1. **Report of the Portfolio Committee on Basic Education on an oversight visit to Ngaka Modiri Molema and Dr Ruth Segomotsi Mompati Education Districts, North West Province, dated 4 December 2018**

The Portfolio Committee on Basic Education, having undertaken an oversight visit to the Ngaka Modiri Molema and Dr Ruth Segomotsi Mompati Education Districts, North West Province, reports as follows:

**1. Introduction and Background**

* 1. The Portfolio Committee on Basic Education conducted an oversight visit to the Ngaka Modiri Molema and Dr Ruth Segomotsi Mompati Education Districts in the North West Province from 13 – 17 August 2018, as part of the Portfolio Committee’s 3rd Term Parliamentary Programme for 2018.
	2. The primary purpose of the oversight visit was to assess the state of readiness of the Province for the upcoming National Senior Certificate (NSC) examinations for 2018, including the newly introduced South African Sign Language (SASL) examinations. In this regard, the Committee sought to focus primarily on the following:
* Interventions made in preparations for the NSC and SASL examinations;
* Support for progressed learners;
* Teacher development programmes;
* Procedures in place to conduct the examinations; and
* The state of security systems for the printing, distribution and storage of

 examination question papers.

The Committee also aimed to provide support to departmental teams and to ensure the delivery of successful and credible examinations, with no or minimal irregularities.

* 1. The oversight visits also included the state-of-schooling in the identified Districts as well as the implementation of Inclusive Education and the state of Special Schools. To this end, the Committee’s oversight sought to focus on the implementation of key priorities for the Basic Education sector aimed to ensure that enabling conditions for quality teaching and learning are established. These included the following:
* The availability of Learner Teacher Support Materials (LTSM);
* Staff establishments (Post-Provisioning Norms);
* The availability of learner transport and the School Nutrition Programme to qualifying learners;
* The functionality of School Governing Bodies (SGBs) and School Management Teams (SMTs);
* The state of the schools’ infrastructure, including maintenance;
* The roll-out of ICT to improve effective curriculum delivery, quality learning and administration;
* The availability of school furniture;
* Early Childhood Development (Grade R) in the two Districts;
* Inclusive Education, including progress on the introduction of Sign Language in Grades 8 - 12;
* Readiness for the Incremental Introduction of African Languages (IIAL) in pilot schools; and
* The implementation of Conditional Grants.

1.4 The above areas of focus form part of the key deliverables finding expression in the Medium Term Strategic Framework (MSTF) 2014 – 2019 and the National Development Plan (NDP), 2030.The Committee was mindful of the recent placement of the North West Education Department under national administration in terms of Section 100 (1)(b) of the Constitution of the Republic of South Africa, and acknowledged that there were appropriate systems of accountability for the intervention.

1.5 As part of the oversight, the Portfolio Committee received briefings from officials of the North West Department of Education, including District Officials, School Governing Body (SGB) Associations, the South African Principals Association (SAPA) and Organised Labour. The Portfolio Committee was also joined by the Portfolio Committee on Education in the North West Provincial Legislature during engagements and visits to schools. The delegation held meetings with all relevant stakeholders in order to gain first-hand information on the state of examination readiness and schooling, as well as to discuss various challenges faced in the Provincial Education Department (PED) and affected districts.

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

**2. Delegations**

**2.1** **Portfolio Committee on Basic Education**: Hon N Gina, MP (ANC) (Chairperson), Hon N Mokoto MP (ANC), Hon H D Khosa MP (ANC), Hon N Tarabella-Marchesi MP (DA), Hon H S Boshoff MP (DA), and Hon X Ngwezi MP (IFP). Parliamentary staff consisted of Mr L A Brown (Committee Secretary), Mr D Bandi (Content Advisor), Mr M Erasmus (Committee Assistant), Mr M Kekana (Parliamentary Researcher) and Mr M Molepo (Parliamentary Communication).

**2.2** **Portfolio Committee on Water and Sanitation:** Hon M Johnson MP (ANC) (Chairperson), Hon D Mnguni MP (ANC), Hon H B Kekana MP (ANC), Hon N K Bilankhulu MP (ANC), Hon L Basson MP (DA), Hon C Visser MP (DA), Hon M Khawula MP (EFF) and Hon R N Cebekhulu MP (IFP). Parliamentary staff consisted of M Solomons (Committee Secretary), Ms S Dawood (Content Advisor), Ms N B Twala (Committee Assistant) and Mr T Manungufala (Parliamentary Researcher).

**2.3 North West Provincial Legislature Portfolio Committee on Education:** Hon G Molapisi, Hon T Sehloho. Support staff included Ms P Maloba (Committee Administrator), Mr L Rabotapi (Researcher), Mr P Njobe, Ms N Luhabe and Ms K Loabile

**2.4** **National Department of Basic Education**: Mr S Mlambo, Ms T Mohlela, Mr L Mahada, Mr K Boemali, Mr S Tshangela, Mr T Nkosana, Ms M Modige-Maselwa, Mr J Tladi, Ms S Mataboge, Ms K Mantshongo, Ms M Fuzile and Mr G Macquela.

**2.5** **North West Department of Education**: Hon J S Lehari, Ms S Semaswe, Mr G Molema, Dr T Phorabatho, Ms N V Motsumi, Dr V Mogajane, Mr B Monale, Mr M Thema, Mr M P Mokhutle, Mr M Teu, Ms M J Phuti, Mr M Phiri, Mr M Jansen, Mr M V Dithejane, Mr J Sekgobela, Mr J S Brand, Ms A Phepo, Mr E Sesiko, Mr G Guenyane, Ms N Daliwonga, Mr F Sepeng, Ms N Luhabe, Ms J Motlhabane, Mr F T Mabokla, Mr P Masilo, Ms S H Mvula, L C Tire, Mr B Thesane, Ms M Ramadle, Ms D Mohube, Mr m Monyokolo, Ms T Nkotoe, Ms B Sethlabtsi, Ms J Gaoboine, Ms K Bosantsi, M A Morema, K M Makhoana, M M Sekete, E Malindi, L Bogopa, N C Thakgedi, L S Mohlabi, N J Mantshongo, M B Fuzile, T M Ntate, M Mmolawa, N V Motsumi, P Walaza, L Rampete, K P Makabane and Mr S Tshangela.

**2.6** **Organised Labour**

 **265.1 National Professional Teachers Organisation of South Africa (NAPTOSA)**: Mr E Ditlopo, Ms D Madumo and N R Ditsebe.

 **2.6.3 South African Democratic Teachers Union (SADTU)**: Mr G Themba and Mr M Mafunda.

 **2.6.4 Federation of South African Schools (FEDSAS):** Ms M Fouche.

**2.7** **National Association of School Governing Bodies (NASGB):** Mr A Leburu

**3. Oversight and Monitoring Visit in the Ngaka Modiri Molema and Dr Ruth Segomotsi Mompati Education Districts, North West Province**

The oversight visit to the Ngaka Modiri Molema and Dr Ruth Segomotsi Mompati Education Districts occurred from 12 August 2018 and concluded with a debriefing session/report back in Mafikeng on 17 August 2018. The Committee had meetings and school visits as follows:

**3.1** A meeting with the MEC for Education in the North West Province, senior officials from the North West Provincial Education Department, the National Department of Basic Education, the Portfolio Committee on Education in the North West Provincial Legislature, senior provincial and district officials, SGB Associations, South African Principals Association and Organised Labour.

**3.2** Schools/facilities visited by the delegation included:

* Taung Teacher Enrichment Centre
* Goitseonne Mankruane Storage Facility
* P H Moeketsi Agricultural School (Storage Facility)
* Pinagare High School
* Molelema Primary School
* Christiana School for the Blind
* Bopaganang Secondary School
* John Frylinck Secondary School
* Bophelong Special School
* Reltametswe Special School
* Batswana Commercial High School
* Boitseanape Technical & Commercial High
* Kebalepile Junior Secondary School
* Batloung High School

**3.3** A wrap-up session with the MEC for Education in the North West Province, the Office of the Head of Department (HOD) and the Office of the Administrator in the North West Department of Education and the National Department of Basic Education and Senior officials was held in Mafikeng on 17 August 2018.

**4. Meeting with the North West Department of Education, Members of the North West Provincial Legislature Committee on Education, the MEC, National Department of Basic Education, Senior and District Officials, SGB Associations, SA Principals Association and Organised Labour.**

 **4.1 Opening Remarks – Hon N Gina, Chairperson: Portfolio Committee on Basic Education**

The Chairperson gave a detailed overview in respect of the reasons and specific areas of focus for the oversight visit. She further alluded to the last visit by the Portfolio Committee and the Committee’s observations at the time. The Chairperson touched on some of the focus areas for the visit which included, amongst others, the following:

* The state of exam readiness;
* Support for progressed learners;
* Modularisation;
* Teacher development;
* Curriculum coverage;
* Learner Teacher Support Material (LTSM);
* Administration at schools;
* Early Childhood Development (ECD) as prioritized by the NDP; and
* Incremental Introduction of African Languages (IIAL).

The Chairperson further spoke of some of the findings during the last oversight visit to the Province in 2014, which included the following:

* Challenges in spending and utilisation of the Norms and Standards funding for schools in terms of sections 35 and 39 of the South African Schools Act, 1996;
* The appointment of Foreign Educators;
* The placement of Fundza Lushaka Bursary Scheme graduates;
* The non-functionality of the Quality Learning and Teaching Campaign (QLTC) and
* The existence of many temporary Educators.

 **4.2 Address by the MEC for Education in the North West Province – Hon J S
 Lehari**

The MEC, in his opening remarks, indicated that the Department was currently coping and doing well since being placed under administration and welcomed the intervention by the National Department. The Department and the Administrator enjoyed a healthy working relationship with reciprocal support from both offices. The MEC assured the Committee that the Department was finally heading in the right direction by virtue of an Administrator who showed decisiveness. He agreed that the Department had been tasked with providing quality education and access to education to all learners, including learners with special education needs. The Department had managed to introduce interventions in respect of the South African Sign Language (SASL) examinations and had allocated a budget to purchase assistive devices as the Department was experiencing a shortage of these assistive devices.

The Department also supported progressed learners through special classes and camps with capacity-building workshops for teachers conducted by experienced educators. The MEC was confident that all systems were in place for conducting successful final examinations for 2018. All question Papers were being printed in Potchefstroom and would be made available to schools through the four distribution centres in the province. Security at these centres was strict.

