**QUESTION 1664**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 16/10/09**

**(INTERNAL QUESTION PAPER 22-2009)**

**Mrs P de Lille (ID) to ask the Minister of Basic Education:**

(1) (a) How many (i) quintile 1 and (ii) 2 (aa) primary and (bb) high schools are on the National Feeding Scheme (NFS) and (b) what percentage of these schools receive it in each province;

(2) how many NFSs have been rolled out in quintile (a)(i)1 and (ii) 2 schools in each province in each year during the past five years up to the latest specified date for which information is available and (b) at what cost in each case;

(3) whether she intends rolling out the NFS to more quintile 1 and 2 schools; if not, why not; if so, what are the relevant details;

(4) whether the roll-out of the NFS has been experiencing any delays; if not, what is the position in this regard; if so, what delays? N2120E

**REPLY:**

**1.**

A total of 6 769 (100%) Q1 and 4 571 (99.5%) Q2 primary schools as well as 2 902 (99.7%) secondary schools are currently on the programme. The numbers provided on Table A are based on national quintiles as gazetted.

Table A: Quintile 1 and 2 primary schools and Q1 secondary schools coverage

|  |  |  |  |
| --- | --- | --- | --- |
| **Province** | **Q1 Primary schools** | **Q2 Primary schools** | **Q1 Secondary schools** |
| **Number of schools** | **% receiving**  | **Number of schools** | **% receiving**  | **Number of schools** | **% receiving**  |
| Eastern Cape | 1 770 | 100  | 1 402 | 100  | 1 402 | 100  |
| Free State1 | 856 | 100  | 140 | 95 | 89 | 100  |
| Gauteng | 202 | 100  | 378 | 100  | 42 | 100  |
| KwaZulu-Natal | 1 576 | 100  | 1 040 | 100  | 487 | 100  |
| Limpopo | 997 | 100  | 790 | 100  | 574 | 100  |
| Mpumalanga2 | 438 | 100  | 389 | 100  | 76 | 97  |
| Northern Cape | 208 | 100  | 124 | 100  | 90 | 100  |
| North West | 461 | 100  | 203 | 100  | 132 | 100  |
| Western Cape | 261 | 100  | 105 | 100  | 10 | 100  |
| Total | 6 769 | 100  | 4 571 | 99.5  | 2 902 | 99.7  |

**Explanatory notes for variances:**

**1. Free State**

Seven Q2 primary schools are not covered. Two are former technical schools that have recently been converted to primary schools; two are schools that were closed in previous years and were reopened in 2009; two schools, whose quintile status was not stated, have been ranked Q2 in 2009; one school is a newly- built school. All these schools will be included in the 2010/11 financial year.

**2. Mpumalanga**

Two Q1 primary schools in Wakerstroom have been excluded upon request by Regional Management. The schools are fee-paying boarding schools that predominantly cater for learners from foreign countries.

According to the Conditional Grant Framework, it is a required that Q1-3 primary schools and Q1 secondary schools be included in the programme in terms of the official national quintiles as gazetted by the Minister. There are variances between provincial and national quintiles. As a result, provinces provide meals to more schools over and above national quintile

**2.**

**Number of learners in quintile 1 to 3 primary schools as at April 2009**

The table below shows statistics on the number of quintile 1 to 3 primary and quintile

1 secondary schools that benefited from the programme from 2005/06 to 2009/10 financial years and the costs (expenditure) incurred.

Table B: Q1 to 3 primary and Q1 secondary schools and budget from 2005/06 to 2009/10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Province** | **2005/6** | **2006/7** | **2007/8** | **2008/9** | **2009/10** |
| Schools | Cost (R'000) | schools | Cost (R'000) | Schools | Cost (R'000) | Schools | Cost (R'000) | Schools | Budget (R'000) |
| EC | 5 144 | 211 769 | 5 046 | 166 642  | 4 978 | 291,488  | 4 986 | 472 149 | 5 039 | 362 291 |
| FS | 1 416 | 60 628 | 1 643 | 80 078  | 1 472 | 68,004  | 1 472 | 80 907 | 1 427 | 87 082 |
| GP | 1 025 | 91 580 | 1 122 | 98 262 | 1 143 | 116,656  | 1 491 | 115 742 | 1 491 | 189 141 |
| KZN | 3 090 | 198 975 | 3 453 | 254 404 | 3 619 | 242,430  | 3 808 | 341 943 | 3 924 | 408 404 |
| LP | 2 753 | 191 072 | 2 711 | 212 363 | 2 622 | 192,901  | 2 601 | 253 199 | 2 601 | 287 065 |
| MP | 1 366 | 76 577 | 1 321 | 83 100 | 1 478 | 110,504  | 1 490 | 121 753 | 1 357 | 161 392 |
| NC | 311 | 28 706 | 445 | 29 199 | 440 | 37,132  | 440 | 58 991 | 440 | 41 147 |
| NW | 1 465 | 107 072 | 1425 | 120 635 | 1 154 | 88,254  | 1 092 | 117 093 | 1 057 | 115 562 |
| WC | 859 | 49 318 | 873 | 45 956 | 993 | 53,074  | 992 | 81 285 | 998 | 87 229 |
| **TOTAL** | **17 429** | **1 015 697\*** | **18 039** | **979 324** | **17 899** | **1,200,443** | **18 372** | **1 643 062** | **18 334** | **1 739 313** |

**\* An adjusted budget of R200 million was received in the 2005/06 financial year, making the expenditure higher than 2006/07.**

Table C: Quintile 1 Secondary schools as at 2009/10

|  |  |
| --- | --- |
| **Province** | **2009/10** |
| **Schools** | **Budget (R'000)** |
|
| Eastern Cape | 182 | 81 420 |
| Free State | 90 | 23 221 |
| Gauteng | 42 | 38 329 |
| KwaZulu-Natal | 451 | 94 992 |
| Limpopo | 560 | 90 973 |
| Mpumalanga | 78 | 46 177 |
| Northern Cape | 60 | 9 357 |
| North West | 148 | 30 211 |
| Western Cape | 114 | 14 652 |
| **Total** | **1 725** | **429 332** |

**3.** Based on National Funding norms the programme has been rolled out to all quintile 1 to 3 primary schools and quintile 1 secondary schools. In the current financial year (2009/10), provinces received funds for preparation to extend feeding to quintile 2 secondary schools. Feeding will start in the next financial year.

**4.** The Department did not experience any delays in extending feeding to quintile 1 secondary schools, except for Free State Province which could not start feeding in April 2009. However all the provinces are currently feeding the required quintiles as planned.

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 2319**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 29/11/09**

**(INTERNAL QUESTION PAPER 29-2009)**

 **Dr JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:**

(1) Whether she intends implementing a longer school year for learners to resolve the problems in the education system; if not, why not; if so, when;

(2) whether the issue of school management and the many vacant posts for headmasters will be dealt with as a matter of urgency; if not, why not; if so, what are the relevant details? NW3030E

**REPLY:**

The Minister does not intend implementing a longer school year. The current 200 day school year is in line with international practice. The Minister's focus is on ensuring that more effective us is made of the days we currently have in a school year. The Quality Learning and Teaching Campaign (QLTC) is aimed at achieving that.

On the issue of management, the Department is taking principals and aspiring principals through an Advanced Certificate in Education in School Leadership, to improve the quality of leadership in schools. Selected candidates receive full bursaries for the course. The department is planning to finance about 1330 principals in the ACE programme in 16 Higher Education institutions across the country.

(2) As at the end of October 2009, the Department of Basic Education recorded 5200 vacant principal posts.

[Source: PERSAL - October 2009]

The filling of such posts is a provincial competency since they are the employer. Provincial Department of Education advertises promotional posts on a regular basis.

It must however be noted that no Principal post remains vacant while the process of recruitment is underway. There is always an acting official who takes up the responsibilities and accountability of the principal position until the post is filled in a permanent capacity.

On the issue of management, the Department is taking principals and aspiring principals through the ACE School Leadership qualification to improve the quality of leadership in schools. Selected candidates receive full bursaries for the course. The department is planning to finance about 1330 principals in the ACE programme in 16 Higher Education institutions across the country.

Following on the Presidential interaction with school principals, the Minister has reconfigured the Council of Education Ministers (CEM) into 3 Clusters to deal effectively with most issue raised by the principals in order for the department to support them better.

**NATIONAL ASSEMBLY
QUESTION FOR ORAL REPLY
QUESTION NUMBER 2317
DATE OF PUBLICATION: 20 November 2009**

 **Mr P J C Pretorius (DA) to ask the Minister of Finance:**

(1) Whether the Land Bank has changed its model of calculating interest on outstanding
loans since 1994; if so, (a) when was the model changed, (b) what are the details of
the changes and (c) why was it regarded necessary for the change;

(2) whether the debtors concerned were informed of the full details and implications of
such changes at the time when the decision was made; if not, why not; if so, how
were they informed;

(3) whether the decision to change the model was taken by the board; if not, who took
the decision; if so, on what date was the decision taken;

(4) whether existing loan agreements were amended upon the introduction of a new
model; if not, why not; if so,

(5) whether (a) such amendments were communicated to all debtors concerned and (b) it
is envisaged that the existing model will be amended further; if not, why not; if so,
what are the relevant details in each case?
**REPLY**

1. Yes.
(a) The model was changed in 1999 when the Bank changed its banking system.
(b) The change was in the methodology of calculating interest – from nominal annual
compounded annually (NACA) (simple) to nominal annual compounded monthly
NACM (compound).

(c) The new model calculates the interest according to the industry norm (all banks
charge interest on the NACM basis).

2. Yes. The debtors were informed of the change by way of a letter. The interest rates
were reduced at that time to eliminate the impact of the change.

3. No. The decision was taken by the Lank Bank's Interest Rate Committee and signed
off by the Chief Executive Officer in 1999.

4. No. The existing loan agreements were not amended, nor were addendums prepared
for the existing agreements. This was as a result of a lack in administrative controls at
the time – once again a legacy issue.

5. (a) No. There were no amendments.
(b) No. The model complies with the normal market practice and an interest
recalculation model is being used to quantify possible differences where
claims are submitted.

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 2319**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 29/11/09**

**(INTERNAL QUESTION PAPER 29-2009)**

 **Dr JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:**

(1) Whether she intends implementing a longer school year for learners to resolve the problems in the education system; if not, why not; if so, when;

(2) whether the issue of school management and the many vacant posts for headmasters will be dealt with as a matter of urgency; if not, why not; if so, what are the relevant details? NW3030E

**REPLY:**

The Minister does not intend implementing a longer school year. The current 200 day school year is in line with international practice. The Minister's focus is on ensuring that more effective us is made of the days we currently have in a school year. The Quality Learning and Teaching Campaign (QLTC) is aimed at achieving that.

On the issue of management, the Department is taking principals and aspiring principals through an Advanced Certificate in Education in School Leadership, to improve the quality of leadership in schools. Selected candidates receive full bursaries for the course. The department is planning to finance about 1330 principals in the ACE programme in 16 Higher Education institutions across the country.

(2) As at the end of October 2009, the Department of Basic Education recorded 5200 vacant principal posts.

[Source: PERSAL - October 2009]

The filling of such posts is a provincial competency since they are the employer. Provincial Department of Education advertises promotional posts on a regular basis.

It must however be noted that no Principal post remains vacant while the process of recruitment is underway. There is always an acting official who takes up the responsibilities and accountability of the principal position until the post is filled in a permanent capacity.

On the issue of management, the Department is taking principals and aspiring principals through the ACE School Leadership qualification to improve the quality of leadership in schools. Selected candidates receive full bursaries for the course. The department is planning to finance about 1330 principals in the ACE programme in 16 Higher Education institutions across the country.

Following on the Presidential interaction with school principals, the Minister has reconfigured the Council of Education Ministers (CEM) into 3 Clusters to deal effectively with most issue raised by the principals in order for the department to support them better.

**QUESTION 1009**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 28/08/09**

**(INTERNAL QUESTION PAPER 12-2009)**

Dr JC Kloppers-Lourens (DA) to ask the Minister of Basic Education:

(1) Whether any drug raids have been conducted on schools in any province since 1 January 2009 up to the latest specified date for which information is available; if so, (a) which schools were raided in each province and (b) what was the outcome of the raid in each case;

(2) whether any policies are in place to assist learners to cope with the psychological consequences of these raids; if not, what is the position in this regard; if so, what are the policies? NW1232E

**REPLY:**

(1) (a) Information on drug raids in schools is maintained at provincial level. A request has been made to provinces to avail information as requested. Provincial reports received thus far are outlined in Table 1 below, indicating a total of **172 schools in two provinces** - Eastern Cape (4 schools) and Western Cape (168 schools). School level data is currently only available for the Eastern Cape (see Table 1).

