

PARLIAMENTARY DELEGATION

1. Mrs L LZwane– Chairperson: Select Committee on Education and Recreation
2. Mrs L C Dlamini
3. Mr HB Groenewald
4. Mr M Khawula
5. Ms TK Mampuru – Committee Whip
6. Ms PC Mququ
7. Ms TG Mpabo-Sibukwana
8. Mr DM Stock

9. Ms MF Tlake
10. Ms L Matthys - Apology

PARLIAMENTARY OFFICIALS

1. Mr MzuyandaDlanga – Committee Secretary
2. Mr Gunther Mankay – Committee Assistant
3. Dr ThembaMthethwa – Committee Content Advisor
4. Mrs L Stofile – Committee Researcher

REPORT OF THE OVERSIGHT VISIT TO THE EASTERN CAPE BY THE SELECT COMMITTEE ON EDUCATION AND RECREATION AND, DATED 14 NOVEMBER 2014

The Select Committee on Education and Recreation, having undertaken an oversight visit to the OR Tambo District Municipality, Eastern Cape to assess the functionality of a Further Education and Training (FET) College and schools, reports as follows:

1. Introduction and background

In fulfilling its Constitutional mandate, the Select Committee on Education and Recreation (hereinafter, the Committee) undertook an oversight visit to OR Tambo District Municipality, in the Eastern Cape on 21-24 October 2014.

During the National Council of Province's (NCOP) Annual Planning session held from 1-2 September 2014, the Committee identified conducting oversight on the monitoring the underperforming secondary schools and FET colleges that were put under administration as a priority.

The OR Tambo district, which is a territory that includes Mthatha and Port St Johns areas (of the Eastern Cape) has one of the worst performing schools in the district and also has a college that was put under administration.

2. Mandate of the Committee

Parliamentary committees are mandated to:

- Monitor the financial and non-financial performance of government departments and their entities to ensure that national objectives are met.
- Process and pass legislation.
- Facilitate public participation in Parliament relating to issues of oversight and legislation.

3. Purpose of the Oversight Visit

The purpose of undertaking oversight at Secondary Schools was to:

- Monitor school functionality. This includes but not limited to checking the state of the school environment, infrastructure, aspects of teaching and learning, human resources, the availability of textbooks and workbooks;
- Observe whether teachers and learners are in class and effective teaching and learning is taking place accordingly;
- Assess the overall performance of the schools in academic programmes particularly National Senior Certificate (NSC) and Annual National Assessment (ANA) and school participation in Sports and Cultural activities.

The purpose of undertaking oversight at FET College was to:

- Monitor functionality of the college after it was placed under administration;
- Assess the availability of resources (both human and Material) within the College;
- Monitor and evaluate the effectiveness and status of the college in respect to Leadership, governance and administration; Infra-structure, Student enrolment and accommodation and administration of the National Student Financial Aid Scheme.

4. A Visit to Mditshwa Senior Secondary School

Background: Mditshwa is a quintile 3 high school located in Mthatha District. It is one of many underperforming schools in the area. The school has 10 permanent educators and no temporary teachers.

4.1 Findings

The environment in the school is not conducive for proper teaching and learning. There is no access control and the school has one caretaker who is also a security guard. The school is fenced but the fencing is not adequate. The school has a library and science laboratory but both facilities lack sufficient resources. As a result the library and the science laboratory are not functioning. There is a shortage of classrooms and the school buildings require major renovations including putting in place proper sports facilities.

There are 10 educators employed permanently. The school does not have temporary educators. There is one vacant position and the vacancy was available when a mathematics teacher resigned and the position has not been filled yet since March 2014. There is no trained security guard, the school caretaker is also responsible for performing the security duties.

There seems to be no proper teaching and learning in the school. The school management team (SMT) is not working as a team. Learners come to school as and when they want to and leave early when they want to. The quality of teaching and learning is compromised by the general lack of discipline amongst the teachers. Students spend most of the time loitering the streets and teachers spend teaching time in the staff room. There is also a low morale amongst educators. The principal is part of the problem in the school as he is absent most of the time.

The principal as the custodian of school policies is not implementing policies. Despite the fact that there are policies in place, it appeared that none of the policies have been implemented in the past five years. The policies amongst others include admission policy, code of conduct for educators. There is no proper monitoring of the staff attendance. The attendance register is not up to date or accurate. Some staff members sign it and others do not sign it. The principal is failing to exercise his leadership role and the institution is on the verge of collapsing.

There are no teaching and supporting programmes in the institution. This is due to lack of proper sport facilities and recreation events.

