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***PROCEEDINGS OF MINI PLENARY SESSION – NATIONAL ASSEMBLY***

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Members of the mini-plenary session met on the virtual

platform at 16:30.

House Chairperson Mr C T Frolick took the Chair and requested

members to observe a moment of silence for prayers or

meditation.

The Chairperson announced that the virtual mini-plenary

sitting constituted a meeting of the National Assembly.

The HOUSE CHAIRPERSON (Mr C T Frolick): Thank you, hon

members, before I proceed, I would like to remind you that the

virtual mini-plenary is deemed to be in the precinct of

Parliament and thus constitutes a meeting of the National

Assembly for debating purposes only. In addition to the Rules

of the debate, virtual sessions will encompass all the Rules

of the national Assembly, as well as Rules that usually apply



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for debating purposes. Members enjoy the same powers and

privileges that apply in a sitting of the National Assembly.

Members should equally note that anything said in the virtual

platform is deemed to have been said in the House and may be

ruled upon. All members who have logged in shall considered to

be present, and are requested to mute their microphones and

only unmute them when requested to speak.

The microphones are very sensitive and will pick up noise

which might disturb the attention of other members. When

recognised to speak, please unmute your microphone and connect

your video. Members may make use of icons on the bar at the

bottom of the screens, which has an option that allows a

member to put up his or her hand to raise a point of order.

The secretariat will assist in this regard. When using the

virtual platform, members are urged to refrain or desist from

unnecessary points of order or interjections. We shall now

proceed with the order, which is a Debate on Vote No 16: basic

Education Appropriation Bill. I now recognise the hon Minister

of Basic Education. The hon Minister?

**APPROPRIATION BILL**



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Debate on Vote No 16 – Basic Education:

The MINISTER OF BASIC EDUCATION:House Chair, Cabinet colleagues

and Deputy Ministers present, distinguished guests, ladies and

gentlemen and hon members, on behalf of the entire the basic

education sector, we wish to thank the National Assembly for

inviting us to table our 2022-23 Budget Vote No 16 – Basic

Education.

We must agree that making progress in the basic education

sector, requires a continual focus on our long-term targets,

while we also address urgencies as they arise. As we all know,

the urgency of epic proportions in the form of the COVID-19

pandemic, has consumed much time, energies, efforts and

financial resources since 2020. According to the Secretary-

General of the United Nations, Antonio Guterres, the pandemic

represents a worldwide generational catastrophe, as children

fall behind in their learning, and experience the general

trauma of the disruptions.

One of the traumas suffered by children has been the loss of

their parents, caregivers, and teachers to COVID-19. As a

sector through our monitoring, we can confirm that we lost



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3 300 educators, which constitutes a percentage of our

workforce. We continue to pay tribute to the educators, as

well as our education executive and management leaders, who

lost their lives to COVID-19.

We in the basic education sector, must thank our partners –

from teacher unions, national governance associations, civic

society and the public for assisting us to make sure that we

continue to keep our schools open. The sector has worked hard

at minimising the detrimental effects of the pandemic, while

accepting that the damage done, is so deep that there can be

no quick fixes, and recovery will take time.

Allow me to highlight the following in relation to Budget Vote

No 16 – Basic Education. Our overall budget for 2022 is

R29,6 billion, which is an increase of 4,9%. Breaking it down,

we were allocated R535 million for administration, which is

1,9% increment. For curriculum policy support and monitoring,

we were allocated R3,3 billion, which is a decrease of 2,5%.

In teacher education human resource and institutional

development, we received R1,5 billion, which is an increase of

3,5% from the previous allocation. For planning information

and assessment, we have been allocated R15,4 billion, which is



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an increase of 4,6% from the previous allocation. For

educational enrichment services, we have been allocated

R8,8 billion, which is an increase of 4,4%.

The overall allocation for conditional grants is R23 billion,

which is an increase of 10%. For mathematics, science and

technology, we have been allocated R424,8 million, which is an

increase of 2,8%. For infrastructure, we have been allocated

R12,4 billion, which continue to be funded through education

infrastructure grant, which is an increase of 5,6%, and we

have been allocated R2,4 billion for the Accelerated Schools

Infrastructure Delivery Initiative, Asidi.

For HIV and Aids, whose purpose is to support South Africa’s

HIV and TB prevention strategy - R242,2 million has been

allocated, which is an increase of 0,2%. For the National

School Nutrition Programme, we have been allocated

R8,5 billion, has an increase of 4,6%. But as a sector, we

have been allocated R255,5 million, which is an increase of

5,2% for learners with severe and profound intellectual

disabilities.



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The department, after the fund shifted from Social Development

to Basic Education, received R1,2 billion. There are also

earmarked funds that have been allocated to the sector for

different activities associated with the department. We have

been given R2,9 billion for transfers to different agencies –

for instance, for the Funza Lushaka Bursary Programme, we have

been allocated R1,3 billion, which is 1,6% increment.

We have also been given money which we have to distribute to

other agencies that work with the early childhood development,

ECD, programme. So, we have R1,1 million for Ntataise; we have

R2,1 million for Umhambo Foundation and we have R826 000 for

the SA Congress for Early Childhood Development. Umalusi,

which is responsible for examinations, has been allocated

R162 million, which is an increment of 2,9%.

For the National Senior Certificate, NSC, examination

programmes, and also for what we call the Second Chance

Programme, we have been allocated R58,2 million, which is an

increase of 0,6%. Our partner, the National Education

Collaboration Trust, NECT, has been allocated R120,7 million,

which is an increase of 2,6%. For workbooks, including

workbooks for visually impaired learners, we have been



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allocated R1,186 billion, which is an increase of 0,8%. For

the SA Council of Educators, Sace, we have been allocated

R15,5 million for our contribution to Sace, which is a

decrease from previous allocation of 15,8%. Treasury also

allocated us money for early grade reading assessment. We have

been allocated R11,1 million, which is an increase of 11,6%.

For information and communications technology, ICT, we have

been allocated R14,2 million, which is an increase of 27,6%.

Our sector has successfully implemented what we call a mass

employment intervention programme through the Presidential

Youth Employment Initiative, thus contributing significantly

towards poverty alleviation, redressing the past imbalances,

but ... [Inaudible.] ... also assisting us to try and go back

and deal with some of the problems that continues to bedevil

the sector.

From December 2020 to date, we have been able to create more

than 596 000 job opportunities for young people in different

areas, with an allocated budget of R13 billion. I also want to

remind this House of some of strategic areas so that we also

judge on what we will be doing. Our six priorities we are

reminding the House of is that we have been committing



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ourselves to continue laying a solid foundation for a quality

and efficient education system, as well as providing skills

for the future.

We have committed ourselves to a number of activities which

are supported by different documents – our Constitution, the

NDP, our international conventions, in pursuing our moral

imperative and a mandate to government to make the social

justice principles of access, redress, equity, efficiency,

inclusivity and quality educational opportunities to be widely

available to all our citizens.

I also requested our researchers to give us some sense of

where is the impact of the COVID-19 pandemic on our basic

education system. I will reflect on this later. Our

researchers agree that at the heart of out sector is learning,

and at the heart of improving learning is improving reading in

the early grades. They report that prior to COVID-19, we had

seen progress in the sector. According to the Progress in

International Reading Literacy Study, Pirls, which we

participated in between 2011 and 2016, South Africa saw the

second largest improvement among all Pirls participating

countries, after Morocco.



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According to Professor Martin Gustafsson, the research they

have conducted suggests that by the end of 2021, the average

Grade 4 learner could read as well as the average Grade 3

learner, meaning that we had slid backwards in terms of our

progress, and these losses we are told, are similar to what

has been witnessed around the world.

Given these losses, and despite our best efforts in terms of

our school recovery plan, we do not expect Pirls 2021 to give

us better results, but we welcome any improvement. In previous

debates, I have made reference to our systemic evaluation,

which will supplement international monitoring of learning

below Grade 12. The results of the 2021 systemic evaluation of

Grades 3, 6 and 9, will be announced next year in February

2023.

A key question is: “What effect the pandemic has had on

learners dropping out of school?” Because that was highly

reported and it really attracted lots of attention form the

media and also from the sector. After initial conflicting

reports, there is now agreement that the initial evidence

which suggested that some half-a-million children did not

return to school when they should have, was not correct. This



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received media coverage in the middle of last year, but the

evidence we have now states that that is not true. The problem

that occurred is that in Grade R and Grade 1, parents delayed

sending their kids to school out of the fear of COVID-19.

We made our information public, and we will be giving reports

quite soon about the effects and the retention rate after

COVID-19. The MTSF requires us to also pay attention to

expanding participation our leaners in subjects in Grades 10

to 12 – it refers to these as niche subjects, hence we have

made lots of progress. To illustrate that, between 2015 and

2021, the number of Black African and Coloured Grade 12

candidates who enrolled in this important technical subjects,

such as Engineering Graphics and Design have increased by 50%.

We have moved from 19 000 learners in these areas amongst

these two population groups to about 29 000.

One of the ways we are ensuring that young people leave the

schooling system with knowledge and skills, we have also

reported that we will be implementing the General Education

Certificate in Grade 9. The General Education Certificate is

currently being piloted in 268 schools and by 2023, we will

have piloted it in 75 districts that we have.



