**QUESTION 1844

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 24/10/2008
(INTERNAL QESTION PAPER 32-2008)

Mrs D van der Walt (DA) to ask the Minister of Education:**

(1) In respect of each province, (a) how many public schools are there, (b) how many of these schools do not have (i) classrooms, (ii) toilets (iii) fences, (c) how many posts for (i) maths and (ii) science teachers are vacant, (d) how many such teachers are needed to meet the current demand, (e) how much has her department spent to produce such teachers in each of the past fours years up to the latest specified date for which information is available and (f) what is the current teacher/ pupil ratio in public schools in each province,
(2) whether this figure improved in comparison to the same in 2004, if not, why not, if so, what are the relevant details? NW2636E

REPLY

1(a)

**Table 1: Number of public schools**

|  |  |
| --- | --- |
| **Provinces**  | **Schools**  |
| Eastern Cape  | 5,686  |
| Free State  | 1,614  |
| Gauteng  | 1,989  |
| KwaZulu-Natal  | 5,783  |
| Limpopo  | 4,023  |
| Mpumalanga  | 1,873  |
| North West  | 1,730  |
| Northern Cape  | 602  |
| Western Cape  | 1,451  |
| **Total**  | **24,751**  |

Source: EMIS School Realities, 2008

1 (b) (i)

**Table 2: Number of schools using facilities of other schools, as at 29 July 2008.**

Source: NEIMS

1 (b) (ii)

Table 3: Operational schools without sanitation facilities, as at 29 July 2008

|  |  |
| --- | --- |
| **Province**  | **Schools** |
| Eastern Cape  | 527  |
| Free State  | 55  |
| Gauteng  | 6  |
| KwaZulu-Natal  | 169  |
| Limpopo  | 75  |
| Mpumalanga  | 72  |
| North West  | 73  |
| Northern Cape  | 5  |
| Western Cape  | 22  |
| **Total**  | **1,004**  |

Source: NEIMS
Note: These schools also include the platoon schools. These schools will be provided with sanitation either by provincial education departments or the DWAF programme.

1 (b) (iii)

**Table 4: Operational schools without fencing or fencing in poor condition, as at 29 July 2008.**

|  |  |
| --- | --- |
| **Province**  | **Schools** |
| Eastern Cape  | 1,132  |
| Free State  | 146  |
| Gauteng  | 64  |
| KwaZulu-Natal  | 359  |
| Limpopo  | 364  |
| Mpumalanga  | 407  |
| North West  | 125  |
| Northern Cape  | 18  |
| Western Cape  | 108  |
| **Total**  | **2,723**  |

Source: NEIMS

1 (c & d) I refer the Honourable Member to the answers I have already provided to questions NA 1560 (12 September 2008), NA 849 (30 May 2008), and NCOP 6 (26 February 2008).

1 (e)

**Table 5: Funza Lushaka bursars and costs :**

|  |  |  |
| --- | --- | --- |
| Year  | Bursars  | Rands  |
| 2007  | 3,360  | 110 528 265  |
| 2008  | 4,974  | 164 466 668  |

1(f)

**Table 6: Teacher/pupil ratio in public schools**

|  |  |
| --- | --- |
| **Province**  | **Learner-Educator Ratio (Teacher/Pupil Ratio)**  |
| **State-paid and SGB-paid educators**  | **State-paid educators**  |
| Eastern Cape  | 31.7  | 33.5  |
| Free State  | 28.9  | 30.4  |
| Gauteng  | 32.4  | 36.4  |
| KwaZulu-Natal  | 32.5  | 34.5  |
| Limpopo  | 31.2  | 32.1  |
| Mpumalanga  | 31.6  | 33.0  |
| North West  | 29.8  | 31.4  |
| Northern Cape  | 29.8  | 31.7  |
| Western Cape  | 30.0  | 35.7  |
| National  | 31.4  | 33.7  |

Source: EMIS School Realities 2008

2.

**Table 7: Projects completed by provincial departments from 2005 to July 2008.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Province**  | **Number of classrooms completed**  | **Schools provided with sanitation**  | **Schools provided with fences**  |
| Eastern Cape  | 412  | 396  | 101  |
| Free State  | 132  | 197  | 6  |
| Gauteng  | 199  | 33  | 24  |
| KwaZulu-Natal  | 4,818  | 1,158  | 101  |
| Limpopo  | 3,494  | 1,672  | 17  |
| Mpumalanga  | 657  | 1,178  | 4  |
| North West  | 975  | 261  | 124  |
| Northern Cape  | 92  | 20  | 5  |
| Western Cape  | 1,122  | 65  | 32  |
| **Total**  | **11,901**  | **4,980**  | **414**  |

Source: NEIMS
Note: Since 2007 DWAF has provided another 67 schools with sanitation. The EU donor programme has also funded 141 new classrooms, sanitation for 27 schools and fencing for 9 schools.

**Table 8: The teacher/pupil ratio in public schools in each province in 2005**

|  |  |
| --- | --- |
| **Province**  | **Learner Educator Ratio (Teacher/Pupil Ratio)**  |
| **State-Paid and SGB** **-Paid Educators**  | **State-Paid Educators**  |
| Eastern Cape  | 33.0  | 34.8  |
| Free State  | 29.4  | 30.6  |
| Gauteng  | 31.6  | 36.7  |
| KwaZulu-Natal  | 34.3  | 36.7  |
| Limpopo  | 34.1  | 34.7  |
| Mpumalanga  | 33.5  | 35.4  |
| North West  | 31.1  | 32.4  |
| Northern Cape  | 31.9  | 34.2  |
| Western Cape  | 31.5  | 37.2  |
| National  | 32.8  | 35.2  |

Source: EMIS School Realities 2005.
Note: In 2005 the teacher/learner ratio in public schools was 35.2, while the current teacher/learner ratio in public schools is 33.7. This translates into 15,582 additional educators. There were 362,478 state-paid educators in public schools in 2005, while in 2008 there are 378,060 state-paid educators.

**QUESTION 1846**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 24/10/2008**

**(INTERNAL QESTION PAPER 32-2008)**

**Mr GR Morgan (DA) to ask the Minister of Education:**

(1) Whether her department is investigating the incident that occurred on 17 September 2008 at Xolobeni Junior Secondary School where members of the SA Police Service are alleged to have administered corporal punishment to learners; if not, why not; if so, what are the relevant details,

(2) whether the principal of the school will be removed if he/she is found to have been complicit in the incident; if not, why not; if so, what are relevant details;

(3) whether her department will offer counselling services to the affected learners, if not, why not; if so, what are the relevant details;

(4) whether she will visit the school to assure learners that the matter is being dealt with and it will not recur; if not, why not; if so, what are the relevant details? NW2638E

REPLY:

(1) The Eastern Cape Education Department's preliminary report indicates that there are differences of fact and opinion in the statements made by the members of SAPS and the principal of the school. SAPS members say they searched for dangerous weapons and in the process forced those who resisted against the wall. The principal says the learners were beaten because they were violent and did not take instructions from him. The provincial authorities are conducting further investigations.

(2) The principal will be removed if he is found to be in contravention of the relevant legislation governing educators and schools.

(3) The Department will offer counselling services if there is a need to do so. However, a circuit manager visited the school on 24 October 2008 where she had an open session with the learners. There were no indications of traumatized learners unless they were absent from school on that day.

(4) I have delegated officials to visit the school.

**QUESTION 1849**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 24/10/2008**

**(INTERNAL QUESTION PAPER 32-2008)**

**Ms M Smuts (DA) to ask the Minister of Education:**

(i) In respect of each province (a) what is the total number of (i) public schools as defined in the South African Schools Act, Act 84 of 1996 and (ii) Further education and training institutions as defined in the Further Education and Training Act, Act 98 of 1998 and (b) how many (i) public schools and (ii) FET institutions have computer laboratories or facilities for learners, (aa) with (bb) without internet connection,

(2) Whether any schools are making use of the facilities or assistance of Sentech (Pty) Ltd or the Universal Service and Access Agency of South Africa (USAASA); if not, why not; if so, which school in each province?

(3) Whether she has taken any steps to (??) electronic communications by these schools and institutions; if not, why not; if so, what steps? NW2641E

REPLY:

(1)

**Table 1: Schools with computer laboratories and internet connections**

|  |  |  |
| --- | --- | --- |
|  | Public Schools | FET Colleges |
| Total Number | 24 751 | 50 |
| Institutions with computer laboratories or facilities for Teaching and Learning | 3 366 | 50 |
| Institutions with Internet Connections | 1 768 | 50 (There is a mix of campuses/college that have internet, and data is not available for those that do not) |

(2) Only 3 schools in South Africa currently receive services from Sentech (Pty). Mpumalanga has procured the services of Sentech (VSAT) to connect all secondary and combined schools (525) in the province. No implementation has yet taken place. In 2007/8 the Universal Service and Access Agency of South Africa (USAASA) provided 241 computer laboratories/cyberlabs in schools. The majority of these schools are in under-serviced areas. USAASA is currently installing 20 computer laboratories/cyberlabs as part of the APEX 3 Project (FOSAD ISAD Dinaledi Connectivity Project).

(3) We communicate with schools, teachers and learners both through the post and digitally. In particular, we make use of the Thutong portal (www.thutong.org.za) to communicate with schools, teachers and learners on various topics, for example, matric examinations.

