

**Report of the Select Committee on Education, Technology, Sports, Arts and Culture on its activities undertaken during the Sixth Parliament (May 2019 – March 2024), dated 27 March 2024**

**KEY HIGHLIGHTS**

**1. Reflection on committee programme per year and on whether the objectives of such programmes were achieved**

Over the last five years, the Committee managed to achieve the following:

**2. Committee's focus areas during the Sixth Parliament**

- Briefings by the Departments of Basic Education, Higher Education and Training, Science and Innovation, and Sport, Arts and Culture and their entities;
- Conducted oversight visits in three provinces;
- Facilitated public participation on issues of oversight and legislation;
- Processed and passed one piece of legislation, and two currently in progress;
- Monitored the implementation of the COVID-19 relief funding as well as the Presidential Employment Stimulus Programme (PESP) for the sectors.
- Considered four international agreements.
- Embarked in an international study tour focusing on Maths and Science Education as well as Early Childhood Development.

**3. Key areas for future work**

- Ensuring successful Early Childhood Development (ECD) migration from the Department of Social Development to the Department of Basic Education.
- Ensuring that all ECD centers are adequately supported and the ECD practitioners are professionalised and have the required qualifications.
- Address the issue of all school infrastructure including eradication of temporary or mobile classrooms that are past their lifespan, total eradication of pit-latrines in all schools, and classroom shortages.
- Ensure successful implementation of Grade R in schools by addressing classroom and Teacher shortages for Grade R.
- Address issues around safety and security in schools.
- Follow-up on the rebuilding of schools in KwaZulu Natal damaged by the July 2021 unrest and recent floods in the province.
- Support for athletes and creatives: South African athletes and creatives are supported through programmes established by the Department. However, the Committee needs to continue to closely monitor the support provided to marginalised groups, especially women, the youth, rural communities and people with disabilities.
- Transformation in sport: there needs to be a particular focus on ensuring that sport transformation is enhanced and equal opportunities for participation in sport are provided.

- There needs to be concerted efforts by the next administration to ensure that all schools are mandated to implement compulsory school sport, with both the Department of Sports, Arts, and Culture and Basic Education making this a reality.
- **Overarching Policy implementation:** Continue to monitor the implementation of the two sector-specific White Papers, namely the Revised White Paper on Arts, Culture and Heritage (ACH) and the White Paper on Sport and Recreation for the Republic of South Africa. The action plans for the implementation of the Revised White Paper on ACH will include, among others, the enactment, amendment and/or repeal of some of the legislation currently administered by the Department. The Committee should closely monitor the work of the Department for the introduction of new legislation.
- **Entities and NPOs:** Given the range of public entities and non-profit organisations reporting to the Department, the Committee should continue and strive to improve on the standard that has been set in holding them to account.
- The administration and distribution of NSFAS funds needs to be prioritised. The seventh administration should pay special attention into the affairs of NSFAS in ensuring that it delivers on its mandate, as this will reduce the increased levels of protests over funding within institutions of higher learning.

#### **4. Key challenges emerging**

- *Strategic planning:* The committee had to deviate from some of its priorities that were set out for the sixth administration due to the emergence of COVID-19, whereby the programming of the committee had to factor in matters that dealt with COVID-19 expenditure.
- *Oversight:* The demanding Parliamentary programme places constraints on the Committee's available time to conduct oversight visits in provinces.
- *Programming:* Due to the number of Departments and Entities and limited meetings that the Committee can hold, it is difficult to perform effective oversight over all the entities and agencies of the different Departments reporting to the committee.

#### **5. Recommendations**

- **Strategic Planning:** The committee should start its seventh administration with a 5-year strategic planning session, and within its planning, should factor in plans that were not dealt with during the sixth administration.
- *Programming:* It is recommended that the Committee considers holding two meetings per week or meeting more than one entity per meeting to perform oversight over more entities.
- *Focus Areas of the Committee:* Focus areas of the committee should include the implementation of conditional grants in provinces (i.e. Education Infrastructure Grant (EIG), Sanitation Appropriate for Education (SAFE), Accelerated School Infrastructure Delivery Initiative (ASIDI), Community Libraries and Mass Participation & Sport Development); the work of the provincial language boards; the implementation of the Resistance and Liberation Heritage Route project; and the work of provincial sports confederations. Additionally, the Committee should explore the possibility of creating clusters of entities that are seen at one time, e.g. sporting institutions; museums; development (funding) bodies, etc.
- *Oversight:* Improve oversight by holding more joint meetings with the Portfolio Committee on Basic Education, Higher Education and Training, Science, and Innovation, as well as Sports, Arts and Culture. The committee should also be allowed to conduct more oversight visits to provinces in order to deliver on its mandate.
- *Law-making (policy and legislation):* The Department should ensure that any future legislation is timeously tabled in Parliament to allow for Parliament to adequately process these in line with the constitutional prescripts.

- *Study tour:* In the Seventh Parliament, the Committee should explore the feasibility of conducting an international study tour for the purposes of strengthening oversight on the implementation of international agreements and gaining deeper insight into international best practices for the sport, arts, and culture sector.
- *Support staff:* Parliament should ensure that the time between a post being vacated, and the appointment of new employees be reduced to ensure that its committees are provided with adequate secretarial, quality research, and advisory support.

## 1. INTRODUCTION

### 1.1. Department/s and Entities falling within the Select Committee on Education and Technology, Sports, Arts and Culture

#### a) Department of Basic Education

The mandate of the Department of Basic Education (DBE) is to monitor the standards of the provision, delivery, and performance of education annually or at other specified intervals across South Africa, with the objective of assessing compliance with the provisions of the Constitution of the Republic of South Africa of 1996 and national education policy.

The department derives its mandate from the:

- National Education Policy Act of 1996, which inscribes into law the policies, legislative and monitoring responsibilities of the Minister of Basic Education, and the formal relations between national and provincial authorities.
- South African Schools Act of 1996, which promotes access to education, promotes quality and democratic governance in the schooling system, and makes schooling compulsory for children aged seven to 15 to ensure that all learners have access to quality education without discrimination.
- Employment of Educators Act of 1998, which regulates the professional, moral, and ethical responsibilities of educators, and competency requirements for teachers.

The key priorities for the Department have been the following:

- Improving foundational skills of Numeracy and Literacy, especially reading, which should be underpinned by a Reading Revolution.
- Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools (Three-Stream Curriculum Model, Fourth Industrial Revolution, Entrepreneurship, Focus Schools, etc.);
- Deal decisively with quality and efficiency through the implementation of standardised assessments to reduce failure, repetition, and dropout rates; and introduce multiple qualifications, such as the General Education Certificate before the Grade 12 exit qualification;
- Urgent implementation of two years of Early Childhood Development (ECD) before Grade 1, and the migration of the responsibility for the Department of 0-4-year-olds from the Department of Social Development to the Department of Basic Education;
- Complete an integrated Infrastructure Development Plan, informed by infrastructure delivery; and regular maintenance, which is resourced; and
- Work with the Departments of Sport and Recreation, Arts and Culture, Health, and the South African Police Services to teach and promote Social Cohesion, Health, Psycho-social and School Safety

**The DBE has the following five budget programmes:**

**Programme 1: Administration:** The Programme 1 of Administration is responsible for managing the Department through the provision of strategic and administrative support services. The Programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. Key processes are continuously strengthened to support the Department in respect of administrative procedures and systems.

**Programme 2: Curriculum Policy, Support and Monitoring:** The purpose of Programme 2 is to develop curriculum and assessment policies and monitor and support their implementation.

**Programme 3: Teachers, Education Human Resources, and Institutional Development:** The purpose of Programme 3 is to promote quality teaching and institutional performance through the effective supply, development, and utilisation of human resources.

**Programme 4: Planning, Information and Assessment:** The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system through monitoring and evaluation, planning and assessment.

**Programme 5: Educational Enrichment Services:** The purpose of Programme 5 is to develop policies and programmes to improve the quality of learning in schools.

#### Entities of DBE

Name of Entity	Role of Entity
South African Council of Educators	To enhance the status of the teaching profession through registering educators appropriately, managing professional development and promoting a code of ethics for all educators.
Umalusi	Maintains standards in general and further education and training through the development and management of the general and further education and training qualifications sub-framework.

#### b) Department of Higher Education and Training

The strategic focus of the Department of Higher Education and Training for the 2019–2024 MTSF is to ensure improved quality provisioning of education and training, while also improving access and efficiency of the PSET sector as a whole. The emphasis on quality provisioning, while improving access and efficiency, has become a strategic focus area that is intended to lead to higher completion rates and student progression in TVET colleges and universities.

The following outcomes for the 2020–2025 planning period were identified:

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.
- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system.
- Excellent business operations within the DHET.

#### The DHET has the following six budget programmes:

**Programme 1: Administration:** The purpose of this programme is to provide strategic leadership, management, and support services for the Department.

**Programme 2: Planning, Policy, and Strategy:** The purpose of this programme is to provide strategic direction in the development, implementation and monitoring of departmental policies and in the Human Resource Development Strategy for South Africa.

**Programme 3: University Education:** The purpose of this programme is to develop and coordinate policy and regulatory frameworks for an effective and efficient university education system, and to provide financial and other support to universities, the NSFAS and national higher education institutions.