There is a challenge of discipline at the institution, some learners are old and not at the age of high school, there are no policies on admission, cell phone, discipline or code of conduct for learner safety. Basically there are no policies that would make the institution to function properly. The principal indicated that community members were invited to make inputs on draft policies and no comments were received by the school. Despite the fact that there is teenage pregnancy in the institution, the schools has not developed or implemented learner pregnancy policy.

There are factions within the School Management Team (SMT). Certain members of the SMT don't see eye to eye with the principal of the school. There are no relations between the school and the School Governing Body (SGB). Despite the fact that there are elected members of the SGB, none of them attend meetings of the school. SMT meetings are only convened when there are challenges;

they are not called regularly as it should be the case. There is also a lack of parental involvement in the activities of the institution; many parents in the village have opted to take their children to neighbouring schools due to the fact that there is just no schooling taking place in Mditshwa.

The School Nutrition Programme (SNP) was functioning well, however, it was reported that the programme experienced minor challenges between July and August 2014. The programme has since resumed and learners were getting food on time.

It was reported that Mditshwa Senior Secondary School was not benefiting from the scholar transport. The institution has been applying for the programme several times but unfortunately the application has not yielded any results. The furthest distance that some learners walk to and from the school is approximately 10 kilometres.

4.2 Presentation by the District Director Mr Dyasi

Mditshwa is the worst performing school in the district. The district has intervened and appointed a circuit manager to pay special attention to the school but that has not yielded to any results. There is a challenge of leadership crisis in the school, the principal is not leading but is part of the problem.

The District has been providing support to the school in terms of the post establishment but the support may not have been adequate. The support the district has been providing includes amongst others trying to get more additional teachers with critical skills, particularly in Maths and Science.

District director noted that appointment of educators in a school crippled by factions within its management would not yield any positive results. The SMT is fighting amongst each other and principal is not in good terms with some of the HOD's. Learners go home as early as 10:00 in the morning and no teaching or learning and there is a high rate of absenteeism including the principal who's not at work most of the time. The challenges faces by the school have everything to do with the lack of management by the principal.

It transpired that one of the reasons that lead to the crippling of SNP was due to the fact that finances allocated for the programme were used to pay salaries of temporary teachers. The school is faced with challenges of lack of governance and accountability within its management. There has also been mismanagement of funds in the institution.

4.3 Interventions by the Department

The department at district level has a programme aimed at assisting the underperforming schools. The programme is led by a chief directorate in Bhisho head office. Teachers SGB's and principals of poor performing schools receive training on governance. The programme is also experiencing its own challenges. It has transpired that some teachers struggle to implement what they have been trained

on once they get back to their schools. The department has also discovered that no extra classes, winter or spring classes have been taking place despite the fact that the institution has been performing poorly for the past five years.

The Scholar transport is managed by the Department of Transport and not Department of Education as it is the case in other provinces. This poses a number of challenges for the department especially at a district level. The programme is focused on deserving learners, routes and number of learners is considered when rolling out the programme.

The department at district level is investigating the chaos and crisis of leadership in the institution. The schools also don't have a programme on improving results which leads to bad performance for the past five years. Part of the intervention would amongst others ensuring that winter, spring classes are re-introduced and to ensure that a solution in the conflict amongst SMT members is found as a matter of urgency.

4.4 Presentation by the Learner Representative Council

The presentation by students gave a clear picture of an institution that is collapsing. The institution has been without a maths teacher for more than six months, no geography or economics teacher, the remuneration of teachers employed by SGB is charged from students. The students declared that they were not ready for the end of the year examinations. The June results have not been marked, many of the students were failed, and no teaching and learning in the school, physical sciences and agriculture syllabus has not been completed.

There is no sport participation despite the fact that students paid affiliation fees for sport, there is no accountability for funds paid, students paid money for school ties and ties have not been delivered, the only subject that teachers seem to be focusing on is English, physical science teachers has no knowledge of the subject that he is teaching, library is used as a staff room, teachers spend most of the time socialising in the staff room instead of teaching, teachers make fun of students who can't read or spell, there is general lack of professionalism amongst educators.

4.5 Recommendations

- The department of education should develop a clear plan to ensure that the role of SGB and parental involvement is re-introduced as parents remain an important stakeholder in the running of a proper school.
- A thorough investigation should be conducted in the school by the department of education, specifically the conduct of the principal and suspension and disciplinary hearing should be considered.
- The department of education should develop a turnaround strategy to ensure that teaching and learning takes place.

- Department should intervene and ensure that disciplinary steps are taken against teachers who are neglecting their duties, this includes addressing the issue of teacher absenteeism and lack of discipline amongst educators.
- Department should develop a clear plan to improve the status of matric results as the schools has been performing poorly for the past five years.