The MEC also indicated that all learners had received their respective textbooks and stationery. The Department was able to absorb around 4 000 temporary educators into the system in line with the Post-Provisioning Norms (PPN). All learners who qualified for the National School Nutrition Programme (NSNP) received meals. Except for one school, all schools were able to successfully conduct SGB elections in the province and the Department would start training the new SGBs shortly. All SGBs were functional.

The Department was reportedly doing well with Inclusive Education as well as the introduction of SASL. A budget had been allocated for educator training and development with around 250 schools converted to Full Service Schools. The Department had also trained a total of 52 officials on the implementation of the Screening, Identification, Assessment and Support (SIAS) policy. The Province currently had two schools for the hearing impaired. The Department had also started piloting the Incremental Introduction of African Languages (IIAL) in 10 schools. Despite areas for improvement, the MEC was of the view that the Department was fully compliant in respect of the utilisation of Conditional Grants.

**4.3 Presentation on the Education Landscape in the North West Province – Mrs S M Semaswe**

**4.3.1 Learning and Teaching Support Material (LTSM):**

* + - * **Stationery**: The Department adopted a centralised procurement model at a provincial level, with schools ordering stationery online through the e-LTSM system. All schools had already uploaded their stationery requisitions for 2019 orders and consolidated numbers had been submitted to service provider for printing and sourcing. Requisitions were packed in “school bags” to ensure universal coverage for provision of stationery. The delivery of stationery was expected in mid-September 2018.
			* **Textbooks** – The ordering of textbooks for 2019, including for technical subjects, was delayed to accommodate finalisation of a catalogue for supplementary materials which was recently completed. An exhibition by publishers was planned to start from 13 August 2018. The processes for the procurement of textbooks was expected to be finalised by 14 September 2018. From May 2018, the Department embarked on a project to collate information on universal availability of textbooks for all learners in the province. This exercise would allow the Department to extend the budget to provide other LTSM resources over and above the prescribed textbooks.

**4.3.2 Post Provisioning Norms (PPN) 2018:** The Department issued the revised post-provisioning norms in March 2018 to accommodate learner enrolment increases at the start of the year. The following detailed tables were provided:

* + - * Educator posts per category of public schools;
			* Advertised school-based promotional posts, and
			* Specialist posts to support Inclusive Education.

**4.3.3 State of School Infrastructure and Maintenance**: The Department gave an overview of the quantification for the physical school infrastructure backlogs in the province. Areas that required urgent attention to ensure compliance with School Infrastructure Norms and Standards included:

* Nutrition Centres;
* Administration Blocks;
* Schools without sporting facilities;
* Schools without proper sanitation; and
* Schools with partial inappropriate structures.

The Committee received a detailed overview of the status of water, electricity supply and sanitation; as well as the number of projects completed per year. In respect of the sanitation backlog per district, the Department indicated that the current budget could only accommodate the construction of 50 facilities, which were implemented by the Department of Public Works (DPW). The remainder was prioritised for 2019/20.

In respect of storm-damaged schools, a budget of R 34,317m was available to address six (6) schools in the Ngaka Modiri Molema District and twelve (12) in the Bojanala District. The project list would be further reviewed during 2018/19 Budget Adjustments to identify possible savings in order to address more schools.

* + 1. **ICT for Administration**: The Department gave a detailed overview of the South African School Administration and Management System (SA-SAMS) system being employed by the Department and the data submission of schools submitted and outstanding. The Department also touched on the LURITS data verified with the Department of Home Affairs (National Population Register) as well as information on learners without Identification Documents (IDs) and retrieved IDs. The Department further shared data on the undocumented learners per District.
		2. **Availability of Learner Transport:** The location of the function was with the North West Transport Investment. The funding for the function was the responsibility of the Department of Community Safety and Transport Management through the Equitable Share. The Department outlined the roles and responsibilities of the Departments in the Province as follows:
* **Education and Sport Development**
* Identification of learner transport needs;
* Learner transport route design in consultation with the Community Safety and Transport Management Department (COSATMA);
* Implement learner transport policy; and
* Monitoring of learner transport operations and report need for interventions to the Department of Community Safety and Transport Management.
* **Community Safety and Transport Management**
* Procurement of learner transport services;
* Learner transport route design in consultation with Education;
* Monitoring of learner transport services implementation; and
* Monitoring of learner transport operations and effect changes where the need arises.

Those benefitting from the transport were learners from farm schools and deep rural areas who live four kilometres and beyond. The Department reportedly ensured that primary schools were given preference over secondary schools. The plans for the 2018/19 financial year included the roll-out of 1 400 bicycles to deserving learners as well as the implementation of the new needs of 64 schools with 8 241 learners to be advertised in the current financial year. The Department also hoped to implement recommendations of the appointed monitoring firms which were currently busy with the verification of routes and distances

* + 1. **Functionality of** SGBs: All schools, but one, had newly elected SGBs andhad also reportedly submitted Audited Financial Statements and there was improved support from parents and other stakeholders on curriculum delivery interventions across school types initiated. In schools where QLTC sub-committees were functional there was less crime and more community involvement and support. Common challenges facing SGBs included the following:
* Disruption of schooling due to community protests on issues unrelated to education;
* Non-compliance to the South African Schools Act (SASA), Section 16A by some principals on governance issues led to serious tensions in schools;
* Lack of internal monitoring and control systems of finances in some schools;
* Financial mismanagement and irregular reporting financial status to parents lead to unwarranted tensions;
* Role confusion between principals, School Management Teams (SMT) and SGBs on professional and governance matters; and
* Some schools took time to change bank signatories due to the delay of hand-over exercise from outgone SGBs.
	+ 1. **School Furniture:** The Department had challenges with the supply of adequate school furniture due to poor maintenance, loss and destruction at schools. The procurement of school furniture was done every financial year to curb the shortages. Although most schools had procured, furniture had not yet been delivered. The Department had advertised a tender for school furniture with the closing date of 28 August 2018. School furniture was expected to be ordered by the 27 September 2018.
		2. **Inclusive Education (IE):** The allocated budget for employee development for IE was set at R 2.9 million. The Screening, Identification, Assessment and Support (SIAS) training budget was set at R 273.6 thousand and the sub-directorate trained 52 officials on SIAS. A total of 16 officials attended an Inclusive Education Symposium from the 10th -12th July 2018. The Department had allocated an amount for purchasing vehicles for special schools of R2.6 million. The Department was in the processes of purchasing specialised vehicles for special schools for the 2018/19 financial year. Departmental officials were busy with specifications of the vehicles and will get quotes as soon as the specifications are done.

The allocated amount for purchasing assistive devices for full service schools was set at R8.9 million. The schools had not managed to purchase assistive devices through the tender for the current financial year 2018/19. The directorate only received the SLA on the 24th July 2018 for signature. Plans to convert schools to full service schools (FSS) were done on a yearly basis by identifying 16 FSSs. Training on SIAS and Curriculum differentiation as well as guidelines for FSS were conducted on a yearly basis for newly identified FSSs. A total of 214 schools had reportedly been converted to FSSs since.

* + 1. **South African Sign Language (SASL) Implementation:** The Province had two schools for the Deaf. Currently the SASL learner enrollment in Grade 8 was 30 and Grade 9 was 11. There was a shortage of SASL textbooks and the schools were advised to use a variety of supplementary material for referencing. The schools were advised to procure a video camera, memory card and memory sticks by the 6th August 2018 to accelerate assessment. The schools liaised with Sign Language Education Development (SLED) for possible procurement of SASL support materials.
		2. **Implementation of Conditional Grants**
			1. **National School Nutrition Programme:** The target for the provision of NSNP for 2018/19 was 736 227 (87,7%) of 839 929 learners in 1 334 (89,8%) Quintiles 1-3 primary, secondary and identified special schools of 1 486 schools. A total of 152 Quintiles 4 and 5 schools were not yet in the programme. There was an audit of exempted learners in Quintiles 4 and 5 schools in progress to determine financial implications.
			2. **Learners with Severe to Profound Intellectual Disabilities (LSPID) Conditional Grant:** The allocations as per the Grant framework were as follows:
* Compensation: 65 percent;
* Administration: 18 percent;
* Training: 4 percent; and
* Toolkits/LTSM: 13 percent.

The Portfolio Committee received a detailed breakdown of the Grant programme performance as at the end of the first quarter of 2018/19. Quotations for two vehicles to the value of R439,404.00 had been ordered and the Department was awaiting delivery. Quotations for the six laptops to the value R120,600.00 were sourced and ordered. The Department also received quotes for four printers, one laminating machine and a binding machine to the value of R49,000.00. Two photocopy machines to the value of R100 000.00 were to be leased.

* + - 1. **HIV/Aids (Life Skills) Grant:** Invoices amounting to R 1 937 215.21 were submitted by 2 July 2018 and activities amounting to R 2 804 030.43 (15, 6% of total allocation) were executed by June 2018.  Funds transferred in April were spent in Quarter 1 of 2018/19 financial year. The following challenges were noted:
* Activities that were planned for April were postponed due to uprising in the Province
* There was a delay in renewing the contract of district officials.
* Inadequate time to conduct teacher training. Training was conducted during the weekend to protect teaching time. This resulted in protracted periods for training**.**
	+ 1. **Interventions in preparation for the National Senior Certificate (NSC) and South African Sign Language (SASL) Examinations:** The Province did not have any schools writing SASL examinations in Grade 12. For the NSC, the preparations started at the beginning of the year with the improvement plans in the following areas:
* Provincial plan for learner attainment improvement;
* School plans;
* Subject Improvement Plans; and
* School Improvement Plans with Academic Improvement Plans.

The provincial plan which was the culmination of all the other plans was reported on monthly to check progress registered with the implementation. There were provincial sessions to account for performance as it was tracked quarterly. The Province conducted camps during all school vacations as guided by the provincial camp policy as follows:

* Autumn Camps for progressed learners to close the content gap of Grade 10 and 11;
* Winter camps for enriched learners of all vulnerable learners;
* Spring camps for revision and preparation for exams; and
* Differentiated camps to support Highflyers camps.
	+ 1. **Support for progressed learners:** The Department used the performance accountability to track identified activities for progress reports. The Department also used radio lessons by best practising teachers and subject advisors to reach all learners. The Department also kept a record of all schools affected by protests and with ATP backlogs to intervene with teaching and recovery where backlogs were identified.