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As indicated, we continue to be committed in ensuring that our

children receive books on time, they get nutritious meals,

they have access to psychosocial support, they get ICT

equipment that they need to enable them to participate in the

Fourth Industrial Revolution. Our teachers are continuing to

receive our attention. It is clear that also all public

servants need to be accountable, within accountability systems

that are clearly defined and fair. We have the required policy

frameworks in place, including the quality management system,

signed by the employer and all unions in 2019, and the

provisions in the South African Schools Act around the

academic improvement plans each school should produce. We have

extensive monitoring of school-based assessments through the

data-driven districts partnership, which reaches about

15 000 schools.

I would like to again say that I reminded this House about our

six sector priorities. I will only talk about two of fear of

not covering all of them. I will only focus on early childhood

development, ECD, and skills of the future. I can confirm to

the House and the public that the Minister of Social

Development and myself, supported by our respective

departments, responded with haste and purpose to the clarion



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call made by His Excellency, President Ramaphosa, when he

directed us in 2020 during his state of the nation address

that there must be an ECD function shift from Social

Development to Basic Education.

I can report that this has happened seamlessly on 1 April this

year, we received the function. And thanks to Minister Zulu

and her team. We are now in the process of crafting and

implementing innovative strategies to strengthen foundations

of learning, looking at the continuum from birth to early

grades in the foundation and intermediate phases. A service

delivery model which proposes the following strategies for

improving the quality of ECD have also been developed, that

there will be a curriculum-based early learning for all

children from birth to 5 years; ECD programmes for all

children from birth to 5 year-olds; training, education and

development for all those working in the sector; co-ordination

of all ECD services in the country; and developing a flexible

funding and provisioning framework for ECD.

In anticipation of that, we have worked with different

partners. We have worked with the World Bank and the National

Treasury, to implement a Public Expenditure and Institution



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Review Framework. We have also conducted the baseline study,

which was conducted with the co-operation of the First

National Bank, Innovation Edge, the United States Agency for

International Development, USAID, and ECD Measure, to assess

the quality of ECD programmes in a nationally representative

sample. Thus, baseline study was launched to the public on 8

April this year and it will be used on an ongoing basis to

monitor the developments in the sector.

We have also conducted the national census of early learning

programmes, which was conducted in 41 000 ECD programmes, in

collaboration with the Lego Foundation. The data collected

from the census, will be used to map out all early learning

programmes in order to understand the full size and shape of

the ECD sector and to develop a national master list of ECD

programmes, which will be incorporated into the education

management information systems. I must confirm that the

Department of Basic Education’s exposition I have just given

on ramping up ECD, and its relocation to the Department of

Basic Education, took into account the resolutions and advices

that were given to us.



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Last year I reported that the coding and robotics curriculum

from Grade R to Grade 3 and Grade 7, and Curriculum and

Assessment Policy Statement, Caps, for Occupational Subjects

for Grades 8 and 9 have been developed and submitted to

Umalusi for appraisal and quality assurance. I can report that

this appraisal and quality assurance process is ongoing,

including the appraisal of public comments that we have

received as a sector.

I also have reported earlier that we are introducing number of

new FET-level subjects, for instance this year we can report

that the first cohort of learners taking marine sciences will

sit for the first NSC examination, which includes marine

sciences. We are very excited and encouraged by all these

developments. We are continuing expanding the establishment of

Focus Schools to cater for learners with special talents and

aptitudes across a wide range of scholastic endeavours. These

schools constitute a legislatively distinct category of public

schools that offer a specialised curriculum, oriented toward

11 learning fields, which include agriculture, maritime and

nautical science, mathematics, science and technology, and

technical occupational disciplines – such as electrical, civil

and mechanical technologies.



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In addition to our detailed progress report we gave last year,

we can further report that 35 occupational and vocationally-

oriented subjects have been gazetted for public comment. The

gazetting was followed in 2021 by the submission of these

subjects again to Umalusi for appraisal and quality assurance.

Public comments have been received, and their infusion in the

Caps is taking place. We have developed all the working

materials. In March this year, training manuals were

developed, in preparation for the training of subject advisors

and teachers in occupational and vocationally-oriented

subjects.

During 2021, a costed business plan for the release of the

European Union, EU, Budget for the Three-Stream Curriculum

Model, and it was approved by the National Treasury and the

release of the first tranche has taken place. This has had a

significant input and progress milestone that unlocked key

activities of the master plan for the three-stream curriculum

model.

Once again, I encourage hon members and the public, to also go

and check the resolutions we made from different makgotla.

Unfortunately, I won’t be able to share them with you, but be



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really humbly request that you visit our sites which are quite

a rich and informative. Last time we reported on the process

that we ... You will recall that we have established an

Interministerial Committee on the Development of History for

Grades 4-12. It has been developed and the History Content

Framework has been done for Grades 4-12, including the review

of certain critical topics. The task team that was tasked with

this responsibility is currently engaged in a dedicated

writing process, to sequence and package the identified

content, and to ensure an alignment in terms of articulation,

sequencing, progression, and conceptual development.

If you remember, we have also reported the work that we will

be doing in ensuring that there is Incremental Introduction to

African Languages strategy, and indeed we have already

implemented that in 2 584 schools. We also strategically

decided to expand the list of South African languages by

offering second additional languages in our curriculum. These

additional languages are Khoi, Nama, and San languages, as

well as the South African Sign Language.

If I have to ... I can see the Chair in front of the camera is

quite intimidated, so I will move to the conclusion. We are



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making progress also in Kiswahili. Had it not been for the

COVID-19 pandemic, we would have started rolling it out. We

have a memorandum of understanding, MOU, with Kenya and

Tanzania and now we will be going to Tanzania to finalise the

it.

I want to conclude by finally wishing to thank all our

partners in the sector, the sister departments that work with

us, the business sector and also the different partners who

make our work easier. I wish to single out Sace, Umalusi,

NECT, our teacher unions, the national ... [Inaudible.] ...

association and the principals’ associations. I also want to

thank the Deputy Speaker, and more importantly, the committees

both from the NCOP and the National Assembly who have been

guiding us. I think I will be failing if I don’t thank my

Deputy, Dr Reginah Mhaule, who have been extremely helpful and

supportive in making sure that as a sector we move together

with all the necessary commitment and speed. So, I want to

thank you very much, Chair, before you stop me. Thank you

very, Chair.

Ms B P MBINGO- GIGABA: Hon House Chairperson, let us the

Minister, the Deputy Minister, the members of the committee



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and everybody that has joined virtually. The ANC is the

liberation movement and its policy positions and programmes

seek to address the shackles of oppression, underdevelopment

and poverty. In this journey of liberation, we place all our

efforts in enabling the people of South Africa to be their own

liberators. The people of our nation cannot be their own

liberators without been empowered with the knowledge and

resources to do so. This is the basis of placing education as

an apex priority in our quest to address the injustices of the

past.

Learning is a continuous process we all experience from birth

to death. It is therefore important that we understand

educational learning recognising the fact that all humans have

the capacity and capability to learn. The cognitive

development of children and the early childhood development

phase has a significant impact on the capacity of children to

learn. Researchers have alluded that:

Children are born to learn. They learn fast, flexibly and

are able to generalize their learning to new situations far

more effectively than the smartest products of contemporary

computer science.



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Hon members, the level of inequality in our country has an

adverse impact on children. The inequalities of different

early childhood development centres impact the most vulnerable

in our society. The fact that children from privileged

families have access to Early Childhood Development, ECDs with

facilities which enhance their cognitive development at an

early age lays a solid foundation for schooling. The opposite

is true for children who attend ECDs late and children in ECDs

without adequate facilities and lack of trained practitioners.

This is a stark reality of some of the drivers which

perpetuate inequality in our society.

Researchers has demonstrated that the learning outcomes of our

education system is not equal to the expenditure incurred. The

ability of learners to read and write by the age of 10 is

relative. In order to improve learning outcomes at a

foundational level, the ANC in its 54th National Conference

resolved on the migration of the mandate of the provision of

Early Childhood Development from the Department of Social

Development to the Department of Basic Education.

This is an important strategic policy shift which was realised

in April 2022 as ECDs are now a mandate of the Department of



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Basic Education. We applaud the two departments for realising

this objective. The critical aspect of the migration is to

locate ECDs within an integrated Basic Education system and to

strengthen learning outcomes of children provided by an

education competent department.

This is an important strategy policy shift which was realised

in April 2022 as ECDs are now a mandate of the Department of

Basic Education. We applaud the two departments for realising

this objective. The critical aspect of the migration is to

locate ECDs within the integrated Basic Education system and

to strengthen learning outcomes of children provided by the

education competent department.

Hon members the World Bank last week published a research

report on Quality Early Learning focusing on Nurturing

Children's Potential and in that report it noted critical

factors we need to consider in ensuring expansion of ECDs with

quality and it recognised that:

Overly ambitious targets risk compromising quality,

resulting in negligible or even detrimental effects on

learning. Quality can be harder to achieve at scale and



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often decreases as systems expand – standards may be

harder to uphold or systems may struggle to secure the

workforce needed to meet growing service provision.

It will be important for the department to consider developing

strong quality assurance systems and to support many

disadvantaged communities to have ECDs which meet the required

minimum norms and standards.