**Programme 4: Technical and Vocational Education and Training:** The purpose of this programme is to plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for TVET colleges, and to provide financial and other support to TVET colleges and regional offices.

**Programme 5: Skills Development:** The purpose of this programme is to promote and monitor the NSDP, and to develop skills development policies and regulatory frameworks for an effective skills development system.

**Programme 6: Community Education and Training:** The purpose of this programme is to plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for community education and training, and to provide financial and other support to CET colleges.

## Entities of DHET

Name of Entity	Role of Entity
National Skills Fund	To focus on the national priority projects identified in the national skills development strategy.
National Student Financial Aid	To provide bursaries to students.
Sector Education and training Authorities	To implement national, sector and workplace strategies to develop and improve skills in the South African workforce, provide learnerships that lead to a recognised occupational qualification and fund skills development.
Council of Higher Education	To develop and implement a system of quality assurance for higher education, including programme accreditation, institutional audits, quality promotion and capacity development.
Quality Council for trades and Occupations	Oversees the development and maintenance of the occupational qualifications sub-framework in the qualifications framework, and advises the Minister of Higher Education and Training on all matters of policy concerning occupational standards and qualifications.
South African Quality Authority	Oversees the development of the national qualifications framework by formulation and publishing policies and criteria for the registration of organisations.

### c) Department of Science and Innovation

The mandate of the Department is articulated in the 2019 White Paper on Science, Technology and Innovation. The execution of its mandate is facilitated because, as a national department with no concurrent functions in other spheres of government, the Executive and Accounting authorities can drive implementation centrally, with limited potential dilution of messaging and intent at provincial and local government levels. Science, technology, and innovation are transversal issues that influence and define success in a broad range of sectors. Over the 2015-2020 Strategic Plan period, the DSI implemented projects, programmes and initiatives that contributed to a variety of economic sectors such as agriculture, mining and minerals beneficiation, manufacturing, water and sanitation, energy, ICTs and health.

The DSI had the following strategic objectives:

- Improved coherence and coordination.
- Increased NSI partnering between business, academia, government and civil society; Strengthened and transformed National Science and Innovation (NSI) institutions; Increased human capabilities;
- Expanded research enterprise;
- An enhanced enabling environment for innovation; and
- Improved funding across the NSI.

**Programme 1: Administration:** The purpose of the Programme is to provide strategic policy and planning alignment, ensure effective governance, risk management, and monitoring and evaluation within the Department and among entities. Furthermore, the Programme provides strategic science communication and branding of DSI activities, its entities and the national system of innovation (NSI).

**Programme 2: Technology Innovation:** The purpose of the Programme is to promote technology development and the protection and utilisation of publicly funded intellectual property for innovation with socio-economic impact.

**Programme 3: International Cooperation and Resources:** To develop, promote and manage international partnerships that strengthen the NSI and enable the exchange of knowledge, capacity, innovation and resources between South Africa and its international partners, particularly in Africa, in support of South African foreign policy through science, knowledge and innovation diplomacy.

**Programme 4: Research Development and Support:** The purpose of the Programme is to provide an enabling environment for research and knowledge production that promotes the strategic development of basic sciences and priority science areas, through science promotion, human capital development,

the provision of research infrastructure and relevant research support, in pursuit of South Africa's transition to a knowledge economy.

**Programme 5: Socio-Economic Innovation Partnerships:** The purpose of this Programme is to enhance the growth and development priorities of government through targeted S&T-based innovation interventions and the development of strategic partnerships with other government departments, industry, research institutions and communities and the provision of statistics and analysis for purposes of system-level monitoring and evaluation.

#### Entities of DSI

Entity	Role of Entity
Academy of Science of South Africa (ASSAf)	ASSAf's activities encompass all fields of scientific enquiry and include the full diversity of South Africa's distinguished scientists. ASSAf has a dual role – to honour distinguished scholars through election to membership of the Academy, and to provide science advice to government and other stakeholders on critical national and global issues.
Council for Scientific and Industrial Research (CSIR)	The CSIR is a leading scientific and technology research organisation that researches, develops, localises and diffuses technologies to accelerate socio-economic prosperity in South Africa. The organisation's work contributes to industrial development and supports a capable state.
Human Sciences Research Council (HSRC)	The HSRC initiates, undertakes and fosters strategic basic and applied research in human sciences, and address developmental challenges in South Africa, elsewhere in Africa and in the rest of the world by gathering, analysing and publishing data relevant to such challenges, especially by means of projects linked to public sector-oriented collaborative programmes.
National Advisory Council on Innovation (NACI)	NACI provides advice to the minister responsible for science and technology and, through the minister, the Cabinet, on the role and contribution of science, mathematics, innovation and technology in promoting and achieving national objectives. NACI is also broadly responsible for the ongoing monitoring and evaluation of the national system of innovation.
National Research Foundation (NRF)	The NRF supports, promotes and advances research and human capacity development, through funding and the provision of the necessary research infrastructure, in order to facilitate the creation of knowledge, innovation and development in all fields of science and technology, including the humanities, social sciences and indigenous knowledge.
South African Council for Natural Scientific Professions (SACNASP)	SACNASP is the regulatory body for natural science practitioners (professional natural scientists, natural scientists in training, natural science technologists and natural science technologists in training) in South Africa. It ensures a high level of professionalism and ethics among South African scientists.
South African National Space Agency (SANSA)	SANSA provides a wide range of services and data products to local and international organisations, governments and the business sector, as well as the global and regional

	academic community. These services include Earth observation data products, international launch monitoring and space weather information provision.
--	--

#### d) Department of Sport, Arts and Culture

The Department derives its mandate from the Constitution of the Republic of South Africa, 1996 (“the Constitution”) including the Preamble and Founding Provisions. The Constitution affirms the democratic values of human dignity, equality and freedom. The following sections are those that primarily inform the Department’s mandate:

The 2019-2024 Medium-Term Strategic Framework (MTSF) forms the second five-year implementation phase of the National Development Plan: Vision 2030 (NDP). The framework aims to ensure policy coherence, alignment and coordination across Government plans as well as alignment with the budgeting process.

**The Department has four budget programmes below:**

**Programme 1: Administration**–The purpose of this programme is to provide strategic leadership, management, and support services to the Department.

**Programme 2: Recreational Development and Sport Promotion** – This programme has been devised to Support the provision of mass participation opportunities, the development of elite athletes, and the regulation and maintenance of facilities.

**Programme 3: Arts and Culture Promotion and Development** –The purpose of Programme 3 is to promote and develop arts, culture and languages, and implement the national social cohesion strategy.

**Programme 4: Heritage Promotion and Preservation**– The Heritage Promotion and Preservation Programme strives to preserve and promote South African heritage, including archival and heraldic heritage. Oversee and transfer funds to libraries.

#### e) Entities:

As at the end of the 2022/23 financial year, a total of 28 public entities report to the Department. This includes the newly declared public entity, the Mandela Bay Theatre Complex (MBTC). The MBTC, was declared a schedule 3A public entity under the Public Finance Management Act (PFMA) (No. 1 of 1999, as amended) on 26 May 2021, and gazetted on 04 June 2021. The call for the new Council was issued in October 2021. The entity became operational as a declared institution on 01 April 2022 with the new Council appointed on 02 June 2022.

The entities reporting to the Department can be broadly categorised into the following sector focus areas:

- Development or funding bodies;
- Performing arts institutions;
- Museums;
- Heritage;
- Libraries;
- Language; and
- Sport institutions.

Additionally, the Department supports six (6) non-profit organisations (NPOs), including The Sports Trust; Business and Arts South Africa (BASA); Blind SA; Englenburg House Museum; loveLife; and SASCOC. The latter NPO, SASCOC, functions as a coordinating macro body responsible for promoting and developing high-performance sports within South Africa and occupies a vital space in the Committee’s portfolio. SASCOC’s current membership amounts to eighty-six (86) members, comprised of seventy-seven (77) National Federations and nine Provincial Sports Confederations.