(b) The outcome of the raids was as follows: Cannabis was found during the raids in the Eastern Cape schools. No drugs or substances were found in the Western Cape schools.

**Table 1: Random search and seizure per province, January-September 2009**

|  |  |  |  |
| --- | --- | --- | --- |
| **Province** | **No. of schools**  | **Outcome** | **Assistance provided to learners** |
| EC | 4 schools· Green Point Senior Secondary· Kei Road Comprehensive School· Kuyasa Senior Secondary School· Hector Peterson High School | Cannabis was found in all four schools  | Counseling received from SANCA and a social worker |
| WC | 168 high risk schools\* | No drugs or substances were found | Safe schools call centre offers counseling and debriefing |

\*School level data for WC not available

It is important to note that in accordance with the Education Law Amendment Act of 2007, random search and seizure procedures are only undertaken when ***fair and reasonable suspicion*** has been established that substances are being used on the school premises. In this regard, searches are conducted after taking into account all relevant factors, including:

(i) the best interest of the learner in question or of any learner at the

school;

(ii) the safety and health of the learner/s in question or of any learner at the school;

(iii) reasonable evidence of illegal activity; and

(iv) all relevant evidence received.

The Guidelines for the Management and Prevention of Drug Use/Abuse by Learners in all Public Schools and Further Education and Training Institutions have been designed to balance the privacy and psychological integrity of the child against the need to respond both reasonably and proportionally to suspected illegal activity. In this regard, random search and seizure procedures are conducted in a manner that does not traumatise learners. The Department also works in partnership with a wide range of stakeholders, including the SAPS and NGOs such as SANCA and FAMSA, in educating learners, educators and parents on the dangers of drug and substance use; and providing a supportive environment to enable those learners found using drugs to access treatment, care and support. At all times parental involvement is actively sought and encouraged

**FOR WRITTEN REPLY**

**QUESTION 1008**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 28/08/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr JC Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

(1) With regard to applications for learners to be expelled since 1 January 2008 up to the latest specified date for which information is available, (a) how many applications were made in each province, (b) for what alleged offences and (c) how many of these applications for each specified offence were accepted;

(2) (a) how many decisions to approve expulsions were made for the same period, (b) for what specified offences were they approved and (c) how many appeals with regard to each specified offence were successful? NW1232E

**REPLY:**

**QUESTION 1**

**EASTERN CAPE PROVINCE**

1 (a) Seven applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Consumption of liquor at a school function | Application was not approved |
| Physical abuse and bullying of another learner | Application was not approved |
| Assault | Application was not approved |
| Disrespectful to educators | Application was not approved |
| Possession of dagga | Application was not approved |
| Assault and attempt to stab another learner | Application was not approved |
| Assault grievous bodily harm on another learner | 01 |
| **TOTAL** | **01** |

**FREE STATE PROVINCE**

1 (a) 30 applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Stabbing | 02 |
| Possession of pornographic materials | 01 |
| Possession and smoking of dagga during school hours | 02 |
| Consuming alcohol during school hours | 02 |
| Repeatedly leaving school without permission, failure to do and submit homework, displaying arrogant and disrespectful behaviour towards educators and failure to ware uniform | 05 |
| Assault | 02 |
| Assault on educator | 01 |
| Continuous disregard of school rules and disruptive behaviour | 01 |
| Theft of school property, possession of dangerous weapon and threatening an educator with a dangerous weapon | 04 |
| Possession knife | 05 |
| Endangering safety of other learner by attempting to throw another learner from second floor of the school | 01 |
| Robbing another learner cell phone | 01 |
| Sexual harassment against an educator | 01 |
| **TOTAL** | **28** |

**GAUTENG PROVINCE**

1(a) 130 applications were received.

|  |  |
| --- | --- |
| (b) Alleged offences | (c) Applications accepted |
| Assault | 14 |
| Theft | 05 |
| Drug related  | 01 |
| Class disruptions | 01 |
| Sexual harassment | 01 |
| Carrying of illegal fire arm | 01 |
| **TOTAL** | **23** |

**KWAZULU-NATAL PROVINCE**

1(a) 11 applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Assault and threatening a fellow learner with a dangerous weapon | 02 |
| Possession of dangerous weapon and peddling of banned substance | 01 |
| Deliberate and persistent defiance of authorities and possession of cigarettes | 01 |
| Use of habit–forming drug | 02 |
| Stabbing another learner | 02 |
| Substance abuse and breaking school rules | 01 |
| Possession, consumption of alcohol and sexual harassment of a learner | 01 |
| Attempted assault | 01 |
| **TOTAL** | **11** |

**LIMPOPO PROVINCE**

1(a) Eleven applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Repeated use of dagga, cigarette and alcohol | 01 |
| Malicious damage to property, intimidation of educators, inciting other learners, and disruption of teaching and learning | 03 |
| Repeated use of dagga alcohol, cigarette, undisciplined | 01 |
| Alcohol abuse, vandalism to school property and disruptive behaviour | 01 |
| Disrespectful | 01 |
| Consistent misconduct, fighting, possession of dangerous weapon | 04 |
| **TOTAL** | **11** |

**MPUMALANGA PROVINCE**

1(a) 23 applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Possession of dangerous weapons | 02 |
| Theft | 02 |
| Assault | 06 |
| Use of drugs | 01 |
| Disruptive behaviour | 05 |
| **TOTAL** | **16** |

**NORTHERN CAPE PROVINCE**

1(a) 23 applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Possession of dangerous objects | 06- 5 applications were not approved |
| Under influence of alcohol | 06 applications were not approved |
| Possession of drugs | 04 applications were not approved |
| Assault | 04 applications were not approved |
| Intimidation and vandalism | 01 application was not approved |
| Malicious damage to property | 01 application was not approved |
| Insolence | 01 application was not approved |
| **TOTAL** | **01 application was approved****(possession of dangerous objects)** |

**NORTH WEST PROVINCE**

1(a) Six applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Fighting with another learner | 01 |
| Bullying | 01 |
| Use of dangerous weapons, drugs and bullying | 01 |
| Bullying other learners | 01 |
| Involved in stabbing of another learner | 01 |
| Stabbing another learner with a pair of scissors | 01 |
| **TOTAL** | **06** |

**WESTERN CAPE PROVINCE**

1(a) 337 applications were received.

|  |  |
| --- | --- |
| 1(b) Alleged offences | 1(c) Applications accepted |
| Absenteeism/ truancy | 02 |
| Alcohol related | 18 |
| Arson bomb threats/ vandalism | 05 |
| Assault and violence | 67 |
| Assault with a weapon (physical harm) | 48 |
| Drug dealing and distribution | 34 |
| Drug possession and use (under influence) | 68 |
| Sexual harassment | 06 |
| Sexual misconduct and rape | 13 |
| Verbal abuse and threats | 23 |
| Disgraceful behaviour | 09 |
| Disregard of authority and instructions | 04 |
| Possession of dangerous weapons | 20 |
| Theft and fraud | 20 |
| **TOTAL** | **337** |

**QUESTION 2**

**EASTERN CAPE PROVINCE**

2(a) One decision was made to approve expulsion.

2(b)

|  |  |
| --- | --- |
| Offence | Number approved |
| Assault and attempt to stab another learner | 01 |
| **TOTAL** | **01** |

2(c) No appeal was received.

**FREE STATE PROVINCE**

2 (a) 28 decisions were made to approve expulsions.

2(b)

|  |  |
| --- | --- |
| Offences | Number approved |
| Stabbing | 02 |
| Possession of pornographic materials | 01 |
| Possession and smoking of dagga during school hours | 02 |
| Consuming alcohol during school hours | 02 |
| Repeatedly leaving school without permission, failure to do and submit homework, displaying arrogant and disrespectful behaviour towards educators and failure to ware uniform | 05 |
| Assault | 02 |
| Assault on educator | 01 |
| Continuous disregard of school rules and disruptive behaviour | 01 |
| Theft of school property, possession of dangerous weapon and threatening an educator with a dangerous weapon | 04 |
| Possession knife | 05 |
| Endangering safety of other learner by attempting to throw another learner from second floor of the school | 01 |
| Robbing another learner cell phone | 01 |
| Sexual harassment against an educator | 01 |
| **TOTAL** | **28** |

2(c) No appeals were received.

**GAUTENG PROVINCE**

2(a) 23 decisions were made to approve expulsions.

2(b)

|  |  |
| --- | --- |
| Offences | Number approved |
| Carrying of an unlicensed fire arm  | 01 |
| Theft  | 05 |
| Assault | 14 |
| Drugs  | 01 |
| Sexual harassment  | 01 |
| Class disruptions  | 01 |
| **TOTAL** | **23** |

2(c) One appeal was received and it was successful.

**KWAZULU-NATAL PROVINCE**

2(a) 11 decisions were made to approve expulsions.

2(b)

|  |  |
| --- | --- |
| Offences | Number approved |
| Assault and threatening a fellow learner with a dangerous weapon | 02 |
| Possession of dangerous weapon and peddling of banned substance | 01 |
| Deliberate and persistent defiance of authorities and possession of cigarettes | 01 |
| Use of habit–forming drug | 02 |
| Stabbing another learner | 02 |
| Substance abuse and breaking school rules | 01 |
| Possession, consumption of alcohol and sexual harassment of a learner | 01 |
| Attempted assault | 01 |
| **TOTAL** | **11** |

2(c) One appeal was received and it was successful.

**LIMPOPO PROVINCE**

2(a) Eleven decisions were made to approve expulsions.

2(b)

|  |  |
| --- | --- |
| Offences | Number approved  |
| Repeated use of dagga, cigarette and alcohol | 01 |
| Malicious damage to property, intimidation of educators, inciting other learners, and disruption of teaching and learning | 03 |
| Repeated use of dagga alcohol, cigarette, undisciplined | 01 |
| Alcohol abuse, vandalism to school property and disruptive behaviour | 01 |
| Disrespectful | 01 |
| Consistent misconduct, fighting, possession of dangerous weapon | 04 |
| **TOTAL** | **11** |

2(c) No appeals were received.

**MPUMALANGA PROVINCE**

2(a) Sixteen decisions were made to approve expulsions.

2(b)

|  |  |
| --- | --- |
| Offences | Number approved |
| Possession of dangerous weapons | 02 |
| Theft | 02 |
| Assault | 06 |
| Use of drugs | 01 |
| Disruptive behaviour | 05 |
| **TOTAL** | **16** |

2(c) One appeal was received and it was successful.

**NORTHERN CAPE PROVINCE**

2(a) One decision was made to approve expulsion.

2(b)

|  |  |
| --- | --- |
| Offence | Number approved |
| Possession of dangerous objects | 01 |
| **TOTAL** | **01** |

2(c) No appeal was received.

**NORTH WEST PROVINCE**

2(a) Six decisions were made to approve expulsions.

2(b)

|  |  |
| --- | --- |
| Offences | Number approved |
| Fighting with another learner | 01 |
| Bullying | 01 |
| Use of dangerous weapons, drugs and bullying | 01 |
| Bullying other learners | 01 |
| Involved in stabbing of another learner | 01 |
| Stabbing another learner with a pair of scissors | 01 |
| **TOTAL** | **06** |

2(c) Two appeals were received and they were successful.

**WESTERN CAPE PROVINCE**

2(a) 337 decisions were made to approve expulsions.

2(b)

|  |  |
| --- | --- |
| Offences | Number approved |
| Absenteeism/ truancy | 02 |
| Alcohol related | 18 |
| Arson bomb threats/ vandalism | 05 |
| Assault and violence | 67 |
| Assault with a weapon (physical harm) | 48 |
| Drug dealing and distribution | 34 |
| Drug possession and use (under influence) | 68 |
| Sexual harassment | 06 |
| Sexual misconduct and rape | 13 |
| Verbal abuse and threats | 23 |
| Unacceptable behaviour | 09 |
| Disregard of authority and instructions | 04 |
| Possession of dangerous weapons | 20 |
| Theft and fraud | 20 |
| **TOTAL** | **337** |

2(c) No appeals were received.