*Additional information*

**Table 1: Data on provincial distribution of ICT facilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Province** | **Total number of Schools** | **Number of schools with computer rooms 1** | **Number of schools with Internet connectivity2** | **Number of schools with electronic communication abilities3** |
| **EC** | 5686 | 275 | 72 | 784 |
| **FS** | 1614 | 290 | 199 | 219 |
| **GT** | 1989 | 668 | 374 | 1601 |
| **KZN** | 5783 | 583 | 239 | 247 |
| **LP** | 4023 | 237 | 24 | 171 |
| **MP** | 1873 | 119 | 31 | 952 |
| **NC** | 1730 | 286 | 92 | 200 |
| **NW** | 602 | 265 | 17 | 600 |
| **WC** | 1451 | 643 | 720 | 720 |
| **Total** | 24751 | 3366 | 1768 | 5494 |

**1** EMIS 2008 Annual survey of schools

**2** ICT in Education Audit conducted by SITA 2007/8

**3** Provincial Departments of Education, as supplied to National for 2007/8

**Table 2: SENTECH in Schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **Province** | **Total number of Schools** | **Number of schools that are making use of SENTECH services4** | **Notes** |
| **EC** | 5686 | 1 | NEPAD e-School from the ORACLE Consortium |
| **FS** | 1614 | 1 | NEPAD e-School from the ORACLE Consortium |
| **GT** | 1989 | 0 | Gauteng OnLine (GOL) schools were serviced through a 3-year contract with Sentech. The contract was not renewed. GOL's connectivity has subsequently been placed in a bigger Gauteng network by GSSC that made use of iBurst. |
| **KZN** | 5783 | 1 | A project school installed by the DOC as part of their Cyberlab project |
| **LP** | 4023 | 0 |  |
| **MP** | 1873 | 525 | Mpumalanga has procured the services of SENTECH VSAT to connect all secondary and combined schools in the province. No implementation has yet taken place. |
| **NC** | 1730 | 0 |  |
| **NW** | 602 | 0 |  |
| **WC** | 1451 | 0 |  |
| **Total** | 24751 | 3 (+525) |  |

**4** Information provided by ICT Provincial Representatives on the ICT Inter-Provincial Working Group

**Table 3: USAASA in schools**

|  |  |  |
| --- | --- | --- |
| **Province** | **Total number of Schools** | **Number of schools that have facilities provided by USAASA5** |
| **EC** | 5686 | 41 |
| **FS** | 1614 | 20 |
| **GT** | 1989 | 2 |
| **KZN** | 5783 | 43 |
| **LP** | 4023 | 36 |
| **MP** | 1873 | 37 |
| **NC** | 1730 | 23 |
| **NW** | 602 | 29 |
| **WC** | 1451 | 10 |
| **Total** | 24751 | 241 |

**QUESTION 809**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 23/5/2008 (INTERNAL QUESTION PAPER 14-2008)**

**Mr C G Boinamo (DA) to ask the Minister of Education:**

(1) Whether race is a factor used when determining salary scales in education; if not, what is the cause of salary disparities between educators of different races who have the same (a) qualifications and (b) employment experience; if so, what are the relevant details;

(2) whether her department has taken any steps to deal with these disparities; if not, why not; if so, what are the relevant details?

NWS74E

**REPLY**

(1) No, race no longer plays a role in determining teacher salaries. However, many African teachers were poorly qualified in the apartheid period and only upgraded their qualifications after 1994, and they may be paid less than other teachers who entered the profession with better qualifications to begin with. It is, therefore, possible for individuals with the same qualification and number of years of teaching experience to earn different salaries.

(2) Yes, the Department has made a concerted effort to overcome this problem through a number of collective agreements reached with the unions in the Education Labour Relations Council (ELRC). The following agreements recognised the qualifications of educators upgrading their qualifications from the lowest levels (former Department of Education and Training qualifications).

· ELRC Collective Agreement 3 of 1996: agreement on a three- year condition of service adjustment package for educators, which introduced the broad-banding salary system;

· ELRC Collective Agreement 4 of 1997: conditions of Service adjustment package for educators;

· ELRC Collective Agreement 5 of 2002: recognition of improved REQV;

In addition, further agreements were reached:

 ELRC Collective Agreement 2 of 2005: salary progression for the period 01 July 1996 to 30 June 2002 addressed the backlogs due to a lack of salary progression;

* ELRC Collective Agreement 5 of 2006: improved career pathing for qualified post level educators and accelerated pay progression for all educators on applicable salary levels.

Most recently, the ELRC Collective Agreement 1 of 2008 on the Occupation Specific Dispensation for Educators, which was signed on 3 April 2008, provides for an investigation of the implementation of all these previous agreements by 30 September 2008. If it is found that matters that were to be addressed by the previous collective agreements were not fully addressed or have not been properly implemented, then a proposal will be made to correct these anomalies.

**QUESTION 810**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 23/05/12008 (INTERNAL QUESTION PAPER 14-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

Whether her department in implementing inclusive education in all schools, has ensured that (a) there are enough educators who have been trained to facilitate the teaching of children with different learning disabilities, (b) classrooms have been made accessible to learners with physical disabilities and (c) the availability of transport for children with disabilities has been properly arranged; if not, how do children with disabilities access education; if so, what are the relevant details?

NWI500E

**REPLY**

(a) No, we do not have as many trained teachers to implement inclusive education as we would like, but we have been training teachers. In the 2006/7 financial year the Department trained 2,300 educators and district personnel on the Screening, Identification, Assessment and Support (SIAS) strategy and as well as on curriculum adaptation. Since April 2008 a further 800 educators and district officials have been trained. Training on SIAS, curriculum adaptation and assessment guidelines will be extended incrementally to educators in the mainstream.

Some barriers to learning, such as visual and hearing impairments, require that educators receive specialised training. In 2007 the Department, assisted by the Stockholm Institute of Education, trained 50 educators for learners with low vision and 39 educators to deal with hearing impairments. The same training will be conducted during 2008, this time bringing in local experts to work alongside the Swedish experts.

The Department is refining assessment guidelines for learners experiencing various barriers to learning including those that are disabled.

(b) Infrastructural adaptation is advanced in 10 of the 30 primary schools selected to become full-service schools in our pilot project. Physical infrastructure planners in the various provinces have been involved in the process to ensure that future construction of schools, classrooms and toilets, follows the guidelines/criteria for making schools accessible to all.

(c) The 397 special schools receive, as part of their budget allocation, subsidies for learner transport. The funding is intended for the purchase of school buses, the subsidisation of learner transport and for maintenance. The Department has made a bid to Treasury for an additional allocation in the 2008 MTEF allocation to strengthen learner transport for learners in special and full-service schools. In situations where learner transport is not a viable and cost-effective option, the Department makes hostel accommodation available.

**QUESTION 849**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 30/05/2008**

**(INTERNAL QUESTION PAPER 15-2008)**

**Mrs D van der Walt (DA) to ask the Minister of Education:**

(1) Whether all secondary schools have (a) qualified science teachers and (b) equipped science laboratories; if not, why not; if so, what are the relevant details in each case;

(2) what steps are being taken to ensure that these teachers can teach science to the learners?

NW1539E

**REPLY**

(1) (a) No, all secondary schools do not have qualified science teachers. According to a survey undertaken in 2007, 814 of the 4,588 schools offering Physical Sciences reported a shortfall.

The Department has a database of unemployed teachers that includes 734 Mathematics and Physical Sciences teachers. The teachers on the database are local unemployed teachers, retired teachers, teachers who have taken the voluntary-severance package and teachers from other countries. Provinces and schools are able to recruit teachers from this database.

(1) (b) No, secondary schools do not all have science laboratories. According to the National Education Infrastructure Management System (NEIMS), the percentage of schools without laboratories dropped from 75% in 1996 to 60% in 2006. Provinces are continuing to build laboratories from their equitable share allocation for infrastructure.

(2) The Department and the provincial departments are responding in a number of ways.

First, provinces provide equipment to all schools in the system. These include conventional equipment, as well as micro-science kits and small-scale equipment. The micro-science kits are more suitable for schools without laboratories. In addition, the Department has trained subject advisors on doing practical work using "everyday materials". These are materials that can be found in the environment and do not need to be purchased by schools. Subject advisors train teachers in clusters in the provinces on this work.

Second, the Department has provided all *dinaledi* schools with teacher support packs. These packs contain equipment for Physical Sciences and also serve as mobile laboratories. Relevant practical work that is essential to the understanding of scientific concepts can be done in classrooms as well as outside the classroom.

Third, provinces began providing 100 hours of training to teachers in *dinaledi* schools in 2006. These teachers are in the last year of their programme, a year in which mentors mentor teachers on their content knowledge.

Fourth, in February and May 2008, a total of 109 subject advisors in Physical Sciences were trained by experts from universities on content and practical work. Each subject advisor received a CD, which contained all the written materials and PowerPoint presentations. This will strengthen the support that subject advisors give to teachers in the classroom. Subject advisors train teachers in clusters in the provinces on this content and practical work.

Fifth, provinces use subject advisors, who have been trained by the Department and universities, to train teachers in all subjects during school holidays and on week-ends. To date, 4,824 Physical Sciences teachers have been trained in the provinces.

Sixth, provinces offer teachers bursaries to study the Advanced Certificate in Education (ACE) specializing in Physical Sciences. In 2006, 1,277 teachers enrolled for the ACE. This cohort will be graduating this year. To date R13,8 million has been awarded in bursaries.

Last, the Department has provided additional material – content framework, subject assessment guidelines, learning programme guidelines, examination guidelines, study mates – to support the teaching and learning of Physical Sciences.

**QUESTION 856**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 30/05/2008**

**(INTERNAL QUESTION PAPER 15-2008)**

**Mrs D van der Walt (DA) to ask the Minister of Education:**

(1) Whether Afrikaans-speaking students may apply for the funza lushaka bursary scheme; if not, (a) what is the position in this regard and (b) how many applications of such students were nevertheless received; if so, how many of these students received bursaries;

(2) whether she will review the criteria of this bursary scheme as a matter of urgency to allow for students of all languages to apply and qualify; if not, what is the position in this regard; if so, what are the relevant details?

NW1547E

REPLY

(1) Yes, Afrikaans-speaking students can apply for funza-lushaka bursaries. We do not know how many bursaries have been awarded Afrikaans-speaking students, but as seven of the twenty-two higher-education institutions use Afrikaans as a medium of instruction we can assume that there are a considerable number of Afrikaans-speaking beneficiaries (see table 1).