Sector focus		Name of public entity	Role of Entity
Development (funding) bodies	1.	The National Arts Council (NAC)	<p><i>National Arts Council Act (No. 56 of 1997)</i></p> <p>The NAC is mandated to provide and encourage the provision of opportunities for people to practise the arts, foster the expression of a national identity and consciousness through the arts, provide historically disadvantaged artists with additional help and resources to give them greater access to the arts, address historical imbalances in the provision of infrastructure for the promotion of the arts, develop and promote the arts, and encourage artistic excellence.</p>
	2.	National Film and Video Foundation (NFVF)	<p><i>National Film and Video Foundation Act (No. 73 of 1997, as amended by the Cultural Laws Amendment Act, No. 36 of 2001)</i></p> <p>The NFVF is mandated to develop and promote the film and video industry in South Africa through the programmes it funds and carry out other enabling activities such as providing training to industry players, supporting and developing historically disadvantaged people in the audiovisual industry in line with South Africa's transformation agenda, increasing the number of people trained in scarce skills, and creating job opportunities in the film and video industry. Providing funding for content development in the film industry is at the core of the foundation's work.</p>
Performing Arts Institutions	3.	Artscape	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>Performing arts institutions are mandated to advance, promote and preserve performing arts in South Africa; enhance the contribution of arts and culture to the economy; create job opportunities; and create initiatives that enhance nation building.</p>
	4.	The Market Theatre Foundation	
	5.	Performing Arts Centre of the Free State (PACOFS)	
	6.	The Playhouse Company	
	7.	South African State Theatre	
	8.	Mandela Bay Theatre Complex	
	9.	Die Afrikaanse Taalmuseum en -monument (ATM)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>The ATM is mandated to maintain the ATM's cultural-historical buildings and heritage sites and the heritage of Afrikaans in such a manner that nation-building and social cohesion will be achieved; collect and conserve, conduct research on, and portray, through exhibitions, the origin, development, benefit and expansion of Afrikaans, with a special focus on inclusiveness to address historical imbalances; and promote and stimulate Afrikaans nationwide at all levels of society, especially in disadvantaged communities.</p>
Museums	10.	Freedom Park	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>As a Heritage Legacy Project, Freedom Park honours the heroes and heroines of the struggles for freedom</p>

Sector focus		Name of public entity	Role of Entity
			and humanity by memorialisation and storytelling that narrates a story spanning a period of 3.6 billion years. Built in Salvokop, Pretoria, Freedom Park is strategically placed between the Voortrekker Monument and the University of South Africa (UNISA).
	11.	Iziko Museums of South Africa (Iziko Museums)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>Formerly known as the Southern Flagship Institution, Iziko Museums was formed in 1999 when five clusters of established national museums in and around Cape Town merged in terms of the Cultural Institutions Act. One of three national museum institutions in the Western Cape, Iziko Museums is an amalgamated institution comprising eleven (11) individual national museums. The entity displays, conserves, and researches its social and natural history collections, which comprises around 10 million objects, fossils, and specimens, collected over nearly two centuries. It also provides public education programmes.</p>
	12.	Luthuli Museum	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>The home of Chief Albert and Mrs Nokukhanya Luthuli became a museum in August 2004. This is a heritage institution of educational enrichment and affirmation of marginalised histories of the majority of South Africans. The entity is the custodian of the legacy of Africa's first Nobel Peace Laureate and as such it interprets, displays, conserves, researches a collection which largely centres on the life of Chief Luthuli.</p>
	13.	KwaZulu-Natal Museum (KZN Museum)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>The KZN Museum interprets material evidence of the natural and cultural world to increase knowledge, understanding and appreciation of the nation's wealth of history and biodiversity. Like other museum institutions, the KZN Museum plays a significant role in the conservation and promotion of the nation's heritage, the promotion of national imperatives and priorities of the Government.</p>
	14.	National Museum (NMB)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>Established in 1877, the National Museum has developed into an omnibus institution with international stature. Intensive research is being done and significant study collections have been assembled in a range of fields biology, archaeology, cultural history, rock art and fine arts. Education is a further core function of the Museum and is embedded in every Museum activity.</p> <p>The Museum incorporates the following satellites: First Raadsaal Museum; Florisbad Research Station; Freshford House Museum; Oliewenhuis Art Museum; Wagon Museum; and Artbank.</p>

Sector focus		Name of public entity	Role of Entity
	15.	Nelson Mandela Museum (NMM)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>The NMM comprises Bhunga Building, Qunu youth and heritage site, and Mvezo (managed by Nkosi Mandla Mandela). These sites operate collectively, and the entity is the custodian of the legacy of Nelson Mandela and as such it interprets, displays, conserves, researches a collection which largely centres on his life.</p>
	16.	Robben Island Museum (RIM)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>RIM, as a World Heritage Site, conserves and manages the cultural and natural resources to retain the significance and the Outstanding Universal Value of the site. It promotes an inclusive understanding of the Island's multi-layered history and shares, educates and communicates the values, experience and legacy of Robben Island.</p>
	17.	Amazwi – South African Museum of Literature (Amazwi Museum)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>Formerly known as the National English Museum Literacy Museum, Amazwi Museum acquires, preserves, researches, and promotes access to its literary collection that represents all linguistic communities of South Africa. The entity promotes the diversity of literary heritage through public education.</p>
	18.	uMsunduzi Museum	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>Situated on the banks of the Ncome River and the site of the historic battle between the Zulu people and the Voortrekkers, the uMsunduzi Museum incorporates the sites of uMsunduzi and Ncome. The entity conserves, promotes, conducts research, exhibits, and presents through educational programmes the social history of the people of KwaZulu-Natal.</p>
	19.	War Museum of the Boer Republics (War Museum)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>This entity collects, curates and displays items relating to the Anglo-Boer War of 1899 to 1902. The War Museum conducts research, produces publications and implements education programmes on this theme and cooperates with other organisations, nationally and internationally, to develop this theme. Through developing a narrative that talks to the collective suffering of all communities affected by the War, the museum underscores the message that negotiation is preferable to war.</p>
	20.	William Humphreys Art Gallery (WHAG)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>Having been in existence for seventy years, the entity is an art gallery that acquires, preserves, and conserves artworks. It also provides a platform for</p>

Sector focus		Name of public entity	Role of Entity
			<p>visual artistic presentation. Through its various public programmes and projects offered to the public such as exhibitions that showcase the creative production of artists from more diverse backgrounds, and which also provide an insight into the lived realities of the people of South Africa, the WHAG works proactively to combat the legacies of apartheid, poverty, and exclusion from socio-economic opportunities of marginalised groups.</p>
	21.	Ditsong Museums of South Africa (Ditsong Museums)	<p><i>Cultural Institutions Act (No. 119 of 1998)</i></p> <p>Formerly known as the Northern Flagship Institution, Ditsong Museums is amalgamation of eight museums, seven in Pretoria and one in Johannesburg. It operates in eleven different sites, including the Tswaing Meteorite Crater. The origins of the entity date back to 1892 and currently the collections cover a range of fields including national, cultural, and military history. The entity acquires and preserves, conducts research on, exhibits and displays heritage assets. Ditsong Museums also uses its collections and exhibitions in the implementation of its public education programmes.</p>
Heritage	22.	South African Heritage Resources Agency (SAHRA)	<p><i>National Heritage Resources Act (No. 25 of 1999)</i></p> <p>SAHRA is mandated to formulate national principles, standards and policy for the identification, recording and management of the national estate in terms of which heritage resource authorities and other relevant bodies must function.</p>
	23.	National Heritage Council (NHC)	<p><i>National Heritage Council Act (No. 11 of 1999)</i></p> <p>The role of the NHC to preserve South African heritage as a priority for nation building and national identity. The objects of the Council include to develop, promote and protect the national heritage for present and future generations; coordinate heritage management; to protect, preserve and promote the content and heritage which reside in orature in order to make it accessible and dynamic; to integrate living heritage with the functions and activities of the Council and all other heritage authorities and institutions at national, provincial and local level; to promote and protect indigenous knowledge systems including but not limited to, enterprise and industry, social upliftment, institutional framework and liberatory processes; and to intensify support for the promotion of the history and culture of all our peoples and particularly to support research and publication on enslavement in South Africa.</p>
Libraries	24.	National Library of South Africa (NLSA)	<p><i>National Library of South Africa Act (No. 92 of 1998)</i></p> <p>The NLSA contributes to socioeconomic, cultural, educational, scientific and innovation development by collecting, recording, preserving and making available</p>

Sector focus		Name of public entity	Role of Entity
			the national documentary heritage, and promoting an awareness and appreciation for it, by fostering information literacy and facilitating access to information resources.
	25.	South African Library of the Blind (SALB)	<i>South African Library for the Blind Act (No. 91 of 1998)</i>  The SALB is mandated to provide a national library and information service to blind and visually impaired readers in South Africa.
Language	26.	Pan South African Language Board (PanSALB)	<i>Pan South African Language Board Act (No. 59 of 1995, as amended)</i>  PanSALB is mandated develop the official languages, as well as the Khoi, Nama and San; and promote multilingualism in South Africa as per the principles set out in section 3(9) of the Constitution of the Republic of South Africa. PanSALB also investigates complaints about language rights and violations from any individual, organisation or institution.
Sports Institutions	27.	Boxing South Africa (BSA)	<i>South African Boxing Act (No. 11 of 2001)</i>  BSA is mandated to administer professional boxing; recognise amateur boxing; create and ensure synergy between professional and amateur boxing; and promote engagement and interaction between associations of boxers, managers, promoters and trainers.
	28.	South African Institute for Drug-Free Sport (SAIDS)	<i>South African Institute for Drug-free Sport Act (No. 14 of 1997, as amended)</i>  SAIDS is mandated to promote participation in sport free from the use of prohibited substances or methods intended to artificially enhance performance. It is the custodian of anti-doping and ethics in South African sport, and actively collaborates with colleagues in the rest of Africa to keep sport clean.

### 1.1 Functions of the Committee:

The Committee is mandated to monitor the financial and non-financial performance of the departments of Basic Education, Higher Education and Training, Science and Innovation, Sports, Arts and Culture and their entities to ensure that national objectives are met; process and pass legislation; and facilitate public participation in Parliament relating to issues of oversight and legislation.

The Select Committee carries out its mandate through:

- Monitor financial and non-financial performance of the Department and its entities to ensure service delivery and monitor implementation of legislation.
- Consider and process legislation and statutory instruments referred to it;
- Consider and process international agreements and petitions relevant to it;
- Facilitate public participation where stakeholders, citizens and experts can make submissions on issues of oversight and legislation; and
- Consider all issues referred to it for consideration and report.