* + 1. **Teacher Development Programmes:** The focus areas included **e**ducator development and Integrated Quality Management System (IQMS); Education Management System (EMS); and Performance Management and Development System (PMDS) implementation.
		2. **Procedures in place to conduct examinations:**
* **Registration:** Registration of candidates was done by capturing learner data from the entry forms. All registration of candidates has been completed. In respect of immigrant status - correct processes were followed and supporting documentation presented. All subject changes at Grades 10, 11 and 12 were done in line with the Regulations Pertaining to the Conduct, Administration and Management of Assessment for the NSC and has been finalised
* **Conduct of Examinations:** As part of preparation, the Province had printed preparatory question papers in-house to gauge the capacity to print for end of year. Security had been improved at the Printing Unit.
* **Invigilation:** Training of Chief invigilation was conducted by the PED from the 18 – 27 September. The Chief Invigilators would be appointed in writing by Examination Director as according to policy.
* **Monitoring:** Three-layer monitoring was done i.e. sub-district, district and province. Provincial monitors would monitor the monitors and a schedule for the training of monitors will start on the 16 – 19 October 2018. Each district would be allocated a day. Residents monitors would be deployed in all independent schools and schools which have shown a trend of irregularities.
* **Printing, Packaging, Storage and Distribution:** A management plan for printing, packaging and distribution was in place with printing commencing once the papers were released by DBE in mid-August 2018. The Printing Manager as well as six of the staff had been vetted. The pre-sealing of question papers for every consignment printed was taking place across all subjects irrespective of size. An audit of the printing warehouse was conducted, and findings presented to the Senior Management. Security would be intensified and discussion at PROVJOC was underway in order to curb community protests.
	+ 1. **Early Childhood Development (Grade R):** The incorporation of Grade R in primary schools was reportedly gaining momentum in the province. The number of primary schools in the province stood at 1 017 and Grade R stood at 960.The number of schools not offering Grade r stood at 57. There was a total of 53 751 Grade R learners in the province. Some of the challenges with Grade R included:
* Insufficient customised Grade R playrooms due to the specialised nature of the classrooms;
* There was a lack of adequately qualified Grade-R educators;
* Schools non-compliance to the Grade-R Post Provisioning Model leaving a learner teacher ratio above 1:30; and
* Schools employed unqualified persons to teach Grade-R.
	+ 1. **Readiness for the Incremental Introduction of African Language (IIAL):** The Department had selected 10 schools as a start in 2014 and this had been expanded to 35 schools in 2015-16. In 2017-18 a total of 15 more posts were allocated and schools were identified. Presently 44 schools formed part of the program with schools currently in the process of appointing a teacher for the subject. It was reported that the Department conducted a successful IIAL Imbizo in November 2017. For the remaining 69 schools, principals were called to a meeting and asked to implement the program in Grade 1 from 2019. Schools were requested to submit a name of a teacher by the end of August for training purposes. Teachers were trained in 2015, 2016 and in 2018 and schools were monitored by the district and province. Challenges included the following:
* To introduce an African language at a First Additional Language (FAL) level was a challenge – it was advisable to start at Second Additional Language (SAL) level;
* Teacher provisioning was a challenge – the Province needed 62 more posts;
* Appointment of teachers was a challenge due to scarcity of foundation phase teachers;
* Some principals also allocated other work to IIAL teachers; and
* Reporting to parents: IIAL was not on SASAMS yet.

**4.4 Inputs by Stakeholders**

Stakeholders raised the following issues during the engagement:

**4.4.1 Department of Water and Sanitation** – There was a healthy working relationship between the two Departments in the Province with a steering committee established to discuss projects and plans. The Department of Water and Sanitation had been engaging schools on water conservation through vision 2020. The interaction with schools was to provide technical advice on how water be utilised. The Department also discouraged the use of urinals that used too much water and costly to maintain. The Department was of the view that there was a move towards dry-sanitation for schools where possible with the aid of technologies available e.g. use of enzymes and chemicals.

**4.4.2 South African Democratic Teachers Union (SADTU)** – SADTU was continuing its engagement with the PED on issues of concern. Further, SADTU also held discussions at the level of the Education Labour Relations Council (ELRC) to fast-track the employment of educators and post provisioning. Regarding teacher development, a summit had been convened and there was agreement that there was much to be done to train and capacitate educators.

SADTU was of the view that the universalisation of Grade R be fast-tracked with adequate assistance and support for foundation phase educators. SADTU was concerned with the low expenditure of the Mathematics, Science and Technology (MST) Grant. The Union was also concerned over provincial norms and was of the view that capping HOD posts to only four did not assist schools and needed to be reviewed.

The Union also noted challenges with LTSM provisioning and shortages, especially at technical schools. SADTU was engaging the Department on the matter and felt that the current distribution model needed to be more inclusive.

In respect of infrastructure, SADTU mentioned that there was a need to work closely with the Department to improve issues of infrastructure. The Union was aware that the Department had begun with refurbishments of selected schools but cautioned that there were many more schools who needed urgent attention.

SADTU was concerned that progressed learners were not receiving the necessary assistance and support from the Department. The Union agreed that the concept of the Funza Lushaka Bursary Scheme had good intentions but there was a need to investigate whether the Scheme was addressing the challenges initially identified.

SADTU requested that office based educators also be adequately resourced as these offices were critical and to perform they required the necessary tools-of-trade.

In respect of SGBs, the Union was concerned that SGBs were not transforming and there was a need to ensure that legislation allowed for a quota composition of the SGB

On safety, the Union was concerned that educators were risking their lives going to school – as many had been attacked by learners during the course of their work. The Department needed to step-up security at schools and the safety of its learners and educators.

**4.4.3 National Professional Teachers Organisation of South Africa (NAPTOSA)** – NAPTOSA was in a joint venture with the Department to capacitate educators through training and development but this was hampered by insufficient funds for development. There was concern that some districts were too large making it difficult for officials to operate in these districts effectively.

NAPTOSA was of the view that, although the extra classes and weekend camps were beneficial to learners, educators were fatigued due to no rest-time.

The organisation was also against the 24-month period for temporary educators and felt this needed to be shortened. Some schools were spending too much money on furniture and NAPTOSA also felt that the safety of educators, learners and infrastructure left much to be desired. Further, there was a view that there were too many acting positions in the Department.

In respect of SGBs, NAPTOSA was of the view that SGBs were not adequately capacitated to execute policies and laws.

**4.4.4 Federation of South African Schools (FEDSAS)** – FEDSAS felt strongly that parents be involved with improving schools and be mobilised and take part in all facets of schooling. The Quality Learning and Teaching Campaign (QLTC) needed to be accentuated by way of partnerships with private sector and business. There was concern that the prices of stationery were too high but the quality was poor. Although many Full Service Schools (FSS) had facilities in place, many were not utilised due to educators not being adequately trained. NAPTOSA was of the view that a child needed to be developed holistically and therefore they argued for sporting facilities at schools. Where there were sporting facilities, schools had challenges maintaining these facilities due to budget cuts.

**4.4.5 National Association of School Governing Bodies (NASGB)** – The NASGB also highlighted issues of school safety and security. There was a need that principals also familiarised themselves with SA Schools Act to better understand and implement provisions of the Act. The NASGB was of the view that quality education would be achieved through the following:

* Parental involvement and support;
* Safety committees to be formed at schools’ level (also between schools and home base); and
* Training of SGBs on its functions and roles. There was concern over the lawfulness of procurement/budget functions being taken away from SGBs.
	1. **Challenges: Some of the main challenges from the deliberations were as follows:**
* Shortage of assistive devices for special needs education;
* Certain areas required urgent attention to ensure compliance with School Infrastructure Norms and Standards;
* Huge backlogs in respect of water, sanitation, electrification and infrastructure;
* Challenges facing SGBs as noted above in 4.3.6.
* School furniture challenges:
	+ - The Department had challenges with the supply of adequate school furniture due to poor maintenance, loss and destruction at schools
		- Procurement of school furniture was done every financial year to curb the shortages,
		- Although most schools had procured furniture in the two districts it furniture had not yet been delivered.
	1. **Portfolio Committee Observations**
* Members raised a concern regarding a school that had reportedly been under construction for the past four years as this would have meant an escalation in building costs and construction budget.
* Members queried whether the Department was considering the supply of sanitary towels to female learners at schools.
* Members queried whether the Department was able to pro-actively budget for storm-damaged schools in advance.
* Members were of the view that all qualifying learners for scholar transport and nutrition programmes should benefit from these programmes. The Department needed to mitigate the learner transport shortfalls.
* Members questioned whether the Department was engaging with parents to ensure that all affected learners received schooling during unrest/protest action.
* Members were concerned with the low spending on budgets, especially Conditional Grants.
* Members queried whether the Department was implementing the three-stream model.
* Members questioned whether the Department was planning extra classes to ensure curriculum coverage.
* Members raised concern over the validity of data and information on the number of pit-latrines in the Province as there were conflicting data being mentioned.
* Members were concerned that the 24-month period for temporary educators was too long. This needed to be addressed and the period shortened.
* Members queried whether the Department was collaborating with the Department of Water and Sanitation on the innovative ideas for ablution facilities.
* Members queried whether the provincial department factored in a maintenance budget for the roll-out of bicycles.
* Members also queried the condition of vehicles utilised by the Department during examinations to distribute examination question papers and answer scripts.
* Members queried whether the Department had opened cases of theft with the SAPS in respect of furniture that was reportedly stolen.
* Members noted that not all educators in rural schools were receiving the rural incentive/stipend.
* Members agreed that all data for schools and learners be verifiable data in the system.
* Members were concerned that assistive devices ordered had not been delivered by service providers – this needed to be corrected.

**5. Visits to Schools and other facilities**

**5.1 Taung Teacher Enrichment Centre –** The Centre was established in 1991 through the De Beers Social Responsibility Initiative. It focused on Mathematics, Science and English. It was reported that the Centre reached out to secondary schools but there were challenges with sourcing funding for teacher development.

There wereserious functionality issues that impacted on the Centre after a number of co-ordinators, general workers and security staff were relocated to needy schools. Some of the offerings at the Centre included the following:

* SA-SAMS;
* Second Chance Matric Support Programme;
* Details of Contact Sessions;
* Continuing Professional Teacher Development (CPTD);
* Digital Learning;
* E-Learning; and
* Secondary Programmes.