**Table 1: Funza Lushaka bursaries at Afrikaans-medium universities, 2007, 2008**

|  |  |  |  |
| --- | --- | --- | --- |
| University | Bursary allocation2007 | Bursary allocation2008 | Number of bursaries awarded 2008 |
| University of Stellenbosch | R 7,200,000 | R 10,800,000 | 274 |
| University of the Western Cape | R 4,000,000 | R 6,000,000 | 150 |
| University of Pretoria | R 7,200,000 | R 10,800,000 | 270 |
| University Johannesburg | R 7,200,000 | R 10,800,000 | 199 |
| University of the Free State | R 7,200,000 | R 10,800,000 | 279 |
| North West University | R 7,200,000 | R 10,800,000 | 219 |
| UNISA | R 6,000,000 | R 8,000,000 | 472 |
| **Total** | **R46,000,000** | **R 68,000,000** | **1,863** |

(2) The Department of Education reviews the priority areas for the bursary scheme annually and will do so again this year. The policy encourages students of all languages to apply.

**QUESTION 891**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 30/05/2008**

**(INTERNAL QUESTION PAPER 15-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

Whether her department is planning to schedule an extra five weeks of schooling after the World Cup in 2010 to assist learners to catch up for the time lost as a result of the closure of schools during the World Cup; if not, why not; if so, what are the relevant details? NW1583E

**REPLY**

No, we have no plans to schedule an extra five weeks of school. The draft school calendar for 2010, which has been published for comment, has the same number of school days as any other year.

This is in compliance with national policy, which requires that there should be between 195 and 200 school days per year.

Therefore, there is no need for any catch-up days to be scheduled.

**QUESTION 892**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 30/05/2008**

**(INTERNAL QUESTION PAPER 15-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

How many (a) qualified grade R educators have been trained to deal with grade R material in each of the past three years up to the latest specified date for which information is available, (b)(i) Grade R schools are currently operating across the country and (ii) what is the breakdown by province and (c)(i) Grade R children have graduated from these schools in each of the past three years and (ii) are currently enrolled in these schools?

NW1584E

REPLY

(a) There are 15,966 grade R educators teaching grade R this year, and provinces have trained all of them on the curriculum. We are currently conducting an audit of grade R educators to gather detailed information on the status of their qualifications.

(b) (i) There are currently 13,941 schools offering grade R.

(ii)

|  |  |
| --- | --- |
| **Table 1: Number of ordinary schools offering grade R by province** |  |
| *Province* | *2005* | *2006* | *2007* | *2008* |  |
| Eastern Cape | 3,031 | 3,018 | 3,483 | 4,207 |  |
| Free State | 394 | 426 | 481 | 508 |  |
| Gauteng | 958 | 1,022 | 1,118 | 1,164 |  |
| KwaZulu-Natal | 2,118 | 2,585 | 3,189 | 3,423 |  |
| Limpopo | 2,045 | 2,223 | 2,107 | 2,221 |  |
| Mpumalanga | 364 | 635 | 792 | 911 |  |
| Northern Cape | 159 | 191 | 220 | 254 |  |
| North West | 265 | 406 | 440 | 568 |  |
| Western Cape | 683 | 709 | 650 | 685 |  |
| Total | 10,017 | 11,215 | 12,480 | 13,941 |  |

Sources: SNAP Survey Databases, conducted on the 10th school day, as published in: Education Statistics in South Africa at a Glance in 2005; Education Statistics in South Africa 2006; School Realities 2007; School Realities 2008.

Public primary schools offer grade R if they have space or as soon as the provincial education department is able to provide the infrastructure required to offer grade R. Community-based sites also offer grade R. In terms of the Norms and Standards for Grade R, these sites have to register with the provincial education department as Independent Schools. This will ensure that they receive support, and will also allow the Department of Education to keep accurate statistics on the sites and learners catered for in these sites.

(c) (i) We do not know the number of grade R learners who move into grade 1, but unless there is a particular reason for holding a child back all grade R learners progress to grade 1. We are in the process of establishing a national tracking system for all learners from grade R to 12. This will provide us with accurate information on the learners in the system, including the number who progress from one grade to the next each year.

(c) (ii)

|  |
| --- |
| **Table 2: Number of grade R learners in ordinary schools, by province, from 2005 to 2007**  |
| *Province* | *2005* | *2006* | *2007* |
| Eastern Cape | 105,231 | 106,045 | 112,889 |
| Free State | 18,449 | 20,046 | 22,429 |
| Gauteng | 41,073 | 48,774 | 49,931 |
| KwaZulu-Natal | 79,276 | 95,802 | 118,884 |
| Limpopo | 86,015 | 90,748 | 93,030 |
| Mpumalanga | 14,171 | 23,897 | 34,962 |
| North West | 9,737 | 13,663 | 16,143 |
| Northern Cape | 6,598 | 7,682 | 8,423 |
| Western Cape | 32,389 | 33,614 | 30,834 |
| National | 392,939 | 440,271 | 487,525 |

Sources: SNAP Survey Databases, conducted on the 10th school day, as published in: Education Statistics in South Africa at a Glance in 2005; Education Statistics in South Africa 2006; School Realities 2007.

**QUESTION 1555**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 12/09/2008**

**(INTERNAL QESTION PAPER 27-2008)**

**Mrs D Van Der Walt (DA) to ask the Minister of Education:**

(1) Whether any employees of the Education Labour Relations Council were found to have acted irregularly, resulting in fraudulent expenditure of R2 905 676, as identified by Auditor-General's March 2008 report; if so, (a) how many and (b) what are their positions in the Council;

(2) Whether any legal action was taken against those employees; if not, why not; if so, what action?

NW2300E

REPLY:

(1) Yes, a forensic audit implicated two ELRC employees in fraud and bribery. They are a Senior Manager: Dispute Prevention and Resolution Services and a Dispute Resolution Case Management Administrator.

(2) The ELRC dismissed the senior manager on 2 August 2007 and the administrator resigned on 15 August 2007. The matter was handed to the police for investigation. The case number is Lyttelton 37/04/2008 and Captain Johann van Staden is the investigating officer. He has forwarded the matter to the National Prosecuting Authority, but no decision has yet been taken on prosecution.

**QUESTION 1558**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 12/09/2008**

**(INTERNAL QUESTION PAPER 27-2008)**

**Mr GG Boinamo (DA) to ask the Minister of Education:**

(1) Whether any schools had not had their full complement of textbooks delivered to them by 30 June 2008; if so, (a)(i) which schools and (ii) which provinces and (b) what caused these shortages;

(2) Whether any steps have been taken to (a) ensure all textbooks are delivered and (b) prevent the same problem from developing next year; if not, why not; if so, what steps in each case?

**REPLY:**

(1) Yes, by 30 June 2008 some high schools had not received all their textbooks. The DoE does not have a comprehensive audit of all these schools. However, between 50% and 75% of pupils in grades 10 and 11 had Mathematical Literacy and Mathematics textbooks, while 90% pupils in grade 12 had textbooks in a sample survey of 184 schools.

Mathematical Literacy

|  |  |  |
| --- | --- | --- |
| Grade 10 | Grade 11 | Grade 12 |
| Enrolment | NT\* | % | Enrolment | NT | % | Enrolment | NT | % |
| 15 628 | 4 419 | 28 | 11 998 | 2 853 | 24 | 8 859 | 565 | 6 |

\*No Textbook

Mathematics

|  |  |  |
| --- | --- | --- |
| Grade 10 | Grade 11 | Grade 12 |
| Enrolment | NT\* | % | Enrolment | NT | % | Enrolment | NT | % |
| 19 914 | 8 553 | 43 | 12 946 | 3 624 | 28 | 10 647 | 1 179 | 11 |

\*No Textbook

(2) The DoE interacts on a regular basis with publishers through the Publishers' Association of South Africa (PASA) and the African Publishers' Association (APA) and provinces. Provinces are responsible for textbook supply in their respective provinces.

For further particulars in answer to this part of the question, can I draw your attention to my answer to oral question 446 (13 November 2007). I attach it here for your convenience.

**QUESTION 1561**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 12/09/2008**

**(INTERNAL QUESTION PAPER 27-2008)**

**Mrs D Van der Walt (DA) to ask the Minister of Education:**

How many schools in each province did not have (a) sanitation, (b) water, (c) electricity, (d) science laboratories, (e) sports fields, (f) kitchen facilities for the preparations of meals as at the latest specified date for which information is available?

NW2306E

**REPLY**

**(a) Sanitation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | **Schools without sanitation facilities as at March 2007** | **Projects completed by provincial depts. 2007/08**  | **Completed by DWAF 2007/08** | **Projects planned for 2008/09****by provincial depts** | **Planned by****DWAF 2008/09** | **Planned by provincial depts. 2009/10** | **Planned by DWAF 2009/10** |
| Eastern Cape | 579 | 70 | 19 | 242 | 115 | 0 | 442 |
| Free State | 95 | 80 | 38 | 35 | 75 | 90 | 28 |
| Gauteng | 6 | 17 | 0 | 28 | 28 | 5 | 46 |
| KwaZulu-Natal | 167 | 321 | 0 | 200 | 77 | 200 | 132 |
| Limpopo | 75 | 81 | 0 | 34 | 26 | 186 | 91 |
| Mpumalanga | 72 | 80 | 0 | 21 | 20 | 71 | 143 |
| North West | 73 | 50 | 0 | 40 | 15 | 50 | 53 |
| Northern Cape | 8 | 27 | 1 | 7 | 54 | 25 | 0 |
| Western Cape | 22 | 0 | 6 | 3 | 13 | 0 | 0 |
| **Total** | **1,097** | **726** | **64** | **610** | **423** | **627** | **935** |

*Source*: Department of Education's National Education Infrastructure Management System (NEIMS), as assessed at 30 September 2007.