**QUESTION 1015**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 28/08/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Mr MH Steele (DA) to ask the Minister of Basic Education:**

Whether her department has provided any information to the KwaZulu-Natal Department of Education on the involvement of a certain official (details furnished) who did not disclose her directorship of a holding company and the fact that she has shares in a subsidiary of that company which did business with the department of education and received a tender from the department (details furnished); if not, why not; if so, what information was provided? NW1240E

**REPLY:**

The Department did communicate to the KwaZulu-Natal Department of Education regarding the case of Ms Mpati and provided the KwaZulu-Natal Department of Education with all the detail available regarding the Report of the Auditor-General. The province was requested to bring the matter to the attention of the official and take the necessary corrective action to ensure that her previous declarations are corrected accordingly. The gravity of the situation in terms of bringing the Department in disrepute was highlighted. A follow up discussion was held with the provincial department. It was indicated that there may be inaccuracies in the Report of the Auditor-General. This will be followed up by the provincial department.

**QUESTION 1466**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 25/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Mr D A Kganare(Cope) to ask the Minister of Basic Education:**

(1) (a) What amount did her department budget for the implementation of the Occupation Specific Dispensation (OSD) and (b) what will it cost her department to implement the recently-signed OSD agreement;

(2) what amount (a) did her department budget for the laptop-for-every-educator project and (b) will be spent on this project in the 2009-10 financial year;

(3) whether any other programmes or projects were cancelled or postponed owing to the implementation of the OSD; if so, (a) which programmes or projects, (b) what was the estimated cost of each of these programmes or projects and (c) what impact will this postponement or cancellation have on delivery of quality education? NW1825E

**REPLY:**

(1) (a) My department does not budget for personnel costs in provinces. The projected cost for the Collective Agreement 1 of 2008, which catered for the Establishment of a Framework for the OSD for educators in public education amounted to R7 billion, which was made available to provinces through the equitable share.

(b) The projected cost for Collective Agreement 4 of 2009 which, caters for the finalisation of matters linked to the OSD in education amounts to R4, 135 billion.

(2) (a) R550 million has been projected for the lap top initiative for 2009/2010.

(b) Provincial Education Departments (PEDs) who have the resources available in this financial year may cover all educators who are eligible. Those PEDs who did not budget for this item because conclusion of the determination happened late in the financial year may phase in the initiative over two years starting 1 July 2009. My department is in a process of assessing which provinces will implement in the 2009/10 financial year to what amount.

(3) I am not aware of any programmes or projects that have been cancelled or postponed due to the implementation of OSD. The cost of the latest OSD will be funded from additional funds to be allocated to Provinces.

* Lack of a feasible turnaround strategy
* The applications were outside the legislative mandate of the IDC
* Insufficient information
* Contravention of minimum wage legislation
* Funding was no longer required.

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 1575**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 09/10/09**

**(INTERNAL QUESTION PAPER 20-2009)**

**Mr D C Smiles (DA) to ask the Minister of Basic Education**

(1) Whether her department organized or hosted (a) an imbizo, (b) a seminar, (c) conference and (d) any other function during the period 1 January 2006 up to the the latest specified date for which information is available; if so (i) on what date, (ii) what was the total amount spent on each, (iii) what is the breakdown of the cost in each case and (iv) how many guests attended in each case;

(2) Whether there were any related costs for the travel and accommodation of guests for each of the events; if so, in each case, (a) what were the costs and (b) what was the breakdown of these costs;

(3) Whether any member of the Cabinet was present at any of these events; if so, (a) who, (b) in what capacity and (c) why ? NW1981E

**REPLY:**

1. I was only appointed in May 2009, therefore I can only account for the period starting in May 2009. No IMBIZO was held in 2009.

2. The DoBE *Teenage Pregnancy Report* was launched at a seminar hosted by UNICEF; costs can be ascertained with UNICEF.

3. No conferences have been hosted by the DoBE during my term of office to date.

4. No functions have been hosted by the DoBE during my term of office to date.

5. The National Teacher Development summit was hosted by the ELRC and ETDP SETA.

6. The President's Interaction with principals was co-hosted by the DoBE, which contributed R 300,000.00 and by the private sector. The President was present in his capacity as President of South Africa. The MEC's for Education and the Premiers also attended as leaders of Government in their various capacities.

**QUESTION 1544**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER : 09/10/09 (INTERNAL QUESTION PAPER 20-2009**

**DR JC Kloppers-Lourens (DA) to ask the Minister of Basic Education :†**

Whether the department has any plans to introduce political literacy as part of its broad curriculum; if not why; if so, what are the relevant details? NW1949E

**Reply:**

No. The National Curriculum Statement is a high knowledge curriculum that is informed by the principles of human rights, inclusivity, environmental and social justice. As an example, Life Orientation, a compulsory subject for all learners, deals with Citizenship in detail. It covers the following areas:

 **Bill of Rights**: Content, rights and responsibilities of South African citizens, role of government. Incidences of human rights violations and impact on individual and society.

 **Diversity**: Various contexts of citizenship; diversity in day-to-day relationships and society at large.

 Various political parties, interest groups, lobbying groups, etc. and their principles, processes and procedures in addressing the interests of civil society.

 Participation in and/or involvement in constitutions, elections, representation of constituencies, mandates, lobbying, advocacy, running of meetings.

 Participation in local community structures, such as non-governmental organisations (NGOs), community-based organisations (CBOs), faith-based organisations (FBOs), Community Police Forums, Representative Councils of Learners (RCLs), community clubs, etc.

**QUESTION 52**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 8/06/2009**

**(INTERNAL QUESTION PAPER 01-2009)**

**Ms JC Klopper- Lourens (DA) TO ASK THE Minister of Basic Education:**

In respect of each of the seven most recent years for which information is available, (a) how many enquiries were conducted into educators for misconduct and (b) with regard to each enquiry whether the charges of misconduct was upheld, (i) what was the charge in each case, (ii) what was the penalty and (iii) what is the name of the educator concerned?

W54E

**REPLY:**

(a)

· In 2006, 484 enquiries were conducted into educators for misconduct where 452 of them were upheld;

· In 2007, 411 enquiries were conducted where 269 of them were upheld

· In 2008, 700 enquiries were conducted where 522 of them were upheld.

(b)

(i) The charges conducted against the educators consist mainly of theft, acts of corruption, fraud, negligence, absenteeism, assault, rape, working while under the influence of liquor or intoxicating substance, etc.

(ii) The penalties ranged from a written warning to dismissal.

(iii) I cannot provide the names of the perpetrators concerned as records are with SACE and the various provincial departments of education.

**QUESTION 356**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 03/07/2009**

**(INTERNAL QUESTION PAPER 05-2009)**

Ms JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:

(1) Whether she purchased a new vehicle on her new appointment to office; if so, (a) why, (b) what make and model is the vehicle (c) what did the vehicle cost and (d) (i) what accessories were included in excess of the vehicle's purchase price and (ii) what was the cost of such accessories; if not,

(2) Whether she inherited an existing vehicle; if so, (a) what was the make and model (b) how old is the vehicle? NW416E

REPLY:

|  |  |
| --- | --- |
| **Pretoria** | **Cape Town** |
| (1) Yes | Yes |
| (a) The vehicle was allocated as official vehicle in Cape Town to the Minister of Higher Education and Training.  | To replace the existing vehicle which will reach its end of life in August 2009. |
| (b) Range Rover Sport TDV8 | BMW 730D |
| (c) (c) R807 000.00 | R894 500.00 |
| (d)(i) Mudguards | Not applicable |
| (ii) R2 592.18 | Not applicable |
| (2) No | Yes  |
| (a) Not applicable | 2004 Mercedes Benz E320 |
| (b) - | 5 Years |

**QUESTION 1140**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)Mr D C Smiles (DA) to ask the Minister of Basic Education:**

Whether her department provides (a) basic health, (b) hearing and/or (c) sight tests to school learners; if not, what is the position in this regard; if so, (i) in what grades are these tests conducted and (ii) what budget was made available for the provision of such tests in each of the three most recent financial years for which information is available? NW1473E

**REPLY:**

(a) The Department has adopted a holistic approach to the early identification of barriers to learning by conducting provincial campaigns termed ***Lethimpilo Campaign****.* One of the key strength of the campaign is that it provides an integrated service delivery to school communities. Through this initiative, various potential barriers to learning, beyond health, are also identified and addressed through partnership with other government departments and civil society.

(b) and (c) Services provided include health screening of learners (visual, auditory, oral as well as assessing immunization status), birth registration (Department of Home Affairs), social security (Department of Social Development), food production (Department of Agriculture), and sports and recreation amongst others. Learners, as well as community members who are screened receive on-site treatment where possible. Referrals are also made to local institutions for further assessment and management.

(i) The programme has targeted at least 10,000 Grade 4 learners per province. In 2007, the campaign was conducted in FS, MP, LP and NW provinces. In 2008, the campaign was extended to NC and EC.

(ii) Table 1 depicts the budget allocations for the screening activities over the years 2007-2009 for which information is available.

**Table 1: Budget allocations for school health screening, Health Promotion Directorate**

|  |  |  |  |
| --- | --- | --- | --- |
| **Financial Year**  | **2007/8** | **2008/9** | **2009/10** |
| **Amount**  | R5.6m | R2.8m | R2.5m |

Budgetary challenges have limited the full reach of this initiative. Therefore, in an effort to increase the reach of, and to institutionalise health screening within the education system, the Department is presently working in collaboration with the Department of Health and other key stakeholders, to source further funds and to develop an implementation plan.

**QUESTION 1139**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Mr D C Smiles (DA) to ask the Minister of Basic Education:**

(1) How many educators were employed in each province in each of the three most recent financial years for which information is available;

(2) how many days in total were taken by educators as (a) ordinary leave, (b) special leave and (c) sick leave in each of the three most recent financial years for which information is available? NW1472E

**REPLY:**

(1) The number of educators employed in each province in each of the three most recent financial years for which information is available

|  |  |  |  |
| --- | --- | --- | --- |
| **Province** | **2006/07** | **2007/08** | **2008/09** |
| EC | 65 314 | 62 167 | 64 565 |
| FS | 23 275 | 22 734 | 23 295 |
| GP | 46 370 | 49 916 | 50 715 |
| KZN | 81 548 | 84 100 | 84 977 |
| LP | 55 128 | 56 546 | 56 432 |
| MP | 30 922 | 31 485 | 32 087 |
| NW | 31 346 | 26 117 | 25 428 |
| NC | 6 562 | 8 193 | 8 428 |
| WC | 28 654 | 24 895 | 25 522 |
| **Totals** | **369119** | **366 153** | **371 449** |

(2) The number days in total taken by educators as (a) ordinary leave, (b) special leave and (c) sick leave for which information is available at the time of this response is for 2008/09 financial year

|  |  |
| --- | --- |
| **Category Description** | **TOTAL** |
| Sick-full pay (workdays)  | 79 848 |
| Special (work days) | 83 16 |
| Vacation - full pay (work days) | 131 83 |
| **Total** | **101 347** |

QUESTION 486

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09

(INTERNAL QUESTION PAPER 06-2009)

Mr D Smiles to ask the Minister of Basic Education:

(1.)Whether her department has conducted a diagnostic study of the Grade R sector across the provinces; if not, why not; if so, (a) what methodology was applied, (b) when will the findings and recommendations be released, (c) who conducted the study and (d) what was the cost;

(2) Whether all provinces participated in the study; if not, (a) which provinces did not participate and (b) what corrective measures were taken to make up for their non participation;

NW548E

REPLY:

(1) Yes

1 (a) A team of researchers and Technical Assistants (TA's) used the following methodology:

· Literature review – national legislation, policy, plans, enabling documentation etc, as well as provincial plans and reports

· National Interviews: Department of Education and stakeholders

· Provincial interviews and site visits: Provincial, district and school management and staff engaged in Grade R as well as teachers/practitioners and other stakeholders

· Focus groups/workshops in some provinces, and several national engagements, one involving provincial ECD managers

1(b)

The findings and recommendations of the reports were discussed with senior officials from the provinces at a meeting convened by the Department on the 28th and 29th July 2009. These have now been forwarded to the Minister for her consideration and advise.

1(c)

The Department of Education requested the Technical Assistance Unit of the National Treasury to contract the services of the Centre for Education Policy Development (CEPD) to conduct the diagnostic study.

1(d)

i. Professional fees R1 322 304.00

ii. Disbursement costs R 186 928.00

iii. Vat @14% R 185 122.56

Total costs R1 694 354.56

(2) All provinces participated in the study

QUESTION 488

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09

(INTERNAL QUESTION PAPER 06-2009)

Mr D Smiles to ask the Minister of Basic Education:

(1) How many (a) students qualified as teachers and (b) newly-qualified teachers took up posts in schools in each of the past three academic years;

(2) how many grade 1 teachers are currently not qualified;

(3) how many (a) applications for admission to teacher training colleges were approved in each of the past three academic years and (b) of these applications were for the (i) mathematics, (ii) science, (iii) accounting and (iv) English language disciplines?