The Centre experienced low turn-out of Second Chance learners for contact sessions due to the following:

* Learners were traveling long distances to attend lessons at the Centre;
* Contact lessons started in the afternoon which did not suit learners;
* It was reported that learners preferred to study at Technical-Vocational Education and Training (TVET) colleges;
* Learners opted for job opportunities where possible; and
* Sometimes teachers were held up by curricular/administrative obligations.

 **5.1.1 Challenges:** The following challenges were raised during deliberations:

* Placement of co-ordinators, gardeners and security staff to other schools seriously impacted on the functionality of the Centre;
* Infrastructure – dilapidated buildings;
* Lack of adequate space for programmes;
* Inadequate staff provisioning;
* Lack of resources e.g. PC computers, laptops and printers;
* Poorly equipped computer laboratory;
* Lack of budget to provide sustenance of programmes; and
* Lack of a cleaner and an Administrative Assistant.

 **5.1.2 Portfolio Committee Observations**

* + - Members queried ownership of the building and who was responsible for maintaining the building. Members also queried the work of the Department of Public Works in maintaining the Centre.
		- It was apparent that learners were affected by distance to and from the Centre. It was important that the Department found ways to ensure all learners benefitted from the Centre.
		- Members were concerned that the Department was not serious about adequately assisting and supporting the Centre. Members questioned the support from the Circuit, District and Province in assistance with intervention programmes.
		- Members queried how the Centre was able to accommodate schools who utilised the LURITS system and not the SA-SAMS system.
		- Members queried how the Centre dealt with training and development of special needs educators.
		1. **Portfolio Committee Recommendations**

 The Portfolio Committee recommended that:

* The Department consider a complete relocation of the Centre though taking into account the distances for learners to travel to access the Centre. The Portfolio Committee requested a report from the Department on its plans with the centre within a month (refurbish, relocate or restore). The National Department was urged to assist the PED in this regard with interventions from the relevant Directorate and to consider utilising the Education Infrastructure Grant (EIG) to support the Centre.
	+ 1. **Responses from the Department –** Although theDepartment benefitted from the Centre, the buildings belonged to the Department of Public Works and they were responsible to maintain the building. The Centre received a designated budget for minor infrastructure maintenance. The Department had engaged the Department of Public Works on several occasions regarding maintenance of the centre. The Department acknowledged that the buildings were dilapidated and not much had been done to assist the Centre. The Department would consider having the centre completely relocated to another area. Budget constraints did not allow for the Department to transport more learners to the Centre from far lying areas. The Department agreed that they would provide a gardener and administrative assistant when the Centre is relocated to a new building. The Department, with all its constraints, reportedly gave support to the centres.
	1. **Goitseonne Mankruane Storage Facility –** The Portfolio Committee visited the storage facility and was briefed on the processes and procedures for storing and collecting question papers and answer scripts during the examinations period. The Department utilised strong rooms/safes of selected schools for this period. During the examinations period the strong rooms/safes of the selected schools became the property of the Department who managed and safeguarded question papers and answer scripts in the various districts.

The Department utilised a total of 13 strong rooms/safes during this period and schools were requested to hand over all keys to the safes. For this particular storage facility, a total of 10 schools collected and returned exam material. Only the strong room managers were allowed inside the storage facilities and managed the distribution and collection of exam material. The safe was accessed by two store room managers who each had a separate key to the safe. The safe could only be opened with both managers available. The manager also kept a register of all exam material dispatched and deposited in the safe. Principals supplied information on the distance to their schools and road conditions. The Department used this information to determine a norm time for collection and return of exam material. This norm time differed from school to school. The Department also employed the services of 24-hour security guards at storage facilities.

**5.2.1 Challenge:** The following challenges were raised during deliberations:

* There was no CCTV camera coverage at district storage facilities.

**5.2.2 Portfolio Committee Observations:**

* Members noted the request for CCTV cameras to be installed at storage facilities to improve security and access control.

 **5.2.3 Portfolio Committee Recommendations:**

* The Committee recommended that the Department prioritise the electrification of all storage facilities as well as the installation of CCTV cameras to improve security and access control.
	1. **Pinagare High School –** The school is situated in the rural area of Taung and was established in 1965 as a school for the sons of local chiefs. It currently offers Commercial subjects and Science from Grade 8 to 12. The school had a successful book retrieval policy in place to ensure that books were retrieved at the end of the year. The SGB was functional with regular meetings held.

In respect of infrastructure, the school building was old with the last renovations done in 2014. Cracks were showing in the walls and there were insufficient staff and learner toilets. The environment around the school was unsafe due to bushes and dilapidated hostel buildings not in use. Learners who were identified with learning barriers were immediately reported to the Head of Department who liaised with the Life Orientation teachers who assisted these learners.

The school implemented various strategies to assist low-performing subjects by way of extra lessons, studies and monitoring. The school had extra morning lessons for Mathematics and afternoon practice in Accounting. From the individual subject improvement plans, an academic improvement plan was drawn up.

**5.3.1 Challenges:** The following challenges were raised during deliberations:

* A vacant post on SMT (HOD for Humanities) needed to be filled;
* Small classrooms with large class numbers;
* Buildings are old and dilapidated, including dilapidated hostels not in use (need to be demolished);
* Insufficient toilets for staff and learners;
* Unsafe school environment due to bushes surrounding school;
* Poor condition of water reticulation pipes on school premises.

**5.3.2 Portfolio Committee Observations**

* Members were concerned with the unused dilapidated hostel buildings. They were of the view that they be demolished as they posed a health risk.
* Members raised concern with absenteeism of educators.
* Members raised concern with the water reticulation and sanitation challenges at the school. Members questioned the support and assistance from the Department and municipality.
* Members queried whether teachers were participating in training and development programmes and workshops.
* Members also queried the support from the Department for Second Chance Matric learners.
* Members raised concern over the overcrowded classes due to limited classrooms.
* Members queried whether the Department was planning to assist the school with extra classrooms as well as extra toilet facilities.
* Members noted that the area experienced water shortages and schools had an extra burden to source mobile toilets at extra cost.
	+ 1. **Portfolio Committee Recommendations**

The Portfolio Committee recommended that:

* The Department consider demolishing the dilapidated hostel buildings as they posed a danger to learners.
* The Department, in collaboration with the Department of Water and Sanitation ensure that the school is assisted with issues of water reticulation and supply. Further to this, that the Department ensured that the school is supplied with sufficient ablution facilities for staff and learners.
* The Department consider the building of extra classrooms for the school. It was important that the school ensured that it did not admit more learners than they could manage.

**5.3.4 Responses from the Department –** The Department reported that they brought parents on board where learners underperformed. Although the school experienced absenteeism of educators the school averaged an 80-90 percent attendance. Where educators went on leave the necessary arrangements were made in time for replacements and stand-ins. The Department had approached engineers to look at issues of water reticulation at the schools but was unable to ascertain where and the condition of water reticulation pipes on school premises. The school only had a total of 22 learners who benefitted from scholar transport. The Department ensured that teachers receive the necessary training and development. Schools also arranged their own development through workshops on policies. The Department had also invited officials to workshop teachers on CPTD and IQMS.

* 1. **P H Moeketsi Agricultural School (Storage Facility) -** The storage facility was housed at the P H Moeketsi Agricultural School and was similar in most aspects to all others, except that the school was a high school and had Grade 12 learners. This did pose a challenge in respect of security of the examination papers and answer scripts. The Department ensured that the school had no involvement regarding the distribution and administration of examination papers and scripts.
		1. **Challenges:**  The following challenges were raised during deliberations:
* No CCTV cameras at distribution points;
* Some schools had their own private security and during examinations, the departmental security and private security needed to be managed effectively;
* Strong rooms were not equipped with electricity; and
* Shortage of permanent laptops, printers and scanners for each storage facility.
	1. **P H Moeketsi Agricultural School -** The school had a staff compliment of 18 with one Principal, 12 Post Level (PL) 1 educators (3 acting), one PL 2 (1one acting and one vacancy). The school did not have a library and classroom shortages. It was reported that not all learners had the required textbooks and stationary. A challenge experienced was that the catalogue did not have some technical subjects. The school also had challenges with maintenance and funding, specifically, the agricultural section of the school.

The current Agricultural Technology textbook was only available in Afrikaans and the school only had one English copy of the Agricultural Management Practice (AMP) textbook. The school hostel accommodated a total of 150 learners but have been empty since the Department cut the hostel subsidy and parents could no longer afford hostel accommodation. As an agricultural school, there were huge challenges with water supply and reticulation for crop irrigation and animal use. There was an outcry from the school for the Department to make more land available to exercise proper agriculture to produce and process fruit and vegetables. To further assist, the school also requested that the Department considered supplying the school with a greenhouse tunnel.

* + 1. **Challenges:**  The following challenges were raised during deliberations:
* Too many vacant posts, temporary teachers and acting posts;
* The textbook catalogue did not favour technical subjects;
* Not all textbooks and stationery were received;
* School maintenance was high and there were challenges with funding for the school, specifically, the agricultural section of the school;
* The Agricultural Technology textbook was only available in Afrikaans;
* Only one copy of the Agricultural Management Practice textbook was available in English;
* Due to hostel subsidy cuts, parents could not afford hostel fees and currently the hostel stood empty;
* Water reticulation system was inadequate;
* The school only had a single security official appointed by the SGB;
* The school land-size for exercising proper agriculture and produce fruit and vegetables was too small;
* The school was in need of a greenhouse;
* Insufficient tablets were supplied to the school
* The school had no library and required additional classrooms

