381 and the Duncan Village Project. The projects had to be stopped</p>	<p>i.</p> <p>ii. The MEC acknowledged that mistakes were previously made when initially developing housing projects. At the moment, the illegal occupation of land</p>



<p>due to a dispute with the contractors. The matter is before the courts and the Department is doing everything possible to finalise the matter.</p>	<p>and the lack of available land poses a problem. The issue is receiving attention.</p>
<p>SGB member from the Vuyisile rural area in Bizana:</p> <ul style="list-style-type: none"> i. There is a school with serious repair and renovation needs. It was swept by strong storms, which left the roof leaking during the rainy season. The community has no money to fix the damage and needs government to intervene. ii. There are schools which experiences shortage of or late delivery of textbooks and other learning and teaching support material, e.g. Pelepele JSS and Vukuyibambe JSS. iii. There are schools with poor or inadequate security, e.g. Pelepele JSS and Vukuyibambe JSS 	<ul style="list-style-type: none"> i. ii. EDOs have developed effective textbook retrieval polices which are monitored; surplus books have been requested from other schools to address shortage of textbooks. iii.
<p>Community Member, Ward 3:</p> <ul style="list-style-type: none"> i. ECD centres operate from an inappropriate structures such as shacks. ii. The ECD centres are also under-resourced. iii. Insufficient stipend for practitioners, leading to them leaving the ECD sector for greener pastures. 	<ul style="list-style-type: none"> i. ii. iii.
<p>Community Member with disabilities:</p> <ul style="list-style-type: none"> i. Poor implementation of policy regarding appointment of people with disabilities – despite them having relevant qualifications. ii. Roads are not accessible for people with disabilities. There is a need for the 	<ul style="list-style-type: none"> i. ii.



<p>Municipality to take into consideration the needs of people with disabilities when roads are constructed or fixed.</p>	
<p>Community Member, Ward 17:</p> <p>i. There is no internet access or libraries in the area which makes it difficult for unemployed graduates to access job advertisements and apply for jobs.</p>	<p>i.</p>
<p>Community Member, Youth - Bizana:</p> <p>i. There is lack of institutions of higher learning in the local area, which deprives poor students who cannot afford to walk long distances and rent accommodation at distant institutions of higher learning such as Mthatha and Durban.</p> <p>ii. There is lack of information on National Student Financial Aid Scheme for young people in the Bizana area.</p> <p>iii. There is lack of role models (particularly on education-related matters) in the area.</p> <p>iv. There is a need to improve the quality of public health facilities in the area – including through the NHI model.</p>	<p>i.</p> <p>ii.</p> <p>iii.</p> <p>iv.</p>
<p>Community Member, Ward 15:</p> <p>i. A school named after the struggle icon Ms Winnie Madikizela-Mandela is under-resourced and under-developed.</p> <p>ii. Shortage of basic infrastructure for the school names after Ms Winnie Madikizela-Mandela and its feeder primary schools.</p> <p>iii. There is lack of or no access to electricity for the school names after Ms Winnie Madikizela-Mandela and its feeder primary schools.</p>	<p>i.</p> <p>ii.</p> <p>iii.</p>



<p>iv. There is lack of role models (particularly on education-related matters) in the area.</p>	<p>iv.</p>
<p>Member of Vukuyibambe Task Team, Ward 11:</p> <p>i. Shortage of or late delivery of textbooks and other learning and teaching support material, e.g. Pelepele JSS and Vukuyibambe JSS.</p> <p>ii. Poor or inadequate security, e.g. Pelepele JSS and Vukuyibambe JSS.</p>	<p>i. EDOs have developed effective textbook retrieval policies which are monitored. Surplus books have been requested from other schools to address shortage of textbooks.</p> <p>ii.</p>
<p>Total number of service delivery issues noted</p>	<p>25</p>
<p>Number of service delivery issues responded to/resolved</p>	<p>4</p>
<p>Number of service delivery issues not yet responded to/resolved</p>	<p>21</p>



6.2. Public Meeting held in Matatiele Local Municipality

6.2.1. Key service delivery issues raised

Key Service Delivery Challenges	Community Member 1	Community Member 2	Community Member 3	Community Member 4	Community Member 5	Community Member 6	Community Member 7	Community Member 8	Community Member 9	Community Member 10	Community Member 11	Community Member 12	Community Member 13
1. Shortage, or late delivery, of learning and teaching support material (LTSM) to schools	√												
2. Local businesses are not benefitting from the delivery of learning and teaching support material (LTSM) to schools – only businesses closer to the Head Office are benefitting		√											
3. There is lack of consultation with communities when schools are closed or rationalised			√										
4. There are challenges caused by the Peter Morkel Model of post provisioning (PPN) as it does not take into consideration the number of subjects offered by schools. This causes instability in schools				√									
5. Delays in the appointment of teachers which is caused by the centralisation of the appointing powers					√								



Key Service Delivery Challenges	Community Member 1	Community Member 2	Community Member 3	Community Member 4	Community Member 5	Community Member 6	Community Member 7	Community Member 8	Community Member 9	Community Member 10	Community Member 11	Community Member 12	Community Member 13
at the provincial Head Office. Appointing powers should be decentralised to district offices													
6. There is fear that the re-alignment of districts may lead to long travelling distances between some schools and their district offices						√							
7. Issues of ill-discipline in schools are still a challenge. Government should consider bringing back corporal punishment								√					
8. Lack of remedial teachers is also a challenge in schools									√				
9. There is a need for some junior secondary schools to be extended to high schools, e.g. Matatiele JSS										√			
10. Unfulfilled promise of a school by MEC for Education: The school promised by the MEC for Education in the Mphahlane village in 2017 should be delivered											√		
11. There is a need for schools to have caretakers												√	



Key Service Delivery Challenges	Community Member 1	Community Member 2	Community Member 3	Community Member 4	Community Member 5	Community Member 6	Community Member 7	Community Member 8	Community Member 9	Community Member 10	Community Member 11	Community Member 12	Community Member 13
12. There are challenges that relate to the (admission) exclusion of learners that do not have identity documents by some schools, This has a negative impact on schools including the redeployment of teachers to other schools													✓
13. More attention should be given to the issue of Adult Education and Training (AET) as it serves the poorest people													

6.2.2. Progress in the resolution of key service delivery Issues raised

The following key service delivery issues were raised by members of the public during public meetings in Matatiele Local Municipality, and progress in terms of resolving them is as follows:

Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
i. Shortage, or late delivery, of learning and teaching support material (LTSM) to schools.	i. EDOs have developed effective textbook retrieval policies which are monitored. Surplus books have been requested from other schools to address shortage of textbooks.



<p>ii. Local businesses are not benefitting from the delivery of learning and teaching support material (LTSM) to schools – only businesses closer to the Head Office are benefitting.</p> <p>iii. There is lack of consultation with communities when schools are closed down or rationalised.</p> <p>iv. There are challenges caused by the Peter Morkel Model of post provisioning (PPN) as it does not take into consideration the number of subjects offered by schools. This causes instability in schools.</p> <p>v. Delays in the appointment of teachers which is caused by the centralisation of the appointing powers at the provincial head office – appointing powers should be decentralised to district offices.</p> <p>vi. There is fear that the re-alignment of districts may lead to long travelling distances between some schools and their district offices.</p> <p>vii. The contractual appointment arrangement of ECD and Grade R practitioners causes instability within the education system. There is a need for ECD and Grade R practitioners to be appointed permanently.</p> <p>viii. Issues of ill-discipline in schools are still a challenge – government should consider bringing back corporal punishment.</p> <p>ix. Lack of remedial teachers is also a challenge in schools.</p>	<p>ii.</p> <p>iii.</p> <p>iv.</p> <p>v.</p> <p>vi.</p> <p>vii.</p> <p>viii. There is an alignment of schools with police stations for unexpected visits and random searches by South African Police Services (SAPS). Communities are also encouraged to fight crime.</p> <p>ix.</p>
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<p>x. Unfulfilled promise of a school by MEC for Education - The school promised by the MEC for Education in the Mphahlane village in 2017 should be delivered.</p>	x.
<p>xi. There is a need for schools to have caretakers.</p>	xi.
<p>xii. There are challenges that relate to the (admission) exclusion of learners that do not have IDs by some schools – this has a negative impact on schools including the redeployment of teachers to other schools.</p>	xii. Districts are collaborating with other departments progressively dealing with birth certificates and IDs – the challenge has been reduced drastically.
<p>xiii. There is a need for more attention to be given to the issue of Adult Education and Training (AET) as it serves the poorest people.</p>	xiii.
Total number of recommendations made	13
Number of recommendations responded to/resolved	3
Number of service delivery issues not yet responded to/resolved	10



6.3. Public Meeting held in Ntabankulu and Umzimvubu Local Municipalities

6.3.1. Key service delivery issues raised

Key Service Delivery Challenges	Community Member, Ward 9 and Rep of Zwelihlangene and Mbonda Schools	Community Members (Reps of Nyathini, Dutyini and Masizakhe Pre-schools,	Community Member, Ncome Administrative Area	Community Member, Rep of Ravenscroft SP School	Mr Ntshela, SGB Chairperson	Community Members, Ward 15	Principal and SGB Member, Tyelimhlophe Agric School,	Community Member, Ward 20. Mt Avliiff	Rep of Enyosini SP School and Entlabeni Admin Area	Rep of Dumsi, Mhleleni, Ngubelanga Candulwandle	Community Member, Ward 14	Community Member, Ward 16
1. The school is old, dilapidated and in dire need of renovations, with leaking roofs and/or made of improper or mud structures, e.g. Damba, Zwelihlangene and Mbonda primary schools	√	√		√		√						
2. Lack of or poor access to water and sanitation	√	√				√						
3. Insufficient ablution facilities	√	√				√			√			
4. Shortage of school furniture such as chairs, desks, tables, etc.	√	√										
5. Shortage of learning and teaching support material (LTSM)	√					√		√				
6. Poor or inadequate security	√											
7. Shortage of personnel such as teachers, clerks and, gardeners security guards	√	√		√				√	√			√



Key Service Delivery Challenges	Community Member, Ward 9 and Rep of Zweilhlangene and Mbonda Schools	Community Members (Reps of Nyathini, Dutyini and Masizakhe Pre-schools,	Community Member, Ncome Administrative Area	Community Member, Rep of Ravenscroft SP School	Mr Ntshela, SGB Chairperson	Community Members, Ward 15	Principal and SGB Member, Tyelimhlophe Agric School,	Community Member, Ward 20. Mt Avliiff	Rep of Enyosini SP School and Entlabeni Admin Area	Rep of Dumsi, Mhleleni, Ngubelanga Candulwandle	Community Member, Ward 14	Community Member, Ward 16
8. Lack of or dilapidated fencing		✓				✓						
9. Lack of indoor and outdoor recreational facilities		✓										
10. Insufficient stipend for practitioners – leading to them leaving the ECD sector for greener pastures. The stipend should also be paid on monthly as opposed to quarterly basis		✓										
11. Learners traveling long distances to school - There are schools that are not benefiting from the Scholar Transport Programme, due to, amongst others, failure to provide scholar transport following closure and relocation of schools to others;			✓		✓			✓				✓
12. Lack of a police station			✓									
13. Inadequate training for SGB members					✓							