NW550E

REPLY:

1 (a) Total number of graduations of new teachers over the preceding four years for which data is available are shown in Table1 below.

Table 1: Number of new graduates entering teaching 2005 - 2008

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme | 2005 | 2006 | 2007 | 2008 |
| B Ed | 3590 | 4027 | 4112 | 3669 |
| PGCE | 1171 | 2049 | 1951 | 1942 |
| Total Graduations | 4761 | 6076 | 6063 | 5611 |

Source: Higher Education Information Management System (HEMIS

Note: Data for 2008 is preliminary, as final audited data for 2008 will only become available at the end of July 2009.

1 (b) 378 969 educators were employed in public schools either on a temporary or permanent basis as at the end of May 2009. Permanently employed educators constituted the majority (340 647). The number employed on a temporary basis stood at 38 322. Of this total, exactly 29 809 were appointed within the current year, with 25 775 appointed on a temporary basis and 4 034 on a permanent basis. The provincial breakdowns of 2009 appointments are shown in Table 2 below

Table 2: Number of educators appointed in 2009, either temporarily or on a permanent basis, per province

|  |  |  |
| --- | --- | --- |
|  | ***2009 APPOINTMENTS*** |  |
| ***Province*** | ***Temporary*** | ***Permanent*** | ***Total*** |
| *Eastern Cape* | *2 459* | *663* | *3 122* |
| *Free State* | *1 757* | *150* | *1 907* |
| *Gauteng* | *3 326* | *1 488* | *4 814* |
| *Kwazulu Natal* | *7 254* | *450* | *7 704* |
| *Limpopo Province* | *3 345* | *190* | *3 535* |
| *Mpumalanga* | *669* | *34* | *703* |
| *North West* | *1 819* | *50* | *1 869* |
| *Northern Cape* | *1 209* | *221* | *1 430* |
| *Western Cape* | *3 937* | *788* | *4 725* |
| ***TOTAL*** | ***25 775*** | ***4 034*** | ***29 809*** |
| *Source: PERSAL 200905* |  |  |  |

(2) Currently it is not possible to accurately provide this information on all Grade 1 teachers. PERSAL is able to provide us with the REQV classification of teachers employed within public schools, but we are not able to filter out the Grade R educators at this stage. EMIS forms, which are self reported, could be used to identify teachers teaching Grade 1 classes, however, they do not have accurate information about qualifications. The DoE is currently working on developing fields for the PERSAL system that would enable the drawing of reports on teachers' qualification type, teaching specializations and experience. Once the system has been developed we will be in a position to draw accurate reports on teacher qualifications in relation to specific grades and subject taught.

While we cannot provide accurate data with respect to Grade 1 teachers, recent research into teacher qualifications carried out by the HSRC for the Department of Education does give some insight into the qualifications of foundation phase teachers in a statistically significant sample of schools nationally. 7380 serving teachers in 580 public schools took past in the survey. There were 1424 Foundation Phase teachers in the sample, and of these 93% were professionally qualified.

3 (a) The first time registrations into teaching at Higher Education Institutions over the last four academic years are shown in Table 3

Table 3: First-time entrants at HEIs 2005 - 2008

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme | 2005 | 2006 | 2007 | 2008 |
| B Ed | 6 289 | 6 428 | 7 958 | 9082 |
| PGCE | 3 860 | 4 498 | 4421 | 4971 |
| Total first time Registrations | 9 049 | 10 026 | 12 379 | 14053 |
| Source: Higher Education Information Management System (HEMIS) |  |

Note: Data for 2008 is preliminary. Audited enrolment data for 2008 will only be available at the end of July 2009.

3 (b). Currently it is not possible to provide figures of registrations disaggregated to the various disciplines. Higher Education Institutions do not report the names of qualifications in a consistent manner, for example some abbreviate the name, some use the Latin name and some also use the Afrikaans name. There are some cases where a specialisation may be included. However in most education qualifications the specific phase, learning area or subject specialisation is not recorded. From 2010 all public institutions will report on registrations and graduations using the new classification of educational subject matter categories. This will enable us to disaggregate the data form HEMIS in terms of the specialisations. Institutions will also be required to use the approved designator and qualifier for a qualification in terms of the HEQF, which will enable accurate reports on students registered for education qualifications to be generated.

**QUESTION 2062**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 02/11/09**

**(INTERNAL QUESTION PAPER 26-2009)**

**Dr JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:**

1. Whether South Africa is moving towards conventional teaching with less emphasis on group work; if not, what is the position in this regard ; if so what are the relevant details;
2. What is her department's current approach to teaching? NW271E

**REPLY:**

1. 'Conventional' teaching requires the use of multiple approaches by teachers to respond to both the subject or skill being taught and the different learning styles of different children. No one approach is can be Different approaches will have value and relevance in a classroom.

2. There is no single teaching approach that is advocated by the Department of Education as this would go against all that is central to good teaching practice and good education. Different teaching styles are appropriate in different contexts, and all have a place in the classroom.

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 1708**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 16/10/2009**

**(INTERNAL QUESTION PAPER 22-2009)**

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

(1) What amount was spent by her department on (a) hotel accommodation, (b) restaurant expenses and (c) travel costs (i) in the 2008-09 financial year and (ii) during the period 1 April 2009 up to the latest specified date for which information is available, for (aa) her, (bb) her deputy minister, (cc) specified officials of her department and (dd) any other specified individuals;

(2) Why did each individual use the specified accommodation in each case? NW2200E

**REPLY:**

(1) (i) (a) (b) (c) (aa) (bb) (cc) (dd) Not applicable for the 2008/09 financial year. The establishment of the Department of Basic Education and the subsequent appointment of the Minister of Basic Education occurred during May 2009.

(ii) During the period 1 April 2009 up to 30 September 2009

The breakdown of restaurant expenses for her, her Deputy Minister, and Officials in the offices of the Minister are included in the expenditure on accommodation.

**Period 1 April 2009 up to 30 September 2009**

(aa) **Minister:**

(a) & (b) Hotel accommodation & Restaurant (meal) expenses from 1 May 2009 – 30 September 2009: **R 58 266.23**

(c) Travel costs from 1 May 2009 – 30 September 2009: **R116 620.08**

(bb) **Deputy Minister:**

(a) & (b) Hotel accommodation & Restaurant (meal) expenses from 1 May 2009 – 30 September 2009: **R 34 236.11**

(c) Travel costs from 1 May 2009 – 30 September 2009: **R111 761.07**

(cc) Not applicable

(dd) Not applicable

(3) Accommodation includes hotel accommodation while an official residence was not yet ready for occupation. In each case it was the most cost effective and appropriate accommodation available when the bookings were made. Travel costs of the Minister include travel to Kenya (twice) and Tunisia as Chair of the Council of Ministers of Education in Africa (COMEDAF).

**QUESTION 169**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

**Mr D A Kganare (Cope) to ask the Minister of Basic Education:**

(1) Whether any assessment has been done on the impact of Dinaledi schools; if not, why not; if so, when;

(2) whether she will make the findings available to the public; if not, why not; if so, when;

(3) whether there is a programme to increase the number of Dinaledi schools; if not, what is the position in this regard; if so, which criteria will be applied to determine which schools qualify as Dinaledi schools;

(4) whether provinces play any role in identifying schools; if not, why not; if so, what are the relevant details;

(5) whether her department or provincial departments provide any support to ensure the success of these schools; if not, why not; if so, what are the relevant details? NO1294E

**REPLY:**

1) The preliminary assessment on the impact of Dinaledi schools has been positive. There are 500 Dinaledi schools, principally in rural and township areas, whose learner population makes up approximately 7% of the number of learners who sit for the Matric exam. These learners have, however, contributed to approximately 24% of the passes of 50% and more in mathematics. This clearly indicates a positive result. Furthermore, there has been an increased participation of girl learners in the learning areas of Mathematics and Science with girl learners achieving excellent results. This is in keeping with the objective of the Dinaledi (MST initiative) to promote participation in the areas of Mathematics and Science among girl learners. Given the positive results the Department has embarked on an in-depth study as to ascertain what were the positive aspects of the initiatives which contributed to its success and to what extent it could be expanded.

2) Yes. The final results of the study will be available to interested parties and stakeholders when the study has been concluded.

3) The Department has decided to retain the number of Dinaledi Schools at 500 and to increase the support of these schools. After the assessment has been completed, consideration will be given to the expansion of the initiative.

4) The selection of Dinaledi schools occurs in collaboration with the provinces. The Department of Education sets the criteria of schools to participate in the Dinaledi project. The criteria include the potential of the school in Maths and Science, the number of learners enrolled, consistent performance and access to opportunity.

5) Yes, there is a unit at the DoBE that provides support and oversight of Dinaledi schools. It monitors the schools and keeps a database of support for Dinaledi schools. Provincial coordinators for Maths, Science and Technology provide support to schools. The Department has provided, text books, study guides, scientific calculators and science kits to Dinaledi schools. In addition teacher training is conducted in Mathematics and Science content on an ongoing process. Over the past three years approximately 2200 teachers from Grades 11 – 12 received content knowledge training which has ostensibly impacted positively on schools.

Learners are also entered into the Mathematics Olympiads. Approximately 250 of the 500 schools have been adopted by the private sector and parastatal provided schools with extended support in terms of resources.

**NATIONAL ASSEMBLY**

**FOR ORAL REPLY**

**QUESTION 175**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

Mr DC Smiles (DA) to ask the Minister of Basic Education:

Whether her department intends implementing the recent recommendations made in the new guidelines on sex education by the UNESCO, if not why not; if so, (a) when, (b) to what extend will her department implement the recommendations in respect of five-year old to eight year old children and (c) what consultation plans will be followed with parents? N0 2074E

**REPLY:**

UNESCO's International Guidelines on Sexuality Education is based on research in 87 countries and input provided by experts in specialsed NGOs and other UN agencies. Education is recognised as one of the best weapons we have to reduce the HIV infection rate and to improving the sexual and reproduction health of young people across the world. Many young men and women do not have access to the knowledge that could help them make informed decisions about their bodies and their health. These guidelines aim to fill this gap.

The guidelines provide an explanation of what sexuality education is and why it is important to ensure that young people have access to it. They are organised around six key concepts:

· Relationships;

· Values, Attitudes and Skills;

· Culture, Society and Law;

· Human Development;

· Sexual behavior; and

· Sexual and reproductive health.

Each topic is linked to learning outcomes for four age categories: 5-8 years, 9-12 years, 12-15 years and 15-18 years.

The Department will consider the guidelines and then determine if any of them will be adopted for South Africa. If any of the guidelines will have implications for our Life Skills or Life Orientation Learning Programmes the department will consult all relevant stakeholders in this regard.

**QUESTION 1505**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 09/10/09**

**(INTERNAL QUESTION PAPER 20-2009)**

**Mr A P van der Westhuizen (DA ) to ask the Minister of Basic Education**:

(1) What was the average of the raw marks achieved by candidates in the National Senior Certificate Examination in November 2008 before the inclusion of year marks and statistical adjustments by Umalusi, for (a) Mathematics (i) Paper 1, (ii) Paper 2 and (iii) Paper 3, (b) Accounting and (c) Physical Science (i) Paper 1 and (ii) Paper 2;

(2) what would have been the final mark per subject of a candidate who achieved a raw mark of 20% in the examination papers and for whom a year mark of 50% was submitted if both this year mark and the mark achieved in the examinations reflected the average of the marks for the learner cohort of a particular school for Mathematics Paper 1 and Paper 2, Accounting and Physical Science? NW1909E

**REPLY:**

(1) The raw marks achieved by candidates in the NSC, prior to the inclusion of school based assessment (SBA) marks and the statistical adjustments, are regarded as an incomplete measure of the learner's performance and are therefore not analysed or included in our reporting on learner performance. Both the inclusion of SBA marks and the statistical adjustment of marks are internationally recognized components in the summation of a learner's performance and there are sound educational reasons for the inclusion of both these components. Therefore, analyzing learner performance, with these two components excluded is a fruitless exercise.