Chair, this budget provides for the early childhood

development grant which supports ECDs with R1,2 billion or ECD

subsidies to provide for and increase the number of children

accessing subsidised ECD services. This budget allocation is

not sufficient in addressing the systemic challenges affecting

ECDs, but it will go a long way in expanding access. We have

called on government to increase its budget allocation for

ECDs as they require significant resources which will

contribute to improving learning outcomes in our Basic

education system which will offset certain costs in the future

as the upcoming crop will have enhanced learning outcomes.

Chair, another critical aspect of our ECD interventions should

be to empower parents to make decisions about their children’s



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early learning, as it helps them improve the quality of their

parenting practices and interactions at home, and increase

parental involvement with the formal learning environment.

Hon Chair and the people of South Africa, the Portfolio

Committee on Basic Education has published an invitation to

stakeholders and interested individuals to submit written

comments on the Basic Educations Laws Amendment Bill which

will close on the 15th of June 2022. The Bill responds to

various challenges affecting our education system, such as

additional regulatory powers to the Minister to enable

intervention, ensuring that Grade R is compulsory, placing

accountability on school leadership to trace and report

learners who have dropped out.

The Basic Educations Laws Amendment Bill addresses numerous

issues and as the ANC we call on the people of the country and

stakeholders to make submissions to support and make inputs on

this transformational Bill which will enhance our basic

education system.

We will later in the year undertake public hearings across the

lengthen and breadth of our nation, and we urge South Africans



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to join the debate on the Basic Educations Laws Amendment Bill

and to raise their voices to influence and shape the future

trajectory of our basic education system. In order to align

our basic education system with our social and economic needs,

we need to continuously assess whether our curriculum

contributes to the holistic social, political and economic

imperatives.

The piloting of coding and robotics is a critical programme in

order to mainstream the subjects. The world is fast changing

and we need to prepare our children for this changing world

and to also prepare them to not only be recipients of

technological developments but in future our learners should

be part of disruptive technological innovations.

For the current financial year, the budget has allocated funds

to provide 485 schools, including those in the coding and

robotics pilot project, with subject‐specific computer hardware

and related software in accordance with the minimum

specifications prescribed by the curriculum assessment policy

statement. The coronavirus pandemic has taught us that ICT

facilities and digital devices in our schools and for learner



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use are not a luxury but a critical necessity to enhance

teaching and learning.

Whiles the learners of the poor struggled to continue to learn

during the lockdown and due to their inability to access

digital platforms which have different learning resources,

learners who are from better off families with access to ICT

devices where able to continue to learn and access digital

platforms provided by the department working with private

companies, to enable continuous learning.

Through this budget, we urge the department to continue

strengthening its relationship with the various stakeholders

in the sector. The department should continue to empower

School Governing Bodies to be functional and to have the

capacity to provide the required leadership support for our

schools. Our communities should also support our schools and

take reasonable measures to ensure that our schools are free

of alcohol use, and drugs which have crippled into some of our

schools. We need to preserve our schools as spaces of teaching

and learning to harness the best qualities, values and

principles as enshrined in our constitution.



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The ANC supports Budget Vote 16 of the Department of Basic

Education. We support the vote because it responds to our

basic education system needs. As the ANC we will continue to

play its oversight role and ensure accountability in the

sector to ensure all learners receive quality education. We

support the vote because it will support steering our

education system to improve learning outcomes through

strengthening early childhood development. Thank you very much

House Chairperson.

Mr B B NODADA: Thank you so much, House Chair. Can I please

check if I am audible before I start, House Chair?

The HOUSE CHAIRPERSON (Mr C T Frolick): Yes, you are audible,

hon member.

Mr B B NODADA: House Chairperson, as we debate the Basic

Education Budget Vote, we must comprehend that quality

education is a key tool to realise opportunity. One which our

children can use to end poverty and unemployment despite one’s

circumstances of birth.



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House Chairperson, terrible damage has been caused to our

children’s education through the disruptions to their

schooling over the last two years, where rural and township

schools have lost up to 75% of their learning and teaching

time. Rotational schooling mostly affected the poorest and

most vulnerable schools. It took the DA going to court to end

rotational schooling despite the Ministerial Advisory

Committee recommending that it be abandoned.

Minister, I hope it won’t take us going to court again to lift

mask-wearing for school children while science and health

experts have advised government to abandon it. What is more

concerning though are the systemic tests done by the Western

Cape Education Department which show that overall, learners

have fallen up to 70% behind previous cohorts in language, and

up to 106% are a year behind in Maths. The greatest learning

losses can be seen in the Foundation Phase on reading,

writing, language, and numeracy. Allowing these gaps to

persist will widen the gap between learners who have access to

well-resourced schools and those who do not.

That is why in this Budget Vote we have recommended that DBE

consider extra interventions within its plans and targets for



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catch-up programmes, specifically, in the disadvantaged

schools. I do want to however commend the diversification of

learning pathways through the three-stream curriculum model –

a step in the right direction in developing knowledge for

learners to access industry, jobs, and entrepreneurial

opportunities. However, I would like to suggest that DBE

considers more subjects and skills beyond coding, robotics,

and marine studies.

Developing skills and expertise to refine gold, diamond, and

platinum is an opportunity DBE should explore in the

curriculum, and must be followed by our institutions of higher

learning. Further ensure you gazette the school of skills

curriculum with the NQF levels monitored by Umalusi.

Secondly, engage with the private sector and non-governmental

organisations, NGOs, to establish collaboration schools as

part of the department’s targets. Collaboration schools seek

to partner with under-performing schools serving marginalised

communities with a school operating partner to strengthen

school governance and improve quality teaching, so all

learners can reach their full potential.



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I offer an invite to the department to come see what

collaboration schools have done in providing quality education

for children in Bonnievale. Quality education is pertinently

made possible by quality teaching and development. Currently

we have over 1 500 unqualified teachers and 24 000 teacher

vacancies. The department must allocate resources to train and

reskill teachers to ensure that they are qualified to align

their knowledge with the three-stream curriculum model.

It is essential to fill crucial vacancies by developing

adequate quality teachers in the Maths and Science and

Technology through the Fundsa Lushaka bursary while

prohibiting bursars from changing their study subjects once

admitted to universities. The low uptake in the MST subjects

especially in our top performing provinces is completely

unacceptable and the department must address this.

Furthermore, it has become imperative that DBE establishes an

independent schools monitoring evaluation authority to

strengthen quality education. The recent floods in KwaZulu-

Natal and Eastern Cape have exacerbated the infrastructure

challenges in the schooling system with 630 schools damaged,

costing the department R442 million to fix. Yet, R1,6 billion



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has been cut from the infrastructure budget by Cabinet over

the medium-term which has already affected the existing

infrastructural backlog of dealing with mud schools,

dilapidated asbestos, and pit toilets. Despite the Sanitation

Appropriate for Education, SAFE, and Accelerated Schools

Infrastructure Delivery Initiative, ASIDI, programmes which

have recorded very low spending, we still sit with over 900

inappropriate structures and 1 526 schools with pit toilets.

The President’s social infrastructure delivery mechanism

announced at his state of the nation address is mentioned

nowhere in the APP and budget, which is concerning. It is

crucial to cite the model that will be used with this social

infrastructure delivery mechanism to urgently address

infrastructure backlogs in schools, and the poor delivery by

implementing agents.

Learner dropouts remain a huge challenge. Before the pandemic,

at least four out of 10 learners in South Africa who started

school did not finish. Each young person that drops out of

school adds to the deepening poverty, unemployment, and

inequality, adding to the 3,3 million youth not in education,

employment or training. The digital recording of dropouts in



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SA-SAMS is badly designed for tracking dropouts, and schools

without access to ICT battle to capture learner information.

It’s unclear whether learners who dropout have permanently

done so, or have moved to new schools or to Technical and

Vocational Education and Training, TVET, colleges. These

unknowns are precisely the factors obscuring the disappearance

of learners. The Learner Unit Record Information and Tracking

System, LURITS, was instituted to address these data

collection issues. Unfortunately, LURITS remains wrought with

gaps and inaccuracies in terms of how information is collected

at schools.

Minister, to avoid speculation around the over half a million

learners dropout, it is time the department review South

African School Administration and Management System, SA-SAMS,

and LURITS to ensure that we track, trace, and retain

learners.

House Chairperson, the largest obstacle to redressing the

legacies of the past and creating a society of opportunity is

by repairing our failing education system. The DA believes

that education is the foundation of opportunity. Where we



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govern more children stay in school, infrastructure in schools

is built and maintained despite budget cuts, quality teaching

is monitored through the school’s evaluation authority, and

more collaboration schools are built to harness skills needed

for the economy, and that’s why parents move their children

looking for better schooling.

I would also like to take the opportunity to thank the now

former Western Cape MEC for education, Debbie Schafer, who is

outgoing, for her work in providing learners with good quality

education and a fair chance at accessing opportunity

regardless of whether a child was born in Khayelitsha,

Mitchells Plain, Bonnievale or Wynberg. It would be amiss of

me not to mention that the DA will, in the coming days, submit

our comments on the Basic Education Laws Amendment Bill, and

we encourage South Africans to do so as well. The BELA Bill

takes the decision of final admission away from government

bodies, removes the power of schools’ language policies and

the Bill is missing an opportunity to effectively regulate

online and blended learning to alleviate the pressure on

physical schooling.



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Minister, a country that does not adequately invest in its

youth through quality education confines generations to a

lifetime of poverty. In this Budget Vote I plead with you to

wear your political maturity hat and consider our best

practice recommendations as the custodian of our education.