Key Service Delivery Challenges	Community Member, Ward 9 and Rep of Zweilhlangene and Mbonda Schools	Community Members (Reps of Nyathini, Dutyini and Masizakhe Pre-schools,	Community Member, Ncome Administrative Area	Community Member, Rep of Ravenscroft SP School	Mr Ntshela, SGB Chairperson	Community Members, Ward 15	Principal and SGB Member, Tyelimhlophe Agric School,	Community Member, Ward 20. Mt Avliiff	Rep of Enyosini SP School and Entlabeni Admin Area	Rep of Dumsi, Mhleleni, Ngubelanga Candulwandle	Community Member, Ward 14	Community Member, Ward 16
14. Shortage of classrooms, kitchen (for school nutrition), etc.						✓	✓			✓		
15. The school needs paving for walk ways						✓						
16. Lack of ICT which compromises compliance with the SASM Programme						✓						
17. Some learners lack of birth certificates and identity documents.						✓						✓
18. Overcrowding – e.g. Tyelimhlophe Agricultural School, Mt Frere, which is too overcrowded to accommodate all learners from the community within which it is located, which results in tensions between the school and the community.							✓					
19. Learners are not benefitting from the School Nutrition Programme (e.g. Tyelimhlophe Agricultural							✓					✓



Key Service Delivery Challenges	Community Member, Ward 9 and Rep of Zweilhlangene and Mbonda Schools	Community Members (Reps of Nyathini, Dutyini and Masizakhe Pre-schools,	Community Member, Ncome Administrative Area	Community Member, Rep of Ravenscroft SP School	Mr Ntshela, SGB Chairperson	Community Members, Ward 15	Principal and SGB Member, Tyelimhlophe Agric School,	Community Member, Ward 20. Mt Avliff	Rep of Enyosini SP School and Entlabeni Admin Area	Rep of Dumsi, Mhleleni, Ngubelanga Candulwandle	Community Member, Ward 14	Community Member, Ward 16
School, Mt Frere, which is not benefitting despite the fact that it is classified as a Quintile 1 school).												
20. Incidences of ill-discipline amongst learners					✓							
21. Need for or delay in responding to a request for the provision of hostel facilities and staff members							✓	✓	✓	✓		
22. Insufficient infrastructure – e.g. at Tyelimhlophe Agricultural School, where the poultry raised are housed in a nearby mud structure as a result of safety and security and health concerns							✓					
23. Lack of computers – e.g. Tyelimhlophe Agricultural School offers computer application technology. However, lack of							✓					



Key Service Delivery Challenges	Community Member, Ward 9 and Rep of Zweilhlange and Mbonda Schools	Community Members (Reps of Nyathini, Dutyini and Masizakhe Pre-schools,	Community Member, Ncome Administrative Area	Community Member, Rep of Ravenscroft SP School	Mr Ntshela, SGB Chairperson	Community Members, Ward 15	Principal and SGB Member, Tyelimhlophe Agric School,	Community Member, Ward 20. Mt Avliiff	Rep of Enyosini SP School and Entlabeni Admin Area	Rep of Dumsi, Mhleleni, Ngubelanga Candulwandle	Community Member, Ward 14	Community Member, Ward 16
computers make this task difficult. This is happening despite the fact that DRDAR promised, through Mr Ngoqo, to assist the school at the beginning of 2015												
24. Lack of resource centres such as laboratories							✓			✓		
25. Limited or no access to electricity connection, e.g. Ward 20								✓				✓
26. Appalling condition of roads and bridges, e.g. e.g. between Songishe SS School and St Marks Technical School; and roads that link to Ngwekazi High School			✓					✓				✓
27. Non-payment of acting allowance for acting principal, e.g. Enyosini Senior Primary School									✓			
28. There is a need for a cottage for										✓		



Key Service Delivery Challenges	Community Member, Ward 9 and Rep of Zweilhlangene and Mbonda Schools	Community Members (Reps of Nyathini, Dutyini and Masizakhe Pre-schools,	Community Member, Ncome Administrative Area	Community Member, Rep of Ravenscroft SP School	Mr Ntshela, SGB Chairperson	Community Members, Ward 15	Principal and SGB Member, Tyelimhlophe Agric School,	Community Member, Ward 20. Mt Avliiff	Rep of Enyosini SP School and Entlabeni Admin Area	Rep of Dumsi, Mhleleni, Ngubelanga Candulwandle	Community Member, Ward 14	Community Member, Ward 16
migrant educators												
29. Insufficient school nutrition budget - for Mount Horeb Combined School, Huku Senior Secondary School, Engwetsheni and Empendla SP School.											√	
30. There is also an outstanding an outstanding EMIS Number for one school in Ward 14											√	
31. Delay in responding to a community's request to establish a high school. The community claims that their pursuit of this goal dates back 16 years ago												√

6.3.2. Progress in the resolution of service delivery issues raised

The following key service delivery issues were raised by members of the public during public meetings in Ntabankulu and Umzimvubu Local Municipalities, and progress in terms of resolving them is as follows:



Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<p>Community Members, Ward 9 and Reps of Zwelihlangene and Mbonda Schools:</p> <ul style="list-style-type: none"> i. Non-replacement of mud structures despite the fact that the schools have been identified to be amongst the beneficiaries of the mud structure replacement programme in 2004. ii. The school are old, dilapidated and in dire need of renovations, with leaking roofs and/or made of improper or mud structures iii. Lack of or poor access to water and sanitation iv. Insufficient ablution facilities v. Shortage of school furniture such as chairs, desks, tables, etc. 	<ul style="list-style-type: none"> i. ii. iii. iv. v. The Eastern Cape Department of Education concluded a furniture audit exercise in collaboration with DBE by the end of 2016. The results of the audit were captured in the Furniture Audit Database. By 17 July 2017, over 1100 order forms were received from schools and these informed the placement of orders by schools. Orders amounted to 244 870 units of desks and chairs. 50% of deliveries are to be concluded by the end of August 2017. Approximately 158 000 will be delivered to schools by the end of November 2017. The Furniture Audit also revealed that there were over 150 000 items of furniture at various schools that can be repaired. A tender to collect and store and distribute to schools is under adjudication.



Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<p>vi. Shortage of learning and teaching support material (LTSM)</p> <p>vii. Poor or inadequate security</p> <p>viii. Shortage of personnel such as teachers, clerks, gardeners and security guards.</p>	<p>5 regional warehouses have already been procured for this purpose.</p> <p>vi. EDOs have developed effective textbook retrieval policies which are monitored; surplus books have been requested from other schools to address shortage of textbooks.</p> <p>vii.</p> <p>viii.</p>
<p>Community Members - Reps of Nyathini, Dutyini and Masizakhe Pre-schools, Ward 8:</p> <p>i. Pre-schools have no proper buildings,</p> <p>ii. Lack of or dilapidated fencing.</p> <p>iii. Shortage of school furniture such as chairs, desks, tables, etc.</p> <p>iv. Lack of indoor and outdoor recreational facilities.</p> <p>v. Shortage of personnel such as gardeners, security guards, etc.</p> <p>vi. Insufficient stipend for practitioners, leading to them leaving the ECD sector for greener pastures. The stipend should also be paid on monthly as opposed to quarterly basis</p>	<p>i.</p> <p>ii.</p> <p>iii. Combination and single desks have been provided to every school in need.</p> <p>iv.</p> <p>v.</p> <p>vi.</p> <p>vii.</p>
<p>Ncome Administrative Area:</p> <p>i. Appalling condition of roads and bridges, e.g. between Songishe SS School and</p>	<p>i.</p>



Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<p>St Marks Technical School; and roads that link to Ngwekazi High School.</p> <p>ii. Learners from Songqishe SS School and St Marks Technical School do not benefit from the Scholar Transport Programme largely because of the bad and appalling condition of roads and bridges in the area.</p> <p>iii. Lack of police station in the area.</p>	<p>ii. Scholar transport budgeted for in some areas.</p> <p>iii.</p>
<p>Community member representing to Ravenscroft Senior Primary School, Chibini:</p> <p>i. Also the school has shortage of educators in terms of their enrolment which is currently sitting at 365 with 9 educators.</p> <p>ii. The infrastructure is made out of prefabricated units that were installed in 1985.</p>	<p>i.</p> <p>ii.</p>
<p>Community Member, Mr Ntshela, SGB Chairperson:</p> <p>i. Concern over long distances that the young Grade 8 and Grade 9 learners will travel as a result of non-provision of scholar transport in the area following the rationalisation of schools.</p> <p>ii. Incidences of ill-discipline amongst learners which, according to parents, is as a result of the abolishment of corporal punishment.</p>	<p>i. Scholar transport budgeted for in some areas.</p> <p>There is an alignment of schools with police stations for unexpected visits and random searches by South African Police Services (SAPS). Communities are also encouraged to fight crime.</p> <p>ii.</p>



Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<p>iii. Inadequate training for SGB members.</p>	<p>iii.</p>
<p>Community Members, Ward 15:</p> <p>Members of Ward 15 and Emfundisweni Circuit schools (Elukhanyisweni Senior Primary, Mfundisweni Junior Secondary School, Mazazeni Senior Secondary School, Wayo Junior Secondary School, Dakhile Junior Secondary School, Gwebindlala Senior Secondary School, Thembile SPS and Cetshe Junior Secondary School) submitted that these schools have the following challenges:</p> <ul style="list-style-type: none"> i. They are in need of renovations, fencing, ablution facilities and kitchen for school nutrition purposes. ii. They need paving of the walk ways. iii. They lack, or experience shortage of, water provision. iv. They lack ICT which compromises compliance with the SASAM programme. v. Some learners in these schools lack birth certificates and IDs. vi. There is a shortage, or late-delivery of, learning and teaching support material (LTSM) and electronics such as computers as matters that need attention. 	<ul style="list-style-type: none"> i. ii. iii. iv. v. Districts are collaborating with other departments progressively dealing with birth certificates and IDs – the challenge has been reduced drastically. vi. EDOs have developed effective textbook retrieval polices which are monitored. Surplus books have been requested from other schools to address shortage of textbooks.
<p>Principal and SGB Member, Tyelimhlophe Agricultural School, Mt Frere:</p>	



Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<p>i. The school has been regraded in 2015 but still has shortages of classrooms to accommodate the growing numbers. As result they are currently occupying classes at the neighbouring school and the church.</p> <p>ii. The school is too overcrowded to accommodate the learners from the same community within which it exists and this results in tensions between the school and community members.</p> <p>iii. The school is classified as Quintile 1, however, the associated benefits (such as subsidy for meals) are not being provided.</p> <p>iv. Delay in response to a request for the provision of hostel facilities and staff members.</p> <p>v. Insufficient infrastructure – e.g. at Tyelimhlophe Agricultural School, the challenge resulted from the poultry they raise being housed in a nearby mud structure as a result of safety and security and health concerns.</p> <p>vi. Lack of computers – e.g. Tyelimhlophe Agricultural School offers computer application technology. However, lack of computers make this task difficult. The situation continues to prevail despite the fact that DRDAR promised, through Mr Ngoqo, to assist the school at the beginning of 2015.</p> <p>vii. Lack of resource centres such as laboratories</p>	<p>i.</p> <p>ii.</p> <p>iii.</p> <p>iv.</p> <p>v.</p> <p>vi.</p> <p>vii.</p>
<p>Community Member, Ward 20, Mt Ayliff:</p>	



Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<ul style="list-style-type: none"> i. Lack of or no access to electricity connection , e.g. Ward 20 ii. Lack of provision of scholar transport for Lucingweni, Mbizweni and Mawusheni pickup points to Ngwekazi High School iii. Appalling condition of roads and bridges towards Ngwekazi High School were reported as appalling and this poses a challenge for the provision of transport. iv. Delay in response to a request for the provision of hostel facilities and staff members especially for Ngwekazi and Dangwana High schools. 	<ul style="list-style-type: none"> i. ii. Scholar transport budgeted for in some areas. iii. iv.
<p>Rep of Enyosini SP School and Entlabeni Admin Area:</p> <ul style="list-style-type: none"> i. Shortage of personnel such as teachers, clerks, etc. ii. Shortage of learning and teaching support material (LTSM). iii. Non-payment of acting allowance for acting principal. 	<ul style="list-style-type: none"> i. ii. EDOs have developed effective textbook retrieval polices which are monitored. Surplus books have been requested from other schools to address shortage of textbooks. iii.
<p>Rep of Dumsi, Mhleleni, Ngubelanga Candulwandle and Ixopo Schools:</p> <ul style="list-style-type: none"> i. Non-provision of scholar transport in the Ixopo, Dungu, Sipetu, Nowalala and Mhleleni route which results in absenteeism and late coming. ii. There is shortage of classrooms. 	<ul style="list-style-type: none"> i. Scholar transport budgeted for in some areas. ii.