**b) Water**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | **Schools without water facilities as at March 2007** | **Projects completed by provincial depts. 2007/08**  | **Completed by DWAF 2007/08** | **Projects planned for 2008/09****by provincial depts** | **Planned by****DWAF 2008/09** | **Planned by provincial depts. 2009/10** | **Planned by DWAF 2009/10** |
| Eastern Cape | 1119 | 102 | 21 | 60 | 115 | 0 | 771 |
| Free State | 298 | 44 | 56 | 54 | 62 | 90 | 191 |
| Gauteng | 0 | 17 | 0 | 28 | 0 | 5 | 0 |
| KwaZulu-Natal | 607 | 394 | 0 | 393 | 239 | 300 | 408 |
| Limpopo | 350 | 103 | 0 | 34 | 58 | 186 | 257 |
| Mpumalanga | 140 | 90 | 10 | 11 | 33 | 36 | 206 |
| North West | 48 | 5 | 0 | 50 | 10 | 50 | 45 |
| Northern Cape | 6 | 82 |  | 41 | 4 | 95 | 0 |
| Western Cape | 0 | 0 | 3 | 3 | 0 | 0 | 0 |
| **Total** | **2,568** | **837** | **90** | **674** | **521** | **762** | **1878** |

*Source*: Department of Education's National Education Infrastructure Management System (NEIMS), as assessed at 30 September 2007.

**(b) Electricity**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Province** | **Schools without electricity supply as at March 2007** | **Projects completed by provincial depts. 2007/08** | **Completed by DME 2007/08** | **Projects planned for 2008/09 by provincial depts** | **Planned by DME 2008/09** | **Planned by DME 2009/10** |
| Eastern Cape | 1,206 | 101 | 334 | 240 | 140 | 391 |
| Free State | 270 | 20 | 30 | 39 | 51 | 51 |
| Gauteng | 13 | 2 | 0 | 28 | 1 | 0 |
| KwaZulu-Natal | 1,586 | 80 | 260 | 1,139 | 257 | 0 |
| Limpopo | 323 | 29 | 182 | 0 | 118 | 0 |
| Mpumalanga | 243 | 1 | 67 | 110 | 70 |  |
| North West | 93 | 24 | 11 | 26 | 32 | 0 |
| Northern Cape | 23 | 0 | 3 | 0 | 15 | 8 |
| Western Cape | 2 | 8 | 0 | 5 | 0 | 0 |
| **Total** | **3,759** | **265** | **887** | **1,587** | **684** | **450** |

*Source*: Department of Education's National Education Infrastructure Management System (NEIMS), as assessed at 30 September 2007.

**(c) Science laboratories**

|  |  |  |
| --- | --- | --- |
| **Province** | **Schools without laboratories** | **Projects planned for 2008** |
| Eastern Cape | 2,862 | 12 |
| Free State | 248 | 9 |
| Gauteng | 188 | 52 |
| KwaZulu-Natal | 1,540 | 54 |
| Limpopo | 1,260 | 4 |
| Mpumalanga | 526 | 64 |
| North West | 485 | 0 |
| Northern Cape | 126 | 0 |
| Western Cape | 183 | 0 |
| **Total** | **7,418** | **195** |

*Source*: Department of Education's National Education Infrastructure Management System (NEIMS), as assessed at 30 September 2007.

**(d) Sports fields**

|  |  |  |
| --- | --- | --- |
| **Province** | **Schools without sport facilities** | **Projects planned for 2008** |
| Eastern Cape | 394 | 0 |
| Free State | 681 | 0 |
| Gauteng | 293 | 27 |
| KwaZulu-Natal | 1,870 | 0 |
| Limpopo | 315 | 0 |
| Mpumalanga | 112 | 297 |
| North West | 128 | 0 |
| Northern Cape | 115 | 0 |
| Western Cape | 172 | 0 |
| **Total** | **4,080** | **324** |

*Note*: Sports facilities, for use by schools and communities, are provided for under the Municipal Infrastructure Grant to local government.

*Source*: Department of Education's National Education Infrastructure Management System (NEIMS), as assessed at 30 September 2007.

**(e) Kitchen facilities** are only included for primary schools participating in the National School Nutrition programme, 191 projects are planned for 2008/09, made up of :

Free State - 77

KwaZulu Natal - 50

Mpumalanga - 64

*Source*: Department of Education's National Education Infrastructure Management System (NEIMS), as assessed at 30 September 2007.

**QUESTION 1588**

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 12/09/2008

**(INTERNAL QESTION PAPER 27-2008)**

**Mr LB Labuschagne (DA) to ask the Minister of Education:**

Whether provision is made for the temporary appointment of experts in the fields of computer science and mathematics in the absence of a formal diploma in education; if not, why not; if so, what are the relevant details?

NW2336E

**REPLY:**

The Personnel Administration Measures (PAM) provide for the temporary appointment of unqualified teachers in a number of subjects. The Measures also provide for the temporary appointment of qualified teachers without specifying a subject to teach. Therefore, it is possible to appoint unqualified teachers to teach mathematics and computer science. However, qualified teachers have first preference, and first entrants into the profession in particular.

**QUESTION 1590**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 19/09/2008**

**(INTERNAL QUESTION PAPER 28-2008)**

**Mrs van der Walt (DA) to ask the Minister of Education:**

(i) Whether options for a mechanism to accommodate indigent children in better equipped schools have been developed ; if so, what options;

(2) Whether any progress has been made in any of selecting these options for implementation; if not, what is the position in this regard; if so , (a)what are the relevant details and (b) when is it anticipated to be implemented? NW2307E

REPLY:

(1) We accommodate poor children in "better equipped schools" through the system of fee exemptions. The school funding norms provide a full exemption to parents who earn less than ten times the school fee, and a progressive scale of partial exemption to parents who earn less than thirty times the school fee. This policy has not changed and should be enforced in all schools. It should also be noted that the award of fee exemptions should be dealt with after, and separate from, any decision to admit a child to a school.

(2) We accept that a school should not carry the full burden of fee exemptions. Various policy options have been explored, and a draft proposal developed for amendments to the funding norms. The proposal will follow the usual consultative processes before any final decision is made.

**QUESTION 621**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 9/05/2008**

**(INTERNAL QUESTION PAPER 12-2008)**

**MrW D Spies (FF Plus) to ask the Minister of Education:†**

What is the (a) demographic composition in (i) percentages and (ii) numbers of the (aa) University of the Free State, (bb) University of Pretoria, (cc) University of Stellenbosch, (dd) University of Johannesburg, (ee) North West University, (ff) Nelson Mandela Metropolitan University, (gg) Tshwane University of Technology (Pretoria West campus) and (hh) Tshwane University of Technology (excluding Pretoria West campus) and (ii) University of South Africa and (b) what is the language preference at each of these universities?

NW1205E

**REPLY:**

**(a)** The Department of Education captures statistical data about the higher education system at the institutional level in the Higher Education Management Information System (HEMIS). Below is the latest audited data for the institutions for which information is requested.

**Table 1: Headcount enrolments by Race and Gender in 2006**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Total – male and female headcount** | **African** | **Coloured** | **Indian** | **White** | **Total** |
| **Institution** | **Nr** | **%** | **Nr** | **%** | **Nr** | **%** | **Nr** | **%** | **Nr** |
| University of the Free State | 12 531 | 51.9 | 1 525 | 6.3 | 586 | 2.4 | 9 490 | 39.3 | 24 132 |
| University of Pretoria | 20 421 | 44.3 | 766 | 1.7 | 1 762 | 3.8 | 23 173 | 50.2 | 46 122 |
| University of Stellenbosch | 2 447 | 11.2 | 3 233 | 14.7 | 439 | 2.0 | 15 824 | 72.1 | 21 943 |
| University of Johannesburg | 27 738 | 64.7 | 1 199 | 2.8 | 2 179 | 5.1 | 11 767 | 27.4 | 42 883 |
| North West University | 22 412 | 57.9 | 1 220 | 3.2 | 616 | 1.6 | 14 288 | 36.9 | 38 536 |
| Nelson Mandela Metropolitan University | 14 477 | 59.7 | 2 966 | 12.2 | 624 | 2.6 | 6 178 | 25.5 | 24 245 |
| Tshwane University of Technology | 43 947 | 85.4 | 617 | 1.2 | 427 | 0.8 | 6 455 | 12.5 | 51 446 |
| University of South Africa | 131 197 | 57.7 | 14 151 | 6.2 | 22 580 | 9.9 | 59 209 | 26.0 | 227 137 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Female headcount** | **African** | **Coloured** | **Indian** | **White** | **Total** |
| **Institution** | **Nr** | **%** | **Nr** | **%** | **Nr** | **%** | **Nr** | **%** | **Nr** |
| University of the Free State | 7 309 | 54.2 | 1 019 | 7.6 | 245 | 1.8 | 4 918 | 36.5 | 13 491 |
| University of Pretoria | 12 190 | 47.0 | 434 | 1.7 | 907 | 3.5 | 12 399 | 47.8 | 25 930 |
| University of Stellenbosch | 1 154 | 10.2 | 1 839 | 16.3 | 224 | 2.0 | 8 081 | 71.5 | 11 298 |
| University of Johannesburg | 15 174 | 65.7 | 729 | 3.2 | 1 126 | 4.9 | 6 076 | 26.3 | 23 105 |
| North West University | 14 541 | 61.0 | 753 | 3.2 | 361 | 1.5 | 8 189 | 34.3 | 23 844 |
| Nelson Mandela Metropolitan University | 8 366 | 63.3 | 1 669 | 12.6 | 320 | 2.4 | 2 861 | 21.6 | 13 216 |
| Tshwane University of Technology | 23 897 | 89.3 | 264 | 1.0 | 144 | 0.5 | 2 453 | 9.2 | 26 758 |
| University of South Africa | 72 998 | 56.8 | 8 200 | 6.4 | 13 603 | 10.6 | 33 789 | 26.3 | 128 590 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Male headcount** | **African** | **Coloured** | **Indian** | **White** | **Total** |
| **Institution** | **Nr** | **%** | **Nr** | **%** | **Nr** | **%** | **Nr** | **%** | **Nr** |
| University of the Free State | 5 222 | 49.1 | 506 | 4.8 | 341 | 3.2 | 4 572 | 43.0 | 10 641 |
| University of Pretoria | 8 231 | 40.8 | 332 | 1.6 | 855 | 4.2 | 10 774 | 53.4 | 20 192 |
| University of Stellenbosch | 1 293 | 12.1 | 1 394 | 13.1 | 215 | 2.0 | 7 743 | 72.7 | 10 645 |
| University of Johannesburg | 12 564 | 63.5 | 470 | 2.4 | 1 053 | 5.3 | 5 691 | 28.8 | 19 778 |
| North West University | 7 871 | 53.6 | 467 | 3.2 | 255 | 1.7 | 6 099 | 41.5 | 14 692 |
| Nelson Mandela Metropolitan University | 6 111 | 55.4 | 1 297 | 11.8 | 304 | 2.8 | 3 317 | 30.1 | 11 029 |
| Tshwane University of Technology | 20 050 | 81.2 | 353 | 1.4 | 283 | 1.1 | 4 002 | 16.2 | 24 688 |
| University of South Africa | 58 199 | 59.1 | 5 951 | 6.0 | 8 977 | 9.1 | 25 420 | 25.8 | 98 547 |