5. A Visit to Ngangelizwe Senior Secondary School

Background: The school is located in a township of Ngangelizwe. The school has been one of the good performers in the district. The school was built in the early 1960's, it has 684 learners with 14 classrooms and the learner ratio per teacher is 52: 1.

5.1 Findings

The facility has proper structures, it's properly fenced and there is access to clean water and sanitation. There is electricity, a library. The school has recently had its hostel renovated and proper ablution hostel facilities including additional to showers. The school premises including the hostel is properly fenced. The institution has also been doing excellent in sport.

Among the challenges faced by the institution is the old and dilapidated school roofing that leaks on rainy days. Some of the buildings in the institution have had the paint peeling off and need urgent attention. There is also no computer laboratory, and science laboratory needs major upgrade and renovations. There is also a school library structure that is up to standard and presently is used as staff room since the staff room is being renovated.

The ablution facilities need major renovations as water and sanitation is not properly working in all the buildings. All 18 learner's toilets need major attention as they continuously block and break. There is a need for a multipurpose hall in the institution. The school often spends lots of money to hire multipurpose centres for examinations and other activities and those funds could be better utilised if the institution had had its own multipurpose centre.

The institution doesn't have proper sport facilities such as playing grounds, learners are forced to make use of small space for sports activities, despite the challenges of sport infrastructure, the schools is one of the best performers in the district.

The school is relatively better than many other schools in the district but there is a shortage of classrooms as school has only 14 classrooms with an enrolment of 648 learners which increases yearly since 2011. The institution would appreciate to have five more additional classrooms. Although

the institution is electrified, there is a need for the electricity to be upgraded to meet the voltage demands of the electronic equipment such as computers, printers and photocopying machines.

The institution has a total of 19 educators, a principal, and deputy principal and there is only one vacancy.

The institution received the learner support material including textbooks on time. The institution has successfully introduced grade 8 and 9 in 2014 to comply with schooling systems in the country. A vacant position of deputy principal was filled in 2013, this has assisted management of the curriculum. Textbooks are available on time and teaching and learning takes place. There is a good working relationship between the principal and the school management team.

5.2 Key challenges

- Learners from nearby rural villages and townships are faced with many social ills such as HIV/AIDS, abuse of alcohol and drug-related problems which lead to poor performance.
- High rate of learner pregnancy especially in grade 10.
- Low motivation to learners to perform.
- Insufficient Grade 8 & 9 learner's workbooks and textbooks.
- Lack of Parental involvement is minimal, few parents come to school meetings.
- Late admissions, most parents come to ask for admissions of their children in January of every year, cause delays in completing syllabus on time and poor results.
- Overcrowded classrooms are also a big challenge because of shortage of classrooms and shortage of educators.
- The Science Laboratory does not have enough equipment and consumables.
- The school does not have accessible Library because it is used as the staffroom for educators.
- The school does have a Computer Laboratory, but those computers in the lab are old and their maintenance is very expensive.

5.3 Recommendations

- Department should assist with more programmes to solve these social challenges including drugs.
- Department of education should ensure that all vacant positions are filled in terms of departments norms and standards.
- The Department of Education should employ security staff to ensure security at the school.

6. A visit to Nozuko Senior Secondary School

6.1 Background

The school was established in 1983 to address an oversupply of learners at Ngangelizwe High School (which is still operating nearby). The institution serves underprivileged communities of Ngangelizwe Location, Etipini informal settlement and surrounding rural areas.

Nozuko SSS is a government school that has benefitted from many government programmes but is a developmental school that is still faced with many challenges in its effort to improve its impact in our country.

6.2 Findings

The institution initially had twenty classrooms. Five of the classrooms were built by the School Governing Body. In total there are seventeen classrooms that are used for teaching and learning, one classroom is used as a library. Two classrooms are combined as an Information and Technology laboratory. The administration block consists of offices and staffroom. For academic programmes, practical's, there is a laboratory and a consumer studies room. The institution has access to twenty-two toilets, two are reserved for educators and the rest are used by learners. The institution has two sport fields. There are 22 toilets in the school; 2 are used for teachers and the rest for educators. There are two sports grounds.

The staff establishment of the institution consists of 33 teaching personnel. The staff personnel is one principal, two deputies, four heads of department and twenty-six post level one educators. The institution had three vacancies, the vacant positions are those of a deputy principal, one head of department and one post level educator. The vacant positions were not on the redeployment pool. One position of level one educator has since been filled by SGB appointment.