Our children surely deserve better. I thank you, House

Chairperson.

Dr S S THEMBEKWAYO: House Chairperson, the EFF rejects Budget

Vote 16 on Basic Education. as we speak today, black learners

of Good Hope Seminary school in Cape Town are engaged in a

protest action against racist conduct of teachers at that

school who regularly call them baboons and unworthy kaffers.

This is on the back on many such actions across the country,

including reported racism at schools privately owned by the

Anglican church. It should never be surprise, therefore, when

young people grow up with this racist attitude as seen at

Stellenbosch University recently.

Our Basic Education institutions are breeding and promoting

this racism, and the department has not done anything to

intervene and radically change this rot at our school. If we



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still have schools named after Jan van Riebeeck here in Cape

Town, there is not a chance of ever fighting this disease in

the society. This attitude in the Western Cape is deeply

embedded even at the level of political and departmental

management of schools. It is for this reason that all of us

must condemn the decision of the Western Cape Education

Department to constructively dismiss Mr Wesley Neumann, the

principal of Heathfield high school who refused to open the

school without protective clothing at the height of the first

wave of the Coronavirus pandemic.

The DA in the Western Cape never fails to show their complete

disregard for the coloured people, and is not compromising a

career of an outstanding teacher who stood up for his leaners

and his colleagues. Mr Neumann must be reinstated back to his

position immediately.

House Chairperson, the tragedy of our Basic Education lies in

the fact that year in and year out we stand here to lament

about the same failures and the department does absolutely

nothing to address these failures. We have repeatedly lamented

the fact that the department has no strategy of retaining

leaners at schools until they complete their matric. Each and



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every core group that has entered Grade 1 in this country over

the past 20 years, 50% of it is lost to the schooling system

by the time they reach Grade 12. These young people dropout

for reasons that are still not known to the Department of

Basic Education to this day, because they never bothered to

find out.

The obsession with the matric pass rate, therefore, is

conveniently copped out to hide this failure of the system to

educate our children. The Basic Education Laws Amendment Bill

may assist in terms of ensuring that principals are held

accountable for any child who drops out of school, but this is

surely not enough and it ought never to be the responsibility

of principals alone; this is a societal problem.

As if that was not enough, the department is lagging far

behind in developing infrastructure for schools as laid out in

their own norms and standards for school infrastructure. The

norms and standards had stipulated that 2016 there ought to be

no school in the country that had no adequate sanitation

services, no libraries, and that no children should ever be

learning under trees or under classrooms with asbestos roofs.

Today, hundreds of schools in the Eastern Cape, Limpopo, North



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West and KwaZulu-Natal are still experiencing the same

problems. Hundreds of children who have to cross dangerous

rivers to get to school and many more do not have access to

the school feeding schemes. Thousands of children in these

very same provinces are taught by unqualified teachers while

the department has been dragging its feet in paying assistant

teachers who have been keeping the lights on our educations

system.

Earlier this year it had to take the Grahamstown High Court to

order the Eastern Cape Department of Education to deliver

textbooks to schools in that province. Minister, perhaps it is

time to revise the legislative framework that gives provinces

too much power in that administration of schools. We need a

national standard that all provinces must adhere to.

Therefore, we reject this Budget. Thank you, House Chair.

Mr S L NGCOBO: Hon Chair, it is widely known that the Covid-19

pandemic has taken a heavy toll on the basic education sector

in South Africa. We lost educators, we lost support staff and

learners during the past two years and we would like to take a

moment to remember them. May their souls rest in peace.



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In addition to this, the business of teaching was severely ...

[Inaudible.] ... particularly in underresourced schools and

communities where educators and learners did not have access

to online tools to continue teaching and learning. The report

reflects these realities and the massive inequalities that

prevail in this sector, informing us that, and I quote: In

historically disadvantaged schools, around 70% of a year’s

work of learning was lost in 2020.” Our young people who have

only had access to 30% of school work are supposed to progress

and are expected to write and passed the same exams as their

more advantaged counterparts.

As the IFP, we are in agreement with the priorities listed in

the report, as approved by the Council of Education Ministers,

but we are concerned about the realisation of these goals, for

example, they call for, and I quote, “immediate implementation

of the curriculum with skills and competences for a changing

world in all public schools”. Let’s take the Fourth Industrial

Revolution, will a child who has only received 30% schooling

on the current curriculum be equipped to meaningfully engage

with this proposed new and more complex curriculum? We further

feel that there should be a greater focus on literacy.



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According to Progress in the International Reading Literacy

Study 2016, a shocking 70% of Grade 4 children cannot read for

meaning in any language. Further Prof Nic Spaull, an education

economist at Stellenbosch University and the Secretary of 2030

Reading Panel revealed that, and I quote: The current

trajectory indicates that it will be the year 2098 before all

the country’s Grade 4 children can read for meaning.

Based on this terrifying statistics, it seems that as far as

monitoring goes, the Department of Basic Education’s goal

relating to the number of schools monitored on the

implementation of the reading norms, is unacceptably low. The

report reveals that the department’s target is set at 18

schools. The International Research Organisation Statista

states, and I quote: “As of 2019, the total number of schools

in South Africa amounted to nearly 25 000.” How can 18 out of

25 000 be a reasonable sample size?

When it comes to school infrastructure, the annual targets are

also worryingly low, for example, the department’s target for

providing sanitation facilities is set at 450 per year.

According to a July 2021 South African Human Rights Commission

Report, and I quote: “In KwaZulu-Natal, 349 826 learners and



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12 978 teachers are at 983 schools, which are reliant on pit

toilets.” This is one province out of nine. This means that

there are thousands of other schools that also rely on pit

latrines.

As the IFP, we want to appeal to the Department of Basic

Education to get back to basics. We need to get our learners

reading with understanding in schools that are fit for purpose

with proper water, sanitation and other infrastructure. We

further take note of and support the committee’s

recommendations. The IFP supports the Budget Vote.

Dr W J BOSHOFF: Hon House Chair, I am tempted to dedicate my

whole speech to a Northern Cape rural school, but I will only

refer to it in passing. The reason is that implementation is a

provincial function and we are busy with the national

department. So, in passing, this is a primary school in a

small town. Many of its pupils’ only good meal is supplied by

the school’s feeding scheme. However, supply was terminated,

as an account of around R100 000 was not paid. Three teachers

took in on themselves to collect donations and continue with

the meals. Buildings at that school are dilapidated.



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Construction of new buildings at a cost of R100 million had

commenced during 2021. At present, one wall is completed.

Had it not been for teachers who enter the profession as a

vocation, more than a job; had it not been for communities who

take ownership of their schools, education would have been in

much worse shape today. Honour to them.

*Afrikaans*:

Waaraan ek wel vandag se toespraak wil toewy, is die

Wysigingswetsontwerp vir Basiese Onderwyswette, algemeen

bekend as die Bela Bill. Hierdie wet is verouderd voor dit nog

wet is.

*English*:

It has been introduced in 2017, before lockdown changed the

face of education in South Africa and globally. The genie is

out of the bottle, but we consider a Bill which assumes it is

inside. Actually we need a law which regulates education in

all its different guises; and then another to regulate the

kind of schools which we knew as the only mode of education.

*Afrikaans*:



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Dit is ’n probleem, maar nie die hele probleem nie. Die

probleem wat ons in die oë moet kyk, is dat die skikking van

1994 - een van die hoekstene daarvan - op die spel is. Kom ons

kyk gou na daardie skikking:

Teen 1990 kon die Sowjet-Unie die ANC nie meer steun nie; en

die Weste was regtig moeg vir die Nasionale Party se

minderheidsregering. ’n lae intensiteit burgeroorlog kon nog

lank voortgaan. Die staatsmagte kon nie verslaan word nie,

maar die bevrydingsbewegings kon ook nie onderdruk word nie.

Wat die twee groepe van ’n skikking wou hê, was so ver van

mekaar dat dit dikwels onmoontlik gelyk het. Die ANC moes

uiteindelik nasionalisering van banke, grond en myne prysgee,

die ou regering sy aandrang op groepregte. Maar alles kon nog

op onderwys vasval. Die regering sou hierdie skikking nie aan

sy magsbasis verkoop kry, as skole sou lyk soos die ANC dit

wou hê nie.

Daar sien ons die begin van die huidige President se “long

game” [Lang spel] – sy strategie om die paddas stadig te kook.

Hy sou doen wat nodig is om die regering oor te neem, want as



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jy eers die regering in jou hande het, palm jy die res wel

mettertyd in. Gemeenskappe kon maar self hulle skole bedryf.

Die Suid-Afrikaanse Skolewet van 1996 was dus ’n hoeksteen van

die destydse skikking, nes private grondbesit. Hierdie wet het

skoolbeheerliggame in die lewe geroep, wat beleid vir toegang,

godsdiensbeoefening, medium van onderrig en gedragskodes kan

bepaal. Skoolgeld kan ook gehef word, om die staatsubsidie aan

te vul en onderwysstandaarde te handhaaf of te verhoog.

In werklikheid is die ou regering se onderhandelaars weer wol

oor die oë getrek, want die departement sou oor kurrikulum

besluit. Afrikaanse skole sou dus dieselfde lyk en dieselfde

klink, maar die inhoud sou ’n eensydige ANC-geïnspireerde

weergawe van die werklikheid wees.