**(b)** The councils of public higher education institutions determine the language policies of individual institutions within the context of the official language-policy framework. While English and Afrikaans are currently the only mediums of instruction in higher education, the language-policy framework promotes multi-lingualism. Below are the official languages of teaching and learning at the undergraduate level at the universities for which information is requested.

**Table 2.** **Languages of Learning and Teaching**

|  |  |
| --- | --- |
| **Institution** | **Language of Teaching and Learning** |
| University of the Free State | Afrikaans and English |
| University of Pretoria | Afrikaans and English |
| University of Stellenbosch | Afrikaans |
| University of Johannesburg | Afrikaans and English |
| North West University | Afrikaans and English  |
| Nelson Mandela Metropolitan University | Afrikaans and English |
| Tshwane University of Technology | English |
| University of South Africa | Afrikaans and English |

**QUESTION 625**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 07/08/09**

**(INTERNAL QUESTION PAPER 07-2009)**

**Dr WG James to ask the Minister of basic Education:**

What are the relevant details pertaining to the (a) budget allocated for and (b) actual expenditure with regard to (i) salaries, (ii) travel, (iii) accommodation, (iv) printing done and (v) other operations of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutes? NW710E

**REPLY:**

The release of the report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutes has provided an opportunity for the country to evaluate the extent to which our higher education institutions have transformed. Not unexpectedly the report also raises a number of challenges that our government has to address.

(a) The operational budget of the Directorate Institutional Support and Sector Liaison was used to support the work of the committee.

(b) Members of the committee were not paid salaries, but were compensated for their time in line with Treasury Regulations. In this regard, an amount of R467, 324.00 was paid to members of the committee. In addition, all travel and accommodation costs were arrangements were made in terms of Departmental policy. On conclusion of the investigation, 300 copies of the report were printed and distributed to all institutions, higher education stakeholders and interested parties. The total cost of producing the report was R71, 527.52 which includes gazetting.

**QUESTION 628**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 9/05/2008**

**(INTERNAL QUESTION PAPER 12-2008)**

**Mrs C M Dudley (ACDP) to ask the Minister of Education:**

(a) By what legal mechanism will the proposed National Schools Pledge be implemented and (b) what legal obligation will be placed on (i) principals, (ii) teachers and (iii) learners in this regard;

whether the pledge will affect private schools; if not, what is the position in this regard; if so, what are the relevant details;

whether she or her department will invite any public comment with regard to the pledge; if so, what are the relevant details?

NW1310E

**REPLY:**

The question you raise has emerged from a number of submissions as part of the process of public comment. After considering all the public comments on the proposed Pledge, I will decide on the mechanism (legal or otherwise) to follow.

No decision has been taken in this regard.

The proposed National Schools Pledge was published for public comment on 22 February 2008 in Government Gazette No 278. The closing date of 20 March 2008 was subse quently extended to 15 May 2008 to provide sufficient time for all interested parties to comment.

**QUESTION 631**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 9/05/2008**

**(INTERNAL QUESTION PAPER 12-2008)**

**Mrs C Dudley (ACDP) to ask the Minister of Education:**

(1) Whether she recently made a statement with regard to the re-opening of teacher training colleges; if not, what is the position in this regard; if so, what are the relevant details;

(2) (a) where will these teacher training colleges be located, (b) what plans are in place with regard to (i) implementation, (ii) human resources and (iii) specialised skills that are needed to realise the project, (c) what timeframes are envisaged and (d) how can stakeholders and people with skills needed to accomplish this make an input?

NW1317E

**REPLY:**

I refer the Honourable Member to the answer I provided to Question 584, which dealt with this specific question. I also commented on teacher colleges in my Budget Vote speech on the 15 May 2008, and I attach what I said here for her convenience.

"*Expanding teacher training*

One of our emerging challenges is the need to respond to the decline in the number of qualified school teachers. Specific gaps exist in the foundation phase and in scarce skills subjects such as Maths, Sciences and Technology.

Our first response was the introduction of nationally funded bursaries for students in these fields. We expect graduation numbers to grow each year. However, we now believe that these efforts need to be supported by a significant growth in numbers and by an expansion in the capacity of university faculties responsible for teacher training. All but one of our universities offer initial and in-service teacher training in faculties, colleges and schools of education.

We are considering various options in order to expand the numbers.

There have been calls for the re-opening of teacher training colleges. Given that many college sites became our new very vital FET colleges we need to devise innovative strategies for responding to more and better teacher training. I hope to return to the house later this year to set out the department's proposal for expanded provision. We think it important to retain the higher education role in qualifying teachers. We also acknowledge the accuracy of the ANC's call for urgent and focused attention on strategies for admitting increased numbers and for supporting them to be quality teachers for our schools."

**QUESTION 634**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 9/05/2008**

**(INTERNAL QUESTION PAPER 12-2008)**

**Mr M H Hoosen (ID) to ask the Minister of Education:**

Whether the levels of literacy and numeracy attained by learners upon completion of their primary school education (grade 7) is satisfactory; if not, (a) why not and (b) what steps has her department taken to improve this situation?

NW1320E

**REPLY:**

National systemic evaluations, conducted by the Department in 2001 and 2004, revealed low levels of reading abilities across the country. The results of the Progress in International Reading and Literacy Study (PIRLS), released in November 2007, found that learners in our schools do not read at the appropriate level in relation to their grades and in terms of their age.

Various reasons were provided for this:

Lack of access to books in homes, at school and in community

Low levels of literacy among the parents

Ineffective teaching practices

I have responded to these findings through the following initiatives:

On the 18 March 2008 I launched the Foundation for Learning Campaign, a four-year programme to improve the reading, writing and numeracy skills and abilities of all South African children. The Campaign has provided teachers and schools with clear directives on expected levels of learner performance. The focus will be on primary schooling – starting with the Foundation and Intermediate Phases – so that learners acquire and sustain a solid foundation for learning. All primary schools will be expected to increase average learner performance in Literacy / Language and Numeracy / Mathematics to no less than 50% - indicating an improvement of between 15% - 20% - in the 4 years of the campaign.

The Department has also focused on providing resources to all schools. In the past three years we have provided over 11,000 primary schools with exciting story books, written in all official languages of South Africa towards establishing classroom libraries. Through the USAID-funded Ithuba Writing Project, we are distributing 2.3 million locally authored books in the different official languages to schools. All 2.3 million books should be in our schools by the end of the financial year.

Two years ago, I initiated a Drop All and Read Campaign, which welcomed Grade R and 1 learners into education with their own branded bags containing a selection of books that they can read for themselves or that parents and caregivers can read to them. At the heart of the campaign is that in our homes and in our schools children should be able to pick up books that they can read for enjoyment.

We continue to supply schools with reference materials, which have included bilingual dictionaries. We have also provided all schools with:

the National Reading Strategy document which outlines activities and approaches to promote and develop the reading skills of our learners; and

a Teacher's Handbook entitled Teaching Reading in the Early Grades to assist teachers on methods, approaches and activities to improve their teaching of reading.

A Toolkit for Teachers was developed containing both reading resources as well as guides for teachers; 1;000 of these have been sent to pilot schools countrywide to increase support for the teachers in their teaching of reading.

The Department has developed an Early-Grade Reading Assessment instrument, which is currently being used by teachers in selected districts to help us monitor progress in the different schools. The instrument is currently in use for Sepedi, Xitsonga,Tshivenda, IsiXhosa and English and during the course of this year the tool will be developed in the remaining five languages.

The implementation of the National Policy Framework for Teacher Education and Development will also address the issue of teacher development and ensure that through the IPET and CPTD programmes teachers are trained to teach effectively.

To monitor whether learners are improving competency, the Department is establishing baseline data on learners' achievement in literacy and numeracy in the early grades. As part of the Foundations for Learning, primary school learners will be assessed annually using standardized tests to monitor their progress against the established baseline.

**QUESTION 1249**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 01/08/2008**

**(INTERNAL QESTION PAPER 21-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

What amount was spent by officials of her department on (a) hotel accommodation, (b) restaurant expenses and (c) travel costs (i) in the 2007-08 financial year and (ii) during the period 1 April 2008 up to the latest specified date for which information is available?