The institution has managed to employ two non-teaching staff members through the assistance of SGB. The staff employed were two clerks and six personnel in the support staff, comprised of three security guards and three cleaners.

The school received stationery and at least one textbook for each subject. The institution has access to variety of teaching material and there is adequate material. There is adequate furniture for learners, educators and administration personnel

It is evident that teaching and learning is taking place at the institution. The success of the institution is due to proper planning that has been put in place by the principal and her management team. The institution has been performing very well for the past five years. The institution is involved in critical issues such as drafting the time-table, selection of committees and admission of learners on the previous year.

The institution offers three major curriculum streams and those are Economic Sciences, Sciences and General subjects. There is a programme of continuous assessment reports, the reports are issued at the end of each term. The institution has received good results in the past five years. 2009 – 60%, 2010- 79.2%

2011- 75.6%

2012- 76.2%

2013- 65.4%

Although the institution has been performing well, the committee noted lack of consistency and decline of results from 2012 and 2013. Amongst the reasons for a decline was the fact that educators have challenges with the change of curriculum from National Curriculum Statement to CAPS. The high number of learners (approximately 300) in grade 12 who were unruly as well as high educator vacancies which resulted in educator overload. The situation was made worsened by an unexpected resignation of four educators who got greener pastures.

The institution has approximately 95 grade 12 learners in 2014, a number that is more manageable and small enough for paying individual attention. The aim of the institution is to get 75% pass rate, a 10 % increase compared to 2013 results. The performance of the school in term one and term two was not satisfactory but term three is clear indication that the target is achievable.

The institution has developed an improvement plan. As part of implementing the plan, three educators have since been employed. Through the assistance of SGB, a good mathematics teacher has been head-hunted from a private school and is remunerated from the funds of the SGB. The school has been creative and intensified extra-classes by providing educators with fuel stipends for Saturday classes.

Although the school is not part of the government Learner Attainment Improvement Strategy (LAIS) programme, the institution continues to conduct winter and spring schools that are funded by the SGB. Because the institution is a Dinaledi school, all maths learners have calculators supplied by the Dinaledi Programme. The institution conducts events such as the Tie Ceremony and a workshop to inspire, empower and motivate learners. Educators are motivated in an annual team building and motivational ceremony.

The school adopted stringent measures to ensure that quality teaching and learning takes place through the following measures:

- Educator Subject Improvement Plan
- Attendance registers for educators and learners
- Period registers for educators and learners
- Time-table committee
- Learner Representative Council

- School Management Team
- Heads of Departments who monitor monthly syllabus coverage
- Class representatives
- School Based Moderation
- Class visits
- Integrated Quality Management System

One of the highlights of the institution has been an upward trend of the school's academic results since 2009. This is due to the fact that the institution has a sound leadership of a united School Management Team and SGB. The school boasts academically qualified educators and effective talent development. It was clear from the committee that there is a spirit of humanitarianism among all the stakeholders. This is indicated by the links between the school and the Dinaledi Programme (which is a national programme), the South African Institute for Chartered Accountants (SAICA) and other partnerships that have been formed over the years. The school has recently won first prize in a South African Institute for Chartered Accounts (SAICA) 2014 competition for Accounting. From 2012, there has been smooth implementation of school nutrition programme.

6.3 Key challenges

- Lack of parental involvement in learners' academic life.
- High rate of ill-disciplined amongst certain students.
- High rate of drug abuse drugs.
- High drop-out rate and high teenage pregnancy rate
- Funds from SGB are not sufficient to hire enough security guards.
- The school structure is old and the sanitation facilities are worn out. There is a shortage of sinks.
- Water and sewage pipes are aging.
- Toilets are far from the classrooms and administration block.
- The administration block is an old structure without a strong-room, toilets, photocopying room, sick room, etc.
- There are no laboratories for language, computers, Life Sciences and Geography.
- There is no proper library. A classroom is used as a mini library,
- Shortage of classrooms.
- No kitchen for the nutrition programme.
- The school has no hall/multipurpose centre.
- Electricity has to be upgraded
- Learner admissions are done in January because the community is not sensitive to early applications.

6.4 Recommendations

- The department of education should fill the vacant positions (deputy principal and HOD).
- The department should ensure more funding for cultural extra mural activities.
- The department should pay the security guards and not SGB.
- The department of education through its infrastructure directorate should ensure that the school (administration block and classrooms) is re-constructed in accordance with modern and compliant standards.
- The infrastructure unit of the department should prioritise the issue of a multi-purpose hall for the institution so that the money that is spent on hiring tents for school functions is channelled to support teaching and learning.
- The department of education should ensure that Care and Support for Teaching and Learning (CSTL) is intensified by all stakeholders to eradicate substance abuse-related challenges.
- The district office should ensure that the challenge of laboratories that are not functioning is attended to as a matter of urgency.
- The district should engage Telkom and Eskom to ensure that issues of ICT and Electricity are upgraded and that educators have access to fast internet.
- The department of education should engage with the Department of Public Works to ensure that the challenges of old infrastructure that has not been maintained is replaced including pipes and drainage systems.