### 1.2 Purpose of the report

The purpose of this report is to provide an account of the Select Committee on Select Education and Technology, Sports, Arts and Culture’s work during the Sixth Parliament and to inform the members of the new Parliament of key outstanding issues pertaining to the oversight and legislative programme of the Department of Basic Education, Higher Education and Training, Science and Innovation, as well as Sport, Arts and Culture and their entities.

This report provides an overview of the activities the Committee undertook during the Sixth Parliament, the outcome of key activities, as well as any challenges that emerged during the period under review and issues that should be considered for follow up during the Seventh Parliament. It summarises the key issues for follow-up and concludes with recommendations to strengthen operational and procedural processes to enhance the Committee’s oversight and legislative roles in future.

## 2. KEY STATISTICS

The table below provides an overview of the number of meetings held, legislation and international agreements processed, and the number of oversight trips and study tours undertaken by the committee, as well as any statutory appointments the committee made, during the Sixth Parliament:

Activity	2019/20	2020/21	2021/22	2022/23	2023/24	Total
Meetings held	15	12	12	13	28	80
Legislation processed	0	1	0	0	2	3
Oversight trips undertaken	0	1	0	0	0	1
Study tours undertaken	0	0	0	1	0	1
International agreements processed	1	0	0	0	3	4
Statutory appointments made	0	0	0	0	0	0
Interventions considered	0	0	0	0	0	0
Petitions considered	0	0	0	0	0	0

## 3. BRIEFINGS AND/OR PUBLIC HEARINGS

The Committee held virtual hearings for the Basic Education Laws Amendment Bill [B2B-2022] from the from 06 – 13 March 2024, in addition to the written submissions on the Bill. A report on this public participation process was adopted by the committee on the 20<sup>th</sup> of March 2024.

## 4. STAKEHOLDERS

None

## 5. LEGISLATION

The Committee processed three pieces of legislation referred to it during the Sixth Parliament.

### i. *The Science and Technology Laws Amendment Bill [B42B-2018]*

The Science and Technology Laws Amendment Bill [B42B-2018] was referred to the Select Committee on Education and Technology, Sports, Arts and Culture on 10 June 2020. The Bill was seeking to amend, among others, the Scientific Research Council Act, 1988, the Academy of Science of South Africa Act, 2001, the Human Sciences Research Council Act, 2008, the Technology Innovation Agency Act, 2008, and the South African National Space Agency Act, 2008, so as to harmonise the processes for the termination of the membership of Boards or Councils of the entities established by these Acts.

The Bill was passed by the NCOP on 01 July 2020.

Status: Act commenced.

### ii. *The Basic Education Laws Amendment Bill [B2B-2022]*

The Basic Education Laws Amendment Bill [B2B-2022] was referred to the Select Committee Education and Technology, Sports, Arts and Culture on 26 October 2023. The Bill was seeking to amend, among others, the South African Schools Act, 1996, to insert and amend certain definitions; to provide that attendance of grade R is compulsory; to amend the penalty provision in the case where the

parent of a learner, or any other person, without just cause, prevents a learner who is subject to compulsory attendance from attending school, and to create an offence in respect of the interruption, disruption or hindrance of official educational activities of a school; to enhance the authority of the Head of Department in relation to the admission of a learner to a public school, after consultation with the governing body of the school; to provide that the governing body of a public school must submit the admission and language policies of the public school to the Head of Department for approval; to provide that the South African Sign Language has the status of an official language for purposes of learning at a public school, and that the Head of Department may direct a public school to adopt more than one language of instruction, where it is practicable to do so, and that, if the Head of Department issues such a directive, he or she must take all necessary steps to ensure that the public school receives the necessary resources to enable it to provide adequate tuition in the additional language of instruction.

Status: In Progress

iii. *The South African Institute for Drug-Free Sport (SAIDS) Amendment Bill, 2023 [B41—2023]*

The South African Institute for Drug-Free Sport (SAIDS) Amendment Bill, 2023 [B41—2023] (“the Amendment Bill”) was introduced to the Select Committee on Education and Technology, Sports, Arts, and Culture on 28 February 2024.

The Amendment Bill proposes to amend various sections of the South African Institute for Drug-Free Sport (SAIDS) Act, 1997 (Act No. 14 of 1997) (“the Principal Act”), previously amended by the SAIDS Amendment Act, 2006 (Act No. 25 of 2006). The objectives of the Amendment Bill are to amend the SAIDS Act largely amend and insert certain definitions; and to provide for consequential amendments in certain provisions to ensure that the legislation is compliant with the World Anti-Doping Code.

**Status:**In progress

**a) Issues for follow-up**

The Seventh Parliament should consider following up on the following concerns that arose:

- None

**6. OVERSIGHT VISITS**

The following oversight trips were undertaken:

Date	Area Visited	Objective	Status of Report
21 – 25 October 2019	Western Cape Province, in Eden District	The oversight visit was a follow-up to the Taking Parliament to The People (TPTTP) Programme that occurred in 2015. Parliament has adopted an approach that Select Committees in the National Council of Provinces should make follow-up visits to the sites that had been visited during the TPTTP Programme. The Committee could not visit all the sites that were visited during the TPTTP because of their quantity and wide scope of the area. The Committee had to strategically choose sites from the TPTTP report. The chosen sites were those that had more challenges compared to others.	Adopted and published.
9 – 13 August 2021	KwaZulu-Natal and Gauteng	The primary purpose and focus of the oversight visit were to monitor and oversee the overall damages to school property and infrastructure during the recent July 2021 unrests which saw criminals targeting schools for vandalism, looting and burglaries and how this impacted the state-of-schooling in these affected districts. The Joint Committees sought to understand any further challenges being faced; the contingency plans in place, what still need to be addressed and	Adopted and published.

Date	Area Visited	Objective	Status of Report
		possible assistance that could be forthcoming.	

Below is an outline of some of the pertinent recommendations contained in the Committee's reports on these visits. It must be noted that the Committee held follow-up meetings with the Department and the entities where this was deemed necessary.

### **6.1. Oversight visit to Kannaland, Garden Route District, Western Cape (21 – 25 October 2019)**

The Committee revisited the affected schools and engaged the Department of Education (Kannaland / Garden Route District) as well as the Department of Sport, Arts and Culture on progress made about issues that were raised during the 2015 NCOP Taking Parliament to the People (TPPTP). The recommendations of the oversight report were as follows:

#### **Recommendations:**

- The visited schools need to explore the initiative by Petro SA Excellence Centre on how they could assist learners through their Mathematics and Science Programme.
- The schools should introduce protective clothes for learners when doing practical work.
- School should involve South African Police Services (SAPS) and Department of Social Development to fight the scourge of substance abuse. The SAPS should do random searches at the school.
- The Department of Basic Education should revise the quintile of some schools to be reflective of the area the school is situated.
- The schools should ensure that the permits and licences of the cars and buses that the school has access to are transferred to the school.
- The Department should assist the visited schools to have functional laboratories.
- The Department should do its assessment on the need of extra buildings at the schools and erect classrooms as per the need of the schools.
- The Department of Cultural Affairs and Sport should assist the schools financially to be able to appoint coaches for sporting codes.
- On the Van Wyksdorp Sportklub Sports field whereby the field was abandoned unusable, in was recommended that the Municipality and the Department of Cultural Affairs and Sport should work together to ensure that the field becomes functional. There should be close monitoring of the use of the R1.8 million MIG funds for the refurbishment of the sports field.
- The Department of Basic Education should replace the asbestos roofs at all schools that have asbestos roofs.
- School should ensure that it that more learners take part in sporting activities.
- The province should support the school in the cultural activities and provide them with transport if the schools go beyond the provincial competitions.
- Schools should devise plans to increase the pass rate in mathematics.
- School should utilise local communication structures to attract more parents to school meetings.
- The Department of Education should make sure that the school gets proper fencing and a security guard.
- The Committee would approach the Minister to see if the distance for learner transport may not be overruled to assist learners who struggle to come to school due to them staying outside the prescribed radius for learner transport.
- The Committee would approach the relevant authorities regarding the fixing of infrastructure challenges such as doors in the school.
- The committee suggested that Mzoxolo Primary School's infrastructure needs major renovations or rebuilding of the school altogether.
- On the Blanco Library, the committee recommended the following:
  - The Department of Cultural Affairs and Sport should assist the library with a bigger building.
  - The Department of Cultural Affairs should assist the library with a scanner to be able to archive its documents.
  - The main library in George should share with the satellite library material for visually impaired library users.



## Response to the Recommendations

- Response to the recommendations is outstanding.