Nietemin, die plan het gewerk en talle gemeenskappe het self

gedoen wat ’n mislukkende Departement van Onderwys nie kan

doen nie – gehalte onderrig.

Die Vryheidsfront, later die Vryheidsfront Plus, het

deurlopend daarop aangedring dat gemeenskapsoutonomie,

selfbeskikking, of enige woord wat mens wil gebruik, deel van



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die konstitusionele bedeling moet wees. Gewone wette kan

herroep of verander word, om die tirannie van die meerderheid

te bevestig.

Dit is wat met die Bela Bill gebeur! Deurslaggewende

bevoegdhede word van skoolbeheerliggame na provinsiale

departementshoofde verskuif. Departemente wat nie

skoolvoedingskemas in stand kan hou of skole gebou kry nie,

moet hierdie funksies van skoolbeheerliggame, wat dit

uitmuntend doen, oorneem.

Dit gaan nie oor skole nie. Die ANC, onder druk van die EFF,

wil die skikking van 1994 verbreek. My vraag aan die paddas

is: Is dit duidelik genoeg dat hier ’n vuur onder die pot is?

Baie dankie.

Ms M E SUKERS: Hon Chairperson, I want to thank the Minister

and congratulate the department and some of the provincial

education departments for beginning to work with home

educators to conduct research into home education. I am

informed by home education about this positive development.



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Research is essential to innovation and having only R5,5

million and seven staff allocated for research, which were the

figures given to me in the committee, is insufficient to

provide guidance to a department with a budget of over R25

billion. It is a strategic weakness to have to rely on

academics outside of the department for research, as these

academics, quite understandably, have their own research

interest that are not necessarily the areas on which the

department needs to conduct research.

Urgent research is needed into rural education. The closure of

rural schools represents a significant waste of the historical

capital expenditure of the department. We have no guarantee

that the current capital expenditures will not also be wasted.

Innovative solutions need to be developed with rural

communities to save rural schools and to stop this waste of

taxpayers’ money.

In his Sona, the President called for efforts to revive the

economy and to cut red tape. This budget doesn’t treat the

education sector as one that can make a significant

contribution to the economy. South Africa is well positioned

to provide educational services to the rest of Africa, and



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beyond. We are once again struggling with load shedding.

Education services do not require large amounts of energy. Why

are we not encouraging this sector?

Not only are we not encouraging educational entrepreneurship,

but we are also actively discouraging it through excessive red

tape. It takes years for independent schools to obtain

registration and there is a significant degree of duplication

between the registration requirements of the provincial

education departments and Umalusi.

The President spoke eloquently of the need to encourage small

entrepreneurs by cutting red tape. I am calling on Umalusi,

the Department of Basic Education and the provincial education

departments to cut registration red tape for independent

educational institutions. Umalusi needs to provide a 100%

rebate on fees for all educational institutions with less than

30 students, and all institutions catering for learners with

special educational needs, as well as all low-fee independent

schools. Our Constitution makes clear in section 29(4) that

the state is not precluded from subsidising independent

educational institutions.



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The state has to start looking at innovative solutions that

involve all sectors of society. I thank you.

The DEPUTY MINISTER OF BASIC EDUCATION: House Chair, greetings

to the Minister of Basic Education Angie Motshekga and other

Ministers that are present, Deputy Ministers, MECs of

education, chairperson of the portfolio committee and members,

leadership in the basic education sector, ladies and

gentlemen, I greet you all, we are meeting here today to

deliver the 2022-23 Budget Vote 16. As we do so, we are also

watching the rising COVID-19 cases in our communities, which

is a reminder to all of us that we are managing a massive

public education system under conditions that are not of our

own making. However, as a sector, we continue to commit

ourselves to curriculum recovery and strengthening. One of the

devastating and long-lasting impacts of COVID-19 over the past

two years has been the immeasurable learning losses that

followed from intermittent disruption in schooling, as well as

rotational attendance.

To this end, a learning recovery plan has been instituted to

which the implementation of the recovery of the annual

teaching plans, ATPs, in all subjects and grades have been



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central to the recovery. The recovery of the ATPs has been in

implementation since the 2021 academic year and will continue

through to 2024. A review plan for the recovery of ATPs is

being considered for 2022 to ensure that the trimming of the

content focuses on the core and that it is also neatly aligned

to the assessment protocols. The foundation phase mass

recovery teaching plans were developed per term and they

identify the skills and knowledge that learners need to master

each quarter.

This recovery ATPs also make reference to the Department of

Basic Education learner workbooks which every learner proudly

has with activities that highlight these skills and knowledge.

The Department of Basic Education workbooks allow for multiple

and varied practice opportunities, which are key if we want to

grow numerate learners. The Teaching Mathematics for

Understanding, TMU, programme. As well as the invaluable

contributions from our international partners are central

pillars of the mathematical improvement interventions. In

response to the targets of digitising all state textbooks and

high enrolment subject textbooks and workbooks for 2024.



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State-owned textbooks for Grades 10 to 12 in Business Studies

have been developed for print and also digitised in PDF IPAP

and HTML file formats for online and offline access in

partnership with ABSA Bank. This brings the total number of

developed and digitised state-owned textbooks for high

enrolment subjects to 149. On 6 April 2020, the Minister of

the Department of Communications and Digital Technologies

published the Information and Communication Technology COVID-

19 National State of Disaster regulations, wherein the radio

frequency spectrum was made available for licensing on a

temporary basis.

The purpose of the temporary spectrum assignment was to

alleviate network challenges, ease congestion and ensure good

quality of service for consumers during the COVID-19 pandemic.

Based on the allocation of the temporary spectrum, the mobile

network operators were mandated to provide schools with a

virtual classroom veteran solution. It is in this regard that

the Department of Basic Education, the Independent

Communication Authority of South Africa, Icasa, the Department

of Communications and Digital Technologies and mobile networks

provided 17 schools with information and communications

technology, ICT, devices for Grade 12 learners and teachers,



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data packages for access to online educational resources as

well the broadcast solution. Furthermore, the educators were

trained on how to integrate the solution into teaching and

learning. One way of growing the Computer Application

Technology, CAT, and Information Technology, IT, numbers are

to entice the Grade 8 and Grade 9 learners at the school

currently offering CAT and IT by exposing them to digital

skills including coding. The first phase of the project will

mostly target Grade 8 and Grade 9 learners and schools

currently offering CAT and IT. The main aim is to increase the

number of learners opting for CAT and or IT at these schools

by introducing learners to coding, computational thinking

skills and robotics and attracting them to these subjects.

For Life Sciences, five study guides for Grade 12 were

delivered to the provincial education departments at the end

of 2021. The content of the study guides is linked to the

Grade 12 Life Skills syllabus. For food security, Agricultural

Studies textbooks for Grade 8 and Grade 9 were developed using

pilot schools across the country. The Curriculum and

Assessment Policy Statement for Agricultural Studies in Grade

8 and Grade 9 are to be fully implemented in 2023. And this

forms part of the technical occupational cohort of subjects.



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As outlined by the Minister today, the implementation of the

Presidential Youth Employment Initiative in schools has

provided support to educators and learners. The youth ensured

that teaching and learning occurred in a conducive

environment. Education Assistants alleviated the

administrative pressure from the educators while ensuring that

all learners were given support. Integrated ICT classrooms

whereby the computer labs were revived and are now fully

utilised. Through the Reading Champions, school libraries have

been rebooted, repaired and are fully utilised. Library

corners are established and a culture of reading for meaning

is inculcated in schools and communities.

While the main challenges experienced related to the delays in

payment of stipends in some provinces, it is clear this was a

huge task. And many of the young people attest to the fact

that they were paid timeously and correct amounts as promised

by the government. It is also important for the sector to

report on the absorption of young teachers into the teaching

profession. One of the interventions to the sector outcome

youth better prepared for further studies and the world of

work beyond Grade 9, is to ensure that through collaboration

with universities and the Funza Lushaka Bursary Scheme is to



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equip young teachers with the right skills to join the

teaching profession.

The department will continue to work towards the Medium-Term

Strategic Framework targets of placing 90% of Funza Lushaka

bursary holders within six months. The amount of R24,6 billion

allocated for the provincial education departments to address

shortfalls in the compensation of teachers announced by the

Minister of Finance will assist. However, the department will

continue to work with the Cabinet, the National Treasury and

provincial treasuries to mobilise additional resources to

increase the number of teaching posts in line with the

increase in the number of learners. Teaching and learning.

should take place in an environment that is conducive and

safe.

That is why we continue to prioritise infrastructure in the

education sector. On the Accelerated School Infrastructure

Development Initiative, Asidi programme, we have completed and

replaced 302 schools which initially were built with

inappropriate materials. There are 30 remaining schools on the

programme plan for replacement in the 2022-23 financial year.

Similarly, we have served 1 218 schools with water supply. The



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remaining 54 schools on an Asidi programme will be served in

the same cycle. With regard to sanitation in schools, we have

served 1 037 schools that did not have toilets with a

completely new set of toilets under the Asidi programme. In

addition, we have provided appropriate sanitation to 1 944

schools that were dependent on basic pit toilets. The

remaining 16 schools on the Asidi programme will be served

with a complete set of appropriate toilets in this financial

year. Similarly, in the remaining 1 550 schools on the

Sanitation Appropriate for Education, Safe, programme, Basic

pit toilets will be replaced with a complete set of

appropriate toilets. With regard to the utilisation of

allocated budgets, we are proud to announce that we have

utilised 100% of the school infrastructure backlog grants and

99% of the education infrastructure grant. We are working with

the Presidency on the piloting of innovative approaches to the

delivery of social infrastructure.