NW1996E

**REPLY:**

The following amounts were spent:

|  |  |  |
| --- | --- | --- |
|  | **2007-08** | **April - July** **2008** |
| a) Hotel accommodation | R26,136,869 | R11,334,297 |
| b) Restaurant expenses | R4,100,829 | R1,027,639 |
| c) Travel costs | R43,007,845 | R17,783,808 |
| **Total** | **R73,245,543** | **R30,145,744** |

These amounts include all costs for visits abroad, in-country travelling and meetings, workshops and conferences with provincial education departments and education stakeholders. The restaurant expenditure is for meals and food during these occasions.

**QUESTION 1481**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 29/08/2008**

**(INTERNAL QESTION PAPER 25-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

Whether her department has any mechanisms in place to punish learners who repeatedly engage in anti-social behaviour such as bullying, physical or sexual assaults or any other behaviour that threatens the well-being of other learners and/or teachers; if not, why not; if so, what are the relevant details?

NW2225E

**REPLY:**

Yes, the South African Schools Act (Act 84 of 1996) requires school governing bodies and school management teams to establish and implement codes of conduct for learners in all educational settings. Codes of conduct for learners are negotiated commitments on the part of all learners and parents to abide by set rules so that effective teaching and learning can take place undisturbed. This implies a commitment from educators to establish discipline as a positive, learning process. In terms of section 8(4) of the Schools Act, learners are obliged to comply with the code of conduct. Section 8(5) makes provision for due process, including a fair hearing before a learner may be suspended by the school governing body or expelled by the provincial head of department. Section 9 prescribes two kinds of suspension: (i) as a correctional measure for a period of up to a week, or (ii) pending a decision from the provincial education department as to whether the learner is to be expelled from the school. These processes should be followed in all cases, including anti-social behaviour as described in the question. Schools may act immediately in such cases to ensure the safety of other learners and/or teachers and have been encouraged to do so.

**QUESTION 1020**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/06/2008**

**(INTERNAL QUESTION PAPER 18-2008)**

**Mr GG Boinamo (DA) to ask the Minister of Education:**

(1) Whether her department has (a) kept records as required by the Public Finance Management Act, Act 1 of 1999, and (b) reported any incidents of losses through (i) criminal conduct, (ii) unauthorised expenditure, (iii) irregular expenditure or (iv) fruitless and wasteful expenditure during the 2007-08 financial year; if not, why not; if so,

(2) whether any action has been taken against the offending officials; if not, why not; if so, in each category, (a) how many officials (i) were dismissed, (ii) were suspended and (iii) had other sanctions imposed on them and (b) what amounts of money were involved;

(3) whether there were any disciplinary cases pending on 31 March 2008; if so, what are the relevant details?

NW1758E

**REPLY:**

1)(a) Yes.

(b) (i) No.

(b) (ii) No.

(b) (iii) Yes.

(b) (iv) No.

(2) (a) There was irregular expenditure during the 2006/07 financial year. Three officials from the Department collaborated to evade financial procedures and failed to follow the stipulated tender process. The DoE finalized the investigation into the matter during the 2007/08 financial year and the offending officials have been dismissed.

(2) (b) The sum involved was R1 230 587.74.

The Department acquired a new quotation from another service provider and discovered that the same service could be rendered for R450 000.00 less. The R450 000.00 is being recovered in equal amounts of R150 000.00 from each of the three officials.

(3) No disciplinary cases were pending on 31 March 2008.

**QUESTION 1298**

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 08/08/2008

**(INTERNAL QUESTION 22-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

(1) a) How many temporary teachers are currently employed in each province, b) for how long has each teacher been appointed and c) what are the reasons for each teacher not being employed permanently;

(2) Whether her department has taken any steps to reduce the number of temporary teachers by making them permanent employees; if not, why not; if so, what steps?

**NW 2036E**

**ANSWER:**

(1) (a and b) In July 2008 there were 31,949 temporary teachers employed by provincial education departments. One in three temporary teachers was employed in KwaZulu-Natal.

**Table 1: Temporary teachers in each province by years of service**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Province | >2yrs | 2-3 yrs | 4-5 yrs | 6-10 yrs | 11-15 yrs | 16-20yrs | >20 yrs | Total |
| EC | 4,065 | 871 | 7 | 40 | 79 | 2 | 2 | 5,066 |
| FS | 2,441 | 83 | 4 | 17 | 102 | 142 | 262 | 3,051 |
| GP | 2,115 | 33 | 12 | 6 | 18 | 19 | 11 | 2,214 |
| KZN | 10,436 | 256 | 84 | 130 | 647 | 93 | 31 | 11,677 |
| LP | 2,083 | 49 | 0 | 5 | 0 | 1 | 3 | 2,141 |
| MP | 1,245 | 151 | 44 | 14 | 181 | 176 | 148 | 1,959 |
| NC | 897 | 17 | 3 | 14 | 34 | 20 | 10 | 995 |
| NW | 713 | 97 | 8 | 24 | 401 | 169 | 101 | 1,513 |
| WC | 3,328 |  |  | 5 |  |  |  | 3,333 |
| Total | 27,323 | 1,557 | 162 | 255 | 1,462 | 622 | 568 | 31,949 |

Source: Persal (July 2008)

(1) (c) In the case of the 27,323 (86%) temporary teachers who have been in service for under two years, the reason is that they fill substantive posts that are in the process of being filled through the advertisement of vacancy lists. In regard to the remaining 4,626 (14%), I have directed the DoE to establish why they have been employed in such a capacity for over 2 years.

(2) Yes, under labour law (section 6B of the Employment of Educators Act that came into effect in 2005), no temporary educator can be employed in the same substantive and vacant post for more than two years. The employment of temporary teachers is best understood in the context of the annual process followed to determine the number of posts available to each school.

· Every provincial education department finalizes its post-provisioning consultations by 1 September and provides each school with final staff establishments by 30 September.

· In September school principals verify staff establishments and inform PEDs whether teachers will retire or resign from their posts during the final part of the year.

· This information informs the process of appointment of teachers to vacant posts at the beginning of a new academic year.

· The appointment process is normally in the form of requested internal and cross transfers, placement and absorption of educators additional to establishment, or the selection of temporary educators (new entrants, and those with a break in service).

· In a new year PEDs adjust the staff establishments of schools after a proper analysis of the 10th day snap survey. Temporary educators are then appointed on fixed contracts (1 January – 31 December) as required.

· PEDs finalize a list of all educator vacancies by 30 April of each year. If a teacher has been employed on a temporary contract for more than 2 years, any new contract must be converted from temporary to permanent. This measure only applies if an educator is in a substantive and vacant post and is qualified to teach in the learning areas/grades specified.

· This conversion from temporary to permanent must be supported by the School Governing Body (SGB), with the approval of the Head of Department, and is implemented by 1 July of each year.

· The rest of the vacancies are advertised in an open vacancy list for filling on 1 January of the next school year.

· There will always be temporary educators employed in schools. However, at any given time temporary educators should not make up more than 10% of total educator posts in a PED.

A recent DoE presentation to the Education PC in the National Assembly on 27 May 2008 indicated that there are currently 433,280 posts of which 62,616 are vacant. The percentage of vacant posts (that may or may not be occupied by temporary teachers) was 15.5% in 2006 and 14.5% in 2008.

**Table 2: Educator posts and vacancies, 2006-2008**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2006 | 2007 | 2008 |
| Province | Number of posts | Number of Vacancies | % | Number of posts | Number of Vacancies | % | Number of posts | Number of Vacancies | % |
| EC | 75,744 | 11,769 | 15.5 | 70,608 | 6,640 | 9.4 | 70,007 | 7,330 | 10.5 |
| FS | 27,690 | 4,368 | 15.8 | 27,764 | 3,737 | 13.5 | 28,644 | 3,401 | 11.9 |
| GP | 51,724 | 6,106 | 11.8 | 58,793 | 3,737 | 6.4 | 60,035 | 8,748 | 14.6 |
| KZN | 85,213 | 10,912 | 12.8 | 93,324 | 6,847 | 7.3 | 93,174 | 13,550 | 14.5 |
| LP | 70,307 | 10,930 | 15.5 | 73,516 | 15,797 | 21.5 | 66,542 | 12,560 | 18.9 |
| MP | 34,053 | 6,922 | 20.3 | 40,853 | 7,101 | 17.4 | 41,882 | 7,958 | 19.0 |
| NW | 38,291 | 7,784 | 20.3 | 27,355 | 176 | 0.6 | 27,583 | 1,727 | 6.3 |
| NC | 7,925 | 1,150 | 14.5 | 9,759 | 1,049 | 10.7 | 10,718 | 1,727 | 16.1 |
| WC | 33,924 | 6,099 | 18.0 | 31,134 | 4,938 | 15.9 | 34,695 | 5,615 | 16.2 |
| **Total** | **424,871** | **66,040** | **15.5** | **433,106** | **50,022** | **11.5** | **433,280** | **62,616** | **14.5** |
| Note: "The above vacancies are not entirely vacant. They are occupied by temporary educators " |

Source: DoE presentation to the PC on Education, 27 May 2008.

According to the ELRC's study of teacher mortality in 2005, there was a monthly average of 61,206 temporary teachers in 1997 and 34,110 in 2003. The main reason offered for this 44% (27,096) decline in the number of temporary teachers between 1997 and 2003 was "an ongoing process of appointing temporary educators as permanent during the period under review and a trend for advertised permanent posts to be filled with temporary educators".[1] The ELRC mortality study was based on an extensive review of Persal records.

There has been an 11% (2,161) decline in the number of temporary teachers between 2003 (34,110) and 2008 (31,94

**QUESTION 1299**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 08/08/2008**

**(INTERNAL QESTION PAPER 22-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

(1) (a) How many teachers currently employed by her department have not been trained in the National Curriculum Statement in each province and b) what are the reasons for these teachers not receiving required training;

(2) Whether her department has taken any steps to ensure that these teachers receive the required training in the future; if not, why not; if so, what are the relevant details? NW 2037E

**REPLY:**

(1) The DoE does not employ teachers. The provincial departments of education employ teachers and are responsible for teacher training.