### 6.2. Joint oversight of PC Basic Education and SC Education and Technology, Sports, Arts, and Culture to the KwaZulu Natal and Gauteng Provinces (9 – 13 August 2021)

The Portfolio Committee on Basic Education and Select Committee on Education and Technology, Sports, Arts and Culture, having conducted the oversight visit to the KwaZulu-Natal and Gauteng Provinces, and having considered the damages, vandalism and looting notes the following:

- After the initial presentations by the KwaZulu-Natal Department of Education and the Gauteng Department of Education which was held on 3 August 2021 (a week prior to the Oversight Visit), the Committees were left with the distinct impression of large-scale damages to school infrastructure due to vandalism and looting – and dire impact on schooling in the affected schools. Due to time-constraints, the Committees were not able to visit all schools affected by the July 2021 unrest, vandalism and looting and unfortunately, a majority of the school visited during the oversight showed little/minimal damages to school infrastructure. This showed a disjuncture with the reporting from the Provincial Education Departments and the actual visit to school by the Committees in respect of damages to schools. Some of the schools identified for the oversight and monitoring visit were selected from the Provincial Education Department's presentation tabled at the meeting of 3<sup>rd</sup> August.
- Similarly, at an Infrastructure Roundtable held with all nine Provincial Education Departments at the DBE Head Offices in May 2021 in Pretoria, again, the reports from PEDs was not manifested in the actual visits to schools where there were many challenges with school infrastructure in all its facets.

The Portfolio Committee on Basic Education and Select Committee on Education and Technology, Sports, Arts and Culture, having conducted the oversight visit to the KwaZulu-Natal and Gauteng Provinces, and having considered the damages, vandalism and looting, requests that the Minister of Basic Education, in collaboration with Provincial Education Departments visited considered the following recommendations:

- i. *KwaZulu-Natal Department of Education*
  - Members recommended that the schools establish a functioning Safety and Security Committee. It was further recommended that schools needed to adopt-a-cop initiative to assist with the security of school property.
  - Community Police Forum (CPF) ward committee and SAPS as stakeholders be visible at schools to ensure that there are regular patrols which includes Members of the South African Police and CPF.
  - Where there was overgrown bushes and grass, Members recommended cutting and clearing of overgrown bushes within the school grounds as these pose a safety and security risk.
  - Members recommended that schools can utilise their Norms and Standards budget for some of the repairs e.g. broken windows and gutters, for the maintenance of schools as some of the damages occurred long before the unrest.
  - The district was urged to submit a detailed breakdown of the damages to all KZN schools.
- ii. *Gauteng Department of Education*
  - Members recommended availability and services of security guards at the schools to protect and safeguard school property and infrastructure.
  - Members urged the department to ensure that there is sufficient number of night patrollers employed by the school for sufficient and effective service of school security, protection as well as safeguarding of school property and infrastructure.
  - Members recommended for replacement of mobile schools with permanent structures and that these mobile schools should be a top priority.
  - Members recommended that schools consider to adopt-a-cop initiative to mitigate issues of safety and security.

- Members recommended for installation of perimeter fencing as urgent, in order to curtail the movement of animals like goats that roaming at the school premises.
- In line with the School Safety Policy Members recommended for establishment of functional Safety Committee to assist the school i.r.o the security initiatives.
- ICT equipment to be replaced as soon as possible for effective learning and teaching.
- Members commented that burglaries and vandalism was an ongoing problem at some of the schools, in that regard the necessary resources on board with campaigns on safety and security of school property.

*iii. National Department of Basic Education*

- Members recommended that the Department of Basic Education and Provincial Education Departments ensure that there are adequate patrollers in the identified hotspot areas. Further to this, to ensure that a police officer was linked to the school.
- The Department of Basic Education and Provincial Education Departments have organised roadshows and awareness campaigns to sensitise parents and the local community on issues of safety and security of school property and infrastructure.
- The Department of Basic Education and Provincial Education Departments ensured that they fix the leaking roofs prior, as well as attend to damaged ceiling boards.
- In collaboration with Department of Social Development, the Department of Basic Education and Provincial Education Departments solicit for the deployment of social workers to schools where there was a necessity in order to provide learners with support.
- Members recommend that mobile structures be replaced by building more permanent structures.
- The Department of Basic Education and Provincial Education Departments needed to prioritise the vandalised schools for refurbishment and repairs.
- Members suggested that the incorrect Quintiling of the school, be revised.
- Training and development of SGB members be conducted on issues of safety and security for schools, in line with the National School Safety Framework programme .
- The Department of Basic Education engaged with Provincial Education Departments on creating Circuit or District Based Committees to produce the necessary safety and security plans for those schools in their respective circuits or districts.

**Response to the recommendations**

- Response to the recommendations is outstanding.

**Issues for follow-up**

The Seventh Parliament should consider following up on the following concerns that arose:

- Responses for both oversight visits by the responsible Departments must be submitted to the Select Committee.

**7. STUDY TOURS**

The Select Committee on Health and Social Services, and Select Committee on Education and Recreation (henceforth, the Committees) having conducted an international study tour to the Republic of Korea (South Korea) from 03 to 07 July 2023.

The study tour was guided by the priorities as set in the major government plans such as the National Development Plan: Vision 2030 (NDP) and the Medium-Term Strategic Framework (MTSF) 2019–2024. The following are the key outcomes as stated in the NDP, which guided and informed the Committee's oversight work:

- Quality basic education.
- A skilled and capable workforce to support an inclusive growth path.
- A diverse, socially cohesive society with a common national identity.

The focus for the SC on Education is explore best practises in the education system, including early childhood development (ECD), Mathematics and Science.

The aim of the study tour was to learn the best practises in the education system of the Republic of Korea by focusing on maths and science education, early childhood development and literacy.

The objectives of the study tour were:

- a) To explore and understand the South Korea public education system.
- b) To explore and understand the South Korea maths and science education advancements.

In addition, the delegation engaged with stakeholders on the following:

- The funding of basic education.
- School structure.
- Parental involvement in education of their children.
- Provision of special education and special schools.
- Pass rate in Mathematics and Physical Science.
- Management of scholar transport.
- Competency of teachers and lecturers, and their qualifications.
- How to avoid mismatch of skills (skills needed by the industry and those supplied by the Technical and Vocational Education and Training (TVET) Colleges).
- Employability of their graduates

### **General Observations**

- The Republic of Korea's economy is among the ten largest in the world and this is notwithstanding the fact that it does not have a lot of natural resources, hence there is a strong emphasis on human capital to ensure economic prosperity. The country has a less than two per cent unemployment rate which is highly commendable.
- In the Republic of Korea, there is emphasis on meritocracy and being highly skilled, human values, ethical development, creativity, care for others and the environment.
- The Committee notes that visa renewal delays experienced by Korean citizens in South Africa were raised throughout the study tour.
- The Committee notes that the Republic of Korea has entered the race to host the 2030 World Expo which it would like to host in Busan and encourages the Republic of South Africa to consider supporting it in this endeavour.
- The Republic of Korea has an incredible education system in place, made possible by a high degree of investment research and development. Education was the second largest expenditure item behind Health and Welfare services in the national budget of the Republic of Korea for the current financial year.
- The Republic of Korea provides free education to elementary and middle school students while college students' tuition is subsidised. Elementary and middle schools are governed by the local government authorities. Colleges fall under the jurisdiction of the central government.
- Science communication initiatives are imbedded in all levels of education, starting with early childhood development.

### **Recommendations**

The delegation, having concluded their international study tour to the Republic of Korea makes the following recommendations.

- Government initiatives should be based on ethical and sound research, monitoring, and evaluation. Departments should submit reports of implemented efficiencies to the respective Parliament Committees.
- Government departments should work closely with industry organisations, garner investment and find ways of collaborating on innovative initiatives that will improve education and health sector goals for the betterment of the country.
- Government departments should share summary reports of local and international feasibility studies that have been conducted. The reports should include key lessons from those studies, the department's plan of action and progress. Those reports should be submitted to the respective Parliament Committees.

- The Education Departments (DBE and DHET) should align curriculum development and skills training to the needs of industry and the economy. This will contribute to the country's economy and the employment of graduates.

**Status of Report:** Report adopted.

## 8. INTERNATIONAL AGREEMENTS

The following international agreements were considered and reported on:

Date referred	Name of International Agreement	Objective(s)	Status of Report	Date of enforcement
26 May 2020 [ATC200526]	(a) Report of the Select Committee on Education and Technology, Sports, Arts and Culture on the Agreement between the Government of the RSA and the International Centre for Genetic Engineering and Biotechnology (ICGEB) on the Establishment of an International Centre for Genetic Engineering and Biotechnology (ICGEB) Component in the RSA, tabled in terms of section 231(2) of the Constitution, 1996, dated 26 May 2020.	This collaboration signified the start of science and technology partnership that contributed to advance global sustainable development. The South African component would aim to strengthen the activities of the ICGEB on the African continent and already yielded critical research findings that are important to the African continent. The Component ran research that are at the forefront of international scientific excellence in infectious diseases (HIV/AIDS, malaria, TB), non-communicable diseases (cancer) and in plant biotechnology (bio pesticides). The Agreement was said to bolster South Africa's status in the science and innovation field and Members expressed support for this endeavour.	Adopted	To be confirmed
06 December 2023 [ATC231206]	(b) Report of the Select Committee on Education and Technology, Sport, Arts and Culture on the Global Convention on the Recognition of Qualifications concerning Higher Education, tabled in terms of section 231(2) of the Constitution, 1996, and the Explanatory Memorandum to the Global Convention on the Recognition of Qualifications concerning Higher Education, dated 06 December 2023.	The Global Convention, the first United Nations higher education treaty with a global scope, aims to facilitate the movement of students, academics, lecturers, and researchers worldwide. It provides a global platform for collaboration among national authorities to improve tools and practices for the recognition of higher qualifications. South Africa supports the	Adopted	To be confirmed