We are also working with school governing bodies, SGBs, to

address overcrowding in schools, through community builders in

a programme that will see reduced costs and strengthen our

infrastructure data. Focusing our attention on the sector’s

response to social ills in our society that manifests



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themselves in our schools, under school safety, the department

rolled out a multidepartmental campaign on violence, bullying,

prevention, including gender-based violence and femicide, drug

abuse and substance abuse to advocate for the prevention of

bullying, substance abuse, corporal punishment and sexual

harassment in schools. Three provinces were covered amidst the

COVID-19 restrictions, those were Gauteng, Limpopo and

Mpumalanga. The multisectoral approach has been adopted by the

department which recognises the immensity of the challenges

faced by all the learners and educators in response to the

threats posed by bullying and gender-based violence and

femicide. The campaign is supported by other sister

departments. They are the Department of Health, the Department

of Social Development, the Department of Home Affairs, the

Department of Justice and Constitutional Development, the

Department of Communications and Digital Technologies, as well

as the SA Police Service. The campaign will be rolled out in

the remaining six provinces, especially the hotspot districts

in the coming financial years.

Under social cohesion and equity, the persistent social ills

that prevail in and around schools and communities illustrate

that values in education are the cornerstone of social



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cohesion and nation-building in the basic education sector. In

realising Priority 6 of the Medium-Term Strategic Framework on

social cohesion and nation-building, the department will

continue to implement intervention programmes that will assist

in eliminating unfair discrimination and promoting

constitutional values. This include the National Schools Moot

Court programme that is implemented in partnership with the

Department of Justice and Constitutional Development and the

SA Human Rights Commission. where. We also intend to continue

implementing the School Democracy Education Programme with the

Independent Electrical Commission to inculcate civic education

and active citizenry and affirm the democratic right to vote

among young people. We are making steady progress toward the

decolonisation of education using history and social sciences

as gateway subjects to realise this goal. As such, the

implementation of oral history will allow us to unearth and

uncover the untold and undocumented history of unsung heroes

and heroines of our country.

The escalated levels of learner pregnancy among children

younger than 14 years can only mean that those children

affected by this phenomenon may have just been victims of

sexual abuse and statutory rape. The department has set aside



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some modest funding in this Vote to advocate efforts on the

prevention and management of sexual abuse and harassment in

schools, in response to the National Strategic Plan on Gender-

Based Violence and Femicide. The intended work will see

provincial education departments focusing their energies on

rebooting the capacity of the districts to respond and address

sexual violence in schools perpetrated against children. Over

the past decade, the gender equity programming of the

department has been synonymous with the empowerment of

adolescent girls and young women. Now we realise that the

support for adolescent boys and young men has become more

urgent than before. Equally, we are charged with the

responsibility to deliver and expand gender equity programming

that recognises the need for social educational inclusion of

diverse sexual orientations, gender identity, expression, and

sex characteristics as guided by the Commission on Gender

Equality. I thank you, Chair.

Mr N L S KWANKWA: Chairperson, thank you very much. the UDM

does not support the Budget Vote. The reasons are as follows.

It is simple that the department has for many years failed to

secure a foundation of equal education for everyone in South



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Africa. Sorry, Chair, my apologies. The reason why the video

is off is because I always suffer from connectivity problems.

As the committee pointed out, there is still a critical issue

of a limited budget with low targets for special schools

including limited resources and devices available for them.

This means learners with special needs still suffer from a

lack of basic services that they require in order to get equal

education. Another critical aspect is the infrastructure gap

in the department which denies equal learning opportunities to

all learners.

Yes, the Education Infrastructure Grant has been allocated and

reasonable amounts have been given to the department. But our

main concern is the mismanagement of the grant within the

department. You will recall Chair, recently, the Eastern Cape

forfeited over R200 million of the Education Infrastructure

Grant. Meanwhile it has approximately more than 3 000 schools

with inadequate sanitation. Of which, 1 445 schools are still

using pit latrines. And not only that, there are 3 926 schools

that do not have appropriate fencing and 634 schools that need

a total of 9 000, as 464 classrooms built or refurbished.



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This is sad given the fact that we are nearly 30-years into

our democracy, that even when the budgets are made or sources

are made available to address these problems but resources

aren’t used for the manner in which they are intended.

Furthermore, we are of the view that in provincial departments

such as the Eastern Cape and Limpopo where issues such as bad

infrastructure wasteful spending, no scholar transport and no

textbooks for learners had been perennial problems. The

national department should consider intervening very early in

terms of section 100 of the Constitution to address these

violations. And also remedy problems that seem to persist in

order to protect the future of our children.

There is a need to ensure that there are effective transparent

and accountable leaders in the department. That leaders

especially accounting officers are held to account for the

failures of the department and the failures for provincial

departments to be able to play their role.

Chair, there is a disturbing video and photos circulating as

we speak here that apparently, it seems like a group of

gangsters shot at school children in Manenberg. It’s issues



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that we need to attend to as the department and the leadership

of the nation to try and make sure that the future of our

children is not affected by criminals who would do anything in

order to satisfy their criminal intentions. Thank you, Chair.

Mr E K SIWELA: Thank you, Chairperson. The ANC supports the

Budget Vote. Basic education is a critical driver of the

social economic and political development of all nations. It

is so because basic education focuses on children and the

youths who constitute the future of our nation.

When our education system produces good learning outcomes and

prepare the youth for the socio-political and economic

challenges which confront our nation will become relatively

certain that indeed the future of our nation will be better

than what it was in the past and today.

It is in our basic education system where the future leaders,

future professionals and future based on the nation’s human

capabilities lay. It is for this reason that the largest

budget allocation by the ANC-government is on basic education.

As nation which had been plagued by colonialism and apartheid,

we have to overcome the structural exclusion of the majority



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of black South Africans and women. The budget allocated to the

department should be able to respond to the multiple

inequalities which exist in our education system in order to

empower all learners with the resources and support required

to have equal opportunities,

With the high levels of unemployment and widening inequality,

the department has the duty to provide various services which

enable learners to have a conducive learning environment to

succeed. The special legacy of unequality development in rural

and urban areas and skewed distribution of resources and

development in the country has resulted in numerous basic

services being in adequate in some of our schools, which

negatively affects the environment of learning.

One of the major challenges influencing the department is the

fact that some basic services are not the mandate of the

department. In this regard, the department should ensure that

through the District Development Model planning and budgeting

with other departments and municipalities should enable a

coherent intervention by a government to ensure all basic

services provided are part of the plans of various

departments.



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The department is closing these inequalities and to improve

conditions of learners will continue ensuring that provinces

provide learners scholar transport. The scholar transport

eases a strain for learners who would have to walk many

kilometres to get to their schools due to the vast disposition

of households and the location of school’s particularly in

rural and farm areas. Without these service many learners will

struggle to perform to the best of their abilities due to the

fatigue of traveling.

This intervention hon member also contributes in protecting

the learners who would be in risky conditions if they had to

walk long distances. With the rising gender-based violence and

femicide which target learners, this intervention does enhance

the protection of children.

It is of concern that we have been experiencing an increase of

teenage pregnancy. The departmental heightened its effort and

campaigns to ensure awareness and understanding from our

learners so that they take correct decisions to protect their

life aspirations.



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Hon members, food security in our country remains a challenge.

According to the report released by Statistics of South

Africa, measuring food security in South Africa, applying the

food insecurity experience ... [Inaudible.] ... almost 23,6%

of South Africans in 2020, were affected by moderates to

severe food insecurity. While almost 14,9% experienced severe

food insecurity. Among those percentages is faces of children

and the youth. A hungry stomach cannot enable optimal learning

and without any compromise. It is imperative that the

department continues to provide nutritional meals in our

schools.

For the current year, the department has targeted 19 950,

schools a target of 9 million learners in each year to provide

nutritional meals on its school day. In this budget, the total

National Schools Nutrition Programme has been allocated

R8,5 billion to ensure no learner has to endure an empty

stomach.

Hon members, this is what providing a safety net is all about.

It is about ensuring that no one is left behind and our

government has put in place the most progressive interventions



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to mitigate against the impact of poverty and equal

inequality.

Infrastructure development is a major concern of the

department as numerous schools lack the adequate facilities to

enable conducive teaching and learning. In our various

oversight visits, we have observed a tremendous progress made

in various provinces but the backlog in other areas remains.

The department, in this budget, through the Education

Infrastructure Grant will be building 30 schools to replace

unfit structures, provide water to 50 schools and provide

sanitation to 450 schools. This is not going to address the

infrastructure backlog, but it will improve conditions in the

specific school. This is part of progress.

Hon members, we welcome the announcement by his Excellency

President Cyril Ramaphosa, in the state of the nation address

when he said and I quote:

Government is introducing an innovative social

infrastructure delivery mechanism to address issues that

affect the delivery of school’s infrastructure. The



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mechanism will address in speed the financing and funding

quality of delivery, mass employment and maintenance. The

new delivery mechanism will introduce a special purpose

vehicle working with prominent development finance

institutions and the private sector which is being

piloted in schools in the Northern Cape and the Eastern

Cape.