**5.5.2 Portfolio Committee Observations**

* Members noted that the funding from the Department was clearly not enough for the school to operate. The Department needed to adequately fund the schools to operate optimally.
* Members also raised concern over the lack of sufficient security for the school.
* Members were concerned with the shortages of relevant textbooks for certain agricultural subjects.
* Members noted that the school was engaging the Department to have existing temporary educators be made permanent. The Department needed to fast-track these appointments.
* Members were happy with the high pass rate but raised questions over the quality of the passes.
	+ 1. **Portfolio Committee Recommendations**
* The Department needed to consider assisting the school with extra land and a greenhouse tunnel. The school should also consider approaching the private sector and business to donate/assist with a greenhouse tunnel.
* The Department, in collaboration with the Department of Water and Sanitation should ensure that the school receive adequate water and water reticulation.
* The Department should fast-track the permanent appointment of three temporary educators at the school.
* The Department should ensure that the school is supplied with the necessary outstanding textbooks.
* The school needs to consider resurrecting its collaborations and exchange with the neighbouring Agricultural College.
* The Department should consider reopening the school hostel to accommodate all deserving learners.
	+ 1. **Responses of the Department –** It was indicated that the Agricultural Technology textbook was not available in any other language but Afrikaans as most agricultural schools used Afrikaans as a medium of instruction. Learners from outlying areas were using their own means of transport to school. The Department would have to do an audit of those learners who qualified to stay at the hostel and request the District to draw up a business plan with a funding request for deserving learners.
	1. **Molelema Primary School –** The primary school was a Quintile 1 school established in 1984 and had an enrolment of 401 learners. The school had a full complement of staff, comprising one Principal, two HODs and eight PL1 educators. Although the school had enough stationary, there were shortages of textbooks in various subjects due to fire-damage. The school was able to provide meals for 398 learners by way of three food-handlers. The school utilised a classroom converted to a kitchen to prepare meals. The current classroom ratio stood at 1:50. The school had suffered fire-damage as the Administration Block had burnt down completely. The school did not employ the services of a security official.
		1. **Challenges:**  The following challenges were raised during deliberations:
			+ Shortages of textbooks and stationery - either due to fire damage or non-delivery;
			+ Insufficient toilet facilities (including age-appropriate toilets);
			+ Insufficient furniture;
			+ Part of electricity supply damaged;
			+ Many school days lost due to protest action which affected curriculum coverage and assessment;
			+ No adequate storage facilities;
			+ Fire damaged building – the school needs a new building, extra classrooms and an administration block.
		2. **Portfolio Committee Observations**:
* Members sought clarity regarding the LTSM shortages and queried whether this was due to fire-damage or the Department had not delivered. Members were of the view that the school be supplied with all LTSM shortages as a matter of urgency.
* Members raised concern over the staffing posts that required filling.
* Members noted with concern that the learner/teacher ratio was too large and queried whether the Department was considering to build extra classrooms for the school.
* Members were concerned that the school did not have an administration block nor a kitchen for preparing meals.
* Members were concerned that the school did not have sufficient toilets, as well as age appropriate toilets for Grade R
* Members queried the support received from parents and the surrounding community.
* Members queried whether the budget for repair and maintenance would be sufficient to rebuild certain section and do the necessary refurbishments and maintenance of the school.
	+ 1. **Portfolio Committee Recommendations**:
			- The Department need to assist the school with doing a proper scoping, assessment and evaluation exercise to ascertain the estimates and budget required to revamp the school. This would include a new administration block, extra classrooms, toilets and kitchen.
			- The District and Provincial Department to engage the school on all LTSM (Textbook) shortages and ensure that the school is supplied with all outstanding LTSM.
			- The Department to assist the school in ensuring that all learner data/profiles are correctly uploaded on the SA-SAMS and Lurits systems. The school, with the assistance of the Department, should collaborate with the Department of Home Affairs to ensure that all learners are adequately documented.
		2. **Responses from the Department –** The Department was in the process of attending to most of the challenges raised, including NSNP, infrastructure and LTSM shortages being prioritised. The Department had not been implementing sanitation programmes due to challenges with implementing agents since 2014. The District initiated temporary toilet structures for schools. The Department had tasked inspectors to complete scoping of the burnt structure and specifications had been done. The Department was awaiting the appointment of a contractor and/or funds to be released for repairing the damaged structures. The Department had received a request from the school for extra mobile classrooms. The Department had a backlog of NSNP centres in the District and the school was on the list for a NSNP centre.
	1. **Bopaganang Secondary School –** The school had a staff compliment of 23 (one Principal, one vacant Deputy Principal, four HODs and 18 PL1 educators) and two temporary appointments. The school employed the following interventions in preparation for the NSC and SASL Examinations:
* Afternoon and Saturday classes;
* Quarterly meetings with Grade 12 parents for results analysis and intervention;
* On site camps;
* Mentorship programmes for all Grade 12 learners;
* Drilling learners in subject content; and
* Special interventions in relation to all subjects.

The school also supported progressed learners in this regard. Teacher development programmes included professional support forums, induction for newly appointed teachers as well as CPTD programmes. The SGB was functional with the various sub-committees established. In respect of examination readiness, the school was ensuring the completion of the curriculum with the grouping of candidates per centre finalised. All examination rules and regulations had been clarified to learners and answer-booklets ready and available.

All 823 learners at the school benefitted from the nutrition programme. The school currently had four food-handlers with an additional handler to be appointed in the near future. All meals were prepared in the NSNP centre at the school.

Learner transport was administered by the Department of Community Safety and Transport and there were three buses transporting 132 learners to school.

In terms of infrastructure, the school had a total of 28 classrooms (26 used and 2 unused), with a satisfactory classroom learner ratio of 1:35. The administration block consisted of six offices, one Computer Lab and one Library. There were also 15 toilets for boys and 20 toilets for girls. Teachers had two toilets for males and two for females.

* + 1. **Challenges:**  The following challenges were raised during deliberations:
* Absenteeism of learners and late coming due to transport problems;
* Shortage of busses for learners leading to overloading;
* Difficult for learners from outlying areas to attend afternoon and Saturday classes due to transport challenges; and
* A foreign national educator (Physical Science) had not been paid and was not yet permanently appointed. The school was challenged in finding a suitable educator for the subject.
	+ 1. **Portfolio Committee Observations:**
* Members were concerned with the issues around scholar transport, condition of vehicles, overloading and late coming of learners.
* Members were concerned with the shortages of LTSM at the school
* Members cautioned that the school should follow progression policies and not be dictated to by officials.
* Members were concerned that learners were abusing substances and queried the support and assistance of the Department.
* Members noted the challenge with attracting an educator for Sciences and queried whether the Department was able to appoint the Foreign Educator on a permanent basis.
* Members noted that educators only received three days of ICT training and were of the view that this was inadequate.
* Members also noted with concern that Grade 12 learners were demotivated.
	+ 1. **Portfolio Committee Recommendations:**

The Portfolio Committee recommended that:

* The Department should ensure that the school is supported with adequate scholar transport for learners.
* The Department to seriously consider building another school in the area closer to the majority of learners to mitigate scholar transport challenges.
* The Department should ensure that the school is supplied with any outstanding LTSM (textbooks and stationary).
* The Department should ensure that the school follows progression policies.
* The Department should urgently ensure that the school has a permanently appointed qualified Science educator.
* The Department should ensure that educators receive adequate training on ICT.
	+ 1. **Responses from the Department:** The Department noted that the school needed further resources to capacitate learners in making correct subject stream choices. The issue with the Physical Science educator would be followed up by the Department. In respect of scholar transport, the Department would be calling a meeting with the SGB and principal on the matter the following day. The Department agreed that the issues of water supply and reticulation needed to be addressed urgently. The Department indicated that no school in the Vryburg area had received any security officials as the Department was currently prioritising Special Schools. There were plans in place to build a new school in the area concerned as too many learners were commuting from that area. The Department would welcome any further requests for ICT training for educators. The Department appointed foreign nationals for specifically the scarce subjects. These educators were thoroughly evaluated and the Department agreed to deal with the issue of the current challenges with the foreign national at the school by way of the processes and procedures for appointment of such.

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* 1. **Christiana School for The Blind** – The school was established in 2008 and was catering mainly for the Blind and Partially Sighted learners. There were also learners with disabilities linked to Blindness such as Autism, Epilepsy, ADHD, SID, Multiple Disabilities, Spina Batida and Cerebral Palsy. The school offered the main stream curriculum for Grade R to Grade 12 as well as SID and Skills. With regard to SID and Skills, learners were identified by the School-Based Support Team (SBST) and the District-Based Support Team (DBST). The school currently had seven Grade 12 learners.

In terms of the National Senior Certificate results, the school obtained 100 percent since 2014. Interventions in relation to exam readiness for 2018 included conducting afternoon extra classes from Monday to Thursday; the mentoring of Grade 12 learners by the principal; the granting of concessions to these learners; bi-weekly monitoring of under-performing subjects; ongoing motivational talks and targeted support to the progressed learner.

 **5.8.1 Challenges**: The following challenges were raised during deliberations:

**5.8.1.1 LTSM**:

* The school had shortages of textbooks due to the unique circumstances pertaining to the production of Braille textbooks (it was reported that it took 18 months to two years to translate a textbook into Braille). Shortages were in the Foundation Phase, Setswana Home Language and Grades 4 – 12 due to increased learner numbers.
* There were only two Braille printing houses, of which Pioneer printers was the selected service provider. The school requested the Department to consider using the services of Braille SA as the second service provider, since it was reportedly effective in transcribing African languages and could assist with provision of Setswana books.
* The school urged the national Department to consider using a centralized procurement model for master copies in order to achieve economies of scale.

 **Responses from the Department:** The Department assured the school that they were in the process of procuring textbooks for African languages, including Setswana using the centralised procurement system, and provinces had already made orders.

 **5.8.1.2 Post-provisioning**:

* The school had vacancies, including for household care and support, and class assistants.
* The school also identified posts that needed to be urgently created, including a Braille Instructor, admin staff for Braille production unit (x4), a social worker, and an orientation and mobility instructor.
* The Department was also requested to create a second deputy principal position.