Key Service Delivery Issues Raised	Progress Made to Resolve Key Service Delivery Issues
<ul style="list-style-type: none"> iii. Lack of resource centre and laboratories iv. Shortage of personnel v. Lack of or shortage of ablution facilities vi. There is a need for a cottage for migrant educators. 	<ul style="list-style-type: none"> iii. iv. v. vi.
<p>Community Member, Ward 14:</p> <ul style="list-style-type: none"> i. Insufficient school nutrition budget - for Mount Horeb Combined School, Huku Senior Secondary School, Engwetsheni and Ependla SP School. ii. There is also an outstanding an outstanding EMIS Number for one school. 	<ul style="list-style-type: none"> i. ii.
Total number of service delivery issues noted	50
Number of service delivery issues resolved	10
Number of service delivery issues not yet resolved	40



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
nutrition on the basis that they do not have identity documents																											
3. Poor maintenance of school infrastructure (including school buildings and ablution facilities)		✓	✓		✓	✓	✓	✓	✓				✓			✓	✓				✓		✓				✓
4. Shortage of classrooms, staff room and/or hostel dormitories – overcrowding	✓		✓	✓	✓	✓	✓	✓			✓	✓				✓						✓	✓	✓	✓	✓	✓
5. Lack of strong/storage			✓			✓															✓						



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwehthekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
room or cupboards																											
6. Substance and/or alcohol abuse amongst learners such as dagga			✓									✓	✓	✓			✓	✓	✓	✓				✓			✓
7. Lack of library/laboratory/hall and/or administration block			✓	✓	✓	✓						✓	✓								✓		✓	✓		✓	✓
8. Poor parental involvement in school matters			✓														✓										
9. Lack or inadequate provision of scholar transport			✓							✓	✓		✓								✓					✓	✓
10. Lack of or dilapidated fencing	✓		✓		✓	✓			✓																		✓



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School	
11. Incidences of ill-discipline amongst learners including bullying and carrying of dangerous weapons to school			✓	✓				✓					✓	✓														
12. Disruptions of electricity supply due to illegal connections by surrounding informal settlements	✓																							✓				
13. Lack of or under-developed sporting fields			✓	✓		✓		✓					✓								✓	✓			✓		✓	



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
and sporting facilities																											
14. Poor or inadequate security – leading to burglary, amongst others	✓		✓	✓	✓	✓	✓	✓		✓				✓			✓				✓	✓			✓	✓	
15. High levels of illiteracy (inability to read and write) amongst some learners, e.g. Chief Dumile Senior Secondary School				✓										✓													
16. Shortage of or insufficient ablution facilities/toilets			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓			✓	✓	✓	✓	✓		✓



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphiilsweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School	
or non-functioning toilets																												
17. High rate of crime in the community within which the school is located, which affects the classroom performance			✓		✓						✓								✓								✓	✓
18. Lack of, or poor access to, computers for both teachers and learners						✓									✓													
19. Shortage of school (hostel) furniture such as chairs, desks, tables, etc.	✓	✓			✓	✓		✓	✓					✓					✓		✓	✓	✓				✓	



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwehekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphiilsweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
20. Shortage of learning and teaching support material (LTSM)			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓					✓						✓	✓
21. High rate of teenage pregnancy (and HIV and AIDS) amongst female learners			✓					✓		✓		✓	✓	✓			✓				✓					✓	
22. School with learners who come from child-headed or broken families			✓	✓																							
23. High rate of vandalism of school infrastructure			✓																								
24. High rate of absenteeism																											



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
25. amongst learners and/or teachers (e.g. the perpetual sick leave by an HOD at Bokamoso Primary School)			✓														✓		✓								
26. Lack of access to internet or e-learning and/or Wi-Fi connection						✓					✓				✓												
27. High drop-out rate amongst learners								✓				✓	✓											✓			✓
28. Lack of, or poor access to, the School Nutrition Programme																											✓



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwehethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphiilsweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School	
29. Shortage of, or poor access to, water and sanitation, e.g. Zamokuhle Special School has one borehole which is insufficient for water provision	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓					✓	✓	✓
30. High levels of poverty in the community within which the school is located, which affects learners			✓		✓												✓											
31. Shortage of staff and/or support staff members such as teachers,	✓		✓	✓	✓	✓			✓		✓	✓	✓		✓	✓						✓	✓	✓			✓	



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
principals, admin assistants, clerks, e.g. Nomaqhwethekana Comprehensive School did not have a Grade 8 Maths teacher; Mjila JSS has no principal																											
32. Lack or shortage of personnel with special skills such as occupational therapists, residential nurses and social workers,	✓	✓														✓		✓									



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
e.g. Nompumalanga Special School																											
33. Poor academic performance or highly variable academic results – e.g. Nomaqhwethekana Comprehensive School			✓							✓			✓														
34. Schools disadvantaged by the National Curriculum Statement which does not accommodate their disability conditions, e.g. Nompumalanga	✓	✓																									



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
a Special School																											
35. Lack of clinic within the vicinity of the school																										✓	
36. Lack of a vehicle (small cars) for day-to-day administrative duties and attending of meetings	✓																										
37. Lack of clear exit strategy for learners (with special educational needs)	✓																										
38. Insufficient shower facilities																								✓			



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphiilsweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School	
39. Some learners do not have birth certificates/ identity documents						✓	✓					✓	✓	✓		✓							✓					✓
40. Declining learner enrolment																						✓						
41. Delay in property purchasing process from Municipality																					✓							
42. Boarding facilities are not configured for learners with intellectual impairment challenges	✓																											



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
43. Difficulties by some parents to pay their children's school fees																	✓		✓								
44. The difficulties of attracting good teachers to Matatiele schools																	✓										
45. Private schools lose teachers to government schools																	✓										
46. Insufficient language interpreters																✓											
47. Most institutions of higher learning do not cater for deaf learners																✓											



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
48. Delayed payment of salaries to staff members. For instance, the salary of one staff member from Sive Special School who was employed in November 2015 had to date not been paid																✓											
49. Lack of access to electricity														✓													
50. Failure to effectively retrieve textbooks from learners													✓														



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
51. Lack of proper kitchen for school nutrition programme						✓	✓														✓		✓			✓	✓
52. Delayed payment of a teacher's salary, e.g. A maths teacher transferred to the school from Kwa – Zulu Natal 3 months ago has not been paid to date - the system indicates that the teacher has been transferred but his transfer has				✓																							



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
not been approved																											
53. Insufficient classroom assistive and teaching devices																✓											
54. Delay (of 6 months) in verifying the authenticity of qualifications of foreign nationals												✓															
55. School has no functional SGB or inadequate training for SGB members	✓																										
56. Lack of or shortage of general					✓	✓	✓						✓	✓							✓						



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwehethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
workers such as cleaners, security guards and gardeners																											
57. The road leading to the school is in bad condition – which becomes worse during rainy seasons				✓			✓		✓															✓		✓	
58. School experiences challenges related to over-billing for electricity by the Municipality, e.g. Nompumalanga and	✓																										



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
Vuk'uzenzele special schools																											
59. HIV-infected leaners are not properly managed as treatment is administered through Community Health Workers with help from boarding mothers	√																										
60. Lack of clinic within the vicinity of the school	√																										
61. Late payments of the school subsidy by the provincial	√																										



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwehekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
Department of Education																											
62. Teachers are not trained in sign language thus they are unable to communicate and teach deaf learners	✓																										
63. High electricity bill – emanating from an industrial property transformer installed at a school, e.g. Zamokwakhe		✓																									
64. Sewerage tank blockages due to small		✓																									



Key service delivery challenges	carrying capacity in relation to the need	
Nompumalanga Special		
Zamokuhle Special School		✓
Nomaqhwethekana Com		
Chief Dumile Sen Secondary		
Dudumeni Com School		
Luphilisweni Jun Sec School		
Maphakathi Sen Primary		
Mpondomini Sen Sec School		
Nkundla Primary School		
Oliver Tambo Technical		
Bethel Jun Secondary		
Mosa Sibi Sec School		
Maluti Sen Secondary		
Nyaniso Secondary School		
King Edward High School		
Sive Special school		
Le Grange Sen Secondary		
Monica Diocesan School		
Bokamoso Sen Primary		
Bergview Independent		
Zwelakhe Sen Secondary		
Mjila Jun Sec School		
Mowa Primary School		
Makaula Sen Secondary		
Nzululwazi Sen Secondary		
Emthonjeni Primary School		
Lutateni Sen Sec School		



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutateni Sen Sec School
Blind experienced it in a Grade 12 Maths exams;																											
66. Shortage of braille books and machine		✓																									
67. Integrated School Health Programme (ISHP) does not conduct regular visits to school due to staff and vehicle shortages		✓								✓																	
68. Old and outdated computer equipment		✓													✓												



Key service delivery challenges	Nompumalanga Special	Zamokuhle Special School	Nomaqhwehethekana Com	Chief Dumile Sen Secondary	Dudumeni Com School	Luphilisweni Jun Sec School	Maphakathi Sen Primary	Mpondomini Sen Sec School	Nkundla Primary School	Oliver Tambo Technical	Bethel Jun Secondary	Mosa Sibi Sec School	Maluti Sen Secondary	Nyaniso Secondary School	King Edward High School	Sive Special school	Le Grange Sen Secondary	Monica Diocesan School	Bokamoso Sen Primary	Bergview Independent	Zwelakhe Sen Secondary	Mjila Jun Sec School	Mowa Primary School	Makaula Sen Secondary	Nzululwazi Sen Secondary	Emthonjeni Primary School	Lutatani Sen Sec School
<p>69. There is a tavern located in the vicinity of the school which learners frequent. The tavern not only sells liquor to learners but also food thus making it difficult to control what learners purchase from the tavern</p>			✓		✓																						



7.1.2. Progress in the implementation of recommendations made by delegations to the Sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:

Recommendations	Progress in the Implementation of Recommendations
<p>Nompumalanga Special School:</p> <ul style="list-style-type: none"> i. The Department of Basic Education is to clarify to the NCOP what it has done regarding the non-functional SGB. ii. The Office of the Mayor is to get actively involved in the running of the school and even assist the school with fund-raising. iii. The Minister of Basic Education is to appear before the NCOP or the Portfolio Committee on Basic Education and respond to the issues facing the school. iv. The District and Local Municipality is to provide a report to the NCOP on why it was unaware of the water and sanitation challenges the school is experiencing, despite the IDP sessions and Imbizos taking place. v. HIV Infected learners are not properly managed as treatment is being managed by house mothers who are not trained to manage and deal with them. This is complicated by the fact that the policy does not allow disclosure of HIV status. 	<ul style="list-style-type: none"> i. There has been no progress in sorting out the non-functional SGB of the school. There is currently no SGB at the school. ii. There has never been any interaction or communication with the school this matter by the Office of the Mayor. Apparently the Mayor was appointed after the 2016 local government elections after the NCOP had visited the school. iii. iv. The water and sanitation challenges are being attended to by Amatola Water. A commitment has been made by Amatola Water to deliver a reservoir water tank. v. By end of September 2017, the Department will have capacitated the boarding mistresses on basic HIV management and treatment adherence through the District HAST manager.