(2) The DoE is responsible for training provincial subject advisers and monitoring provincial curriculum workshops. Over a number of years the DoE has conducted curriculum workshops in all 8 learning areas and 29 subjects. In most provinces subject advisers train teachers, but in some provinces the training is outsourced to tertiary institutions or other service providers. Curriculum workshops are not compulsory. Teachers at all public schools are invited to attend curriculum workshops and provincial departments indicate that most teachers attend training.

**QUESTION 921**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 6/06/2008**

**(INTERNAL QUESTION PAPER 16-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

(1) Whether her department has conducted an energy audit to determine its (a) use of energy and (b) opportunities for reduction of energy use; if not, why not; if so, what are the relevant details;

(2) whether her department has any plans to reduce energy consumption; if not, why not; if so, what plans;

(3) whether her department has made any material reduction in energy use since 1 January 2008; if not, why not; if so, what are the relevant details?

NW1611E

**REPLY**

(1) (a and b) No, the DoE has not conducted an energy audit, but the Department of Public Works is in the process of conducting an energy audit at the Department of Education. Details will be made available as soon as the report is available.

(2) Yes, Eskom, Government and other stakeholders have joined forces to conserve energy. The DoE is implementing the following actions:

 Lights should be switched on only when necessary and must be switched off when leaving the office;

* Optimal use of natural light, such as the opening of curtains, must be encouraged;
* Office equipment, such as PCs, printers and copiers, should be switched off when not in use and prior to leaving the office;
* The use of hot water should be limited to essential services and only the required amount of water should be boiled;
* Officials are encouraged to use the stairs as often as possible, especially if they are located on the 1st or 2nd floors;
* Air conditioners and heaters should be used only when necessary.

(3) The DoE is waiting for an energy audit report from the Department of Public Works. QUESTION NO. 922 INTERNAL QUESTION PAPER NO. 16 of 2008

**QUESTION 931**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 6/06/2008**

**(INTERNAL QUESTION PAPER 16-2008)**

**Mrs S V Kalyan (DA) to ask the Minister of Education:**

How many (a) applications for places were (i) received and (ii) accepted at each of the specified medical-training universities or colleges and institutions and (b) individuals graduated from each specified facility in each of the most recent seven years for which information is available? NW1621E

REPLY

(i) Applications received for the MBCHB in 2008

 South African IDZs can differentiate themselves from other competing zones
In the region and other developing economies and create an enabling
environment to attract investors;

 IDZs can develop automated cargo control capabilities which will result in significant reduction in cumbersome administrative requirements for both SARS and companies located in the IDZS;

 All critical government departments and agencies would .be required to participate in a One-Stop-Shop arrangement to facilitate the requirements of companies based in the IDZs. An inclusive stakeholder management approach can be developed to
increase accountability and ownership for thelDZ programme.

**QUESTION 663**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 9/05/2008**

**(INTERNAL QUESTION PAPER 12-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

(1) Whether any teacher or facilitator has been (a) charged with and/or (b) convicted of any crimes against any learner in (i) 2005, (ii) in 2006, (iii) in 2007 and (iv) during the period 1 January 2008 up to the latest specified date for which information is available; if so, (aa) how many in each case, (bb) who were they and (cc) at which school did each such teacher or facilitator work;

(2) Whether any such teachers or facilitators (a) are still employed or (b) have been re-employed by her department since their conviction; if so, (i) who are they, (ii) at which schools do they currently teach and (iii) what were they convicted of?

NW1354E

**REPLY:**

**SUMMARY**

(1 and 2) The South African Council for Educators (SACE) reports that for the period 2005 to 2007 there were twenty cases involving unprofessional conduct towards learners. Sixteen cases related to unprofessional sexual conduct towards learners, and all were found guilty and dismissed. In four cases the educators were found guilty of assault, and two were dismissed while the other two were fined and continue to be in the employ of their respective provincial education department. SACE is still consolidating statistics for the first quarter of 2008. The names of educators cannot be disclosed, as decisions on some of these cases are challenged through judicial processes.

**2005**

|  |  |  |  |
| --- | --- | --- | --- |
| **REF** | **Name of School**  | **OFFENCE**  | **SANCTION**  |
| 020/05-AKF  | Uxolo High (WC) | Assault  | Dismissal  |
| 040/05-AKF  | Westville Primary(WC) | Assault  | Dismissal  |
| 043/05-AKF  | Imperial Primary (WC) | Sexual Assault  | Dismissal  |
| 061/05-AKF  | Dysseldorp Secondary(WC) | Sexual Harassment  | Struck off  |
| 089/05-AKF  | Esangweni High(WC) | Sexual Harassment  | Dismissal  |
| 090/05-AKF  | Murraysburg Intermediate (WC) | Indecent Assault  | Struck off  |
| 099/05-AKF  | Oude Molen Technical High (WC) | Sexual Molestation  | Struck off |

**2006**

|  |  |  |  |
| --- | --- | --- | --- |
| **REF** | **Name of School**  | **OFFENCE**  | **SANCTION**  |
| 006/06-RIK | Newell High (EC) | Sexual Assault  | Not Registered  |
| 008/06-MT  | Retlakgona Primary (NW) | Rape  | Dismissed by DOE  |
| 030/06-MT  | Inkwenkwezi Secondary (WC) | Theft and Assault  | Final Written warning and three months suspension without pay |
| 041/06-MT | Macassar Primary (WC) | Sexual Assault  | Dismissed by the DOE |
| 043/06 | Jurie Hayes (WC) | Sexual Assault  | Dismissed by the DOE |
| 082/06-RIK | Alafang Secondary (GP) | Sexual Assault  | DOE found accused guilty and a 2 months suspension without pay was imposed  |
| 084/06-RIK | Lamontville High (KZN) | Sexual Relationship  | Dismissal  |
| M168/2006 | Bartimea School: deaf & blind(FS) | Assault | Struck Off  |
| 087/06-RIK  | Sastri Park Secondary (KZN) | Sexual Assault  | Dismissed by the DOE  |

**2007**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ref** | **Name of School**  | **Offence**  | **Sanction**  |
| 019/07-AKF  | Masiyile Secondary School(WC) | Sexual Relationship  | Struck Off |
| 081/07-MT  | Houtbay High School(WC) | Indecent Assault  | Struck Off  |
| M50/2007 | Dikagkeng High School(FS) | Sexual harassment | Dismissed |
| M44/2007 | Navalsig High School(FS) | Assault | Incomplete |

**QUESTION 1631**

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 19/09/2008

**(INTERNAL QESTION PAPER 28-2008)**

**Mr LB Labuschagne (DA) to ask the Minister of Education:**

How long does it take to approve a new post establishment at a school?

NW2406E

**REPLY**

Education MECs approve post establishments on a yearly basis. Preliminary establishments are provided to schools in October of each year and final establishments before the end of the school year for implementation in January of the next school year.

**QUESTION 1055**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 20/06/2008**

**(INTERNAL QUESTION PAPER 19-2008)**

**Dr SM van Dyk (DA) to ask the Minister of Education:**

How many (a) white students have been turned down for bursaries at state accredited and subsidised technikons and universities in the past three financial years and (b) other students did in fact qualify for such bursaries in the past three financial years?

NW1790E

**REPLY:**

a) The National Student Financial Aid Scheme (NSFAS) provides financial aid to students, but does not keep a record of bursary applications it turns down.

b). Below is a list of white students who were granted NSFAS loans and Funza Lushaka bursaries for the last 3 years.