Date referred	Name of International Agreement	Objective(s)	Status of Report	Date of enforcement
		<p>objectives and principles of the Global Convention, aligning with its commitment to international cooperation, mobility, and the equitable recognition of qualifications.</p> <p>The strategic focus of the Convention in South Africa is in harmony with international and regional policies, including the United Nations 2030 Agenda, the Addis Convention, the SADC Protocol on Education and Training, and the National Development Plan. South Africa emphasises the importance of fostering trust, promoting quality assurance, and ensuring inclusive access to higher education through the recognition of qualifications.</p>		
06 December 2023 [ATC231206]	<p>(a) The 2003 UNESCO Convention for the Safeguarding of Intangible Cultural Heritage (ICH), tabled in terms of section 231(2) of the Constitution, 1996.</p> <p>(b) Explanatory Memorandum to the 2003 UNESCO Convention for the Safeguarding of Intangible Cultural Heritage (ICH).</p>	This Convention provides for the safeguarding of, preservation and promotion of ICH, a concept which extends to practices, representations, expressions, knowledge, skills as well as instruments, objects, artefacts and cultural spaces associated with communities, groups and individuals and recognised as part of their cultural heritage.	Adopted.	To be confirmed.
06 December 2023 [ATC231206]	(a) Agreement between the Government of the Republic of South Africa and the Government of the French Republic on Cinematographic and Audiovisual Co-production, tabled in terms of section 231(3) of the Constitution, 1996.	The Agreement aims to increase cooperation in the Cinematography and Audiovisual field between the Republic of South Africa and French Republic, and to promote our common Cinematographic and audio-visual heritage.	The agreement does not require approval by the Committee.	To be confirmed.

Date referred	Name of International Agreement	Objective(s)	Status of Report	Date of enforcement

**a) Challenges emerging**

- No challenges emerged during the processing of these international agreements.

**b) Issues for follow-up**

The Seventh Parliament should consider following up on the following concerns that arose:

- The Committee should monitor the implementation/enforcement of these agreements and establish if there have been any benefits to the sector practitioners since entering into them.

**9. STATUTORY APPOINTMENTS**

The committee did not process and statutory appointments.

**10. INTERVENTIONS**

The Committee did not process any interventions.

**11. PETITIONS**

The Committee did not process any petitions.

**12. OBLIGATIONS CONFERRED ON COMMITTEE BY LEGISLATION**

None

**13. OUTSTANDING ISSUES RELATING TO THE DEPARTMENT/ENTITIES**

The following key issues are outstanding from the Committee's activities during the Sixth Parliament:

Responsibility	Issues
Department of Basic Education	The Department is to ensure that progress report is provided to the committee on projects funded by conditional grants, including the Sanitation Appropriate for Education (SAFE), Accelerated School Infrastructure Delivery Initiative (ASIDI), as well as the Education infrastructure grant (EIG) projects and expenditure within provinces. This should be from 2019/20 – 2023/24.
	The DBE should provide responses on the recommendations of the oversight reports that the committee undertook during the sixth administration.
	The Department is to provide a progress report of the Early Childhood Development (ECD) migration from the Department of Social Development to the Department of Basic Education.
	The Department is to continue monitoring the implementation of ICT infrastructure in Schools and the effective running of the National School Nutrition Programme (NSNP).
Department of higher Education and Training	The Department is to ensure that it addresses major concerns surrounding student accommodation in universities.
	The Department is to ensure that it addresses concerns around poor administration in TVET Colleges.
	The Department is to ensure that it addresses challenges around higher Education funding for both the poor and missing middle.
Department of Science and Innovation	The Department is to ensure the implementation the Science, Technology, and Innovation Decadal Plan.
Department of Sport, Arts, and Culture	The Department is to ensure that a Director-General is appointed as this post has been vacant since September 2022.
	Ensure that the Department's oversight and monitoring unit is sufficiently capacitated to provide effective oversight on the public entities reporting to it.
	Ensure that the Department responds to Committee recommendations

Responsibility	Issues
	<p>within specified timeframes.</p> <p>The Department is to ensure that school sport continues to be prioritised in all schools.</p> <p>Monitor the matter of transformation in sports, including township and rural sports, and furnish the Committee with an up-to-date Eminent Persons Group report which provides an overview of the transformation status of national federations.</p> <p>Following National School Sport Indaba hosted by the Department in September 2023, the Committee should monitor the implementation of the resolutions pronounced at this meeting.</p> <p>On the implementation of the Community Library Services Conditional Grant, the Department should encourage the provincial departments to expedite appointment of service providers, fill vacancies and engage communities on awareness of the benefits of having a library to promote social cohesion.</p>
Committee	<p>The committee is to prioritise oversight over conditional grants to both provincial and local government in the Education and Sport, Arts and Culture Sectors.</p> <p>The Committee is to continuously monitor the implementation the Science, Technology, and Innovation Decadal Plan</p> <p>As South African Sign Language (SASL) has been declared the 12th official language, the Committee should monitor the inclusion of SASL in the context of the legislative framework which includes The Use of Official Languages Act (No. 12 of 2012) and the Pan South African Languages Board Act (No. 59 of 1995). This oversight may further be extended to looking at the work of the newly established South African Language Practitioners' Council (SALPC).</p>

#### 14. RECOMMENDATIONS

The following are recommendations for consideration by the Seventh Parliament:

- The committee should start its seventh administration with a 5-year strategic planning session, and within its planning, should factor in plans that were not dealt with during the sixth administration.
- It is recommended that the Committee considers holding two meetings per week or meeting more than one entity per meeting to perform oversight over more entities.
- Focus areas of the committee should include the implementation of conditional grants in provinces (i.e. Education Infrastructure Grant (EIG), Sanitation Appropriate for Education (SAFE), Accelerated School Infrastructure Delivery Initiative (ASIDI), Community Libraries and Mass Participation & Sport Development); the work of the provincial language boards; the implementation of the Resistance and Liberation Heritage Route project; and the work of provincial sports confederations. Additionally, the Committee should explore the possibility of creating clusters of entities that are seen at one time, e.g. sporting institutions; museums; development (funding) bodies, etc.
- Improve oversight by holding more joint meetings with the Portfolio Committee on Basic Education, Higher Education and Training, Science, and Innovation, as well as Sports, Arts and Culture. The committee should also be allowed to conduct more oversight visits to provinces in order to deliver on its mandate.
- In the Seventh Parliament, the Committee should explore the feasibility of conducting an international study tour for the purposes of strengthening oversight on the implementation of international agreements and gaining deeper insight into international best practices for the Education, Science and Innovation, Sport, Arts, and Culture sector.
- The functioning of the Committee will benefit from the development and drafting of a committee strategic plan from which annual performance plans will be developed.
- Establish a more systematic approach to ensure that departmental key implementing agencies, Entities, NPOs, and provincial sport federations, are frequently monitored.

- Conduct more directed and more frequent oversight visits to the Department’s entities to enhance and intensify recommendations made about the Department’s performance.
- The Committee should have a strategic focus on infrastructure development and maintenance across the sectors.
- The Committee should obtain the outstanding Eminent Persons Group report on matters of transformation in sports and meet with the Eminent Persons Group (EPG) and the Department to monitor the implementation of their recommendations.
- The Committee should focus on actively tracking commitments made, specifically in relation to the action plans and other corrective measures to ensure improvement in the portfolio audit outcomes.
- In its ongoing efforts to minimise maladministration, irregular expenditure, internal control deficiencies and promote accountability and effective governance within the sectors, the Committee needsto build on the existing relationship with the Office of the Auditor-General of South Africa.
- The Committee’s oversight function could be strengthened through forging links with and working alongside other Parliamentary Committees which monitor and oversee the work of national and provincial departments on issues relating to infrastructure; trade and industry; women, youth and persons with disabilities.

**15. COMMITTEE STRATEGIC PLAN**

See Annexure A

**16. MASTER ATTENDANCE LIST**

The following table stipulates the percentage attendance of meetings by Select Committee Members during the period under review:

<b>Activity</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>Total</b>
Meetings held	12	14	10	15	17	7	<b>75</b>
Attendance data	82%	75%	74%	80%	88%	75%	<b>79%</b>

**Report to be considered.**  
Annexure A

**SELECT COMMITTEE ON EDUCATION AND TECHNOLOGY, SPORTS, ARTS AND CULTURE**

**2019/20- 2023/24 STRATEGIC PLAN**



## TABLE OF CONTENTS

<b>A. PARLIAMENT'S STRATEGIC OUTLINE</b> .....	<b>1</b>
1. Vision of Parliament.....	1
3. Values of Parliament.....	1
4. Mandate of Parliament.....	1
5. Strategic Outcome Orientated Goals .....	1
6. Situational analysis and committee strategic framework.....	2
6.1 Government's Key Strategic Priorities .....	2
6.2 Sector analysis.....	2
6.2.1 Department of Arts and Culture (DAC) .....	2
6.2.2 Department of Basic Education (DBE).....	3
6.2.3 Department of Higher Education and Training (DHET) .....	4
6.2.4 Department of Sports and Recreation (DSRSA).....	4
6.3 Committee Environment – Issues emanating from Fifth Parliament.....	4
6.3.2 Basic Education.....	4
6.3.3 Higher Education and Training.....	5
6.3.4 Arts and Culture .....	5
6.3.5 Sports and Recreation .....	6
<b>B. NCOP STRATEGIC OUTLINE AND COMMITTEE STRATEGIC FRAMEWORK</b> .....	<b>6</b>
7. National Council of Provinces .....	6
8. Committee strategic objectives .....	6
<b>C. RISK MANAGEMENT</b> .....	<b>8</b>
<b>D. COMMITTEE BUDGET</b> .....	<b>8</b>

## **A. PARLIAMENT'S STRATEGIC OUTLINE**

### **1. Vision of Parliament**

In the 5<sup>th</sup> administration, Parliament adopted a vision, which is to build an effective people's Parliament that is responsive to the needs of the people and that is driven by the ideal of realising a better quality of life for all the people of South Africa.