 **5.8.1.3 Infrastructure, ICT rollout and furniture**:

* The school experienced a shortage of teacher and learner desks, including adapted desks and chairs for the wheelchair-bound learners.
* Although the school had reportedly been upgrading its ICT consistently in the past, most of its computer software needed further upgrading and the school lacked the required resources.
* SA-SAMS was not 100 percent aligned to the SID and Skills (i.e. learners who are not able to do mainstream)
* DDD dashboard only reflected mainstream learners and not SID and Skills
* With regard to assistive technology, the school was struggling to source Brailler parts from suppliers and required the department’s intervention.
	+ 1. **Portfolio Committee Observations**
* The Committee welcomed the sterling work done at the school to support learners.
* The Portfolio Committee noted the challenges highlighted by the school.
	+ 1. **Portfolio Committee Recommendations**

 The Committee recommended that the Department:

* Prioritise the filling and creation of posts identified as urgently required at the school, including making a determination on the feasibility of creating a second deputy principal position for the school (and other similar schools).
* Follow through on the promise made regarding the procurement of textbooks for African languages, including Setswana and ensure that they are supplied as a matter of urgency.
* Give the school the necessary support to ensure that SA-SAMS and the DDD dashboard are aligned to SID and Skills.
	1. **John Frylinck Secondary School**

**5.9.1 Challenges:** The following challenges were raised during deliberations:

* **Performance of the school**: The delegation was concerned over the decline in the NSC results from 85 percent in 2016 to 38.8 percent in 2017.
* **Leadership**: The principal needed assistance to effectively manage and lead the school, including instructional leadership and dealing with teacher and learner absenteeism
* **School Management Teams (SMT):** Members were concerned that the SMT had only met four times since the beginning of the year.
* **Exam readiness**: Based on its own records, the school would require close monitoring and support in subjects where it laged behind in curriculum coverage. These included Accounting (Grades 10 and 11), Business Studies (Grade 10), English (Grades 10 and 11) and Life Sciences (Grades 10 – 12).
* **LTSM**: The school was facing a serious shortage of textbooks and its retrieval system was ineffective.
* **Safety and security**: The school experienced incidents of vandalism and break-ins which reportedly happened during weekends and early hours of the morning.
* Water Regular shortage of water poses challenges
* **PPN:** The school had two HOD vacancies for Mathematics and Science and commercial subjects that needed to be filled as a matter of urgency.
* **Rollout of ICT**: Although the school had 26 tablets and 20 laptops, they were currently not used due to challenges of connectivity. The school’s Wi-Fi was only accessible in the staffroom.
* **Inclusive Education**: There was inadequate support for learners with disabilities. Two such learners were reportedly screened ad referred to the Sub-District office but did not receive support due to financial constraints.
	+ 1. **Portfolio Committee Recommendations**
* The Department was urged to provide targeted support to the school to address all its challenges as identified above. The Department committed to intensify its support to the school as a matter of urgency.
	1. **Bophelong Special School –** The school was established in 1996 to respond to the needs of learners experiencing barriers to learning (Severely Intellectual Disabled). Learners were admitted through networking with neighbouring schools with current admission done by the Inclusive Department through cooperation and collaboration. Learners at the school experienced some of the following barriers:
* Autism;
* Epilepsy;
* Severe to Profound Intellectual Disability;
* ADD and ADHD; and
* Down Syndrome.

The school offered sewing, decoupage, arts and craft, gardening, beadwork, curriculum subject (maths, life skills and languages). Skills to be pursued by the school include printing, woodwork, welding, pottery, computer studies, administration and leather work.

The school had a number of vacancies that needed to be filled, critically, there was a need for therapists (occupational and speech). Learners used their own transport to reach the school and the school was requesting its own 23-seater minibus to transport learners. Further, the school was considering the extension of the hostel facilities.

* + 1. **Challenges:**  The following challenges were raised during deliberations:
* No LTSM received for 2017/18 academic year from the Department.
* Vacancies at school needed to be filled.
* The school required a 23-seater vehicle to transport learners. Contracted driver refused to go to certain areas.
* There was a need to have the hostel extended to accommodate learners from outlying areas.
* Sceptic tank needed to be emptied weekly, with little or no assistance from the local municipality.
* The school solar panel geyser was not in working order.
* Shortage of therapists and specialist.
* No assistance in getting the sewage system connected to the municipal system.
* Flooding occurred after heavy rains and there was a need to have school storm water piping connected to the municipal drainage.

**5.10.2 Portfolio Committee Observations:**

* Members were concerned with issues of staff establishment and the many vacant posts that needed to be filled. The Department needed to explain why these posts had not yet been filled.
* Members were concerned that the Department had not delivered LTSM to the school as indicated.
* Members were interested in knowing how many learners were employed with their acquired skills.
* Members noted the issues with scholar transport and queried whether the Department would consider the school’s request for its own 23-seater bus.
* Members noted with concern that the school had no playgrounds.
* There was concern that the school was struggling to have its sceptic tank emptied on a weekly basis. Members queried why the Department and local municipality could not assist in this regard.
* Members queried whether the school had the necessary capacity and resources for the planned skills to be added.
* Members also queried whether the school utilised the Special Grant for educator training and resources.
* Members also queried whether the school had access to trained therapists to assist with special learners.

**5.10.3 Portfolio Committee Recommendations:**

 The Portfolio Committee recommended that:

* The Department, in collaboration with the local municipality, ensure that the school is assisted with sewage pipe connections and emptying of the school sceptic tank.
* The Department should ensure that all vacant posts identified be filled urgently.
* The Department should consider the request from the school for their own 23-seater bus to transport learners safely.
* The Department should also assist the school with access to therapists as required.

**5.10.4 Responses from the Department:** The Department noted that the school offered Foundation Phase up to Grade 3. The school had challenges with scholar transport as service providers were refusing to drive to certain areas. The school was without a sportsground but there were plans to create such space on the school grounds. The Department was looking into the issues around water reticulation, sewage and storm-water drainage. The Department was trying to ensure accommodation at the hostel for learners who came from outlying areas. The Department was planning renovations for the school in the next financial year.

In respect of vacancies, the Department had started the process of recruitment and selection. An audit had also been done on all vacancies in special schools and submitted to the Human Resources Section. Many posts could not be filled without being advertised. Schools needed to communicate any educator vacancies to the Department in good time to allow for speedy placements. The Department was struggling to attract and recruit specialists and therapists. In respect of the request for a vehicle, the Department would consider this together with further options of contracting modified busses to service the school.

* 1. **Batloung High School -** The school was established in Botshabelo near Coligny in 1958 and went up to Grade 10. In 1972 the school was upgraded to Batloung High School and offered up to Grade 12. The school was a Quintile 1, no-fee school with a learner population of 764. The staff compliment was 24 with one Principal, one Deputy Principal, four HODs and 18 PL1 Educators. Although the school had ordered LTSM through SA-SAMS, certain textbooks did not appear on the catalogue. There was a need to revisit its textbook retrieval system as many modulating learners were not returning books.

In respect of learner transport, the service provider was forced to travel an extra 22 km to accommodate a further 42 learners which caused overloading. The new routing was not part of the originally approved service route. Regarding the NSNP, a total of 764 learners received meals prepared by four food handlers. There was a functional NSNP committee in place. The SGB was elected in April 2018 and was fully functional with regular meetings and induction workshop completed. There was a small challenge with the outgoing SGB not having had the support of parents.

Infrastructure challenges included the vandalising of light switches and breaking of light globes. The school fencing needed refurbishment and had requested such from the Infrastructure Unit. Pit-toilets were still being used and remained in a bad state and posed a health hazard. Further, the school buildings, sportsground and school laboratory were also in a bad condition. There was no paving around school buildings. The Mafikeng municipality had recommended the closure of the school due to the conditions at the school. The school did not have a staffroom to accommodate all educators. There were shortages of school furniture (desks and chairs) with many chairs broken and damaged. Regarding the roll-out of ICT, the school used TV and OVHD for effective delivery of the Curriculum. Educators were not fully knowledgeable of the operation of ICT equipment.

* + 1. **Challenges:**  The following challenges were raised during deliberations:
* Some textbooks needed were not appearing on the catalogue.
* The school retrieval policy needed to be revived.
* Scholar transport was overloaded and service provider had an added route to service.
* The outgoing SGB did not have the co-operation of parents.
* Learners vandalised light switches and broke globes.
* Fencing needed repair.
* Pit-toilets were still in use and in disrepair, posing a health hazard.
* The school buildings, sportsground and school laboratory were not in a good condition.
* There was no paving around school buildings.
* The Mafikeng municipality had recommended the closure of the school due to its bad condition
* The school did not have a staffroom to accommodate educators.
* There was no running water, equipment and a basin in the laboratory.
* The school had a shortage of desks and chairs.
	+ 1. Portfolio Committee Observations
* Members noted with concern the request for extra teachers when the school ratio reflected that the school had adequate teachers.
* Members queried the effectiveness of the interventions by the school and the department to ensure improved learner performance.
* Members raised a concern at the state of the school generally – there seemed to be very little maintenance and cleaning. Members were especially concerned with the state of the ablution facilities at the school.
* Members noted that there were challenges with the functionality of the School Management Team as there were issues of the late submission of reports and ill-discipline of educators.
* Members noted with concern that certain books required were not listed in the catalogue and requested an explanation.
* Members noted that school transport was overloaded due to learners not sticking to correct pick-up/drop-off time schedules. Time schedules needed to be adhered to, to avoid overcrowding on busses.
* Members queried whether the school, in collaboration with SAPS had done any random searches of learners at the school.
* Members noted that the school was in need of perimeter fencing to ensure a safer schooling environment.
* Members queried whether books for the school were audited and by whom.
* Members queried whether teachers received the necessary training, including ICT.
* Members queried how the diagnostic analysis was being used to determine the curriculum intervention strategies for the school.
* Members queried how the Department selected service providers and supported schools to ensure that these service providers carried out the work required of them.
* Members noted with concern that the issues of rationalisation of schools were not yet finalised.
* Members queried how the school utilised its Norms and Standards budget as it was clear that very little maintenance and repairs were being done.
	+ 1. **Responses from the Department** – The District Director indicated that the school did not develop a maintenance plan as requested in the past. He also advised the sub-directorate that with the next visit, they needed to ensure that there is consequence management if the school had not complied. There was a serious lack of leadership at school.

An audit was done on all the pit latrines as part of the strategy to eliminate the pit toilets. The list has been submitted to national office. The school was on the list for the next financial year. The District had noticed that the school did not have a maintenance plan, despite visits and persuasions by the Circuit Manager. The District had ordered that where there was non-compliance there should be consequence management. The issue of the stoop was a structural problem and the Department would dispatch structural engineers to evaluate the structure and advise accordingly.

The Department would look at the report of the school in terms of the staff allocation and verify the numbers and ratio. In case of disparities being found, corrections would be effected

Regarding the contracting of service providers for scholar transport, this function resided with the Department of Transport but there were moves to have the function relocated to the Department of Education.

In respect of school safety, the District Director, in March 2018 had a special session with the school around issues of accountability. Issues of learner discipline and substance abuse were also raised. The District Director was of the view that learner discipline was the responsibility of the school and its SMT but unfortunately, it emerged that there was serious ill-discipline of educators with claims of substance abuse by members of the SMT.

The Chairperson of the SGB requested that the meeting be adjourned as there were serious matters being raised that needed the attention of the MEC. It was evident that there was no school management and it was the responsibility of the Department to engage the school and produce a rescue plan for the school.