7. A visit to King Sabata Dalindyebo Further Education and Training College

7.1 Background

King Sabata Dalindyebo TVET College is an accredited public institution resulting from the merger in 2002 of the following former three Technical Colleges namely: Mthatha, Ngcobo and Ntabozuko Colleges.

The College is located in the Eastern Region of the Eastern Cape Province in the O.R. TAMBO District municipality. It is strategically positioned to serve the most rural areas of the Eastern and Northern Regions of the Eastern Cape Province in three District Municipalities (O.R. Tambo, Amathole and Chris Hani District). King Sabata Dalindyebo TVET College serves 28% of the Eastern Cape population. This region contains the highest concentration of unemployed young people.

7.2 College Governing Council

The College Council consists of sixteen (16) members, ten external members from business and industry and five internal members who are appointed by the Minister of Higher Education and Training. The council plays an oversight role and its core duty is to ensure that the College is managed in a responsible and transparent manner (King III Report). The Council seats four (4) times a year, once every quarter.

College Executive Management

First Name	Surname	Designation
Gert J	Smit	Acting Principal
Nangamso	Tafeni-Morlock	PA to the Principal
Gcobani W	Ntobongwana	Vice-Principal - Academic Affairs
Pumla G	Bidi	Vice-Principal - Corporate Services
Simon	Hipkins	Interim CFO - SAICA Support
Duduzike	Msibi	Human Resources Researcher
Patric	Nyuka	Human Resources Manager

Campus Managers

First Name	Surname	Campus
1. Nondumiso	Makhwezela	Engcobo
2. Thabo	Nongauza	Libode
3. Lindelwa	Khoarane	Mapuzi
4. Mlamli	Mcetywa	Mngazi
5. Sibongiseni	Mgetyane	Mthatha
6. Sandile	Madikizela	Ntabozuko
7. Ndanduluko	Sikrweqe	Zimbane

7.3 Programmes offered

The college offers 11 National Certificate (Vocational) Programmes and 8 Report 191 Programmes. Each of the Campuses offered programmes that seek to address the socio-economic challenges and/or needs of its communities through a targeted Programmes Qualifications Mix.

No.	Campus	NC(V)	Report 191

1.	Libode	Safety and Society	Mechanical Engineering
		Engineering and Related Design	
2.	Mapuzi	Tourism	
		Hospitality	
3.	Mngazi	Office Administration	
4.	Mthatha	Marketing	Civil Engineering
		Finance Economics and Accounting	Electrical Engineering
		Information Technology & Computer Science	
		Office Administration (in the process of being phased out)	
		Civil Engineering and Building Construction	
		Electrical Infrastructure Construction	
5	Ntabozuko	Education and Development	Human Resource Management
			Educare
6	Ngcobo	Office Administration (in the process of being phased in)	Human Resource Management
		Generic Management (in the process of being phased out)	
7.	Zimbane		Public Management
			Business Management
			Human Resource Mngmt
			Marketing Management
			Public Relations Mngmt

Occupational School (Programme Mix)

No.	Campus	Programme
1.	Mthatha	International Computer Driver's License (ICDL)
2.		Technical support
3.		System Support
4.		Electrical Engineering
5.		Brick laying and Plastering
6.		Carpentry and Roof Work
7.		Plumbing

7.4 Staff complement (Race and Gender)

The college currently has a staff complement of 324 members.

The staff members are categorised by gender and race in the table below:

CATEGORIES	B	W	C	I	Male	Female	TOTAL
SENIOR MANAGERS	4	0	0	0	2	2	4
LECTURERS	207	1	0	7	87	128	215
SUPPORT STAFF	103	0	0	1	50	54	104
TOTAL	315	1	0	8	140	184	323

7.5 Budget Allocation and Full Time Enrolments (FTE) for 2014

In 2014, the College was allocated R119 million including the PERSAL Allocation of R35 million for lecturing and support staff

BUDGET ALLOCATION AND FTE STUDENT ENROLMENT				
Financial Year	Budget Allocation	FTE STUDENT ENROLMENT		
		NC (V)	REPORT 191	Total FTE Student Enrolment
2013	R 59 573 000	2 373	2 866	5 239
2014	R119 818 000	2 984	2 417	5 401