### **2. Mission of Parliament**

Parliament aims to provide a service to the people of South Africa by providing the following:

- A vibrant people's assembly that intervenes and transforms society and addresses the development challenges of our people;
- Effective oversight over the Executive by strengthening its scrutiny of actions against the needs of South Africans;
- Participation of South Africans in the decision-making processes that affect their lives;
- A healthy relationship between the three arms of the State, that promotes efficient co-operative governance between the spheres of government, and ensures appropriate links with our region and the world; and
- An innovative, transformative, effective and efficient parliamentary service and administration that enables Members of Parliament to fulfil their constitutional responsibilities.

### **3. Values of Parliament**

The values of Parliament are derived from the role that Parliament plays in the context of South Africa's democracy. Thus, the values of Parliament are formed by the people of South Africa, the Constitution, and cooperation with other arms of government, and will to act with professionalism and good institutional governance.

Parliament has the following values:

- Openness
- Responsiveness
- Accountability
- Teamwork
- Professionalism
- Integrity

### **4. Mandate of Parliament**

The mandate of Parliament is based on the provisions of the Constitution of the Republic of South Africa, 1996, establishing Parliament and setting out the functions it performs. Parliament's role and outcomes are to represent the people and ensure government by the people under the Constitution, as well as to represent the provinces and local government in the national sphere of government. The main functions of Parliament as outlined in the Constitution are:

- To pass legislation,
- To oversee executive action,
- Facilitation of public involvement, co-operative government and,
- International engagement.

### **5. Strategic Outcome Orientated Goals**

Guided by the Constitution and the review of the past 25 years of a democratic Parliament, the following strategic priorities were identified for the Fifth Parliament:

- To enhance oversight and accountability over the work of the executive to ensure implementation of the objectives of the Medium-Term Strategic Framework 2014-2019;
- To co-operate and collaborate with other spheres of government on matters of common interest and ensure co-operative and sound intergovernmental relations;
- Enhanced public involvement in the processes of Parliament to realise participatory democracy through the implementation of the public involvement model by 2019;

- Enhanced parliamentary international engagement and co-operation;
- Enhanced ability of Parliament to exercise its legislative power through consolidation and implementation of integrated legislative processes by 2019 in order to fulfil its constitutional responsibility; and
- Build a capable and productive parliamentary service that delivers enhanced support to Members of Parliament in order that they may efficiently fulfil their constitutional functions.

## 6. Situational analysis and committee strategic framework

To facilitate planning for 2019/20 financial year strategic priorities as identified in the National Development Plan (NDP), the Medium Term Strategy Framework (MTSF) and the State of the Nation Address (SONA), United Nations Sustainable Development Goals, African Union 2063 Vision, Budget speech should inform the oversight work of the Select Committee. Concerning the sectors in the Select Committee is as follows, here below is the current context.

### 6.1 Government's Key Strategic Priorities

The following are the strategic priorities as identified in the NDP, MTSF and the key outcomes approach (that is aligned to the performance agreements and delivery agreements) that should inform the Select Committee's oversight work this term.

- a) Quality basic education;**
- b) A long and healthy life for all South Africans;
- c) All people in South Africa are and feel safe;
- d) Decent employment through inclusive economic growth;
- e) A skilled and capable workforce to support an inclusive growth path;**
- f) An efficient, competitive and responsive economic infrastructure network;
- g) Vibrant, equitable, sustainable rural communities contributing towards food security for all;
- h) Sustainable human settlements and improved quality of household life;
- i) Responsive, accountable, effective and efficient local government;
- j) Protect and enhance our environmental assets and natural resources;
- k) Create a better South Africa and contribute to a better Africa and a better world;
- l) An efficient, effective and development-oriented public service;
- m) A comprehensive, responsive and sustainable social protection system; and
- n) A diverse, socially cohesive society with a common national identity.**

The above-mentioned priorities will be outlined below under their respective sectors. The MTSF has two over-arching strategic themes, which includes radical economic transformation and improving service delivery. These over-arching strategic themes are entrenched in the NDP, which seek to eliminate poverty and reduce inequality. Research has proven that education and skills are the key forms of mobility away the challenges that is brought about poverty. The NDP in relation to the mandate of the Select Committee Education and Technology, Arts, Culture and Sports. Recreation, put emphasis on the implementation of measures and objectives to strengthen the quality education, protection for the poor and vulnerable groups such as children and people living with disabilities, nation building, social cohesion and national identity as imperatives in the process of redressing.

### 6.2 Sector analysis

The Committee has the Departments of Arts and Culture, Basic Education, Higher Education and Technology and Sports and Recreation (and their entities) reporting to it about their executive functions, and core programmes in response to legislation passed by Parliament. These departments have specific deliverables in the government programme of action (see below).

#### 6.2.1 Department of Arts and Culture (DAC)

The Department of Arts and Culture (DAC's) vision seeks to promote arts and culture and heritage sector that contributes significantly to social cohesion, nation building and economic empowerments. There are notable improvements in arts and culture sector and include the following:

- It is facilitating the returns of the fallen Heroes remains, rebury them in their respective homes i.e. Moses Kotane, which was achieved in March 2015.
- Continues to host national days such as Human Rights Day, Freedom Day, Youth Day, Mandela Day, Women's Day, Heritage Day and the Day of Reconciliation to fulfil the social cohesion mandate.
- Embarked on initiatives such as hosting the National Social Cohesion Summit and electing Social Cohesion Advocates – prominent persons who play a prominent role in advancing the commitments made at the summit.
- The Cultural and Creative Industry of South Africa (CCISA) that was inaugurated in 2015. The CCISA is formed by different artists across different genres.
- Re-drafting of the White Paper on Arts and Culture and its impact on legislation.

The DAC aligned itself with the government priorities of which in this instance refer to one of government's 14 outcomes, namely 14 in the MTSF pronounces 'A *diverse, socially cohesive society with a common national identity*' and further Chapter 15 (Nation Building) of the NDP sets the following target for the department:

*"Our vision is a society where opportunity is not determined by race or birth right; where citizens accept that they have both rights and responsibilities. Most critically, we seek a united, prosperous, non-racial, non-sexist and democratic South Africa. The NDP takes the importance of arts and culture sector to society and economy into consideration."*

In response to the NDP, the following could be regarded to fall directly within the scope of the work of the department:

- Schools to read the Preamble of the Constitution in a language of choice at school assembly;
- The Bill of Responsibilities to be used at schools and prominently displayed in every work place;
- Incentivising the production and distribution of all art forms that facilitate healing, nation building and dialogue;
- All South Africans to learn at least one indigenous language; and
- School to sing the African Union Anthem.
- Each school to have a South African flag.

The areas of focus of the Department of Arts and Culture address the following three areas as provided in the NDP: social cohesion and nation building; job creation and economic development; and quality education and rural development.

Some of the targets geared at enhancing national identity include:

- Creating 11 million decent jobs in the arts, culture and heritage sector by 2030 (as per NDP);
- Building arts, culture and heritage infrastructure in rural areas; and
- Facilitate "Flag in Every School" project.

## **6.2.2 Department of Basic Education (DBE)**

The Basic Education sector mandate is aligned with the directives of the NDP, the sector plan (Action Plan to 2019) and the MTSF. The NDP emphasises Early Childhood Development as a critical component to achieve the development of human capital and furthers says that it lays the foundation for all development in the country. The DBE is in a process of migrating ECD from Department of Social Development to DBE. The DBE prioritised the following targets to be addressed during the 2014-2019 financial years in response to the NDP and MTSF targets and include:

- Improved quality teaching and learning through development, supply and effective utilisation of teachers;
- Improved quality teaching and learning, through provision of adequate, quality infrastructure and Learner Teacher Support Material (LTSM);
- Improving assessment for learning to ensure quality and efficiency in academic achievement;
- Expanded access to Early Childhood Development (ECD) and improvement of the quality of Grade R, with support for pre-Grade R provision;
- Strengthening accountability and improving management at school, community and district level; and
- Partnerships for educational reform and improved quality

### **6.2.3 Department of Higher Education and Training (DHET)**

The South African Post-School Landscape is comprised of 26 public universities, 50 public Vocational and Continuing Education and Training College (VCET) colleges. The targeted growth of the post-school system is 3.5 million in 2030. The White Paper on Post-School Education and Training (PSET) and the NDP strongly emphasize expansion of the post school sector. The 2015 - 2019 Medium Term Strategic Framework is structured around priority outcomes 5 of the 14 government outcomes, namely “*A skilled and capable workforce to support an inclusive growth path*”. The following Medium Term Strategic Framework sub outcomes have been identified for this Outcome:

- Credible institutional mechanism for labour market and skills planning;
- Increased access and success in programmes leading to intermediate and high level learning;
- Increased access to and efficiency of high-level occupationally directed programmes in needed areas; and
- Increased access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.