Crowding in private schools to respond to critical social

issues is a commendable approach as our financial system

should also be responsive to social needs and not only

orientated to profit making. This is the level of priority

government is placed to supplement efforts by the department

and to move closer to eradicating the infrastructure backlog

in our system.

We make a call to parents, communities, civil society and

religious organization to take keen interest in the education

of our children and to monitor the quality of schooling in our

communities. Some of the challenges are affecting our schools

such as theft and vandalism can be avoided when our

communities work with the police and school governing bodies

to embed a social culture which treasures and protect schools



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as sites of development. Schools with an appropriate community

support in collaboration with education stakeholders function

better.

The ANC supports Budget Vote 16 Basic Education. And, we urge

the department to ensure that the distribution of expenditure

contributes to economic reconstruction and recovery and make

sure it support small and medium sized businesses and

businesses owned by youth and women to stimulate their groove.

This budget is critical in our endeavour of creating a united,

equitable and prosperous South Africa where all have equal

opportunities to realize their potential and defy the odds

imposed by inequality. I thank you, Chairperson.

Mr A M SHAIK-EMAM: Thank you, House Chairperson. I have more

than just load shedding. I have a total blackout, therefore,

pardon me. The National Freedom Party notes the report on

Budget Vote 16 - Basic Education tabled here today. Now, House

Chairperson, let me start off by saying that one out of every

two children that starts school do not finish school at

Grade 12. Secondly, 60% of those that go from basic education

to higher education drop out in the first year of education. I



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have just come from a school called Bhekinkosi in EThekwini in

Durban and the outskirts. House Chairperson, each class has 80

children in one class. Now, tell me could we call this equal

education? Certainly not, and that is why many experts are

saying that in South Africa the emphasis is on quantity not on

quality. That is why they say that we have a very broken or

unequal education system which is flawed with poor

performance, and that is where we have a problem with very

little or no accountability.

Over and above that the problem is that the teachers or

educators do not get enough support. Many of these children

are coming from dysfunctional families and there is a lot of

pressure that’s been put on educators who have to be the

fathers, the mother and the educators of these children. Now,

over and above that experts and researchers established that

lack of water, electricity, technology in the schools, poor

and failing infrastructure give rise to the poor quality of

education that we have in South Africa. Not forgetting the

water and sanitation which many schools currently still have

pit toilets. Therefore, I think the time has come, hon House

Chairperson, that we need to take stock ... [Inaudible.] of

our Basic Education Department what we need to enhance the



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quality of education so that we could produce better learners

that will go to higher education level. Until we do that a lot

of money is being wasted on basic education and it appears

that we do not have the necessary capacity to be able to

provide quality education. Thank you very much.

Mr M G E HENDRICKS: Thank you very much, hon House Chair. Hon

House Chair, at 4:00 this afternoon the sounds of bullets were

sent to me of shootings at Downeville Primary School in

Manenberg. Children were running for their lives. Bullets hit

a desk in a Grade 2 classroom. I was sent of pictures of

learners lying under the school benches. Learners were

traumatised - just like traumatised at the moment. How will

the learners get home was one of the many questions I got that

I want to share with hon members.

Minister, the buck stops with you to see that eight-years-old

are safe at schools. Otherwise your department will go down in

history as a failed department. Minister, you cannot depend on

your official opposition party in the Western Cape who’s

governing. They are more interested in Ukraine, you won’t find

them in Manenberg, but you will find them in Ukraine. They are

... [Inaudible.] ... in destroying the education of African



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and Coloured learners. They do this by firing the best school

principals that is closest to their community and those most

loved by our learners and those standing schools around for

the better. The latest being Wesley Neumann of Heathfield High

School, I don’t want to go to the merit of the case, but

penalty was too severe. The DA demoted the principal and

transfer the beloved principal of the Heathfield High School.

These children are traumatised just like those under fire at

the moment. I hope the army is sending out the helicopter. I

saw them at the ... [Inaudible.] ... crying out to politicians

of the EFF, the ANC, Good and Al Jama-ah for help. All these

parties support the students of Heathfield High School after

they put their case.

However, House Chair, what will Parliament do for the learners

of Downeville Primary School in Manenberg? What will the

Speaker do? What will a leader of Parliament do? What will the

councillors, President and Deputy President do? I can only

depend on our Chief Whip because I see that she is already

making phone call. I see no calls being made by the official

opposition. The lives of learners at Downeville Primary School

... [Inaudible.] ... gone home and ... [Inaudible.] ... now.

They don’t care about the learners at Downeville Primary



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School ... [Inaudible.] ... Hon House Chair ... [Inaudible.]

... I am very traumatised. Thank you very much.

Ms D VAN DER WALT: Good evening, House Chairperson and

colleagues. Can you hear me, House Chair?

The HOUSE CHAIRPERSON (Mr C T Frolick): I can hear you, hon

member. What I suggest you can do is, if it’s possible, just

to switch off your video. You may continue, hon member.

Ms D VAN DER WALT: The video is off. Thank you.

*Afrikaans:*

Die DA verwerp die voortgesette dikriminasie teen die inheemse

tale van ons land. Advertensies wat belanghebbendes uitnooi om

skriftelik kommentaar op die Bela Wysigingswetontwerp in te

dien, is bedoel om aan alle taalgroepe ’n gelyke geleentheid

te bied.

Behalwe vir die advertensie in Engels wat reeds 15 Mei in ’n

nasionale koerant verskyn het sal al die ander tale slegs in

streeks- of gemeenskapskoerante gepubliseer word. Boonop sal

nege van ons elf amptelike tale se gebruikers nie die volle 30



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dae se periode gegun word nie, met die Afrikaanssprekende

gemeeenskappe wat die minste tyd gegun word.

*English:*

Minister, we are fully aware of the different competencies

between your department and the provincial departments.

However, ... [Inaudible.] ... you are the custodian of basic

education where often with one teacher intervene by using the

remedies available to you. Surely your Cabinet meetings are

one of such a remedies where you can raise matters with the

President who has appointed you. We have welcomed the transfer

of the early childhood development sector into the Department

of Basic Education. Being formally part ... [Interjections.]

The HOUSE CHAIRPERSON (Mr C T Frolick): Hon Hendricks, your

microphone must be muted, we can hear you and it’s disrupting

the proceedings. Please, mute yourself. Continue, hon Van der

Walt.

Ms D VAN DER WALT: Thank you. Being formally part of the

foundation phase should improve academic results throughout a

child’s education. Of course, it needs urgent focus on getting

it right from the start. The early childhood 2021 Census



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released last week emphasised our earlier concerns raised with

the Minister and in the portfolio committee that significant

financial support, resources and training is non-negotiable to

success. The current financial year’s allocation is already on

a red alert. Municipalities, who are failing to deliver

services, cannot be trusted to be in charge of the

infrastructure of early childhood development, ECDs, in their

areas. That is call for surely massive failures.

The Western Cape Education Department’s mantra of “Enter to

learn, leave to serve” carries a deep meaning that every child

should be in school for the sole purpose of learning. It also

emphasises that every child has potential and must be

developed to become an active citizen of South Africa.

However, it seems like the children in the special needs and

learners with special education needs, LSEN, schools sector

are often treated as “second-hand citizens”. Why do I say

this? Please conduct unannounced oversight visits – see for

yourselves, listen to the learners, the teachers, the parents

and the school governing bodies, SGBs, members. A reply to my

parliamentary question on whether there is an allocation to

public special needs schools and how are learners of such

schools funded, revealed that, and I quote:



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Department of Basic Education does not have a policy

relating to the funding of special schools. The draft

policy was not approved due to budget constraints.

It also revealed that the equitable share formula for basic

education is based on the age cohort 5 - 17 for school going

age and not 7 - 15. There is no earmarked or specific funding

for learners above 17 years. The same allocation for the age

cohort 5 - 17 is extended to learners above 17 years. This, of

course, needs urgent attention. We have to change this sector

and ensure they benefit from quality education without

discrimination as per the SA Schools Act and then

understanding of human rights.

If the Funza Lushaka Bursary scheme is to address critical

educator shortages in specified subject areas, it should

include providing bursaries to prospective teachers in sign

language and braille writing for our hearing and visual

impaired learners. This sector can no longer be left behind

with outdated equipment. Technology has advanced and way

beyond the outdated braille machines. Modern equipment is

available and should be provided to these learners and

teachers.



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Now, more than ever it is necessary for you to think how your

department will resolve the growing need for therapists at

schools. The coronavirus disease 2019, Covid-19, pandemic has

left many scars and fears on learners and educators. Substance

abuse, teenage pregnancies, violence on school premises or at

outings, statuary rape or sexual abuse on school premises,

etcetera, is on the rise, yet there are no experts to assist.

We need to have an urgent discussion with the Minister of

Health, as I have previously requested. We have proposed the

placement of health care students, like occupational

therapists, psychologists, nurses, speech therapists,

etcetera, who must do their community service years at

schools. Both the schools and students across the country can

benefit from such a project.

I conclude, Minister and colleague, with an invitation to you

Minister and your colleague, the Minister of Finance to visit

special needs and LSEN schools with me during June, which is

Youth Month, in order to see the real need. May be that will

assist in a better budget. We must look after every learner to

ensure their futures and allow them to one-day leave school to

serve their communities and our country. Thank you, House

Chairperson.