Recommendations	Progress in the Implementation of Recommendations
<p>There is a need to know the status of learners who are mentally disturbed so that their treatment and medication intake can be managed better.</p> <p>vi. Lack of a clinic in the vicinity of the school</p>	<p>The Department is adding five professional nurses to the integrated school health teams from September 2017. The two assistant nurses who were SGB employed then are now permanently employed by government. The elections for SGBs will start in the first week of March. Hopefully this challenge shall be addressed through that process.</p> <p>There is a sessional doctor for Primary Health Care services and is currently undertaking sessions for PHC services. Services will now also be extended to school health services.</p> <p>The district is concluding baseline information on school learners who are eligible for HIV/AIDS treatment programme, will consolidate this and organise a CCMDD programme for the school.</p> <p>Educators will be taken through imperatives of the programme for collaborative efforts.</p> <p>The HAST manager intends finalising all the above logistics in September 2017 and progress reviewed in each quarter of the month.</p> <p>vi. The nearest clinic to the school is St Patricks Gateway Clinic.</p> <p>The Department will be extending its integrated school health services with the appointment of the 5 additional professional nurses (PNs) by end of September 2017.</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>The Department is also strengthening Ward based health teams to improve access to PHC services.</p>
<p>Zamokuhle School for the Blind:</p> <ul style="list-style-type: none"> i. The district office of Education should engage with Eskom and the local municipality to make sure that the current industrial transformer generating huge bills is replaced by a household one as this cripples the cash flows of the school. ii. Integrated School Health Programme (ISHP) does not conduct regular visits to school due to staff and vehicle shortages. 	<ul style="list-style-type: none"> i. There has been no progress with regard to the challenge of the electric transformer. The school still pays huge bills. ii. Additional vehicles have been provided during September 2017 for the HPV and these will be used for the ISHP as well. <p>Five PNs and two ENs that are currently employed on contractual basis will assist in the improved school health services coverage.</p> <p>The district has a programme to deal with referred clients from these schools, through functioning rehabilitation services at district hospitals and provision of transport by Emergency Medical Services (EMS).</p>
<p>Nomaqwhethekana Comprehensive School:</p> <ul style="list-style-type: none"> i. The Provincial Department of Education is to provide the NCOP with the assessments done and time frames in relation to the provision of the 12 prefabricated classrooms; adequate water and sanitation and high scale fencing to the school. 	<ul style="list-style-type: none"> i. Mobile classrooms have been provided by the Department of Public Works. No prefabricated classrooms have been delivered to the school yet. Only a water tank was delivered to the school for school nutrition purposes. Other sanitation and water challenges remain the same. No fencing of any sort has yet been erected at the school.



Recommendations	Progress in the Implementation of Recommendations
<p>ii. The National and Provincial Departments of Education as well as the District are to appear before a Joint Committee of the PC and SC on Education and provide responses to the issues raised in the report.</p> <p>iii. The school is to work actively towards strengthening relations between the community members, SGB, staff members and learners.</p> <p>iv. The school, with the assistance of the SGB, is to put in place a code of conduct and disciplinary code. The school should work hand in hand with the SGB in improving discipline at the school.</p> <p>v. The Municipality is to report on how it spent funds allocated for MIG projects and sporting facilities.</p>	<p>ii. The Departments did appear before the SC on Education to account on matters raised during the TPTTP in 2016.</p> <p>iii. The school invited the CPF to the school to discuss issues of safety in 2017. The school also does have regular parents meeting. For instance, on the day of the visit, another parents meeting was going to take place.</p> <p>The two other schools receive routine ISHP. Two professional nurses have been added to ISHP team in the sub-district to assist with increased visits to the schools. The ISHP did visit the school in April 2017 for three days to assist learners with different health related matters. However, it appears as if this was just a once-off visit because they have not yet visited this school since then, which is almost a year since their visit.</p> <p>iv. The school did improve its code of conduct which was already in place by inserting a pledge section for parents and learners to sign on annual basis.</p> <p>v. The school has never had any communication from the Municipality on matters relating to sporting facilities. Challenges of lack of proper sporting fields persist.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>vi. High rate of teenage pregnancy (in Alfred Nzo District).</p>	<p>vi. With regard to the issue of high rate of teenage pregnancy at Nomaqhwetekana Comprehensive School, it is important to note that the school is attached to Imizizi clinic. There are three schools attached to this clinic. The other two are Mpondomini and Nongeke. Nongeke was already visited and comprehensive services were done. The District developed a Teenage Pregnancy Reduction Strategy with all stakeholders taking part in the development of the strategy.</p> <p>The district ISH committee was established for all the three education districts of Maluti, Bizana and Mount Frere. The committee is chaired by the Department of Education and secretariat is from the Department of Health (DoH).</p> <p>Hospitals have submitted statistics of the schools where all 10-14 year old and 15-19 year old deliveries came from and the strategy is being fast tracked for those schools.</p> <p>All the schools with high teenage pregnancy are visited once identified. During these visits, integrated services are done on site. Referrals are also done. Follow up will be done by the respective clinic as there is shortage of vehicles and staff.</p> <p>Ten clinics were identified and nurses trained on Mobile-site where teenagers are registered and given information on HIV, STIs, etc. They are also allowed to give feedback on the quality of services they received.</p> <p>The Department is in the process of appointing sixteen professional nurses</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>for a one year contract to assist with both ISHP and WBOTs.</p> <p>All programme managers coordinate their programmes during the school visits. Mobile-sites will be revived as there is currently no Wi-Fi or data bundles to register teenagers.</p> <p>Despite what the department has done (as indicate above), the rate of pregnancy remains high at the school. The school links that to poverty within the community and accessing child grants. Currently three learners (who are almost 9 months pregnant) are at home waiting to give birth before they come back to the school.</p>
<p>Chief Dumile Senior Secondary School:</p> <ul style="list-style-type: none"> i. The school is to provide the NCOP with a comprehensive report on LTSM and the supply or non-supply of textbooks. ii. The Provincial Department of Education is to provide a progress report to the NCOP on the delivery of LTSM to the school during its next visit to the Province in November. iii. The Provincial Department of the Education is to provide a report to the NCOP on when the school will be provided with extra classrooms. iv. The District Municipality is to provide a report to the NCOP in response to the water and sanitation challenges facing the school. 	<ul style="list-style-type: none"> i. EDOs have developed effective textbook retrieval policies which are monitored. Surplus books have been requested from other schools to address shortage of textbooks. The school is currently experiencing textbook shortages in certain learning areas. ii. EDOs have developed effective textbook retrieval polices which are monitored; surplus books have been requested from other schools to address shortage of textbooks. iii. There is no progress with regard to the construction of extra classrooms. No communication has been received yet from the Provincial Department. iv. The district has not yet communicated to the school about the issue of water and sanitation.



Recommendations	Progress in the Implementation of Recommendations
<p>v. The Department of Home Affairs is to visit the school (and other schools in the area) and assist learners to get identity documents.</p> <p>vi. The Department of Public Works gave an undertaking that it will build the school more toilets.</p>	<p>v. Districts are collaborating with other departments progressively dealing with birth certificates and IDs and the challenge has been reduced drastically. The Department of Home Affairs has not yet visited the school and surrounding area.</p> <p>vi. The school has not yet received any communication from the Department of Public Works with regard to the construction of more toilets.</p>
<p>Dudumeni Comprehensive School:</p> <p>i. The Provincial Department of Education should provide a detailed report to the NCOP on why the majority of school visited reported that they had not received LTSM.</p> <p>ii. In an effort to ensure rationalisation at schools, SADTU has to step in and request that educators who are teaching in schools with surplus teachers be transferred to those schools experiencing a shortage of teachers.</p> <p>iii. SASSA, the Departments of Social Services and Home Affairs are to visit schools, particularly those in the rural and remote areas, and assist learners to secure birth certificates and identity documents.</p>	<p>i. EDOs have developed effective textbook retrieval polices which are monitored. Surplus books have been requested from other schools to address shortage of textbooks. The school still experiences a shortage of textbooks such as Accounting, Mathematics (Grades 8, 9 and 10), Business Studies (Grade 11) and Life Orientation (Grade 10 and 11).</p> <p>ii. Teacher shortage has been addressed through the Funza Lushaka programme.</p> <p>iii. Districts are collaborating with other departments progressively dealing with birth certificates and IDs and the challenge has been reduced drastically. About 18 learners do not have birth certificates, and as a result they do not benefit from the school nutrition programme, norms and standards funding and for LTSM.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>Luphilisweni Junior Secondary School:</p> <ul style="list-style-type: none"> i. The school is to provide proper statistics to the NCOP on the non-delivery of workbooks and textbooks. ii. The school is to provide a detailed report to the NCOP on its performance, the challenges it is facing and the assistance it requires. iii. The Department of Home Affairs is to report to the NCOP on the visits it undertook to the various rural schools in the Municipality and further explain why certain learners still remain without birth certificates. iv. The Provincial Department of Education is to make use of the relations and systems it has established with the Provincial Departments of Social Development and Home Affairs in order to ensure that all learners have birth certificates. v. The Provincial Department of Education is to ensure the school is placed in line to benefit from ASIDI and the Amatola Water programme to provide toilets. 	<ul style="list-style-type: none"> i. EDOs have developed effective textbook retrieval polices which are monitored. Surplus books have been requested from other schools to address shortage of textbooks. The school does not have textbooks such as Social Sciences (Grade 4 – 9), EMS (Grades 7-8), English (Grades 4-6); Workbooks (Book 1) for about ten learners. ii. The school has a shortage of educators. For instance, two teachers retired in 2016, one for Grade 2 (an HOD) and the other for Grade R. There was a delay in appointment of the HOD – interviews were done in 2016. iii. The Department of Home Affairs has not yet come to assist learners in the area with birth certificate. Nine learners still do not have birth certificates. iv. Districts are collaborating with other departments progressively dealing with birth certificates and IDs and the challenge has been reduced drastically. v. The school has never had any communication from the provincial department with regard to the placement of the school on the ASIDI Programme and the benefit from the Amatola Water Programme. The school continues to