### **6.2.4 Department of Sports and Recreation (DSRSA)**

The Department of Sports and Recreation takes cognisance of Outcome 14 and acknowledges that despite progress since 1994, South African remains a divided society. The Department targets in the MTSF are:

- To increase the proportion of people who think that race relations are improving from 40% in 2011 to 65% in 2019;
- The social cohesion index should rise from 80.4% in 2011 to 90% in 2019;
- The active citizenship index should rise from 79% in 2011 to 85% in 2019; and
- The number of people over 18 that belong to a charitable organization rises from 5% in 2011 to 10% in 2019.

## **6.3 Committee Environment – Issues emanating from Fifth Parliament**

**For the sixth Parliament, the Committee should consider the following:**

In line with government’s NDP, MTSF, State of the Nation Address (SONA), and State of the Provinces Addresses (SOPA); the Select Committee on Education and Recreation has identified the following focus areas to for the 2019/20 financial year.

### **6.3.2 Basic Education**

- LTSM: In all schools there should be one textbook per grade per learner. Observations by the Committee is that in some schools learners share books and in others there are no text books at all.
- Infrastructure: Schools should have classrooms that are conducive for learning, libraries that are functional, laboratories that are fully equipped and working healthy ablution facilities. Most schools in the rural areas still use pit latrines, which are dangerous in young children.

- Districts: The District Officials have to monitor schools in both school management and curriculum management so as to improve the results. Schools have to complete their curriculum by the end of the third quarter, so that there will be enough time for revision.
- Rural Schools: All small non-viable schools should be realigned and rationalised as a matter of urgency. The Committee observed that in Free State, the Department of Education built boarding schools in order to counter the challenge of scholar transport.
- ICT: Schools should be connected on a broadband network for efficiency purposes in line with Operation Phakisa. In most schools, connectivity is only in the administration building such that learners do not get to use ICT for their studies.
- Teacher Centre: All Districts should have well-resourced and functional teacher centres. Although there are teacher centres in most districts, they are not resourced and they are not utilised for the purpose they are meant.
- National School Nutrition Programme (NSNP): The Department is feeding more than 9.5 million learners per day. However, some schools do not have proper kitchens, they use classrooms as kitchens, and these makeshift facilities to store food may be unhygienic challenges.
- Although there is universal access for grade R to 9, there is still a challenge of drop-out rate. The dropout is more prevalent from grade 10 - 12. Teenage pregnancy and lack of scholar transport are attributable to the dropout.
- There is still a challenge of safety in schools, such that recently there has been an increase in school vandalism in certain areas. There are hotspots for violence in the country, especially in the Western Cape, where gangsters are running riot exacerbated by drug abuse. It is prudent for the department to monitor health and safety in schools and come with pragmatic ways of curbing school violence. Communities should play a pivotal role to reduce school violence and vandalism.

### **6.3.3 Higher Education and Training**

- Transformation: The Department should ensure that racism is restrained at all institutions of higher learning and language policies are addressed accordingly.
- Skills Development: The committee will monitor the role played by Sector Education and Training Authorities (SETAs) in skills development, especially in midlevel skills. Skills development should play its role in providing young people with technological and technical midlevel skills which, the country is in dire needs of to boost economic activity.
- Funding of Universities: National Student Financial Aid Scheme (NSFAS) has been a tool that the government uses for students to access post-school education. However, NSFAS has its challenges whereby some students are paid later than expected. The Committee has to monitor efficiency of NSFAS disbursement.
- Certification at TVET Colleges: The TVET sector is failing students, as they do not get their certificates on time after completing their studies. Failing to certify students after completing their studies makes students to miss employment opportunities.
- Graduation rates are very low: The low graduation rate makes students to clog the space for learners who want to access the TVET colleges.
- Qualifications of TVET lecturers: Most lecturers at TVET colleges are unqualified. The department has worked with some universities to offer TVET lecturer qualifications.
- Although there has been a call for learners to go to TVET colleges as an alternative for Post School Education, the Department has recently reported that the TVET enrolments will not increase over the MTEF because of financial constraints. In 2017 up to 2019, the enrolment numbers will be at 2016 baseline.

### **6.3.4 Arts and Culture**

- Cultural and Creative Industry of South Africa (CCISA): All genres should be represented in this entity, so that they can have a voice.
- Community libraries: Although some communities have libraries, they are inadequately equipped and tend to be non-functional. The Committee needs to encourage the department to resource all community libraries, so that they can be of use to communities. It should be made clear as to whom do libraries report/belong between provincial department and municipalities.

- Performing Arts Centre of the Free State (PACOFs): PACOFs has been bedevilled by governance challenges, which derails it from performing its functions. The department has recently appointed the council of the entity.
- Robben Island: The fee that Robben Island requires for people to visit the island is out of reach to the disadvantaged people. This makes Robben Island visit to be exclusively for those who have money and tourists. The Committee has to ensure that even people from the townships who may not have enough money to visit the island are accommodated.
- Flags in schools: Each school has to have a flag; however, there are schools, which do not have a flag. The department has to address this issue.

### 6.3.5 Sports and Recreation

- The National Sport and Recreation Plan reinforces the objectives of the NDP and focuses on the following:
  - To improve the health and well-being of the nation by providing mass participation opportunities through active recreation;
  - To maximize access to sport, recreation and physical education in every school in South Africa; and
  - To promote participation in sport and recreation by initiating and implementing targeted campaigns.
- The DBE and DSRAC have to operationalise the MOU and each department has to play its role in order to have school sport played in all schools irrespective of their location.
- In terms of transformation, the Committee should monitor provincial sports bodies (rugby and cricket) to ensure that transformation takes place. Looking only at National teams is not adequate as national teams get players from provincial franchise.

## B. NCOP STRATEGIC OUTLINE AND COMMITTEE STRATEGIC FRAMEWORK

### 7. National Council of Provinces

National Council of Provinces (NCOP) represents provinces to ensure that provincial matters are taken into account in the national sphere of government. Clearly, the Committee conducts its work in line with the mandate of the NCOP. The Committee holds a planning workshop with the following objectives:

- To plan to ensure that provincial and local issues are taken into account in the national sphere of government.
- To identify oversight priorities and develop an activity plan on identified oversight priorities.
- To determine ways and means of strengthening public participation for the Committee.
- To take stock of the work done by the Committee in the fifth parliament and give direction for future work.

### 8. Committee strategic objectives

MANDATE AND OBJECTIVES	COMMITTEE PERFORMANCE INDICATORS
a) Process, pass and monitor the implementation of relevant legislation	<ul style="list-style-type: none"> <li>• Number of Bills that have been processed within the timeframes</li> </ul>
b) Conduct oversight over the Departments	<ul style="list-style-type: none"> <li>• Number of briefings with Departments</li> <li>• Number of oversight visits undertaken</li> <li>• Number of engagements with entities</li> </ul>
c) Ensure adequate public participation during all legislative and service delivery processes	<ul style="list-style-type: none"> <li>• Public hearings, public consultation, stakeholder forums at provincial level<sup>1</sup></li> </ul>

<sup>1</sup> These will include public hearings on legislation and general stakeholder forums held.

d) Strengthen support systems to enhance the functioning of the Committee	<ul style="list-style-type: none"> <li>• Number of sector-specific workshops attended by Members</li> </ul>
e) Ensure co-operative governance and intergovernmental relations, with special delegates and provincial legislatures	<ul style="list-style-type: none"> <li>• Number of provincial visits undertaken<sup>2</sup></li> </ul>
f) Expand knowledge through international exposure	Number of study tours undertaken

---

<sup>2</sup> These include the oversight visits to provinces and NCOP provincial weeks and the Taking Parliament to the People Programme (and pre-visits).



### C. RISK MANAGEMENT

Risk	Mitigation measures
<ul style="list-style-type: none"> <li>Constant changes in the NCOP programme</li> </ul>	<ul style="list-style-type: none"> <li>The changes in the NCOP programme should take into consideration of the Committee work</li> </ul>
<ul style="list-style-type: none"> <li>Inadequate time for meetings</li> </ul>	<ul style="list-style-type: none"> <li>If possible, meetings should start at 19h00 and finish at 13h00, instead of starting at 10h00 and finish at 12h30.</li> </ul>
<ul style="list-style-type: none"> <li>Frequency of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Because of four departments that account to the Committee, if possible the Committee should meet twice a week.</li> </ul>
<ul style="list-style-type: none"> <li>Oversight duration</li> </ul>	<ul style="list-style-type: none"> <li>Most often oversight is done over three days, which is from Tuesday to Thursday. Committees should utilise the full week for optimum outcomes of the oversight.</li> </ul>

### D. COMMITTEE BUDGET

PERIOD	EXPENDITURE ITEMS					Total
	Catering	Meeting Venues	Car hire	Flights	Hotel stays	
Baseline	+30 meeting per annum	+ 5 times per annum				
2019/20	R75 000	R60 000				
2020/21	R90 000	R75 000				
2021/22	R120 000	R90 000				
2022/23	R120 000	R110 000				
2023/24	R120 000	R125 000				