(2) The practice of statistically adjusting the school based assessment (SBA) marks to the examination marks, is based on the principle that the SBA marks should not deviate significantly from the examination marks, in a cohort where all other conditions have remained relatively similar. Therefore, the SBA marks should not deviate by more than 5 -10% from the examination marks. In a subject where a learner obtained 20% in the examination and 50% in the SBA, the SBA will be adjusted to 25% so that it lies within the acceptable range. This practice is also based on the researched position that SBA marks have a lower reliability than examination marks. The centralized setting of the question papers and the controlled conditions relating to the writing and marking of examinations, accords examination marks a higher reliability and therefore in the absence of a more reliable benchmark, the examination is used as an anchor in this statistical adjustment process.

**QUESTION 1577**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 09/10/09**

**(INTERNAL QUESTION PAPER 20-2009)**

**Mr D C Smiles (DA) to ask the Minister of Basic Education:**

(1) Whether her department developed and adopted a policy providing guidelines for the appointment of persons with a criminal record; if so, (a) when was the policy (i) developed and (ii) adopted and (b) where can a copy of the policy be obtained; if not,

(2) whether her department has any plans in place to develop and adopt such a policy; if not, why not; if so, what are the relevant details;

(3) whether her department does any pre-employment screening of potential employees for criminal records; if not, why not; if so, what are the relevant details;

(4) whether any employees with criminal records are currently employed by her department; if so, (a) how many and (b) what is their (i) job level and (ii) occupational category? NW1983E

**REPLY:**

(1) No. The Department of Basic Education does not, as yet, have a policy providing guidelines for the appointment of persons with a criminal record.

(2) A policy providing guidelines for the appointment of persons with criminal records is currently under development and will be functional as soon as the Departments has satisfied itself with the legal aspects around it.

(3) Not applicable at the moment.

(4) Not applicable at the moment.

**QUESTION 1296**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 18/09/09**

**(INTERNAL QUESTION PAPER 17-2009)**

**Mr M H Steele(DA) to ask the Minister of Basic Education**:

(a)(i)What is the (aa) identity number, (bb) Persal number and (cc) occupation each of the nominated members of her department's 2008-09 Audit Committee and (ii) by whom is each of the audit committee members employed, (b) on which dates did the audit committee meet in the 2008-09 financial year and (c) what records are there for each of these meetings? NW1643E

**REPLY:**

**(a)(i) INFORMATION REGARDING AUDIT COMMITEE MEMBERS**

**(aa) Members**

S Sithole

MC Ledwaba

MJ Froneman

Dr CP Madiba

C Mpati

**(bb) Persal number**

S Sithole 19475527

MC Ledwaba 18696589

MJ Froneman 12091260

Dr CP Madiba 15758761

C Mpati 61082341

**(cc) Occupation**

S Sithole Chartered Accountant

MC Ledwaba Chief Financial Officer

MJ Froneman Consultant

Dr CP Madiba Director District Development

C Mpati General Manager Adult Literacy Campaign

**(ii) Employed**

S Sithole Partner at Sithole Incorporated Chartered Accountants

MC Ledwaba City of Polokwane

MJ Froneman Government Finance Projects Cc

Dr CP Madiba National Department of Education (Temporary basis)

C Mpati Kwa Zulu Natal of Education

**(b) Dates of Audit Committee Meetings for 2008/2009**

8 May 2008

29 May 2008

28 July 2008

30 September 2008

1 December 2008

19 March 2009

**(C) Records of Audit Committee Meetings**

Minutes of each audit committee meeting are kept and also distributed to each audit committee member, external auditors and the accounting officer.

**QUESTION 1278**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 18/09/09**

**(INTERNAL QUESTION PAPER 17-2009)**

**Ms S P Lebenya-Ntanzi (IFP) to ask the Minister of Basic Education:**

Whether she intends introducing sign language as an official school subject; if not, why not; if so, (a) what is the timeframe for establishing a process to recognise sign language as a school subject and (b) what are the further relevant details? NW1299E

**REPLY:**

Yes.The Department of Basic Education in cooperation with PANSALB has already commenced with the development of Sign Language to be listed in the *National Curriculum Statement Grades R-12*.

The first step in the development process is to develop terminology for Sign Language. The terminology list, once finalised must be verified and authenticated by the National Language Board. PANSALB will assist the Department of Basic Education in this regard.

Furthermore, information must be obtained of the level at which the language subject will be offered. Languages are currently offered at three language levels, namely Home, First Additional and Second Additional Language levels.

Once Sign Language has been standardised, a Ministerial Task Team must be established with the aim of determining what expertise is needed and to invite experts in the identified fields of Sign Language to serve on a Subject Working Group.

It is imperative that all groupings in the aurally impaired community are identified because there must be consensus on what exactly Sign Language is and whether South African Sign Language is the only or best option. It is also important that all official languages will be accommodated in the chosen version of Sign Language.

The Subject Working Group will commence with its duty as spelt out in the Terms of Reference as developed by the Ministerial Committee. The Subject Working Group will develop the following required policy and guideline documents:

Ø Subject Statements which form the national education policy framework and stipulate the learning outcomes, assessment standards and content required for Sign Language;

Ø Learning Programme Guidelines to assist teachers with the interpretation of the Subject Statements, especially with regard to the conduct of School-Based Assessment; and

Ø Subject Assessment Guidelines to assist teachers with the composition of the School-Based Assessment and Practical Assessment Tasks of Sign Language as outlined in the Subject Assessment Guidelines.

Once the above policy and guideline documents have been developed, they must be published for public comment in the *Government Gazette*.

The above process takes approximately ten months.

The implementation date is to a large extent dependent on whether all groupings of the aurally impaired community have agreed to the curriculum.

Other factors that could influence the planned date for implementation, are the availability of qualified teachers in Sign Language and the availability of suitable and acceptable teaching and learning support material

It is imperative that all groupings in the aurally impaired community are identified because there must be consensus on what exactly Sign Language is and whether South African Sign Language is the only or best option. It is also important that all official languages will be accommodated in the chosen version of Sign Language.

The Subject Working Group will commence with its duty as spelt out in the Terms of Reference as developed by the Ministerial Committee. The Subject Working Group will develop the following required policy and guideline documents:

Ø Subject Statements which form the national education policy framework and stipulate the learning outcomes, assessment standards and content required for Sign Language;

Ø Learning Programme Guidelines to assist teachers with the interpretation of the Subject Statements, especially with regard to the conduct of School-Based Assessment; and

Ø Subject Assessment Guidelines to assist teachers with the composition of the School-Based Assessment and Practical Assessment Tasks of Sign Language as outlined in the Subject Assessment Guidelines.

Once the above policy and guideline documents have been developed, they must be published for public comment in the *Government Gazette*.

Other bodies/organisations to be involved are:

Ø The South African Qualifications Authority (SAQA) for the registration of qualifications on the National Qualifications Framework (NQF);

Ø Umalusi, the Council for General and Further Education and Training Quality Assurance as Quality Council, which must develop and implement policy and criteria for the development, registration and publication of qualifications; and the quality assurance thereof; and

Ø Higher Education South Africa (HESA), which must consider if a subject qualifies to be regarded as a gateway subject for entrance to a Bachelor's degree at a university. Currently there are only 18 of the 29 National Senior Certificate subjects identified for university admission. These gateway subjects are listed in *paragraph 4* of the *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate (NSC)*, published in *Government Gazette, No, 31231* of 11 July 2008.

If Sign Language is to be developed at Home and First Additional Language level, the implementation thereof should commence at General Education and Training (GET) Level before there can be any implementation at Further Education and Training (FET) Level.

The duration of the National Senior Certificate qualification which is based on the *National Curriculum Statement Grades 10-12* is three years, namely Grades 10, 11 and 12. A learner must offer all subjects selected, including Sign Language for all three grades, Grades 10-12. In view of this, the implementation of a newly developed subject should be incrementally, starting with Grade 10 in January of the year after approval of the subject.

Only Sign Language at Second Additional Language level can be directly implemented at FET level.

The above process takes approximately 10 months. The implementation date is to a large extent dependent on whether all groupings of the aurally impaired community have agreed to the curriculum.

Other factors that could influence the planned date for implementation, are the availability of qualified teachers in Sign Language and the availability of suitable and acceptable teaching and learning support material

**QUESTION 506**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09**

**(INTERNAL QUESTION PAPER 06-2009)**

Mr GG Boinamo to ask the Minister of Basic Education:

1. Whether any function was organised to mark the occasion of the delivery of her budget vote in 2009; if so, (a) what total amount was spent on this function, (b) from which budget was the money allocated, (c) what amount was spent on (i)food and refreshments, (ii) venue, (iii) entertainment, (iv) staff and (v) transport and (d) how many persons were invited to attend this function? NW569E

**REPLY:**

1. Yes

(a) R267 044.57

(b) The Communications budget

(c) (i) R47 673.99

(ii) None

(iii) R20 500

(iv) None

(v) None

(d) 250

**QUESTION 507**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09**

**(INTERNAL QUESTION PAPER 06-2009)**

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

(1) Whether her department makes use of private security firms; if so, how much money was spent on such firms in 2008;

(2) whether these firms are used on a contractual basis; if so, (a) how many contracts did her department take out in this regard in 2008, (b) with which firms were these contracts taken out, (c) for what specific purpose was each contract taken out and (d) what was the value of the contract in each case;

(3) why is there a need for her department to use a private security firm as opposed to state security? NW570E

**REPLY:**

(1) No.

(2) Not applicable.

(3) Not applicable.

QUESTION 189

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

**Ms N Gina (ANC) to ask the Minister of Basic Education:**

Whether any plans are in place to ensure that schools are not disrupted by service delivery protests at this critical period when learners need to prepare for examinations; if not, why not; if so, what plans? NO2095E

**REPLY:**

The Minister of Basic Education has taken all reasonable and necessary steps to ensure that learning and teaching takes place without disruption in our schools.

We share the concern that service delivery protests already may impact negatively on school activities. We are advised that in the areas affected by service delivery protests the Provincial Departments have measures in place.

Limpopo (Moutse)

Two camps were established to accommodate learners – boys were moved to Makhado Multipurpose Centre in Vhembe region and girls were moved to Tivumbeni Multipurpose Centre in Mopani. Since the establishment of the camps, the community expressed their commitment to support learners to write their exams.

However, in case there are any disruptions, the Provincial Department will set up a writing centre outside Moutse and provide the learners with transport to the centre.

Mpumalanga (Mathafeni and Sakhile)

The Circuit Managers are on high alert to move learners to other schools within the circuits in case there are any disruptions. The Provincial Legislature was briefed yesterday about the details of the planned intervention in order to afford learners an opportunity to write their exams

QUESTION 193

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

**Mrs F F Mushwana (ANC) to ask the Minister of Basic Education:**

When will all schools be transformed into inclusive structures that will make them accessible to all learners, including those with disabilities? NO2099E

**REPLY:**

According to the implementation plan of the National Minimum Norms and Standards for School Infrastructure, provinces will apply Minimum Functionality norms and standards to all new schools, and where possible and when the budget is available, upgrading and maintenance to existing schools with the target to have all schools meeting the minimum functionality target.

This includes the programme to convert existing schools into full service schools as per White Paper 6 on Inclusive Education. The target for all schools to meet the optimum functionality is 2030 or earlier. This includes having all schools accessible to all learners. The achievement of this target, however, is dependent on the availability of sufficient funding.

QUESTION 194

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

**Mrs M T Kubayi (ANC) to ask the Minister of Basic Education:**

What is her department's state of readiness with regard to the examinations? NO2100E

**REPLY:**

The Department of Education (DoE) is ready to implement the 2009 National Senior Certificate examinations. The DoE has used the first implementation of the NSC examination in 2008 as a platform on which to build and improve on the examination systems and processes. The challenges presented in the 2008 examination constituted the specific focus in the 2009 preparations. The DoE monitors and supports the PEDs on an ongoing basis and a dedicated state of readiness audit was conducted in each of the PEDs in July 09.

All question papers have been set and externally moderated by the Quality Assurance Council, Umalusi and have been submitted to provincial education departments for printing. PEDs are finalizing their printing and packing of question papers which will be delivered to examination centres on a daily basis in most of the PEDs, as a security measure. The registration of candidates has been finalized and the internal assessment marks are currently being moderated at the provincial level and will be collected and captured on the computer system by 15 November 09. The official commencement of the NSC examination will be on 02 November 09, by the time at which all non-official languages and practical subjects would have been completed.

The monitoring teams from the DoE and PED will visit examination centres during this stage to ensure that examinations are conducted in accordance with policy. Marking centres have been established and prospective markers have been screened and appointed.