Recommendations	Progress in the Implementation of Recommendations
	buy water for preparation of learners' food and for drinking purposes.
<p>Maphakathi Senior Primary School:</p> <ul style="list-style-type: none"> i. The road leading to the school should be improved in order to improve access to the school, particularly during rainy seasons. ii. The MEC for Education, having agreed on the rural allowance with trade unions, should give latitude to the Provincial Department to implement the policy and pay the teachers. 	<ul style="list-style-type: none"> i. The road remains in its original bad condition. ii. The rural allowance is being implemented incrementally as agreed at the Education Labour Relations Council (ELRC). No rural allowance has been paid to any of the teachers at school. Generally nothing has been fixed in this school since 2016. There is also a shortage of teachers. The current learners to teachers ratio is 300:7.
<p>Mpondombini Senior Secondary School:</p> <ul style="list-style-type: none"> i. Planning from the Provincial office should be improved by involving critical skilled personnel on infrastructure development such as engineers, surveyors and project managers. ii. Detailed plans for building the administration block and the toilets should be provided by the Provincial Department and reported to the NCOP in 21 days. iii. The SGB should play an active role in educating society and learners about the importance of bring back textbooks to 	<ul style="list-style-type: none"> i. No construction of any kind has been done. The challenges of the shortage of classrooms and staff rooms persist. The school has 16 classrooms for 1 126 learners. There is no office for the principal who shares one classroom with teachers. ii. No communication or any sign from the provincial government on the building of the administration block and the toilets. iii. EDOs have developed effective textbook retrieval polices which are monitored. Surplus books have been



Recommendations	Progress in the Implementation of Recommendations
<p>the school. This will improve the implementation of textbook retention policy.</p> <p>iv. The Department should employ more computer technicians as part of non-teaching staff to service the 217 schools in the district.</p> <p>v. The District Department of Education should engage with the Alfred Nzo District Municipality through the local ward councillor to find alternative ways of bringing water to the community.</p> <p>vi. High drop-out rates due to sicknesses amongst learners despite visits by the Department of health through the Integrated School Health Programme (ISHP).</p>	<p>requested from other schools to address shortage of textbooks. The SGB is assisting the school to mobilise the community and the learners in particular to bring back the textbooks to school. The challenge of text book shortages has since been resolved. The school has all the textbooks it needs.</p> <p>iv. No computer technicians have been appointed for the school as yet.</p> <p>v. There has been no progress with regard to addressing the severe water problem which the school is experiencing. The school continues to buy water.</p> <p>vi. The Department will strengthen the ISHP in the school. There is a training proposal submitted to the district HRD which are aimed at boosting capacity.</p> <p>Health promoters have been brought in to assist in community advocacy and education programmes. There has been an improvement in terms of school visits through the Integrated School Health Programme (ISHP). As a result, there has been a slight improvement on the challenge of drop-out rates due to sicknesses.</p>
<p>Nkundla Primary School:</p> <p>i. The provincial Department of promised to build a new larger primary school where this school</p>	<p>i. Nothing has been done so far with regard to the building of a new school.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>(Nkundla Primary School) will be relocated.</p> <p>ii. The old school should be renovated so that it can be used for used for community activities.</p> <p>iii. The provincial department promised to build new toilets.</p> <p>iv. A rural allowance should be paid to the qualifying teachers as a matter of urgency, given that the issues have been resolved.</p> <p>v. The school clerk should be appointed on permanent basis.</p>	<p>ii. There is no progress with regard to the renovation of the school.</p> <p>iii. There is no progress with regard to the building of new toilets.</p> <p>iv. The rural allowance is being implemented incrementally as agreed at the Education Labour Relations Council (ELRC). No teacher from the school has receive any rural allowance.</p> <p>v. The clerk has since been appointed on permanent basis.</p>
<p>Oliver Tambo Technical School:</p> <p>i. The National Department of Basic Education, which placed the Provincial Department of Education under a section 100 (b) administration, should develop a master plan for the Eastern Cape in the same manner it was done in Limpopo, and abandon the current, ineffective ad hoc piecemeal approach.</p> <p>ii. The Provincial Department of Basic Education should be regulating the declaration of technical high schools in the Province and provide the necessary resources for such schools. In this regard the District, Province and National Departments should establish a steering committee that will decide whether the high school should be classified as technical and, if the</p>	<p>i.</p> <p>ii. Partnerships have been formed with OR Tambo Foundation, Developmental Bank of Southern Africa (DBSA), the Road Accident Fund and Eskom. The site plan of the construction of the classes, workshops, library and science laboratories has been developed and finalised. The construction is about to start. The site has since been handed over by the implementing agency, the</p>



Recommendations	Progress in the Implementation of Recommendations
<p>decision is positive, provide a plan on how to resource the school with necessary workshop equipment. The outcomes will be reported to the NCOP in 14 days.</p> <p>iii. The school should apply for scholar transport from the Department of Roads and Transport because learners are eligible as they walk more than 5 km to school.</p> <p>iv. The Department of Basic Education in the Province should facilitate the classification of the school as a technical high school and further provide the necessary equipment for the workshop.</p> <p>v. The school should also apply for funding to finance the purchase of workshop equipment from the other public and private entities including the Development Bank of Southern Africa (DBSA).</p> <p>vi. Structures such as District Educational Forum should tackle issues of access to water for the whole community under the guidance of local councillors. Issues of teenage pregnancies are societal in nature and should be dealt with at these forums.</p>	<p>Developmental Bank of Southern Africa (DBSA) to the service providers to begin the construction process.</p> <p>iii. Scholar transport is budgeted for in some areas (Eastern Cape Department of Education). The school did make an application for scholar transport, but there is not response yet from the provincial Department of Education. However, the national Department of Transport has donated 75 bicycles which have since been allocated to 75 boy learners. A total of 102 learners are still without scholar transport.</p> <p>iv. The required equipment has been delivered to the school. The school is still unaware whether it has been classified as a technical school or not. No communication to that effect has been made by the Department of Basic Education to the school yet.</p> <p>v. Partnerships have been formed with OR Tambo Foundation, Developmental Bank of Southern Africa (DBSA), the Road Accident Fund and Eskom. The school has received the required equipment.</p> <p>vi. The new infrastructure that is about to be constructed will have water tanks and a borehole. The issue of water shall have been resolved once the project is completed.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>vii. High rate of teenage pregnancy. Currently, there is no assistance from the District Department of Health with regard to learner health issues. The school does not have access to Integrated School Health Programme (ISHP).</p>	<p>vii. The challenge of teenage pregnancy still persists. About twenty girl learners drop out of school per annum. The school is planned to be visited as part of the District Teenage Reduction Strategy as outlined above, and Oliver Tambo Technical School will be made a focal point.</p> <p>Peer education initiatives are also being strengthened by the district social partners. The challenge in implementing the project is the shortage of vehicles to run these services as only one vehicle is usually allocated for both ISHP and WBOT.</p>
<p>Bethel Junior Secondary School:</p> <p>i. The Department should assist the school management to enter into negotiations with the Church to start the process of requesting the Church to hand over the land where the school is built to the Department.</p> <p>ii. The school should partner with police to curb the high prevalence of drug abuse and elements of ill-discipline by learners.</p>	<p>i. No progress has been made. The Department is yet to engage with the Church</p> <p>ii. There is an alignment of schools with police stations for unexpected visits and random searches by South African Police Services (SAPS). Communities are also encouraged to fight crime.</p> <p>Other initiatives taken by the provincial Department of Social Development include: profiling of schools and families affected by substance abuse; implementation of the Family Preservation Programmes and Sessions on positive Parenting in all schools; establishing of Teenagers Against Drug Abuse (TADA); Social relief or distress for needy households: food parcels and uniform. In</p>



Recommendations	Progress in the Implementation of Recommendations
<p>iii. The Department should assist the school to lodge the application for the installation of water pipes and taps with the municipality, to enable flushing toilets to work optimally.</p> <p>iv. The school would like to have more teachers to reduce class sizes.</p>	<p>addition, the police patrol the school twice a week.</p> <p>iii. A borehole has been drilled, but at the moment it produces undrinkable water only which is used for flushing of the toilets. For consumption purposes, the school uses rain water tanks. In addition, the school buys water.</p> <p>Amatola water is in the process of appointing the service provider regarding the borehole. On 12 February 2018, a follow up was made to Mr. Wynn from Amatola and he advised that they will send their service person to check if they can chlorinate water and make it consumable.</p> <p>iv.</p>
<p>Mosa Sibi Secondary School:</p> <p>i. The Department should assist the school to appoint a Mathematics and Science HOD. Thus the HOD post for Maths and Science should be reinstated.</p> <p>ii. The Department should ensure that the expatriate teachers are paid regularly.</p> <p>iii. The duration of the contracts with expatriates should be made longer than the present situation.</p> <p>iv. The school needs permanent infrastructure in order to alleviate overcrowding, thus the Department</p>	<p>i. Interviews for the post of the HOD had been conducted, but the recommended candidate declined the appointment on the basis that he was also appointed in another District, and the second preferred candidate was rejected because of inadequate experience. The Principal and the District Director are working on the matter.</p> <p>ii. The expatriate teachers have been paid and they have received their salaries.</p> <p>iii. The issue of a long term contract for expatriate teachers remains unresolved because no decision had been taken by Department on this matter.</p> <p>iv. Two mobile classrooms have been provided to the school by the Department of Public Works. In addition,</p>



Recommendations	Progress in the Implementation of Recommendations
<p>should ensure that the school has appropriate infrastructure.</p>	<p>the school is number 5 in the priority list for school building for the 2017/2018 financial year.</p>
<p>v. The Department should ensure that the school has adequate ablution facilities.</p>	<p>v. Six ventilated pit toilets were constructed.</p>
<p>vi. The Department should assist the school with clean drinking water.</p>	<p>vi. A new borehole will be procured. Amatola Water is preparing documents for that project which will be out on tender by end of February 2018. The project is at the tendering stage.</p>
<p>vii. The Department should revisit the quintile classification of the school (which is currently quintile 3).</p>	<p>vii.</p>
<p>viii. Alfred Nzo District Municipality should assist with water challenge experienced by the school.</p>	<p>viii. EDOs have developed effective textbook retrieval polices which are monitored. Surplus books have been requested from other schools to address shortage of textbooks.</p>
<p>ix. Temporary structures should be erected at the school soon.</p>	<p>ix.</p>
<p>x. The viability of decentralising of LTSM procurement should be investigated.</p>	<p>x. The Department through its CEM had taken a decision to centralize LTSM provisioning to schools. There is no way that decision can be reversed by a district. The frustrations encountered by District and schools had been reported to the Head Office.</p>
<p>xi. The time it takes to evaluate and verify foreign national's qualification has to be reduced.</p>	<p>xi. The evaluation of qualifications by SAQA or COTEP takes a long time. Nevertheless, the concern has been relayed to these bodies.</p>
<p>xii. Because of the distance learners travel to school, with the furthest being 16 km; it would be better for the Department to build a hostel for the school.</p>	<p>xii. Scholar transport is budgeted for in some areas. Some learners from the school do benefit from scholar transport but the need is very large.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>Maluti Senior Secondary School:</p> <ul style="list-style-type: none"> i. Educators must reconsider their teaching methods and tactics. They should review the strategy and methodologies of teaching and learning, and adjust them accordingly according to the context. If the school wants to obtain good results, educators must persist in changing the behaviour and conduct of learners. More effort is required. ii. Parents, teachers, the community and priests must engage with the school to assist in disciplining the learners. iii. The district should assist the school to obtain scholar transport as this will help to improve discipline amongst learners. Most of them often arrive late at school and this affects teaching and learning. iv. The School needs to improve learner behaviour by disciplining the learners and providing appropriate boundaries. The district should help develop a strategy to address the shortcomings of learners. 	<ul style="list-style-type: none"> i. Continuous support is given by subject advisors for different subjects, thus bridging the content gap and assisting teachers in different methods of presenting their lessons. ii. Parents of learners have been engaged and their children were made to sign pledges of commitment in their presence and were informed of the passing requirements for a learner to progress to the next grade. Parents were also informed of their roles and responsibilities and the support that is expected from them in order for their learners to achieve high levels of productivity. iii. Scholar transport has been budgeted for in some areas (ECDoE) iv. There is an alignment of schools with police stations for unexpected visits and random searches by South African Police Services (SAPS). Communities are also encouraged to fight crime.