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*Setswana*:

Rre P R MOROATSHEHLA: Modulasetilo wa Ntlo.

*English:*

The Minister of Basic Education, Mama Angie Motshega, Deputy

Minister, Mme Makgabo Regina Mahaule and colleagues in the

Portfolio Committee on Basic Education, all friends and hon

members ...

*Setswana*:

... ke a lo dumedisa.

*English:*

The ANC vehemently supports this Budget Vote No 16. House

Chairperson, as Members of Parliament, we have been given the

honour and responsibility to represent our people and their

aspirations. Our people have entrusted to all of us as members

of this august House because they have full confidence and

trust that through Parliament, we will be able to tribune, the

people will be at all times and meaningfully contribute to the

building of our nation. In the context of the Budget Vote No

16 and on the education, our efforts and contributions should

be informed by efforts of strengthening our basic education



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system than a simplistic critique of the knowing without

providing any alternative and solution through the problems we

are faced with, as my learned friends from both DA and Eff

would normally do.

The Minister, in her address, has outlined the interventions

and progress which has been recorded by the government, and

she also engulfed very serious problems on a way forward in as

far as public concern. The Coronavirus pandemic has

demonstrated the significance of both mathematics and science

as subjects to taught in our schools and the World Health

Organisation, WHO, has applauded of African government to

placing science and mathematics as the pillars of COVID-19

responses. Hon members and House Chairperson, this signifies

the important role that both science and mathematics are

playing in our education system, and as the ANC, we are

concerned by the percentage decline of learners who keeps

deregistering in the line of maths and science, despite of the

increase in the humble, the number of students that are taking

those subjects.

We urge the Department of Basic Education and the National

Strategy for Maths and Science and Technological education, as



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they adhere to the role of 2021 up to 2030, as it is

strengthening the learning outcome of our learners. It is of

course very critical, Chairperson, that as a department, we’ve

got a role in making a point that with both registration of

teaching and learning of maths and science, are prioritised at

all material time. Hon House Chairperson, one other aspect

which is of very importance, is the aspect of reading, and

this is an important priority which the department is

continuously strengthening.

The Department of Basic Education should enhance working with

the Department of Arts and Culture to expand on this principle

of reading and learning. We welcome efforts made by SA Council

for Educators, SACE, in making it a point that teachers are

professionally encouraged and equipped, in order to face the

ongoing challenges on the learning of our children. Hon

members, globally, educationists have programme that all the

time education improves learning outcomes, particularly, in

early grades.

As a nation, we did encourage our learners on the indigenous

learning so that our mother tongue can be taken serious, and

as the ANC, we are encouraged by the increase in the doctoral



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training levels, whereby the undertaking is used in as far as

taking language is concerned. This is a clear demonstration

that all official languages can be developed for educational

purposes. We encourage the Department of Basic Education to

strengthen relationship which higher education institutions,

in order to focus on the development of indigenous languages

for teaching and learning purposes.

The HOUSE CHAIRPERSON (Mr C T Frolick): Hon Moroatshehla, my

apology. May I ask hon Hicklin to switch off his microphone.

Continue, hon member. Hon Moroatshehla, unmute yourself, then

you continue. Thank you.

Mr P R MOROATSHEHLA: Thank you very much, House Chairperson,

learners who speak English at home, it has been proven that

they are able to perform well when it comes to maths and

science teaching. We welcome the pilot project that has been

initiated in the Eastern Cape on the whole issue of mother

tongue instruction, and our wish, Chairperson, is that, where

possible, this pilot project must be expanded to the national

level. Hon House Chairperson, I must also talk to the issue of

Funza Lushaka that it is one such important initiative by the

current Department of Basic Education and our government, to



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make it a point that we are able to encourage younger

educators to pursue the rare skills subject like maths and

physical science by offering this all important to primary.

There is an allocated amount of R1, 32 billion to the National

Student Finance Aid Scheme, NSFAS, in order to address this.

In order to strengthen the education system, continued

professional development is encouraged at a level of the SA

Council for Educators, SACE, and it is for this reason that,

Chairperson, the ANC-led government makes it a point that,

through the SACE, as an entity, that all educators who are

found short by getting involved in a sexual relationship with

learners, must be brought to book, and for this reason, we

want to commend SACE for coming to the party.

Hon Chairperson and hon members, gender-based violence keeps

on rearing its ugly head in our schools, and we come, as the

department has initiated, totally against all forms of

gangsterism, all form of bullying that ended up affecting

negatively our school performances. Therefore, we are allowed

to commend the department for being involved, in as far as

this is concerned. Of course, without working with communities



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in our schools, we are likely to encounter a number of

challenges.

It is from this reason that from the safe point of view, we

would love to encourage all schools through the key and pity,

quality of learning and teaching campaign, to make it a point

that all this misdemeanor happening within our schools, are

completely discouraged. Once again, Chairperson, allow me to

rise and indicate that, as the ANC, we support this Budget

Vote, unequivocally so. Thank you very much.

The MINISTER OF BASIC EDUCATION: Chair, let me take this

opportunity to thank the members who have responded to the

input, we appreciate their responses, their guidance. But I

also want to thank ...

*IsiZulu:*

... omakhala njalo, lalelani, siyabonga. Nihlale nikhala

ninjalo.

*English*:

I also want to say another decision by this Sixth

Administration to insist that the Department of Social



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Development and the Department of Basic Education should work

together to form a coherent, integrated, quality childhood

education. We are, as a country, going to earn all the

dividends that come from early childhood. development The

study that we conducted on Thrive by Five indicates that only

35% of our children are ready for schooling and are ready to

thrive in their careers for life.

A whopping 49%, if no interventions happen, are at risk and

worst still it says 16% are even worse off. And the UN issued

a report, a tracer study which was indicating that children at

22 months, if nothing happens at 22 years, will be in the same

position. So if, as a country, we want to change the fortunes

of our country, this is an area where we have to work together

and ensure that we make the necessary interventions.

I appreciate the insistence that always comes from member

Sukers, member Van der Walt and also member Hendricks around

the issues of children with special needs but also around

violence because as a country and as adults, we have to make

sure that no child is left behind and we do all we can to

support children with special needs, but we also work hard to

deal with violence in our country.



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Member Hendricks, I sympathize with you because the violence

in our country is disheartening. It is depressing. And I agree

with you that something has to give. The other matter that I

also want to highlight is a question of language teaching and

learning. In terms of our demographics in the country, more

than 80% of children learn in a language other than theirs.

And I think the sector, and that is what we are already

beginning to work on, that we have to make sure that all

learners are given the opportunity, they are able to choose to

learn in the language of their choice. And in particular, in

their mother tongue. The Eastern Cape has done a good study

and It is very encouraging, clarifying most of the questions

that others would and the other provinces are following. And I

am saying an area that you have to pay attention to if we are

to make sure that we do not continue the discrimination, the

prejudice that the majority of learners are experiencing

because they are forced to learn in a language other than

their mother tongue.

A member also mentioned that we were taken to court for the

wearing of masks. I do not know of that case. I know that the

decision to end rotational teaching came through a Cabinet

decision which came as advice from the Department of Health.



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Then the fact that when the court was told to end rotational

teaching ...

*IsiZulu*:

... Hhayi angiyazi leyo.

*English*:

But maybe to say to the member, let us tell no lies and claim

easy victories, please. There is nothing like that. We were

never taken to court. We took the decision ourselves. And also

I think what we will do is we will publish the full statement

on the website where we also then indicate that, for instance,

as I said in the speech, that 35 occupational and

vocationally-oriented subjects have already been gazetted. We

are looking at focus schools but perhaps because of the

pressure, we could not explain all the matters. At the end of

today, tomorrow you will get the full statement. I wanted to

say, I understand sometimes the likes of hon Kwankwa and hon

Shaik Emam are ...

*IsiZulu*:

... engithi omahamba yedwa ...



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*English*:

... so they have no people to discus with. So they repeat the

same things, the same lamentations and one has to accept that

...

*IsiZulu*:

... ungumahamba yedwa

*English*:

You don’t have any person...

*Sesotho*:

... ya tla o fahlolla.

*English*:

I want to thank ANC members for engaging with what is there

because sometimes the difficulty is we always talk about

something that is not on the table and that is not being

discussed, but I also want to thank you, member of the IFP,

quite clearly he has read the statement and is responding to

the statement. As such, his input and his guidance is helpful

because members may not know, we appreciate your guidance. We

appreciate your views, but ...



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*IsiZulu*:

... nike nikhululume ngento esuke kukhulunywa ngayo.

Ningaphindaphindi into eyodwa.

*English*:

Some of you here I can even write your speeches. I would know

what you are going to say because ...

*IsiZulu*:

... yingoba nihamba nodwa.

*English*:

Chair, I want to thank you, thank the committee, thank the

chairperson of the committee. And also thank the ruling party

because they have read the statement. They are responding to

the statement.

*IsiZulu*:

Omahamba bodwa bakhuluma into eyodwa zonke izinsuku.

*English*:



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And they really have my sympathy because I am sure it is not

easy ... [Inaudible.] ... [Interjections.] Thank you very

much, Chair and everybody.

Debate concluded.

The mini plenary session rose at 18:26.