Much progress has been made towards complete modernization of the administration system by introducing an Integrated Examination Computer System (IECS) which is already at its advance stages. In this regard multiple back-up systems run by SITA and monitored by Government Information Technology Office (GITO) have been put in place. The Minister of Basis Education will receive daily progress reports from all 10 130 national and international examination centres. Of the total number of examination centres 8 124 will be schools, 1 294 ABET, as well as 8 centres in Namibia and Swaziland. The Department is ready to provide examinations services to all South Africans travelling abroad. In this regard our embassies throughout the world play a significant part as emissaries of our national examination system. In respect of this we have received requests in Athens in Greece as well as in Perth in Australia. All processes are on track for the release of the results on 7 January 2010 and the DoE is confident that barring minor incidents which are expected in an examination of this magnitude, the 2009 examination will be successfully administered.

**QUESTION 195**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 19/06/09**

**(INTERNAL QUESTION PAPER 03-2009)**

Ms JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:

(a) How many vacancies for school principal posts existed in each province as at the latest specified date for which information is available and (b) when will these vacancies be filled in each case? NW242E

**REPLY:**

(a) The number of vacant Principal posts as at the end of January 2009 is as follows:

**Provincial breakdown of principal vacancy rates**

|  |  |  |
| --- | --- | --- |
| **Province** | **Vacancies** | **Total Principal posts** |
| Eastern Cape | 1 783 | 7 169 |
| Free State | 366 | 1 958 |
| Gauteng | 278 | 2 276 |
| KwaZulu Natal | 837 | 6 413 |
| Limpopo Province | 705 | 4 443 |
| Mpumalanga | 243 | 2 062 |
| North West | 235 | 2 149 |
| Northern Cape | 105 | 706 |
| Western Cape | 268 | 1 795 |
| **TOTAL** | **4 820** | **28 71** |

(b) The frequency of vacancy lists per province is as follows for this year:

|  |  |
| --- | --- |
| **Province** | **Report** |
| **Eastern Cape** | Vacancy list will be released in the last term for appointment in January 2010 |
| **Free State** | Vacancy list released in first and second term and assumption of duty on 1 October 2009 |
| **Gauteng** | A vacancy list to be released in July 2009 for filling 1 October 2009 |
| **KwaZulu-Natal** | No Report available at the time of response |
| **Limpopo** | No Report available at the time of response |
| **Mpumalanga** | A vacancy list to be released in July 2009  |
| **North West** | Vacancy list released in the second term and appointments made for assumption of duty on first July 2009 |
| **Northern Cape** | No confirmation of the issuing of further vacancy lists in 2009 |
| **Western Cape** | The vacancy list will be released in August 2009 for possible filling of posts in January 2010 |

**QUESTION 197**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 19/06/09**

**(INTERNAL QUESTION PAPER 03-2009)**

Ms JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:

(1) What was the backlog of textbooks in each province as at the latest specified date for which information is available;

(2) whether her department has taken any steps to rectify this situation; if not, (a) why not and (b) when will these backlogs be eliminated; if so; what steps;

(3) whether officials in her department have been held responsible for these backlogs; if not, why not; if so, (a) which officials and (b) what? NW243E

**REPLY:**

1 Although the procurement of textbooks is a provincial competence, the Department of Basic Education decided to conduct a survey in schools with the aim of determining the availability of textbooks in Grades 10-12. The number of school that responded and returned the survey back to the Department of Basic Education is 509, which represents 9% of secondary schools in South Africa. As indicated above only 509 surveys were returned and captured by the Department.

It is difficult to conclude that the budget given to schools is inadequate from the information provided by provinces. Not all schools provided information relating to budgets.

From the information gathered from schools, not many schools have retrieval systems in place. The table below shows the number of schools surveyed and the number of schools with retrieval systems in place.

|  |  |  |
| --- | --- | --- |
| **Province** | **Number of schools** | **Number schools retrieval system** |
| Eastern Cape | 78 | 68 |
| Free State | 66 | 43 |
| Gauteng | 174 | 125 |
| Kwa-Zulu Natal | 24 | 18 |
| Limpopo  | 50 | 35 |
| Mpumalanga | 28 | 15 |
| Northern Cape | 15 | 8 |
| North West | 53 | 41 |
| Western Cape | 21 | 16 |
| **Total** | **509** | **369** |

From the analysis of the survey, it is evident that many learners are not allowed to take textbooks home. The lack of textbooks impacts negatively on their performance. See table below.

|  |  |  |
| --- | --- | --- |
| **Province** | **Number of schools** | **Number of schools allowing learners to take textbooks home** |
| Eastern Cape | 78 | 67 |
| Free State | 66 | 41 |
| Gauteng | 174 | 116 |
| Kwa-Zulu Natal | 24 | 15 |
| Limpopo  | 50 | 35 |
| Mpumalanga | 28 | 15 |
| Northern Cape | 15 | 8 |
| North West | 53 | 42 |
| Western Cape | 21 | 17 |
| **Total** | **509** | **356** |

2. It is evident that textbook availability in schools is a problem and the Department of Education together with provincial education departments need to provide a solution to the shortage of textbooks in schools. The shortages maybe ascribed to the following:

· Inadequate budget.

· Number of subjects offered by schools.

· Procurement practices by schools.

· Lack of retrieval systems in schools.

The report was presented to provinces and their response was positive. The report allowed provinces to engage with the fact that not all learners have seven textbooks despite good intentions of provinces. From the analysis, it was agreed that proposal to draft a policy on the funding and procurement of textbooks should be developed.

3. The General Education and Training Branch has initiated a process of developing a national catalogue, which will also include an audit of LTSM in schools. However, as with FET, provincial Departments of Education are responsible for the procurement of LTSM.

4. The Department of Education is not directly involved in the procurement and dissemination of textbooks and therefore no officials could be held responsible.

QUESTION 199

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

**Dr JC Kloppers (DA) to ask the Minister of Basic Education:**

**(1)** Whether any research has been done on the average amount of time spent by educators actively teaching the curriculum in classrooms per day; if not, why not; if so what are the relevant details;

**(2)** Whether any plans have been drawn up to improve the number of hours spent by educators in classrooms, if not; why not; if so what are the relevant details

NO2106E

**REPLY:**

(1) The last comprehensive study on teacher workload was conducted in 2005 by the HSRC for the Education Labour Relations Council (ELRC) entitled "Educator Workload in South Africa". In summary the study found that, on average, educators spent less time on teaching than required. The study made several recommendations which included, among others, improvement of administrative support to schools; reduction of class sizes and; reduction of learning areas in the curriculum; reduction of required assessment and recording and reporting.

(2) Measures in regards to teaching loads do exist and it is the responsibility of the Principal to allocate the minimum teaching time and Districts to monitor this. These measures are stipulated in section 3 of the Personnel Administration Measures (PAM) in (G.N. 222 of 1999 published in Government Gazzette No. 19767, as amended and updated on a regular basis). In summary the PAM stipulates that all post level one educators shall be at school for the minimum of seven hours per day. Out of that time 85%-92% and 85%-90% in primary and secondary school respectively shall be allocated to teaching. The Department has commissioned a report to review and reform the **implementation** of the curriculum, with a particular focus on the reduction of the administrative burden on teachers and an increase in teaching time.

A final draft report has been received and discussed in the Council of Education Ministers meeting and the final report is imminent. Among the preliminary recommendations is a reduction in administrative workload which the Department supports.

QUESTION 200

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

**Rev K R J Meshoe (ACDP) to ask the Minister of Basic Education:**

Whether she has found that the poor matric results are as a result of outcomes-based education (OBE); if not, what is her conclusion based on; if so, what are the further relevant details? NO2108E

**REPLY:**

The National Senior Certificate (NSC) which is the new curriculum that replaces the old "matric" was implemented for the first time in 2008. The new curriculum which adopts an outcomes based approach to teaching, learning and assessment, incorporates the best practices that are designed to improve on the limitations of the old curriculum. Given that this curriculum was implemented for the first time in 2008, and that it is a significant change from the old, the performance in 2008 cannot be compared to previous years. The new NSC curriculum must be evaluated in the context of what this curriculum has produced and how does it better equip learners for further education and the world of work. The performance in 2008 will serve as a baseline for future comparative studies. However, one the biggest achievements of the new curriculum is that 343 000 learners have exited the system with either Mathematics or Mathematical literacy as part of their qualification, compared to the 184 000, that exited the system with Mathematics in 2007. Making Mathematical knowledge and skills available to the broader population of learners is certainly a remarkable gain.

The new curriculum is internationally comparable and therefore cannot be linked to poor performance. There are issues relating to the implementation of the new curriculum, which include, *inter alia*, effective advocacy of the new policy, teacher training, availability of appropriate learner and teacher support material, advisory and assessment support to teachers, which my Department is dealing with in a decisive manner. My Ministry is committed to improving learner performance in the education system and will therefore leave no stone un-turned in ensuring that this goal is achieved.

**QUESTION 665**

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

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

**Mr DC Smiles (DA) to ask the Minister of basic Education:**

Whether her department has any statistics on the breakdown of matric candidates in 2008 in terms of race; if not, what is the position in this regard; if so, (a) how many (i) black, (ii) coloured, (iii) Indian, (iv) white, (v) Asian and (vi) other learners wrote the 2008 Senior Certificate examinations in each province and (b) how many of these learners (i) failed, (ii) passed, (iii) passed with matric exemption, (iv) passed with merit and (v) passed with distinction? NW751E

**REPLY:**

Statistics on the break down of candidates who wrote the Grade 12 NSC examination in 2008, in terms of race is available

(a) (i) to (vi) See table 1 column 1.

(b) (i) See table 1 column 3.

(b) (ii) See table 1 column 2.

(b) (iii) See table 1 columns 4, 5 and 6 for the types of passes which allows candidates admission to Higher Education.

(b) (iv) The NSC in 2008 did not make provision for "Pass with merit" in 2008.

(b) (v) The NSC in 2008 did not make provision for "Pass with distinction" in 2008.