Recommendations	Progress in the Implementation of Recommendations
<p>v. The school has to have a meeting with the Department of Home Affairs to address the challenge of learners with ID discrepancies and dubious IDs. The SC on Justice and Constitutional Development must investigate the challenges facing the learners regarding birth certificates and IDs. There are two learners in Grade 12 who are reportedly without birth certificates and the school has been informed that the learners concerned may sit the matric examination but their results will not be released.</p>	<p>v. Districts are collaborating with other departments progressively dealing with birth certificates and IDs and the challenge has been reduced drastically. Of 15 500 learners without IDs in the District, only about 5000 learners are yet to receive their IDs.</p>
<p>Nyaniso Secondary School:</p> <p>i. A better relationship between the school and feeder primary schools is needed so that learners who come to the school can come prepared for high school teaching and learning.</p> <p>ii. Police should visit the school unannounced for random check for drugs.</p>	<p>i. Schools conduct common planning, teaching strategies and share good practices. The GET schools and FET schools are encouraged to work together and share good practices. Accountability meetings are held to get reports on learner performance and other challenges teachers experience in all grades and proposed solutions.</p> <p>ii. There is an alignment of schools with police stations for unexpected visits and random searches by South African Police Services (SAPS). Communities are also encouraged to fight crime.</p> <p>Other initiatives taken by the provincial Department of Social Development include: profiling of schools and families affected by substance abuse; implementation of the Family Preservation Programmes and Sessions on positive Parenting in all schools; establishing of Teenagers Against Drug Abuse (TADA);</p>



Recommendations	Progress in the Implementation of Recommendations
<p>iii. The Department should appoint the HOD as soon as possible.</p> <p>iv. The workbooks should be delivered to the school and no longer to the junior secondary school.</p> <p>v. The school should devise means and ways to assist Grade 8 and 9 learners to improve their performance.</p> <p>vi. The Department, in cooperation with Eskom, should ensure that the school gets electrified.</p>	<p>Social relief or distress for needy households: food parcels and uniform.</p> <p>iii. The HOD has already been appointed</p> <p>iv. Works books have been delivered. EDOs have developed effective textbook retrieval policies which are monitored. Surplus books have been requested from other schools to address shortage of textbooks.</p> <p>v. The Principal and the Circuit manager had started to involve the feeder schools in the common planning and sharing of good practices, management and teaching strategies in -order to curb the challenge of unpreparedness and failure to cope with the demands of a high school.</p> <p>vi. The application for the installation of electricity had been submitted to Eskom, a response is still being awaited.</p>
<p>King Edward High School:</p> <p>i. The school should be part of a heritage site (declared by the Department of Arts and Culture).</p> <p>ii. The principal should submit to the Members his observations on the flaws in the education system.</p>	<p>i. The Department of Sport, Recreation, Arts and Culture has requested a list of schools that are 50 years old and above which are to be considered as heritage sites. King Edward School is on the list of such schools.</p> <p>ii. The principal of King Edward has written and submitted a paper describing shortcomings in the education system with proposals of how those can be improved. The paper has been submitted to the NCOP</p>



Recommendations	Progress in the Implementation of Recommendations
<ul style="list-style-type: none"> iii. The school should ensure that it teaches indigenous languages from early grades. iv. The Department must investigate the phenomenon of promoting good principals to non-teaching posts. 	<ul style="list-style-type: none"> iii. The Department has introduced IsiXhosa as one of the indigenous languages to be taught at King Edward High School through the Incremental Introduction of African Languages (IIAL) Policy. Teachers has been employed in the school to teach that language. iv. Posts for Circuit Managers had been advertised, and those target principals of schools.
<p>Sive Special School:</p> <ul style="list-style-type: none"> i. The school that is being built should have an administration block. ii. The Department has to ensure that there is a distinction between standard public schools and special schools. iii. The Department has to make sure that the unpaid teacher is paid as soon as possible. iv. A political team has to talk to the Mvenyane community in order to use the name Sive for the newly built school as the community regards the name as their intellectual property. 	<ul style="list-style-type: none"> i. The administration block will be constructed in Phase 2 of the construction project. ii. The provincial Department of Education uses Norms and Standards governing special schools to allocate funds to these school which are different for, norms and standards which govern standard schools, and they are unique to the needs of learners with disability. iii. The Department has resolved the matter. The unpaid educator has since been remunerated. iv. The District community has resolved to use the name Maluti Special School.
<p>Le Grange Senior Secondary School:</p> <ul style="list-style-type: none"> i. The NCOP expressed grave and serious concerns about the delays on the part of the provincial Education Department in taking urgent necessary intervention at the school despite the Department 	<ul style="list-style-type: none"> i. Amatola Water Project has provided thirty seven (37) flushable temporary toilets at this school for six (6) months from the time of the NCOP in the Eastern Cape Province. It was initially mooted



Recommendations	Progress in the Implementation of Recommendations
<p>having an approved budget in this financial year for school infrastructural development.</p> <p>ii. The NCOP directed the Education Department to submit to it the infrastructural development plan for the school to the NCOP by Friday 21 October 2016. The plan must include the provision of toilets and water and sanitation which must be prioritised by the Department. The delivery of these essential services must be reflected in the infrastructural plan of the Department which must be submitted by 21 October 2016 to the NCOP.</p>	<p>that during that period the construction of new toilets at this school would commence. When the NCOP content team visited the school for verification purposes, the construction of permanent toilets had not yet commenced.</p> <p>ii. New development on this matter is that the school appears as number three on the priority list for school building.</p>
<p>Monica Diocesan School:</p> <p>i. The municipality should ensure that the town is viable so that it could be attractive to prospective teachers.</p> <p>ii. The Department should ensure that all meetings (for moderation) are not held during school hours.</p> <p>iii. The Department should pay full subsidy to the school so that the school can lower the fees paid by parents.</p> <p>iv. The Department must pay full subsidy to the school so that the school can keep its quality teaching staff and pay comparable salaries to public schools.</p>	<p>i.</p> <p>ii. The Department of Education is organising Educator workshops for moderation in a manner that does not infringe on learner contact time and that is progressing very well.</p> <p>iii. The provincial Department of Education uses Norms and Standards governing special schools to allocate funds to the school.</p> <p>iv. The Department of Education pays subsidies to all independent schools, however, there are delays which affect such schools negatively. The District is</p>



Recommendations	Progress in the Implementation of Recommendations
	<p>working very hard to promote sound relations with the independent schools and they are also reciprocating those overtures.</p>
<p>Bokamosa Senior Primary:</p> <ul style="list-style-type: none"> i. A Task Team must established as a matter of urgency comprising of the District Director, Circuit Manager and NCOP Representative. Its terms of reference, amongst others, is to mediate by seeking a lasting solution to restore sound working relations amongst the affected officials, in order to create an enabling environment of learning and teaching at the school. The task team has to report back to the NCOP Chairperson with its findings and recommendations within a period of three months. ii. The district should help the school to address the issue of the 44 learners who were reportedly without birth certificates. Learners without birth certificates affect the total enrolment number of registered learners at the school since as per policy provisions, they are not counted in the total number of learners. 	<ul style="list-style-type: none"> i. A task team has been formed to address inter-personal relations amongst affected officials. ii. Districts are collaborating with other departments progressively dealing with birth certificates and IDs and the challenge has been reduced drastically
<p>Bergview Independent School:</p> <ul style="list-style-type: none"> i. The Education Department should assist the school to obtain the lease agreement from the Matatiele local municipality before the end of the current financial year. 	<ul style="list-style-type: none"> i.
<p>Zwelakhe Senior Secondary School:</p> <ul style="list-style-type: none"> i. The District Department should ensure that its promise to assist with organising 	<ul style="list-style-type: none"> i.



Recommendations	Progress in the Implementation of Recommendations
<p>private donors to attend to needs such painting and others, materialises.</p> <p>ii. The District Department must establish progress on the expansion possibilities for the schools and/or relook at mobile options.</p> <p>iii. The District Department should attend to raised challenges such as LTSM and machinery that the school had never received though they were procured.</p> <p>iv. The Eastern Cape Portfolio Committee on Education should intervene and engage the Department on the matters raised.</p> <p>v. The Royal members should be included in the main TPTTP event and Parliament to follow up on logistics.</p> <p>vi. The school should delegate 2 learners to present the case of the school in BCC in different creative forms such as debates, and Parliament to look at logistics.</p>	<p>ii.</p> <p>iii. With regard to shortages of resources such as learning and teaching material, school furniture and teachers, the Department of Basic Education has completed a comprehensive needs assessment for all schools in the Eastern Cape Province. Together with the provincial authorities, the Basic Education Department is addressing all identified needs. EDOs have developed effective textbook retrieval policies which are monitored. Surplus books have been requested from other schools to address shortage of textbooks.</p> <p>According to the verification information gathered by the NCOP content team, the school has received all required learning and teaching material. They have also received school furniture. The school has a text book retrieval policy in place.</p> <p>iv. The Eastern Cape Portfolio Committee on Education visited the school during 2017 as part of its oversight programme.</p> <p>v.</p> <p>vi.</p>



Recommendations	Progress in the Implementation of Recommendations
<p>Mjila Junior Secondary School:</p> <ul style="list-style-type: none"> i. The provincial Department of Education should compile a report on the status of Mjila Ridge Primary School. ii. The Infrastructure could not remain unutilised. Engagements with the communities must take place regarding possible closure of the school. iii. Plans must be in place as to when such closure should happen and such a plan should consider the interest of the learners. iv. The Select Committee on Education and Recreation should be kept abreast on the developments at the Mjila Ridge Primary School. v. Options allocated to resolve the matter be submitted to committees including the feedback of stakeholder engagements and the impact of options to the learners. 	<ul style="list-style-type: none"> i. Mjila Ridge has received section 33 status but no public hearings have been conducted yet. However, according to the verification conducted by the NCOP content team, the school has not received any progress report with regard to section 33 initiated by the Department of Education. Currently the school has 124 learners with 4 Educators. ii. According to the verification conducted by the NCOP content team, the Infrastructure is being utilised. Public hearings have not taken place regarding possible closure of the school and this has left the school in limbo. iii. According to the verification conducted by the NCOP content team, there is uncertainty about the closure of the school. Educators cite birth certificates as a major challenge which impacts on enrolment numbers at the school. iv. v.
<p>Mowa Primary School:</p> <ul style="list-style-type: none"> i. DBE, District Director and the school must meet and report to Parliament on the development with regard to the school's problems which include lack of 	<ul style="list-style-type: none"> i. There has been no response and no progress report.