2014 DHET Bursary Allocations

NC (V)

Total	Allocation	R
80%	College Fee	R 17 992 808.80
15%	Accommodation	R 3 373 651.65
5%	Travel	R 1 124 550.55
		R 22 491 011.00

Report 191

Total	Allocation	R
80%	College Fee	R 9 844 034.40
15%	Accommodation	R 1 845 756.45
5%	Travel	R 615 252.15
		R 12 305 043.00

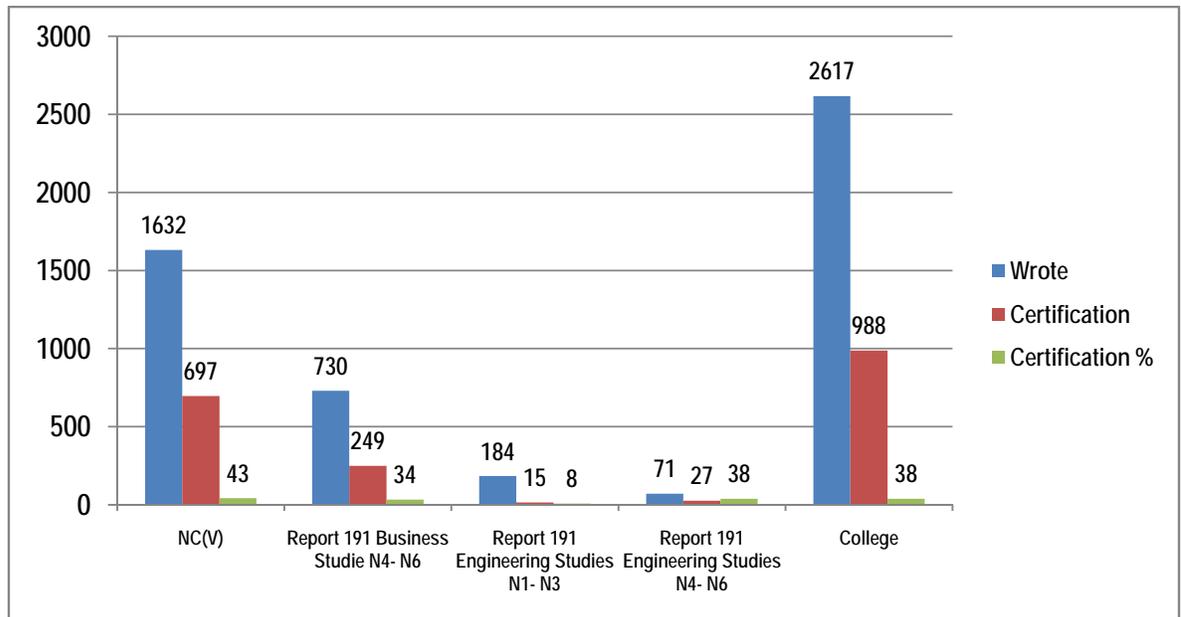
7.6 Head count enrollments 2013/14 comparison

The College enrolled NC (V) and Report Programmes from N1 –N6.

Engineering and Business Studies

ACADEMIC YEAR	NATIONAL CERTIFICATE VOCATIONAL NC (V)	REPORT 191 PROGRAMMES	ACTUAL HEADCOUNT TOTAL ENROLLMENTS
2013	3 000	2 472	5 472
2014	3 659	5 488	9 147

CERTIFICATION RATE FOR NOVEMBER 2013



7.7 Student accommodation

The College has two residences in Mthatha that accommodates 450 students from the outlying areas. All two residences have undergone renovations and refurbishments in 2013/2014.

The College build a new student residence at Ntabozuko Campus for 60 students and will be utilized in January 2015.

Two uncompleted residences at Mthatha Campus will be completed with the help of NSF during 2014 and will be utilized in 2015. The College would invest in more student residences at the remote Campuses in order to increase student access to learning opportunities.

7.8 Partnership with industries

The College has benefited from having partnerships with several Sector Education and Training Authorities (SETAs) that have assisted students with Work Integrated Learning.