|  |  |  |
| --- | --- | --- |
| **TABLE 1 - NSC Nov 2008 - Race data per province** |  |  |
|  |  |  |  |  |  |  |  |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 |
| **Province Name** | **Race** | **Wrote** | **Passed** | **Failed** | **Pass Bachelor** | **Pass Diploma** | **Pass Higher Certificate** |
| EASTERN CAPE | Asian | 34 | 32 | 2 | 25 | 6 | 1 |
| EASTERN CAPE | Black | 52,998 | 24,120 | 28,878 | 5,401 | 8,796 | 9,722 |
| EASTERN CAPE | Coloured | 4,053 | 3,115 | 938 | 807 | 1,420 | 864 |
| EASTERN CAPE | Indian | 155 | 149 | 6 | 101 | 37 | 10 |
| EASTERN CAPE | Unspecified | 14 | 12 | 2 | 5 | 4 | 3 |
| EASTERN CAPE | White | 3,130 | 3,097 | 33 | 2,108 | 901 | 78 |
| **EASTERN CAPE Total** |  | 60,384 | 30,525 | 29,859 | 8,447 | 11,164 | 10,678 |
| FREE STATE | Asian | 114 | 92 | 22 | 43 | 24 | 23 |
| FREE STATE | Black | 26,050 | 17,728 | 8,322 | 3,865 | 7,418 | 6,373 |
| FREE STATE | Coloured | 743 | 550 | 193 | 147 | 273 | 122 |
| FREE STATE | Indian | 28 | 27 | 1 | 18 | 6 | 3 |
| FREE STATE | Unspecified | 1 | 1 | 0 | 1 | 0 | 0 |
| FREE STATE | White | 3,278 | 3,246 | 32 | 2,219 | 945 | 64 |
| **FREE STATE Total** |  | 30,214 | 21,644 | 8,570 | 6,293 | 8,666 | 6,585 |
| GAUTENG | Asian | 164 | 153 | 11 | 105 | 34 | 10 |
| GAUTENG | Black | 71,687 | 50,446 | 21,241 | 14,565 | 19,397 | 14,678 |
| GAUTENG | Coloured | 4,553 | 3,719 | 834 | 1,306 | 1,419 | 854 |
| GAUTENG | Indian | 2,367 | 2,306 | 61 | 1,567 | 476 | 172 |
| GAUTENG | Unspecified | 19 | 18 | 1 | 14 | 3 | 1 |
| GAUTENG | White | 15,291 | 15,155 | 136 | 10,051 | 4,488 | 449 |
| **GAUTENG Total** |  | 94,081 | 71,797 | 22,284 | 27,608 | 25,817 | 16,164 |
| KWAZULU-NATAL | Asian | 1,035 | 444 | 591 | 100 | 164 | 177 |
| KWAZULU-NATAL | Black | 126,090 | 67,238 | 58,852 | 16,657 | 25,697 | 24,447 |
| KWAZULU-NATAL | Coloured | 1,613 | 1,433 | 180 | 630 | 567 | 233 |
| KWAZULU-NATAL | Indian | 8,792 | 8,258 | 534 | 4,282 | 2,987 | 980 |
| KWAZULU-NATAL | Unspecified | 23 | 23 | 0 | 21 | 2 | 0 |
| KWAZULU-NATAL | White | 2,919 | 2,905 | 14 | 2,156 | 680 | 66 |
| **KWAZULU-NATAL Total** |  | 140,472 | 80,301 | 60,171 | 23,846 | 30,097 | 25,903 |
| LIMPOPO | Asian | 79 | 75 | 4 | 51 | 17 | 3 |
| LIMPOPO | Black | 87,171 | 46,981 | 40,190 | 10,041 | 16,743 | 19,677 |
| LIMPOPO | Coloured | 134 | 89 | 45 | 27 | 41 | 20 |
| LIMPOPO | Indian | 3 | 1 | 2 | 1 | 0 | 0 |
| LIMPOPO | Unspecified | 9 | 5 | 4 | 2 | 2 | 1 |
| LIMPOPO | White | 1,386 | 1,379 | 7 | 921 | 423 | 23 |
| **LIMPOPO Total** |  | 88,782 | 48,530 | 40,252 | 11,043 | 17,226 | 19,724 |
| MPUMALANGA | Asian | 599 | 237 | 362 | 60 | 77 | 94 |
| MPUMALANGA | Black | 50,563 | 24,910 | 25,653 | 4,815 | 9,327 | 10,376 |
| MPUMALANGA | Coloured | 243 | 197 | 46 | 76 | 78 | 42 |
| MPUMALANGA | Indian | 132 | 130 | 2 | 74 | 41 | 10 |
| MPUMALANGA | Unspecified | 10 | 4 | 6 | 0 | 2 | 2 |
| MPUMALANGA | White | 2,429 | 2,405 | 24 | 1,468 | 864 | 56 |
| **MPUMALANGA Total** |  | 53,976 | 27,883 | 26,093 | 6,493 | 10,389 | 10,580 |
| NORTH WEST | Asian | 24 | 20 | 4 | 14 | 4 | 1 |
| NORTH WEST | Black | 29,479 | 19,005 | 10,474 | 4,057 | 7,601 | 6,987 |
| NORTH WEST | Coloured | 511 | 399 | 112 | 115 | 174 | 97 |
| NORTH WEST | Indian | 104 | 99 | 5 | 81 | 15 | 1 |
| NORTH WEST | Unspecified | 5 | 4 | 1 | 2 | 0 | 1 |
| NORTH WEST | White | 2,962 | 2,943 | 19 | 1,944 | 896 | 83 |
| **NORTH WEST Total** |  | 33,085 | 22,470 | 10,615 | 6,213 | 8,690 | 7,170 |
| NORTHERN CAPE | Asian | 17 | 13 | 4 | 6 | 5 | 1 |
| NORTHERN CAPE | Black | 5,023 | 3,286 | 1,737 | 673 | 1,296 | 1,230 |
| NORTHERN CAPE | Coloured | 3,965 | 2,989 | 976 | 660 | 1,395 | 887 |
| NORTHERN CAPE | Indian | 16 | 15 | 1 | 12 | 2 | 1 |
| NORTHERN CAPE | Unspecified | 6 | 4 | 2 | 2 | 0 | 2 |
| NORTHERN CAPE | White | 950 | 944 | 6 | 584 | 329 | 26 |
| **NORTHERN CAPE Total** |  | 9,977 | 7,251 | 2,726 | 1,937 | 3,027 | 2,147 |
| WESTERN CAPE | Asian | 53 | 52 | 1 | 38 | 12 | 2 |
| WESTERN CAPE | Black | 11,767 | 7,051 | 4,716 | 1,815 | 2,602 | 2,286 |
| WESTERN CAPE | Coloured | 22,398 | 17,896 | 4,502 | 5,159 | 7,778 | 4,439 |
| WESTERN CAPE | Indian | 421 | 408 | 13 | 296 | 83 | 16 |
| WESTERN CAPE | Unspecified | 645 | 610 | 35 | 359 | 198 | 36 |
| WESTERN CAPE | White | 8,408 | 8,376 | 32 | 6,500 | 1,674 | 117 |
| **WESTERN CAPE Total** | 43,692 | 34,393 | 9,299 | 14,167 | 12,347 | 6,896 |
| **Grand Total** |  | 554,663 | 344,794 | 209,869 | 106,047 | 127,423 | 105,847 |

**QUESTION 263**

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

**(INTERNAL QUESTION PAPER 04-2009)**

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

1. Whether her department has a policy on the use of South African Sign Language (SASL) as (a) language of study and (b) an examinable language; if not, what is the position in this regard; if so, what is the policy;
2. Whether the policy is reflected at provincial level; if not, why not; if so what are the relevant details,
3. How many learners (a) studied and (b) wrote matric exams on SASL in each of the most recent years? NW313E

**REPLY:**

1. Yes, the Department of Basic Education has several policies that have relevance to the South African Sign Language. Firstly, The Language in Education Policy (14 July 1997) published in terms of the National Education Policy Act (Act 27 of 1996) states that in terms of the Constitution of the Republic of South Africa, the government, and thus the Department of Education, recognizes that our cultural diversity is a valuable national asset and hence is tasked, among other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution.

The Revised National Curriculum Statement, Gr R – 9, 2002 states that the Languages Learning Area Statement includes all eleven official languages as well as languages approved by the Pan South African Language Board (PANSALB) such as South African Sign Language (p.19, Overview). It must however be noted that the process of standardising South African Sign Language, although far advanced, has not yet been completed by PANSALB.

Although Education White Paper 6 on Building an Inclusive Education and Training System, July, 2001, published in terms of the National Education Policy Act (Act 27 of 1996) does not make specific reference to SASL, it emphasises that language and medium of learning and teaching are critical barriers to learning that have to be addressed in education (Section 2.2.6.1). SASL is thus used as a medium of instruction in schools for deaf learners. Several Guidelines that have been developed to strengthen the implementation of the Departmental policies have emphasised the strengthening of SASL as a medium of instruction for Deaf learners (e.g. Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres, 2007; the National Strategy on Screening, Identification, Assessment and Support, 2008; Guidelines for Inclusive Learning Programmes, 2005). The Department has also ensured that the capacity of teachers at schools for the Deaf are strengthened in the area of SASL by several nationally organised training programmes between 2006 and 2008.

SASL is not an examinable subject. The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF), 2005, does not list SASL as a nationally approved subject that complies with the programme requirements of the NCS Grades 10 – 12 (General) under either Group A or Group B. Provision is made in the policy for the recognition of subjects not listed in the National Curriculum Statement Grades 10 – 12 (General) provided that formal application is made to the Department of Basic Education according to set procedures. Such a process has not yet been formally initiated by the SASL interest groups.

2. All the above-mentioned policies are carried out by Provincial Departments of Education. The Department of Basic Education identifies priority areas of development and monitors whether these are implemented. One of the priority areas has been the strengthening of educational standards in all special schools. This includes continued professional teacher development in the use of SASL as a medium of instruction. All curriculum policies are implemented at provincial level.

3. No learners have studied SASL as a subject, nor written the National Senior Certificate examination in SASL, as PANSALB has not finalised the development of the SASL as a language. A curriculum has therefore not yet been developed for the study and examination of SASL as a subject. SASL is used as a medium of instruction in a number of special schools.

**QUESTION 262**

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

**(INTERNAL QUESTION PAPER 04-2009)**

Dr JC Kloppers - Lourens (DA) to ask the Minister of Basic Education:

1. Whether teachers are required to contribute towards the Unemployment Insurance Fund (UIF), if so, (a) what conditions apply to their joining and (b) what reasons might result in a teacher not contributing to the UIF; if not, (i) why not and (ii) what other provision is made for teachers who lose their jobs? NW312E

**REPLY:**

1 In terms of section 4 of the Unemployment Insurance Contributions Act, No. 4 of 2002 (the Act), the Act applies to all employers and employees, other than, inter alia, employers and employees in the national and provincial spheres of government.

1(a) They may not join at all

1(b) They are prohibited to join by law

1(b)(i) They are required to contribute towards the Government Employees' Pension Fund (GEPF)

1(b)(ii) Government employees contribute to the Government Employees Pension Fund (GEPF), and upon termination of service, pension benefits are paid to the former government employees.

**QUESTION 995**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 28/08/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Mr D Smiles to ask the Minister of Basic Education:**

What (a) is the status of the recapitalisation plans for 100 technical schools as indicated in Budget Vote 13 (details furnished), (b) are the relevant frameworks, including timeframes, (c) is the relevant budget for the (i) 2009-10, (ii) 2010-11 and (iii) 2011-12 financial years and (d) are the names per province of each of the technical schools that will be the beneficiaries of this project? NW1218E

**REPLY:**

a) The Department of Basic Education (DoBE) has established an inter-provincial steering committee comprised of officials of the DoBE and provincial coordinators for technology subjects. The steering committee is responsible for coordinating the implementation of the recapitalization project. In addition, the Department has finalized the process to appoint a suitable provider to audit selected technical schools to be considered for recapitalization. The audit will assess infrastructure needs, equipment requirements, teacher and learner support and learning and teaching requirements in the selected schools.

b) The Department has developed a framework for the implementation of the recapitalization of technical schools. The first phase of the process will be used for planning purposes and will take place in 2009/10 financial year. This will include a report of the audit of schools and the development of business plans for the recapitalization process.

The second phase of the process will commence in 2010/11 financial year and will include the procurement and delivery of the relevant support to schools. The process will also include the monitoring of schools to ensure compliance with the business plans and the conditions for the recapitalization grant.

The third phase will take place in the 2011/12 financial year and will include the finalization of procurement and delivery of relevant support to schools.

c) The budget allocated for the recapitalization of technical schools is as follows:

2009-10: R4.6 million

2010-11: R80 million

2011-12: R200 million

d) The names of schools to be recapitalized will be informed by the outcomes of the audit process of technical schools.

**QUESTION 687**

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

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

**Mrs AT Lovemore (DA) to ask the Minister of basic Education:**

Whether, in light of the current recession and the consequent shortfall in state revenue, her department has introduced any austerity measures to reduce its expenditure with regard to (a) official vehicles, (b) travel, (c) travel by departmental officials, (d) accommodation and household help or (e) any other aspects of government business; if not, what is the position in this regard; if so, what are the relevant details? NW781E

**REPLY:**

The Department has the following austerity measures to reduce expenditure:

(a) Any official vehicle purchased is done in accordance with the Ministerial handbook for use in Pretoria and Cape Town.

(b) As far as travel is concerned, one has to take into account that travelling remains an unavoidable expense in order to effectively meet the many responsibilities of a National Department of Education. As indicated under (a) any expenses incurred for travel will be done within the official guidelines and parameters set by government.

(c) Travel by Departmental officials has been reduced substantially in order to reduce costs. Where possible the number of officials traveling is reduced. Overnight accommodation is limited and is only arranged if it is a necessity. Telephone/video conferencing is also utilised where possible to save costs on both travel and accommodation.

(d) Accommodation and household help is treated in accordance with the Ministerial handbook.

(e) Cost containment measures are applied with the normal operations of the Department. In support of cost containment measures and the Cost Containment Guidelines issued by National Treasury, the accounting officer issued a circular to senior managers to request them to ensure that spending plans should be closely interrogated in terms of the overall need and value of the programme, before proceeding. Managers were also requested to identify any possible savings/under-expenditure that could be utilised for unfunded areas.

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/11/09**

**(INTERNAL QUESTION PAPER 28-2009)**

**QUESTION 2201**

**Mr PF Smith (IFP) asked the Minister of Basic Education:**

Whether physical education and/or sport are a standard part of the curriculum in public schools; if not, (a) why not and (b) when will it be a standard part of the curriculum; if so, what are the relevant details? NW2762E

**Minister of Basic Education: Mrs A Motshekga REPLY:**

Yes, Physical Education forms an integral part of the public schools' curriculum and is part of the Life Orientation curriculum. Life Orientation is one of the eight learning Areas that all schools have to offer to Grade R-9 learners during the General Education and Training band and one of the fundamental (i.e. compulsory) subjects that all Grade 10-12 learners must offer as part of their 7 (seven) package for a National certificate.