Recommendations	Progress in the Implementation of Recommendations
<p>birth certificates for learners, school furniture, ablution facilities and stationery.</p>	<p>According to the verification conducted by the NCOP content team, the school is still faced with the same challenges: lack of birth certificates for learners, school furniture, ablution facilities and stationery.</p>
<p>Makaula Senior Secondary School:</p> <ul style="list-style-type: none"> i. An intergovernmental relations (IGR) structure would be needed to attend to the challenge raised as some of them are local, provincial and national. ii. The school should name one of its buildings after Mr W M Mlenzana, the 94 year old veteran who is still active in the community and serves on the SGB. 	<ul style="list-style-type: none"> i. According to the verification conducted by the NCOP content team, the IGR Structure has not yet been established. ii. The naming of the school hostel has not yet happened.
<p>Emthonjeni Primary School:</p> <ul style="list-style-type: none"> i. The Department should provide clear time-frames by when structural issues would be addressed. 	<ul style="list-style-type: none"> i.
<p>Nzululwazi Senior Secondary School:</p> <ul style="list-style-type: none"> i. The school was also encouraged to raise the issue of a hostel with the Council. 	<ul style="list-style-type: none"> i. The site for the building of school hostel has been demarcated and building has already started.
<p>Lutateni Senior Secondary School:</p> <ul style="list-style-type: none"> i. The provincial Department of Education (DoE) is aware of the infrastructure problems at the school and the school's own efforts to try and resolve some those challenges by themselves. This should motivate the DOE to meet the 	<ul style="list-style-type: none"> i. Mobile classrooms have been provided by the Department of Public Works. <p>However, according to the verification conducted by the NCOP content team,</p>



Recommendations	Progress in the Implementation of Recommendations
<p>school half-way, by at least putting up a fence to secure the school.</p> <p>ii. It is unacceptable that the children have not been fed for the past six months due to problems with IDs. The Mayor and the ward councillors should arrange for the DHA mobile unit to come to the community to issue IDs and the principal should provide the details of those needing IDs. The Delegation should be provided with a progress report in this regard.</p> <p>iii. The Delegation advised the principal to submit affidavits to confirm that the children on the list are learners at his school. This should assist where there is a challenge getting IDs so that the School Nutrition Programme can be reinstated.</p>	<p>there are mobile classrooms that have been delivered to the school.</p> <p>ii. Districts are collaborating with other departments progressively dealing with birth certificates and IDs and the challenge has been reduced drastically.</p> <p>iii.</p>
Total number of recommendations made	111
Number of recommendations attended or responded to	96
Number of recommendations not yet responded to/implemented	15

7.2. Public Libraries

7.2.1. Key service delivery issues noted



Key service Delivery Challenges	Nkantolo Modular	Mbizana Public Library	Matatiele Public Library	Ntabankulu Public Library	Mount Ayliff Public
1. The library has inadequate space, including the lack of discussion rooms, e.g. Nkantolo Modula Library	√			√	
2. The library does not have a study area for learners		√			
3. Lack of internet and Wi-Fi connection (Dysfunctional ITC system)				√	
4. Shortage of books (limited book titles), especially new ones			√	√	√
5. Lack of CCTV cameras and/or an alarm system to improve security		√			
6. The library has non-functioning computers		√			
7. Toilets are located too close to the study area		√			
8. The municipal area that the library services is too wide. Users living furthest from the library require R70 for transport to and from the library		√			
9. The library does not have air conditioners or fans		√			
10. The library does not have print media such as newspapers			√		
11. The library does not have a timer to control the time users spend on the internet			√		
12. There is no signage for the library, which undermines library accessibility				√	
13. The library is under-staffed		√			
14. There are outdated library materials including book stock in the library			√		



Key service Delivery Challenges	Nkantolo Modular	Mbizana Public Library	Matatiele Public Library	Ntabankulu Public Library	Mount Ayliff Public
15. There is a lack of visible signage				√	
16. There is no trained person/librarian to provide services required by persons with disabilities, particularly sign language		√			
17. Poor maintenance of infrastructure, e.g. exterior and interior parts of Mbizana Public Library need to be renovated		√			
18. Shortage of furniture				√	
19. The library still uses an old manual system of managing book loans	√				
20. Absence of a book detector system		√			
21. The library is under-utilised by the community despite outreach programmes	√				
22. Available books are not compatible with curriculum needs of learners of Oliver Tambo Technical and Marhalane high Schools	√				
23. The library does not have display stands	√				
24. The library does not have landline telephones	√				
25. Library is electrified but not switched on since 2012 – which affects the use of computers as well					√

7.2.2. Progress in the implementation of recommendations made by delegations to the sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:



Recommendations	Progress in the Implementation of Recommendations
<p>Nkantolo Modular Library:</p> <ul style="list-style-type: none"> i. The library needs to acquire isiXhosa books to inspire interest and enthusiasm in the members of the community to read about their culture and heritage. ii. The provincial Department of Sports, Recreation, Arts and Culture should address the challenge of lack of a photocopying machine at the library. iii. The provincial Department of Sports, Recreation, Arts and Culture should also address the challenge of lack of internet connection to the library. 	<ul style="list-style-type: none"> i. The isiXhosa books have been delivered to the library. The challenge with regard to the isiXhosa books has since been addressed. ii. The photocopying machine has since been purchased after the visit by the NCOP delegation. iii. The library has since been connected to the internet since 2016 after the NCOP delegation visited the library.
<p>Mbizana Public Library – East London:</p> <ul style="list-style-type: none"> i. The Provincial Department of Arts and Culture is to provide a report to the NCOP detailing a breakdown of the conditional grant allocated to the Municipality. ii. The Provincial Department of Arts and Culture is to provide a report to the NCOP on the provision of mobile satellites and libraries within the Province. iii. The Provincial Department of Arts and Culture is to provide mobile libraries or online library services in order to service areas that are located far away from the library. iv. The Municipality is to offer bursaries for library science in an effort to address the staff shortages at the library. 	<ul style="list-style-type: none"> i. ii. iii. iv. The Municipality does offer some study assistance for its permanent employees. However, there are



<p>v. The library is to install user friendly software (such as Microsoft Office) in its computers.</p> <p>vi. The library is to apply for an increase to its funding from the Provincial Government.</p>	<p>currently no students in the municipality studying towards library science.</p> <p>v. The library has already installed Microsoft Office on five computers.</p> <p>vi. The allocation from the provincial government has since been increased from R250 000 to R350 000.</p>
<p>Matatiele Public Library:</p> <ul style="list-style-type: none"> There were no recommendations made by the delegation 	
<p>Ntabankulu Public Library:</p> <p>i. The delegation will establish why the new library should be built instead of renovating the existing one as it is strategically placed.</p> <p>ii. The provincial Department of Sport and Recreation, Arts and Culture (DSRAC) must consider buying books and other library material.</p> <p>iii. The computer lab must start functioning and both DSRAC and Municipality must devise means to effect this.</p>	<p>i. Discussions are still ongoing in terms of building a new library with the Municipality and the Department of Sports, Recreation, and Culture. Reasons cited for building the new library is that the current library is small.</p> <p>ii. The Provincial Department of Sports, Recreation and Culture has purchased books for the library and the Municipality continues to donate newspapers to the library on a daily basis.</p> <p>National Parliament of RSA GCIS continues to donate reading material to the library.</p> <p>iii. Provincial Department of Sports, Recreation and Culture is currently working with Mzantsi on-line. Mzantsi on-line is a programme of the National</p>



<p>iv. Partnerships should be explored with the Information and Technology SETA and other potential partners to assist in making information and communication technology (ICT) a reality in this library.</p>	<p>Library of South Africa. The purpose of the programme is to empower South African communities to improve their lives through the provision of free access to vibrant library space, technologies and services. Mzantsi on-line has donated a laptop and two tablets and in 2016 Wi-Fi was connected to the library. However, during the verification visit by the NCOP content team, the Wi-Fi was not working due to technical problems.</p> <p>iv.</p>
<p>Mount Ayliff Public Library:</p> <ul style="list-style-type: none"> There were no recommendations made by the delegation 	
<p>Total number of recommendations made</p>	<p>13</p>
<p>Number of recommendations responded to, resolved</p>	<p>6</p>
<p>Number of service delivery issues not yet responded to/resolved</p>	<p>5</p>



7.3. Early Childhood Development Centres (Pre-schools)

7.3.1. Key service delivery issues noted

Key Service Delivery Challenges	Maluti Pre School	Masizakhe-Ntlavini Pre School	Bulelani Pre school	Masakhane Pre School	Noluvo Pre school	Khanyo Pre School	Imitha Yelanga Pre School	Justice Sodlala Pre School	Vuyani Pre School	Zingisani Pre School	Bonintwente Educare Centre	Sihle Pre School
1. The head practitioner is based at another school, which delays operations	√											
2. Insufficient funding - Some registered learners at the centre are not funded by the Department of Social Development (DSD)	√	√	√		√			√		√	√	√
3. Difficulties in paying school fees by parents who are mainly dependent on social grants for financial support	√								√			
4. Inadequate or poor infrastructure (maintenance of the facility) - the centre has old, dilapidated and/or inappropriate structure		√	√	√		√	√		√			√
5. Insufficient ablution facilities, e.g. Justice Sodlala ECD Centre is still using bucket system		√	√	√	√			√	√		√	√
6. Lack of or dilapidated fencing				√	√					√		√
7. Lack of or inadequate security – no security guard	√	√					√		√		√	
8. Shortage of or poor access to water and sanitation (including shortage of toilet facilities) for learners and staff members		√		√	√	√		√	√	√	√	√
9. Shortage of furniture such as chairs, tables and beds for learners		√		√	√	√			√			
10. Lack of recreational facilities for learners, including (in some instances) playing toys for learners and swings				√								
11. Insufficient stipend for practitioners, leading to them leaving the ECD sector for greener pastures		√	√		√			√				



Key Service Delivery Challenges	Maluti Pre School	Masizakhe-Ntlavini Pre School	Bulelani Pre school	Masakhane Pre School	Noluvo Pre school	Khanyo Pre School	Imitha Yelanga Pre School	Justice Sodlala Pre School	Vuyani Pre School	Zingisani Pre School	Bonintwentle Educare Centre	Sihle Pre School
12. Insufficient visits by social workers for purposes of support and monitoring – acute shortage of social workers	√											
13. Late payment of the stipend for ECD practitioners				√	√			√				√
14. Shortage of staff members such as practitioners, cooks, guards, etc.		√		√	√	√		√				
15. Shortage of classrooms and /or limited space/small kitchen, which leads to overcrowding			√	√	√	√		√				√
16. Exposed electric plugs/illegal electricity connections in informal settlements (Izinyoka),resulting in fatalities and disruptions of electricity supply					√	√						
17. Shortage of learning material such as toys and others			√		√	√			√			
18. The centre is partially (not fully registered) or conditionally registered with DSD which disqualifies it from getting full funding assistance				√								
19. Dilapidated and badly damaged access road to the ECD Centre. The road needs to be upgraded.											√	
20. Long distance between communities and lack of transport make it difficult for some children to attend ECD centres					√							
21. Inadequate training for practitioners							√					