* + 1. **Portfolio Committee Recommendations**

The Portfolio Committee Recommends that:

* The Department should ensure that service providers of scholar transport adhere to pick-up/drop-off schedules to avoid overcrowding on busses.
* The Department should ensure that support staff are incorporated into the school staff establishment where possible.
* The Department should ensure that the school receive proper perimeter fencing.
* The Department should ensure that service providers carry out the work required of them.
* The Department should ensure that issues of rationalisation of schools are addressed and finalised.
* The Department should supply the school with necessary desks and chairs for learners.
* The Department, in collaboration with the Office of the MEC, should make the necessary interventions in respect of the lack of management at the schools. A progress report in this regard should to be furnished to Parliament within two months of the adoption of this report by the National Assembly.
* The Department should as a matter of urgency carry out its plans to eradicate the pit toilets at the school.
	1. **Batswana Commercial Secondary School -** The school was established in 1962 as a training college but this was phased out in 1983 when the school was converted into a commercial high school. In 2006 the school introduced Physical Science and obtained a Dinaledi status. The school was a Quintile 4, fee-paying school with a total enrollment of 1 141 learners. The FET phase offered four subject streams i.e. Science, Commercial, Computer and General. With no improvement in learner performance, the school recognised that more quality time was needed for progressed learners and introduced extra classes before examination starts.

In respect of LTSM, the school budget was insufficient for stationery packs for all learners as well as textbooks. Although the school practice a book retrieval policy, many textbooks were damaged and resulted in shortages. The school had introduced an intervention programme to mitigate LTSM challenges.

The school did not offer any scholar transport and learners used their own transport to school. The school had a challenge with learners coming late. Regarding NSNP, the school did not offer meals to learners. There were 35 learners staying at the hostel.

The following infrastructure challenges were identified:

* The hostel buildings were old and dilapidated and required major renovations.
* The Laboratory was in a bad state with shortages of relevant apparatus.
* Falling ceilings in classrooms;
* The school had shortages of desks and chairs;
* Faulty electricity connections; and
* The library was being used as a classroom – some classrooms needed partitioning.
	+ 1. **Challenges:**  The following challenges were raised during deliberations:
* Educators had many classes due to large learner numbers.
* Moderation was done under pressure due to close dates for School Based Assessment (SBA).
* The school was very old and hostels dilapidated.
* The laboratory was in a bad condition with a shortage of apparatus.
* Falling ceilings in classes and faulty electricity.
* Library used as a classroom.
* Some classrooms needed partitioning.
* All water reticulation pipes were very old and needed refurbishment.
* Late-coming of learners.
* SGB training was yet to be conducted.
* The school was servicing a municipal bill of around R50 000 a month.
* Budget allocation was insufficient for stationery and textbooks.
* Some textbooks were damaged and the increased number of learners resulted in shortages of textbooks.
	+ 1. **Portfolio Committee Observations**
* Members were concerned that the school was underperforming in commercial subject’s despite being a dedicated commercial school.
* Members queried what the SMT was doing to curb the late-coming of learners.
* Members also queried whether the school was correctly Quintiled and requested that the Department consider a review of the Quintiling.
* Members were also concerned with learners abusing substances and requested the intervention from the Department, SAPS and Social Services.
* Members were concerned that the school textbook retrieval system was ineffective at the school.
* Members queried the support and assistance from the Department regarding infrastructure needs and shortages.
* Members noted with concern the high municipal services bill for electricity and water as this bill was shared with the area office and hostel on the premises.
* Members were also concerned that the laboratory was not adequately resourced.
* Members queried the support and intervention programmes to assist progressed learners to better perform.

* + 1. **Portfolio Committee Recommendations**

The Portfolio Committee recommended that:

* The Department fast-tracks the process of the reassessment of the quintile of the school.
* The Department ensures that the school is assisted with all outstanding LTSM and infrastructure needs.
* In collaboration with Public Works and the local municipality, the Department ensures that the school is enabled to identify and repair all leaks. The Department needed to consider a separate billing for the school usage separate from the Hostel and Area Office.
	+ 1. **Responses from the Department** – The school was dealing with issues of learner late-coming as well as absenteeism of educators. Educators also attended CPTD workshops and provided feedback to the school. The school was dealing with issues of learner substance abuse and followed disciplinary processes. The Department acknowledged that the municipal bill was too high and indicated that this could be due to leakages underground which could not be detected by engineers to date. The Department advised the school to drill their own bore-hole to reduce municipal bill. The school was also in need of extra hostel staff to service the hostel. There was a need for the school to maximise security personnel to assist with search and seizures and reduce substance abuse amongst learners. The Department was in the process of reassessing all Quintile 4 and 5 schools to ensure that schools were correctly Quintiled. The Department would deploy engineers to assist the school promptly to conduct the assessment of the water reticulation situation.
	1. **Kebalepile Junior Secondary School –** The schoolwas established in 1967 with only Grades 10 and 11. In 1980 it presented its first matric and produced outstanding matric results until 1998. From 1999, Kebalepile High School under-performed dramatically until 2008. Since 2009 the school picked up its academic performance in matric. In 2015, the curriculum was extended (i.e. Grade 8 – 12). The school was merged with Boingotlo Middle School in 2013 though the merge was only concluded in 2018. The merged school was named Kgosi Kebalepile Secondary School. It is currently a Quintile 4, fee-paying school with 1 233 enrolled learners. The staff compliment comprises one Principal, one Deputy Principal, three HODs and 35 PL1 Educators. The total staff establishment stands at 40. The current staff establishment is not aligned to the Post Provisioning Model. The school had one vacancy. The school’s current underperformance is is attributed to the following:
* Lack of instructional leadership (due to early retirement and resignations);
* The merger;
* Educators who have been teaching in the General Education and Training (GET) Phase for a long time;
* Progressed learners from GET;
* Ill-disciplined educators;
* Low staff morale; and
* Poor parental involvement.

 School LTSM challenges included the following:

* In the GET Phase there was no continuation of the same textbook;
* Shortages of textbooks in the FET Phase (English & Setswana – Literature, Life Orientation; Geo & Life Science);
* Shortages of Mathematics textbooks (8-12) as well as Maths Literature (10-11);
* Shortages of Physical Sciences textbooks (10-12); and
* Shortages in Agricultural Sciences, Life Sciences (10-11), Natural Sciences & Economic Management Sciences (8-9).

 Infrastructure challenges identified by the school included:

* Poor sanitation and perimeter fencing;
* The administration block was not centralised and did not have enough space (i.e. staff room)
* Shortages of taps due to copper theft;
* Classroom infrastructure vandalised and old – many classrooms without electricity;
* Poor Wi-Fi and network connection;
* Laboratory block has poor water reticulation;
* There were furniture shortages of chairs, desks and cupboards
* Shortage of toilets for males and females;
* e-Learning trolleys were not fully equipped with ICT peripherals;
* In respect of Inclusive Education, screening was ongoing but not all the forms were returned due to non-cooperation from parents, teachers and learners. About 50 cases were being attended to.
	+ 1. **Challenges:** The following challenges were raised during deliberations:
* School staff establishment not being aligned to the Post Provisioning Model.
* The School has underperformed (especially Maths and Science).
* For GET there was no continuation of the same textbook.
* Textbook shortages as indicated.
* Learners were using their own transport as a result they came late
* Two vacant positions; deputy principal 2 (sciences) and 4 HOD
	+ 1. **Portfolio Committee Observations**
* Members raised a concern with the low learner performance in Mathematics and Physical Science.
* Members noted issues with absenteeism and wondered whether this was due to low staff morale.
* Members were concerned with the large number of textbook shortages and queried whether the school had placed correct orders in time.
* Members were also concerned with the huge number of IE cases currently being handled by the school.
* Members were concerned that the SMT had resigned which left challenges with school management.
* Members queried the support and assistance from the Department in filling the vacancies at the school.
	+ 1. **Portfolio Committee Recommendations**

The Department recommended that:

* The Department should ensure that the school is supplied with all outstanding textbooks.
* The Department should fast-track the appointment of educators to fill vacancies at the school.
	+ 1. **Responses from the Department –** The main challenge with low performance in Mathematics and Science was the negative attitude and lack of passion of learners. There was low morale at the school due to the merger that took place. This resulted in increased rates of absenteeism. It was difficult for staff and there had been many resignations due to unhappiness with certain changes coupled with the merger of the schools. There was a disciplinary committee but it was not functioning effectively. The Department supported the school with the sign-up for CPTD. The reality was that there was no instructional education occurring at the school.
	1. **Boitseanape Technical Secondary School -** The school is a Quintile 4, fee paying school, established in 1962 as a boys’ trade school. In 1979 it operated as a college until 1983 and converted into a fully-fledged manpower centre in 1984. In1989 the school was converted into a technical and commercial high school. In 1995 the commercial stream was phased out as the school was turned into purely a technical high schools. There was a total learner enrolment of 974 with a staff establishment of:
* Principal - 1
* Deputy Principals – 2
* HODs – 4
* Educators – 26
* Temporary educators – 6
* Vacancy – 1
* Administrative Assistants – 2 SGB appointments and 1 temporary government employee
* General Workers – 1 cleaner, 1 groundsman and 2 SGB employees
* Security Officials – 4 SGB employees.

Most learners were using public transport to commute to school. Learners from disadvantaged backgrounds were using a bus organised by the Department. As the school was a Quintile 4 school, they did not utilise a feeding scheme for NSNP. Learners from disadvantaged communities had difficulty during lunch breaks. The school was of the view that the Quintiling be reviewed.