|  |  |  |
| --- | --- | --- |
|  | **Number of funded white students, 2005-07** |  |
|  |  |  |  |
| **Year**  | **Donor** | **Donor Type** | **White Student Count** |
| 2005 | ASSET | NGO - Recovered Money | 1 |
| 2005 | COMMUNICARE | Private Sector Conduit | 3 |
| 2005 | DE Teacher Education (Ringfenced) | State | 376 |
| 2005 | Department of Agriculture Bursaries | State | 21 |
| 2005 | DEPARTMENT OF EDUCATION | State | 1861 |
| 2005 | Department of Labour Disability Fund | State | 95 |
| 2005 | Eastern Cape Premiers Office Scholarships | Provincial Government | 20 |
| 2005 | Eastern Cape Provincial Government | Provincial Government | 3 |
| 2005 | MEDUNSA Recovered Funds | Institution Recovered Funds | 1 |
| 2005 | NGO-STUDIETRUST | NGO - Recovered Money | 14 |
| 2005 | Rhodes University Council | Institution | 52 |
| 2005 | Rhodes University Recovered Funds | Institution Recovered Funds | 2 |
| 2005 | Tshwane University of Technology | Institution | 4 |
| 2005 | UCT UG Recovered Funds | Institution Recovered Funds | 2 |
| 2005 | UNISA Post Graduate Fund | Institution | 5 |
| 2005 | Univ Pretoria | Institution | 54 |
| 2005 | University of Cape Town | Institution | 15 |
| 2005 | University of Johannesburg | Institution | 2 |
| 2005 | University of KZN | Institution | 3 |
| 2005 | University of South Africa | Institution | 3 |
| 2005 | University of the Western Cape | Institution | 3 |
| 2005 | Wits University Post Graduate Recovery | Institution Recovered Funds | 4 |
| 2005 | Wits University Under Graduate Recovery | Institution Recovered Funds | 3 |
| 2006 | ASSET | NGO - Recovered Money | 1 |
| 2006 | CENTRAL UNIVERSITY OF TECHNOLOGY | Institution | 1 |
| 2006 | COMMUNICARE | Private Sector Conduit | 2 |
| 2006 | DE Teacher Education (Ringfenced) | State | 354 |
| 2006 | Department of Agriculture Bursaries | State | 21 |
| 2006 | DEPARTMENT OF EDUCATION | State | 1615 |
| 2006 | Department of Labour Disability Fund | State | 102 |
| 2006 | Durban University of Technology | Institution | 4 |
| 2006 | Eastern Cape Premiers Office Scholarships | Provincial Government | 26 |
| 2006 | Eastern Cape Provincial Government | Provincial Government | 3 |
| 2006 | METALLON TEACHING SCHOLARSHIP | Private Sector Conduit | 2 |
| 2006 | NGO-STUDIETRUST | NGO - Recovered Money | 8 |
| 2006 | Rhodes University Council | Institution | 49 |
| 2006 | Rhodes University Recovered Funds | Institution Recovered Funds | 8 |
| 2006 | Tshwane University of Technology | Institution | 4 |
| **Year**  | **Donor** | **Donor Type** | **White Student Count** |
| 2006 | UCT UG Recovered Funds | Institution Recovered Funds | 1 |
| 2006 | UNISA Post Graduate Fund | Institution | 6 |
| 2006 | Univ Pretoria | Institution | 117 |
| 2006 | University of Cape Town | Institution | 21 |
| 2006 | University of KZN Gap Funding | Institution | 15 |
| 2006 | University of South Africa | Institution | 11 |
| 2006 | University of the Western Cape | Institution | 2 |
| 2006 | UNIVERSITY OF THE WITWATERSRAND - PG | WITS University | 6 |
| 2007 | CENTRAL UNIVERSITY OF TECHNOLOGY | Institution | 2 |
| 2007 | COMMUNICARE | Private Sector Conduit | 1 |
| 2007 | COMMUNICARE HAND OVER | Private Sector Conduit | 1 |
| 2007 | DE Teacher Education (Ringfenced) | State | 242 |
| 2007 | Department of Agriculture Bursaries | State | 16 |
| 2007 | DEPARTMENT OF EDUCATION | State | 1507 |
| 2007 | DEPARTMENT OF EDUCATION - FET | State | 255 |
| 2007 | Department of Education: Funza Lushaka Bursary | State | 757 |
| 2007 | Department of Labour Disability Fund | State | 93 |
| 2007 | Department of Social Work | SATI | 16 |
| 2007 | Eastern Cape Premiers Office Scholarships | Provincial Government | 34 |
| 2007 | Eastern Cape Provincial Government | Provincial Government | 10 |
| 2007 | Eastern Province Provincial Government Recovered | Provincial Government | 1 |
| 2007 | METALLON TEACHING SCHOLARSHIP | Private Sector Conduit | 2 |
| 2007 | NGO-STUDIETRUST | NGO - Recovered Money | 9 |
| 2007 | Rhodes University Council | Institution | 24 |
| 2007 | Rhodes University Recovered Funds | Institution Recovered Funds | 2 |
| 2007 | Tshawane University of Technology 100% loan | Institution | 2 |
| 2007 | UCT UG Recovered Funds | Institution Recovered Funds | 2 |
| 2007 | UNISA Post Graduate Fund | Institution | 5 |
| 2007 | Univ Pretoria | Institution | 72 |
| 2007 | Universit of Pretoria Recovered Funds | Institution Recovered Funds | 13 |
| 2007 | University of Cape Town | Institution | 17 |
| 2007 | University of KZN | Institution | 1 |
| 2007 | University of KZN Gap Funding | Institution | 15 |
| 2007 | University of South Africa | Institution | 5 |
| 2007 | University of the Western Cape | Institution | 1 |
| 2007 | Wits University Under Graduate Recovery | Institution Recovered Funds | 2 |

**QUESTION 705**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 9/05/2008**

**(INTERNAL QUESTION PAPER 12-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

(1) Whether her department makes use of private security firms; if so, how much money was spent on such firms in 2007;

(2) Whether these firms are used on a contractual basis; if so, (a) how many contracts did her department take out in this regard in 2007, (b) with which firms were these contracts taken out, (c) for what specific purpose was each contract taken out and (d) what was the value of the contract in each case;

(3) Why is there a need for her department to use a private security firm as opposed to state security? NW1402E

**REPLY:**

Yes, the Department only uses one private security firm, whom the Department paid R411,426 in 2007.

Yes

(a) One

(b) Bushindo Business Enterprise

(c) Access control and patrol duties

(d) R411 426.00 for 2007

(3) The Department employs Bushindo Business Enterprise to protect one of the buildings that the DoE currently rents to accommodate its expanding staff. In 2009 the Department will move to a new building that is being constructed in terms of a PPP agreement . Part of the security services will then be provided in terms of this agreement. Thus, the current staff complement of the Department will be sufficient to provide the remaining security services that will be required. The appointment of additional security staff at this stage would lead to their redundancy once we occupy the new building.

COMPILER: MR J VISSER

EXTENTION: X5439

**QUESTION 744**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 16/05/2008**

**(INTERNAL QUESTION PAPER 13-2008)**

**Mr G G Boinamo (DA) to ask the Minister of Education:**

(a) What was the name of each private, secondary school that registered learners for matric exams in 2008, (b) in which (i) province and (ii) district is it located, (c) how many learners from each school were registered to write matric in 2008 and (d)(i) passed matric and (ii) received matric exemption in 2007?

NW1431E

**REPLY:**

In 2008 there are 21,677 private-school candidates registered to write the senior certificate. In 2007, 14,364 private-school candidates passed the senior certificate exam, and 5,869 passed with endorsement.

In 2008 there are 8,174 private-school candidates registered to write the Independent Examinations Board exam. In 2007, 7,034 private-school candidates passed the exam, and 5,663 passed with endorsement.

The details are provided in the two lists attached, one for private schools writing the senior certificate, and the other for private schools writing the Independent Board examinations.

**QUESTION 1699**

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 26/09/2008

**INTERNAL QUESTION PAPER NO 29-2008**

**Mr G G Boinamo to ask the Minister of Education:**

In respect of the 2006-07 and 2007-08 annual reports of her department and the annual reports of each statutory and other entity reporting to her, (a) what was the (i) budgeted cost, (ii) actual cost and (iii) unit cost of each annual report and (b) how many copies of each were (i) produced and (ii) distributed?

**NW2479E**

**Table 1: Annual report costs**

|  |  |  |  |
| --- | --- | --- | --- |
| **PUBLIC ENTITY** | **i) Budgeted cost of the Annual Report** | **ii) Actual cost of the Annual Report** | **iii) Unit cost of each Annual Report** |
|  | **2006/07****R** | **2007/08****R** | **2006/07****R** | **2007/08****R** | **2006/07****R** | **2007/08****R** |
| Department of Education | 360 000 | 376 200 | 159 354 | 204 328 | 159,35 | 136,21 |
| South African Council for Educators (SACE) | 60 000 | 90 000 | 64 824 | 131 141 | 21,61 | 87,42 |
| Council on Higher Education (CHE) | 70 000 | 68 000 | 64 198 | 67 043 | 64,20 | 67,04 |
| National Student Financial Aid Scheme (NSFAS) | 70 000 | 77 000 | 62 433 | 70 725 | 41,62 | 47,15 |
| Education Labour Relations Council (ELRC) | 159 949 | 198 913 | 157 555 | 151 050 | 105,04 | 100,70 |
| Umalusi | 70 000 | 80 000 | 59 433 | 77 292 | 29,72 | 38,65 |
| South African Qualifications Authority (SAQA) | 150 000 | 220 000 | 172 637 | 258 461 | 43,16 | 86,15 |

Table 2: Annual report copies printed and distributed

|  |  |  |
| --- | --- | --- |
| **Public Entity** | **i) How many copies were produced?** | **ii) How many copies were distributed** |
|  | **2006/07** | **2007/08** | **2006/07** | **2007/08****(distribution to date)** |
| Department of Education | 1 000 | 1 500 | 900 | 1 000 |
| SACE | 3 000 | 1 500 | 2 900 | 1 500 |
| CHE | 1 000 | 1 000 | 800 | 950 |
| NSFAS | 1 500 | 1 500 | 1 412 | 1 462 |
| ELRC | 1 500 | 1 500 | 1 400 | 1 450 |
| Umalusi | 2 000 | 2 000 | 1 700 | 1 750 |
| SAQA | 4 000 | 3 000 | 4 000 | 3 000 |

**NATIONAL ASSEMBLY

WRITTEN TO ORAL REPLY

QUESTION 220

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 26/06/09

(INTERNAL QUESTION PAPER 04-2009)

Mr GR Morgan (DA) to ask the Minister of Basic Education:**
How much capital expenditure has been devoted to the construction of university residences in each of the past 15 years, (b) how much has been spent on maintenance of existing residences in each of these years and (c) what are the current (i) occupation rates for student and (ii) management capacity in residences in each university;

Whether his department will conduct an audit of university residences; if not, why not; if so, what are the relevant details? **NW267E**
 **REPLY:**
The Department of Higher Education and Training will, during 2010, be undertaking a study of student housing in the public higher education system. The study will focus on the system's need for additional student housing, and on the ways in which expansion could be financed. The Department will draw on lessons learned from the 2010/11 to 2011/12 residence expansion process funded by government, institutions and the private sector. The implementation of these expansion plans will lead to the number of student housing places rising by 7 000 by the 2011 academic year, from the current total of 100 000. This expansion programme includes provision for the major renovation of 2 000 existing residence places, primarily in smaller rural universities.

Yes and relevant details are provided above (referred to -1).

**QUESTION 1758

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER 10/10/2008
(INTERNAL QESTION PAPER 30-2008)

Mr G G Boinamo (DA) to ask the Minister of Education:**

Whether her department has any (a) training programmes for grade R teachers and (b) public awareness programmes aimed at encouraging parents to register learners for grade R programmes in public schools; if not, why not; if so, what are the relevant details?
NW2546E

**REPLY:**

(a) Yes, the DoE has training programmes for grade R teachers. Most teachers are being trained as part of the NPDE programme. Some provinces have made agreements with institutions of higher learning in their areas to provide training programmes for the teachers. All current teacher development initiatives include grade R practitioners.

(b) Yes, the multi-media information campaigns conducted every year to remind parents to register their children (for all grades) for the next academic year includes grade R learners.