ETDP SETA offered bursaries to facilitate continuous professional development of lecturers and has provided the College with continuous support in implementing work based experience for exiting Lecturers and Students

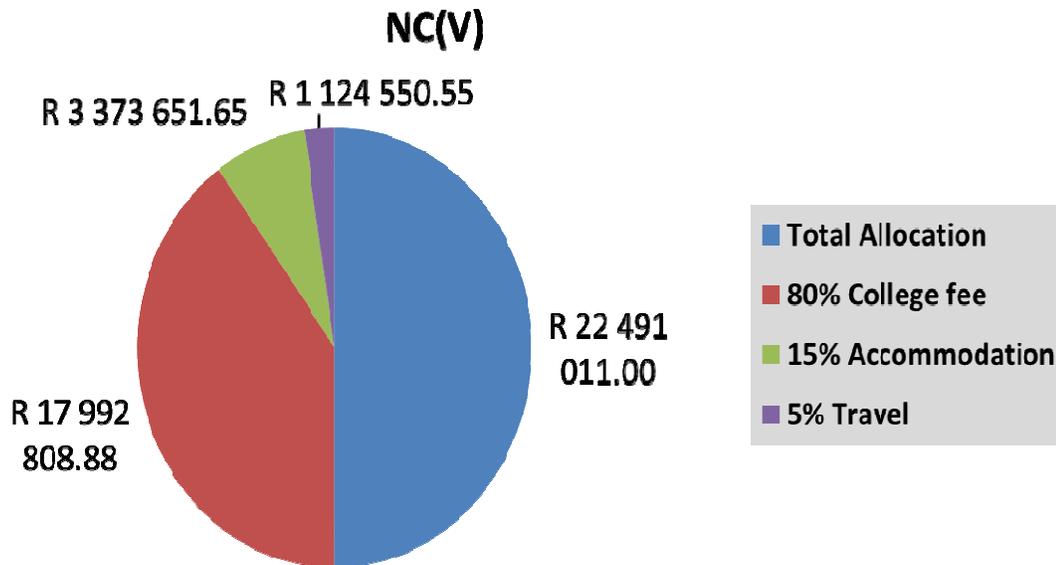
A Memoranda of Understanding (MoU) signed with SASSETA has assisted the College to place Safety in Society students in various police stations in and around Mthatha. The College has also partnered with PSETA to capacitate College lecturers as moderators.

A partnership with Health and Welfare SETA (HWSETA) supported in the training of engineering students in electrical and mechanical apprenticeships as well as partnership with the South African Graduate Development Agency (SAGDA) supported the College with student.

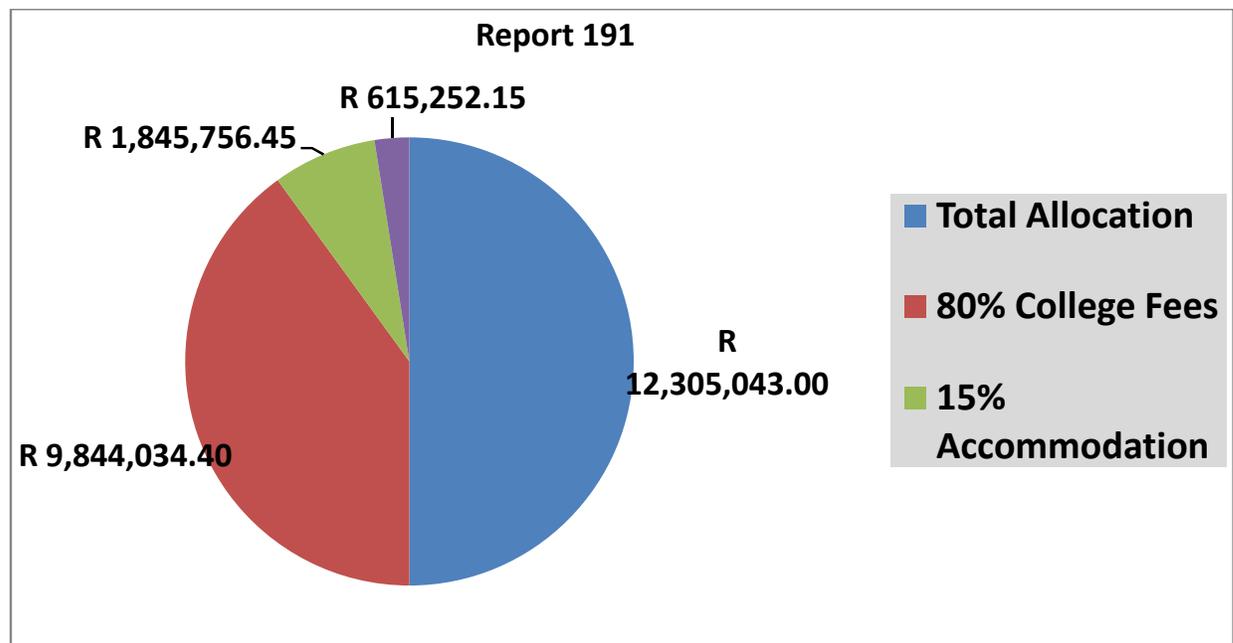
The College has several partnerships and Linkages with the following institutions amongst others:

- Sister Colleges - National Institute for the Deaf (NID) in Worcester;
- SETAs : MICTSETA, SASSETA, SSETA , PSETA, ETDPSSETA, SSETA, LGSETA, CATHSSETA;
- Government Departments: Provincial and Regional Departments, the Office of the Premier in the Eastern Cape;
- National Departments of Communications and Public Works;
- OR Tambo District and Alfred Nzo District Municipalities.
- Companies: P.G.Bison, Dan's Country Lodge
- State Agencies: Eskom, SAGDA, Ntinga Development;
- International partnership with two Colleges Lower Saxony in Germany Neustadt and Cuxhaven.

Department of Higher Education and Training Bursary Allocation - 2014



DHET Bursary Allocation – 2014



7.9 National Students Financial Aid Scheme (NSFAS) challenges are:

- Late payments of deserving bursary holders.
- Late receipt of funds from NSFAS.
- Lack of detailed breakdowns relating to payments received.
- Poor student debtor management from the college.

7.10 Challenges on Student Accommodation and Transport

- College cannot accommodate all students.

- Communities accommodate students in a non- conducive environment for learning e.g. accommodation without lights and water.
- Some students cannot afford to travel to the College because of travelling costs and the policy around allocation for transport is rigid in terms of transport allocation for students within a radius of 10km.

7.11 Intervention programmes

The College has the following intervention programmes:

- Winter and Spring schools
- Work Base Experience (WBE) - for all levels
- Work Exposure (WE) - for Staff and Students
- Accreditation of facilities and programmes related to SETAs.
- Funding for the development of Mngazi and Ntabozuko Campuses due to growth in enrolment numbers and demand.
- Development of residence at 4 campuses for safety and security of College students.

7.12 Key Challenges

The following challenge/s are experienced by the college:

- College accreditation for skills programmes;
- Facility and funding for School of Occupation;
- Absence of a lead SETA office at the College;
- The College Programme Qualification Mix (PQM);
- Remote Campuses to introduce skills programmes;
- Partnerships for placement for both WBE and WIL;

In spite of all the above achievements and progress the following support is needed:

- Funding support in the establishment of School of Occupation.
- Funding for the building of Head Office (land already secured).
- Funding for the development of Zimbane Campus.
- Extension of service agreements for current personnel.

7.13 Human Resources

The college has developed programmes to manage performance through two systems: IQMS for Lecturers and PDMS for Support Staff. This is applied with two types of rewards and those are clearly explained above. The first one is for top performers and they receive bonuses and the second one being good performers and they are remunerated in a form of pay progression. A programme is in place for interventions through provision of capacity and support.

7.14 Financial Management System

The financial management system of a college is responsible for the management of student debts.

This includes:

- Lower the student debt to income ratio;
- Collection of students fees – Debt recovery plan;
- Issue monthly statements to students and send reminders through SMSs to parents;
- Functional Students Data Management System;

The College has commenced with the Implementation of a debt management policy.

7.15 National Student Financial Aid Scheme (NSFAS)

The final allocation for 2014 academic year is R 34 796 054 and is categorized as follows:

- NCV Studies is R 22 491 011
- Report is 191 R 12 305 043

The funds available for 2014 is R 890 003 and is categorized as follows:

- NCV Studies R 782 105 (33 students)
- Report 191 R 107 898 (6 students)
- Cover tuition and allowances (accommodation and meals)

7.16 Recommendations

- The College should develop programmes to ensure that teachers are in the College on time and teaching to improve the College results;
- A clear turnaround strategy should be developed to prevent an institution from being put under administration;
- The Department of Higher Education and Training should assist the Colleges by providing leadership of the institutions with capacity programmes. This will ensure improvement in audit outcomes of the Colleges;
- The College should develop a programme aimed at monitoring students after graduating to ensure that they get placed within state-owned entities through SETAs;
- The Department of Higher Education and Training should engage the Department of Public Works to ensure speedy process of the construction work in the College Zimbane Campus;
- The College should track its graduates to ensure that they get jobs or training to address the perceptions that TVET graduates are not employable;
- The Department of Higher Education and Training should address the challenge of more than 50% teaching staff members who are employed temporarily. This could also be the cause of the low pass rate in the institution;

- The Department of Higher Education and Training should link up the College with SETAs to ensure placement and accreditation of programmes offered;
- The College and the Department should investigate the allegations of a private resident who is said to be renting out College property that belongs to the Libode Campus and provide a progress report to the Select Committee within 21 days after the adoption of this report by the House.

Report to be considered