* + 1. **Challenges:** The following challenges were raised during deliberations:
* Educators indicated that pass requirements for assessment were problematic and confusing for the Technical Subjects. In addition, there were no Subject Advisors for these subjects.
* LTSM shortages needed to be addressed as a matter of urgency.
* Instability caused by ill-health of educators.
* Misconception regarding the subjects offered at the school.
* Technical Mathematics and Technical Science Grade 12 exemplar question papers and examination guidelines were delivered late.
* The QLTC was not launched.
* Learner mind-set polluted by recent delivery protest action.
* The school had been promised laboratory and workshop assistants.
* Educator and learner absenteeism was cause for concern.
* The number of posts allocated to the school was inadequate for the scope of work.
* Learners suffering as the school struggle to replace educator who either passed on, on maternity leave, labour case.
* Abnormal high municipal bill for water due to undetectable underground leakages
* Overcrowded toilets.
* Fence is old and broken.
* School structures are old and too expensive to be maintained by school alone.
* The school needs two laboratories, a media centre, an administration block, a workshop for electronics, a sick bay, sporting facilities and a facility for caretakers.
* Furniture shortages (tables and chairs).
* Internet was inaccessible and some gadgets were not functional.
* The school was awaiting tablet set-ups and uploading of the server and training.
* Inclusive Education (IE) Committee was not functional and required retraining on SIAS and Care and Support for Teaching and Learning (CSTL).
* The school was not accommodative to learners with special needs
	+ 1. **Portfolio Committee Observations**
* Members were concerned that the school appeared to be incorrectly quintiled and urged the Department to expedite the review of the Quintiling for al learners to benefit.
* Members were concerned that the school was servicing a high water bill and urged the Department to engage the local municipality on the matter.
* Members were concerned that learners did poorly in the Technical Subjects
* Members were concerned that educators were not receiving the necessary training for Inclusive Education.
* Members noted concerns raised by the school regarding ICT connectivity challenges.
* Members queried the assistance and support for the school in respect of LTSM shortages.
	+ 1. **Portfolio Committee Recommendations**

The Portfolio Committee recommended that:

* The Department fast-tracks the review of school Quintiling.
* The Department engages the local municipalities regarding unexplained high water billing for schools.
* The Department ensures that educators are adequately trained and developed for Inclusive Education.
* The Department ensures that the school is assisted with outstanding LTSM.
	+ 1. **Responses from the Department –** The Department stated that the school stuck to policies that governed learner progression. There was a recapitalisation which was completed in 2009. This was followed by renovations, machinery provided and educator training and development. It was noted that the workmanship was shoddy.

**6. Report-Back/Wrap-up Session with the North West Department of Education:**

This meeting served as a de-briefing session with the North West Department of Education. The gathering was attended by Members of the Portfolio Committee on Education in the Provincial Legislature, officials from the National Department of Basic Education and the North West Department of Education and Organised Labour.

**6.1 Portfolio Committee Input:** The Chairperson of the Portfolio Committee on Basic Education gave a brief outline of the many inputs received from stakeholder engagements during the oversight visit in an effort to unlock some of the bottle-necks and challenges faced. Apart from the challenges identified, the delegation also found many areas of strength in respect of the focus areas of the oversight. These included interventions made in preparation for the NSC examinations, including the support for progressed learners through special classes and camps. The cross-cutting challenges identified during the oversight to school could broadly be categorised under the following:

* **Teacher Centres:** The Committee commended the Province for well-functioning centres. There were issues of infrastructure, old and dilapidated buildings that needed special priority.
* **Infrastructure:** Many schools visited needed attention, including proper sanitation, laboratories, administration blocks and additional classrooms. Many schools did not have enough space with many overcrowded classrooms. The Department needed to ensure admission vs capacity be upheld. Schools needed to be capacitated/workshopped on how to use the Norms and Standards allocation and maintenance plan.
* **Rationalisation of Schools:** The Department had not managedthe rationalisation processes adequately. This resulted in friction between schools and communities and low staff morale at schools affected.
* **School Management Teams (SMT)**: Many SMTs managed well-run schools and worked well together. However, it was evident in some schools that there were serious management issues where SMTs did not know their roles and responsibilities – without Departmental intervention such schools were doomed to fail.
* **Discipline** – At certain schools there was a challenge of ill-discipline of learners and staff, including members of the SMT. In this regard, three schools (Batloung, John Frylinck, Kebalepile) needed priority attention.
* **Furniture:** Many schools reported shortages of desks and chairs.
* **LTSM:** Most schools reported challenges with the current catalogue for placing orders as the books they required were not listed, particularly for technical subjects. The national Department needed to revise the catalogue as a matter of urgency. Some schools were phasing in new subjects but the relevant textbooks could not be located in the catalogue. Many schools also reported shortages of textbooks, which needed urgent attention.
* **Focussed Schools:** These schools were declared focussed and required specialised resourcing.
* **Inclusive Education and Special Schools**: Overall, it was observed that the budget for Special Needs Education needed to be costed and increased accordingly. Special schools had challenges with LTSM and resource shortages (e.g. Braillers and Apex Notebooks) – many were not available or damaged. There were also challenges with specialised services. SIDs could not do without specialised professionals and there was a need to utilise the grant specifically for this area.
* **National School Nutrition Programme (NSNP):** Several schools visited neededKitchens (Nutrition Centres) for preparing meals (with proper utensils and equipment).
* **Learner Transport:** The allocation of the functions to service providers proved challenging as they had limited busses and was found wanting. Schools complained of overloaded and unroadworthy vehicles brining learner late to school. Some routes did not address the needs of the school.
* **Storage Facilities:** Although storage facilities for examination question papers and answer scripts had strong rooms, members observed that there were no proper CCTV cameras at these facilities. There was a need to install these cameras to increase security and access control. Members also observed that storage facilities were better placed in primary schools rather than secondary schools;
* **Vacancies:** The majority of the schools visited reported vacancies that needed urgent filling.
* **ICT:** A majority of schools reported that they had received a host of gadgets but there were problems with connectivity and network coverage.
* **Water and Sanitation:** Many schools reported challenges with water reticulation, drainage, and water supply. Ablution facilities were also affected with some schools still utilising pit-toilets. There were schools who serviced huge municipal bills for water and there were suspicions that these schools had leakages that could not be located.
* **Quintiling:** The Department needed to fast-track the review of school Quintiles to ensure all learners benefitted.
* **QLTC**: The QLTC was not functional in many schools.
* **Learner progression/multiple examination opportunities:** There were many challenges with the management of learner progression and multiple examination opportunities and the delegation observed that there seemed to be bottlenecks in the system in Grades 8 and 9.

**6.2 Responses from the MEC:** The MEC assured the Committee that the Department would take all the Committee findings further and look at addressing them as soon as possible. The MEC valued the Committee’s presence in the Province to assist with identifying needs and challenges. The Department appreciated the oversight role of the Committee and was assured that there would be improvements and growth emanating from the Committee findings. The MEC mentioned that the Department was working with the Administrator to deal with areas identified by the Committee and would prioritise addressing all the issues raised. The Department, in dealing with the matters raised, would work closely with relevant sister Departments in the quest to speedily address them (e.g. Public Works, Social Services, Water Affairs, COGTA and SAPS).

The MEC promised that comprehensive improvement plans would be generated to address low performance throughout the Province. Issues pertaining to examinations would be prioritised and the Department would work towards the installation of CCTV cameras at all storage facilities. The NSNP was a national priority and the Department would ensure proper kitchens be built at most schools identified.

As the work environment at schools needed to be conducive for teaching and learning, the Department would work to have proper Administration Blocks built where required. The Department would also replace burnt school property where applicable. There was agreement that issues for teacher absenteeism be addressed and proper policy and regulations be followed. The MEC agreed to meet with Subject Advisors and Co-ordinators to deal with issues of shortages. The Department would speedily prepare for induction workshops for SGB members.

**7. Conclusion**

The oversight visit to the North West Department of Education provided the Portfolio Committee with an opportunity to monitor, support and learn from the good work and best-practices of the Department, as well as to ascertain the functionality of the schooling system in the Province. The findings and recommendations contained in this report should help to assist the district and province to improve on schooling in general as well as to strengthen areas related to basic functionality.

**8. Overall Portfolio Committee Recommendations**

The Portfolio Committee on Basic Education, having conducted the oversight visit to the North West Province, and having considered the issues that were highlighted, requests that the Minister of Basic Education ensure that the Department consider the following overall recommendations:

8.1 The North West Department of Education should consider relocating the Taung Training Centre taking into account its infrastructural needs and the distances learners travel to access the Centre. The National Department should assist the PED in this regard with interventions from the relevant Directorate.

8.2 The North West Department of Education should ensure that CCTV cameras are installed at storage facilities to increase security and access control.

8.3 The North West Department of Education should consider demolishing the dilapidated hostel buildings in affected schools as they pose a danger to learners. Where applicable, the Department should ensure that schools are supplied with sufficient toilets, extra classrooms, school buildings and furniture. The Department should also consider reopening hostels in affected to ease learner transport challenges.

8.4 In collaboration with the Department of Water and Sanitation, the North West Department of Education should ensure that affected schools are assisted with adequate water reticulation, drainage and supply. In addition, the North West Department of Education should collaborate with Public Works and the local municipality to ensure that schools are able to identify and repair all leakages.

8.5 The North West Department of Education should fast-track the filling of vacancies at schools as well as permanently appoint temporary educators.

8.6 The North West Department of Education, where applicable, should ensure that schools are supplied with all the necessary LTSM and Assistive Devices as identified in this report.

8.7 The North West Department of Education should ensure that all learner data/profiles are correctly uploaded on the SA-SAMS and Lurits systems. Schools with the assistance of the Department, should collaborate with the Department of Home Affairs to ensure that all learners are adequately documented.

8.8 The North West Department of Education should ensure that all deserving learners benefit from scholar transport programmes.

8.9 The North West Department of Education should take the necessary steps to ensure that challenges with ICT (e.g. internet connectivity) in affected schools are addressed. In addition, educators should receive adequate training on ICT.

8.10The National Department of Education should fast-track the reassessment of the quintile system of schools.

8.11 The national Department of Basic Education should submit a detailed report on the number and functionality of Full Service Schools as requested previously.

8.12 The national Department of Basic Education should submit a report on the audit of Assistive Devices as requested previously.

8.13 The North West Department of Education should report on the procurement of school furniture, including for technical schools, and further report on whether the procurement was within the target dates set.

8.14 The North West Education Department should progressively address all the other challenges facing schools as identified in this report. The Department of Basic Education should provide Parliament with a progress report in addressing the recommendations made in this report, within two months of the adoption of the report by the National Assembly.

**9. Appreciation**

The delegation, led by the Hon N Gina MP, thanked the Members of the Provincial Department of Education and the National Department of Basic Education for their support given during the oversight visits. A special word of appreciation was extended to Members of the Provincial Legislature Portfolio Committee on Education for their input and participation in the programme of the National Portfolio Committee on Basic Education. She also extended appreciation and thanks to the SAPA, Unions, and SGB Associations for taking the time to meet with the Portfolio Committee on Basic Education and share their experiences and challenges.

Report to be considered