7.3.2. Progress in the implementation of recommendations made by delegations to the sites

The following recommendations were made by various delegations to the sites as a way of urging relevant government authorities to resolve service delivery challenges raised above:



Recommendations	Progress in the Implementation of Recommendations
<p>Maluti ECD Centre:</p> <ul style="list-style-type: none"> i. The ECD centre needs six teachers instead of three in line with the number of learners. The Department of Social Development should assist with the appointment of the required teachers. ii. The Municipality must assist the Centre to level the playgrounds. 	<ul style="list-style-type: none"> i. Two extra ECD educators have been appointed immediately after the NCOP visit. ii. The municipality is yet to assist the ECD centre with the levelling of playgrounds.
<p>Masizakhe-Ntlavini ECD Centre:</p> <ul style="list-style-type: none"> i. The pre-school- committee must establish ways to make parents pay the fees from the social grants. ii. In the absence teaching aids in learners' mother tongue, aids should be creatively translated into learners' home language. 	<ul style="list-style-type: none"> i. No progress – the school is still faced with a challenge of parents not paying school fees. ii. The crèche has implemented the recommendation made by NCOP members to develop teaching aids in the mother tongue of learners.
<p>Bulelani ECD Centre:</p> <ul style="list-style-type: none"> i. The DBE should resolve the situation of nutrition not being provided for the Foundation Phase learners. ii. Two vacant houses behind the schools that belong to Public Works should be explored as the solution for the situation at the centre. iii. The Departments of Social Development, Public Works and the Municipality must establish ways to make the above recommendation a reality. 	<ul style="list-style-type: none"> i. No response and no progress reported. ii. The Department of Social Development, Public Works and the Municipality have started with building a new crèche for the centre. 90% of the construction work is complete. iii. The principle of cooperative government has been applied and all stakeholders have made sure the recommendation is a reality.



<p>iv. Parliament Committees such as Select Committee on Social Services and the relevant Provincial Committee shall steer the resolution of the matters at the centre.</p>	<p>iv. Select Committee on Social Services has already summoned and engaged with the Department of Social Development on these matters in Parliament of RSA.</p>
<p>Masakhane ECD Centre:</p> <p>i. The Chairperson of the Select Committee on Social Services should prioritise Eastern Cape ECDs.</p> <p>ii. The Chairperson of the Select Committee on Social Development should summon the provincial Department of Social Development for them to account on the plight of the ECD centres.</p> <p>iii. Social Development should attend to the plight of ECD centres and motivate on their behalf with regards to the challenges brought about by funding norms.</p> <p>iv. The Office of the Premier should coordinate the relevant departments such as Social Development, Education, Human Settlement and CoGTA towards establishing action plans based on the challenges and monitor progress thereof.</p>	<p>i. Interventions made by the NCOP Select Committee on Social Services has led to increase in funding for many ECDs. Masakhane ECD is currently funded for 60 children compared 35 children in 2016.</p> <p>ii. The Department of Social Development has already appeared before the SC on Social Services in Parliament of RSA.</p> <p>iii. The Department is funding 1 727 ECD centres for the current financial year from voted funds and 833 ECD centres from a conditional grant. These ECD centres are still funded for 209 days as opposed to 264 days which is a national norm. The Subsidy is R15 per child per day. Special Day care Centres are already paid R17 per child per day for 264 days</p> <p>iv.</p>



<p>v. The Office of the Premier should update the NCOP on the progress and ensure the resolution of challenges that emerged during the engagements.</p>	<p>v.</p>
<p>Noluvo ECD Centre:</p> <p>i. The Department of Social Development should attend to the plight of ECD centres and motivate for them on the challenges brought about by norms and standards for funding.</p> <p>ii. The Infrastructural challenges should be looked at.</p>	<p>i. The Department of Social Development has increased funding from 39 to 60. The Centre has also employed additional staff.</p> <p>ii. The Department of Social Development has renovated the Centre. The following renovation were made: new toilets were constructed and ceiling was also installed.</p>
<p>Khanyo ECD Centre:</p> <p>i. As recommended in the other CED centres, the Social Department should be summoned on the matters affecting ECD such as infrastructure, funding norms and etc.</p>	<p>i. The Department of Social Development has already appeared before the SC on Social Services in parliament of RSA.</p> <p>According to the Department of Social Development, it has set aside an amount of R8 million for infrastructure renovations for the financial year 2016/17. The renovations were planned to take place in all districts. In Alfred Nzo, six ECD centres were planned for renovations, and five of them have been completed and inspected by the Department of Roads and Public Works. The remaining one is still under renovation. Delays were experienced as a result of a service provider who was nominated and declined the tender offer at the last minute The Department had to re-advertise the tender.</p> <p>The national Department of Social Development has put a budget of R12</p>



	<p>million for ECD centre renovations during the financial year 2017/18. The provincial department is in the process of appointing two project managers, a quantity surveyor and an administrator.</p>
<p>Imitha Yelanga ECD Centre:</p> <ul style="list-style-type: none"> i. The Office of the Premier and Portfolio Committee on Education in the Province should attend to the matter and establish ways to raise funds to finish the centre. They should update the NCOP on the tentative dates to launch the sites officially and update the NCOP during the Taking Parliament to The People programme. ii. NCOP will engage the Province on the matter of elderly people who were promised an old age centre. 	<ul style="list-style-type: none"> i. No response, no progress <p>According to the verification conducted by the NCOP content team, the office of the Premier and Portfolio Committee on education have not attended to the matter of making sure that the centre is completed.</p> <ul style="list-style-type: none"> ii.
<p>Justice Sodladla ECD Centre:</p> <ul style="list-style-type: none"> i. The Municipality should assist the school to apply for funding from the National Lottery. ii. The Delegation will as part of its recommendations in the report request the DSD to respond to some of the challenges contained in the report. 	<ul style="list-style-type: none"> i. No response, no progress. <p>According to the verification conducted by the NCOP content team, nothing has been done so far. In fact, parents are planning to build a kitchen on their own.</p> <ul style="list-style-type: none"> ii. The Department of Social Development has already appeared before the SC on Social Services in Parliament of RSA.
<p>Vuyani ECD Centre:</p> <ul style="list-style-type: none"> i. The issues regarding bedding and equipment for the children require intervention. 	<ul style="list-style-type: none"> i.

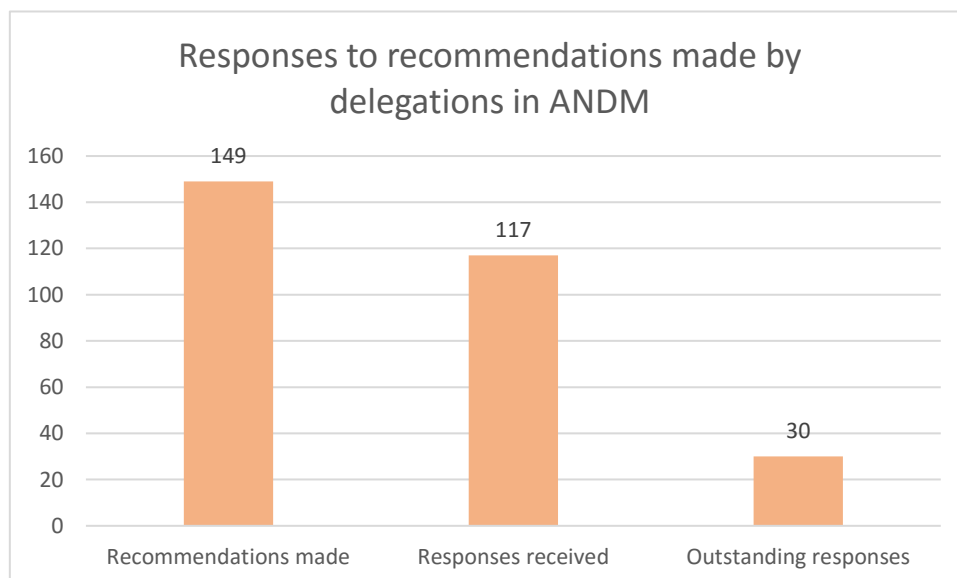


<p>Zingisani ECD Centre:</p> <p>i. The Delegation noted the challenges and thanked Ms Zikizela for the sacrifices she makes to help the children and giving part of her salary to the cook. The Department of Social Development was requested to find ways to assist the centre.</p>	<p>i. The Department of Social Development has increase funding for the ECD Centre from 25 to 35 children. However, the second Assistant Teacher has been withdrawn from the salary budget.</p>
<p>Bonintwentle ECD Centre:</p> <p>i. The Delegation would meet in order to make recommendations regarding all the issues raised.</p>	<p>i.</p>
<p>Sihle ECD Centre:</p> <p>i. Members of the Delegation suggested that the school should identify vacant property and approach the DSD to erect a new structure. Alternatively, the principal should consider negotiating with the Salvation Army to purchase the property and then get the DSD to build a new structure on the property.</p> <p>ii. The Delegation noted that the DPW has buildings in most townships. Some of the old DPD buildings could possibly be renovated for the school to use</p>	<p>i.</p> <p>ii.</p>
<p>Total number of service delivery challenges identified</p>	<p>25</p>
<p>Number of service delivery issues responded to/received</p>	<p>15</p>
<p>Number of service delivery issues not yet responded to/outstanding</p>	<p>10</p>

The graph below summarises the number of recommendations made by various NCOP delegations to the sites, responses received and outstanding responses in the Alfred Nzo District Municipality:



Figure 4: Chart showing responses to recommendations made by delegations in the Alfred Nzo District Municipality:



8. CONCLUSION

In keeping with the overarching theme of the 5th Parliament of “*following up on our commitments to the people*” the NCOP in partnership with the Eastern Cape Provincial Legislature afforded the people of the Eastern Cape an opportunity to engage directly with their Government representatives from all three spheres of Government. The people raised numerous service delivery challenges which affect them on daily basis.

Three categories of responses have been received from various Government authorities and visited sites or projects. The first category outlines progress being made on the implementation of undertakings made by Government authorities; the second category provides progress on the implementation of key service delivery issues raised by members of the community during public hearings; and the third category reflects on progress being made on the implementation of recommendations made by delegations of the NCOP which visited various sites in both the Buffalo City Metropolitan and the Alfred Nzo District Municipalities the 2016 TPTTP.

- A total of 22 undertakings were made by various Government authorities that included MECs, Ministers and the then President, Mr. Jacob Zuma. At the completion of this



report, only 4 responses had been received from government authorities while 18 were still outstanding. This amounts to 18% response rate.

- A total of 109 service delivery challenges were raised by members of the community during public hearings at the main TPTTP event and public meetings held in the Alfred Nzo District Municipality. The responses received from government authorities in terms of how these service delivery issues are being addressed amount to 38, with 71 responses are still outstanding. A response rate of 34%.
- With regard to progress on the implementation of the 346 recommendations made by delegations to various sites, a total of 254 responses have been recorded, which translates to 73% response rate. A total of 92 responses from various government authorities are still outstanding.