Not applicable

Not applicable

**QUESTION 1353**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 18/09/09**

**(INTERNAL QUESTION PAPER 17-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

Whether she has taken any steps to release the results of the remarked scripts of November 2008 of the National Senior Certificates examinations; if not, why not; if so, what steps? NW1709E

**REPLY:**

The results of the re-marked scripts relating to the 2008 National Senior Certificate (NSC) examination were released on 27 February 2009. Subsequent to the release of the re-mark results, candidates were offered the opportunity of writing the supplementary examinations in February/March 09. The results of the supplementary examination were released on 28 April 09. The Department of Education monitors on a continuous basis the provincial education departments and I am not aware of any re-mark results that have not been released.

**QUESTION 1352**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 18/09/09**

**(INTERNAL QUESTION PAPER 17-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

(1) What is the state of readiness of her department for the National Senior Certificate Examinations (NSCEs) for 2009;

(2) whether any problems are forseen for the upcoming NSCEs; if so, what problems;

(3) whether any plans are in place to avoid the problems which occurred with the 2008 NSCEs; if not, why not; if so, what plans? NW1708E

**REPLY:**

(1) The Department of Education is ready and confident that the 2009 National Senior Certificate examination will be successfully administered. The Department of Education supports and monitors the provincial education departments on an ongoing basis through on-site audits of examination systems and processes, regular reporting and feedback, inter-provincial meetings and teleconferences. This approach has assisted in identifying the shortcomings as they occur, and rectifying them immediately.

(2) There are no problems that are foreseen at this stage. All possible problems have been identified and plans have been put in place to address them effectively.

(3) Clear plans have been put in place to ensure that all candidates received their results timeously. The problem of not releasing the results all the candidates on the scheduled release date, in 2008, emanated from the new emphasis being placed on school based assessment (SBA) by the Department of Education. Improved control systems were put in place to ensure that candidates are not resulted if the SBA is outstanding, a process that was not in place in previous years. This year all Provincial Education Departments have established quarterly monitoring systems that will ensure that schools are assessing their learners on a continuous basis and defaulting schools will be identified and remedial measures will be initiated, to ensure that moderated SBA marks are collected. The computer system that was implemented for the first time, in the 2008 examination, has successfully processed the 2009 supplementary examination results and is being further enhanced and improved to ensure that there are no glitches in the 2009 NSC examination. The results of the 2009 examination will be released on 7 January 2010 an this will allow school principals and the officials in the Provincial Education Departments more time to verify and check all results before they are released.

**QUESTION 1871**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 23/10/09**

**(INTERNAL QUESTION PAPER 22-2009)**

**Dr JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:**

1. Whether (a) she, (b) her deputy minister, (c) any specified officials and (d) any other persons have been issued with a government or official credit card; if so, what are the relevant details for her, her deputy minister and holder of a credit card in respect of the name (i) name, (ii)job title, (iii) credit limit, (iv) outstanding amount as at the latest specified date for which information is available, (v) monthly expenses incurred for each month since receiving the credit card, (vi) reason for such persons being issued with credit card and (vii) uses that such a credit card is intended for;

2. whether any such credit cards are over their credit limit; if so (a) whose credit cards are over the limit and (b) what is the reason for the credit cards exceeding the limit;

3. Whether any action has been taken against such persons for exceeding their credit card limits; if not, why not, if so, what are the relevant details? NW2433E NW2286

**REPLY:**

(1) (a), (b) & (c) **No**

(1) (i) to (vii) **Not applicable**

(2) (a) and (b) **Not applicable**

(3) **Not applicable**

**QUESTION 1870**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 23/10/09**

**(INTERNAL QUESTION PAPER 22-2009)**

**Dr JC Kloppers- Lourens (DA) to ask the Minister of Basic Education:**

(1) In respect of each version of the 2008-09 annual report of the annual reports of each statutory and other entity reporting to his department, (a) what was the (i) budgeted cost, (ii) actual cost and (iii) breakdown of cost in respect of (aa) printing, (bb) graphic design, (cc) other costs and (dd) unit cost of each annual report and (b) how many copies of each were (i) produced and (ii) distributed;

(2) whether any version of the abovementioned reports was retracted or withdrawn; if so, (a) how many times were each annual report withdrawn or retracted, (b) what (i) were the reasons for each withdrawal or retraction and (ii) was the amount spent on each version and (c) how many copies were withdrawn in each case;

(3) how was the decision taken to award the contract to the (a) graphic design company and (b) printing company;

(4) whether (a) any of those public entities that fall under his department held a function on tabling their 2008-09 annual report; if so, in each case (i) what was the name of the public entity, (ii) how much did the function cost, (iii) what is the breakdown of that cost, (iv) where was the function held and (v) how many guests were invited?

|  |  |  |  |
| --- | --- | --- | --- |
| **QUESTION (1a)** | **i) Public Entity****Budgeted cost of the****Annual****Report** | **ii) Actual cost of the****Annual****Report** | **iii) Breakdown of cost in respect of** |
| **PUBLIC ENTITY** | **Printing** | **Graphic Design** | **Other costs** | **Unit cost of each Annual Report** |
| Education Labour Relations Council (ELRC) | 269 500 | 216 734 | 153 085 | 0 | 63 649 | 84.00 |
| South African Council for Educators (SACE) | 100 000 | 79 309 | 79 309 | 0 | 0 | 51.83 |
| Umalusi | 214 671 | 91 081 | 52 611 | 40 470 | 0 | 46.54 |

|  |  |  |
| --- | --- | --- |
| **Question (1b)** | **i) How many copies****were produced?** | **ii) How many copies** **were distributed** |
| **Public Entity** | **2008/09** | **2008/09** |
| ELRC | 1 700 | 1 650 |
| SACE | 1 530 | 1 185 |
| Umalusi | 2 000 | 1 250 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ELRC** | **SACE** | **Umalusi** |
| **QUESTION 2 (b)** | NO version retracted or withdrawn from Parliament | NO version retracted or withdrawn from Parliament | NO version retracted or withdrawn from Parliament |
|  |  |  |  |
| **QUESTION 3** | Through evaluation of competitive quotations. | The Council's procurement policy was applied in awarding the tender to design and printing company. In this case the work was done as a package for both design and printing. | The Graphic design and Printing contract was awarded to The Ideaology Communications & Design Company. Their quotation was compared with two competing companies. |
|  |  |  |  |
| **QUESTION 4 (b)** | No function held. | No function held. | No function held. |

**QUESTION 285**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 03/07/09**

**(INTERNAL QUESTION PAPER 05-2009)**

Mr DA Kganare (COPE) to ask the Minister of Basic Education:

1. (a) How many educators have been trained in the use of computers, (b) who trained them, (c) when they were trained, (d) how was the service provider appointed and (e) who paid them for training;
2. whether these service providers are accredited; if not, why were they were appointed;
3. when will the (a) roll-out of providing each educator with a laptop resume and (b) last educator get a laptop? NW337E

**REPLY:**

1.(a)

Teacher training in ICT

• training in basic ICT skills 52 915

• the use of ICT training for administration 31 091

• teacher training in ICT integration 23 980

• training in technical support 22 361

• teachers offering Computer Applications Technology 1 578

1(b)

Provinces are responsible for teacher development in schools. Each province has an ICT in Education Teacher Development Programme. They make use of a range of in-house e-learning specialists, Higher Education Institutions (Universities and universities of Technology), NGOs such as School Net SA and private sector such as Microsoft '***Partners in Learning'*** and Intel ***'Teach to the Future '***and EduNova.

1(c)

Central to the implementation of ICT is the continuous development of managers, administrators and teachers. The National Department of Education is responsible for policy and support to provinces. In this regard the Department of Basic Education has implemented the following teacher development and support processes to support the attainment of the e-Education goals:

· Guidelines for teacher training and professional development in ICT were published **(Department of Education, 2007)**. This document presents an important milestone, in that it attempts to adequately address the ICT training needs of teachers and managers.

· Module 12 of the Principals' ACE was developed by the Department of Education and focuses on the management of and with ICT in schools. The programme is currently being piloted with 400 school principals;

· An interactive CD containing Subject advisors training in the use of ICT was developed. This forms the basis for a programme for the integration of ICT into teaching and learning and the support thereof for Subject Advisors;

· Partnership programmes for the development of ICT skills of teachers through the Microsoft's Partners in Learning, Intel's Teach, the School Net SA Teacher Development Framework, and other programmes; and

· The Thutong Educational Portal was developed to provide a platform for teachers to access resources, communicate, collaborate and contribute to the resource pool of the portal.

1(d)

Provincial Education Departments remunerate service providers that have been tendered.

2.

All service providers employed by provinces are at least accredited through the ISETT SETA. Teacher development is a continuous process.

3 (a)

The implementation of the teacher laptop initiative began 1 July 2009.

3 (b)

The initiative is phased in over two years according to the seniority of the educator. As this is a condition of service, it will continue indefinitely since we have teachers entering the profession on a daily basis.

**QUESTION 288**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 03/07/09**

**(INTERNAL QUESTION PAPER 05-2009)**

**Mr MH Hoosen (ID) to ask the Minister of Basic Education:**

1. Whether her department has, in terms of section 45(1) of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, Act 32 of 2007, applied for clearance certificates for all educators from the Registrar of the National Register for Sex Offenders; if not, why not; if so, (a) what is the total number of educators whose particulars are contained in the register and (b) how often does her department apply to the Registrar for clearance certificates for educators? NW340E

**REPLY:**

1.

My Department has not, in terms of section 45(1) of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, Act 32 of 2007, applied for clearance certificates for all educators from the Registrar of the National Register for Sex Offenders.

The reason for not applying for clearance certificate is that the office of the Registrar for the National Register for Sex Offenders is currently capturing court orders that have been issued since June 2008. These orders are with regards to sexual offences committed by employees working directly or indirectly with children.

Only when the electronic capturing of court orders has been completed, will the office of the Registrar for the National Register for Sex Offenders start screening the orders in relation to which Department the offenders are employed.

Thereafter, the relevant Departments will be contacted and supplied with clearance certificates application forms that they have to complete on behalf of those employees that have committed sexual offences and returned to the above-mentioned office.

(b) Not applicable

(c) Not applicable

**QUESTION 201**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/10/09**

**(INTERNAL QUESTION PAPER 21-2009)**

**Rev K R J Meshoe (ACDP) to ask the Minister of Basic Education:**

Whether her department intends replacing outcomes-based education (OBE); if not, why not; if so, when? NO2109E

**REPLY:**

In July 2009 the Minister of Education appointed a team of curriculum experts to review problems with the implementation of the National Curriculum Statement. Over 500 written submissions were received on this matter and the Review Team conducted hearings and interviews with over 200 teachers. The recommendations of teachers and the Review Team are being considered by the Department of Education and the Minister will make a statement on the National Curriculum Statement and support for its implementation by the end of October 2009.

**QUESTION 220**

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

**(INTERNAL QUESTION PAPER 04-2009)**

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

1. How much capital expenditure has been devoted to the construction of university residences in each of the past 15 years, (b) how much has been spent on maintenance of existing residences in each of these years and (c) what are the current (i) occupation rates for student and (ii) management capacity in residences in each university;
2. Whether his department will conduct an audit of university residences; if not, why not; if so, what are the relevant details? **NW267E**

**REPLY:**

1. The Department of Higher Education and Training will, during 2010, be undertaking a study of student housing in the public higher education system. The study will focus on the system's need for additional student housing, and on the ways in which expansion could be financed. The Department will draw on lessons learned from the 2010/11 to 2011/12 residence expansion process funded by government, institutions and the private sector. The implementation of these expansion plans will lead to the number of student housing places rising by 7 000 by the 2011 academic year, from the current total of 100 000. This expansion programme includes provision for the major renovation of 2 000 existing residence places, primarily in smaller rural universities.

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

**QUESTION 907**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 21/08/09**

**(INTERNAL QUESTION PAPER 10-2009)**

**Dr JC Klopper-Lourens (DA) to ask the Minister of basic Education:**

1. Whether her Director- General signed a performance contract with her; if not, why not; if so, when;
2. Whether all senior managers in her department signed performance contracts with the Director-General; if not, (a) which senior managers did not sign, (b) for what reason and (c) when will it be done; if so, on which date each senior manager sign a performance contract? **NW1063E**

**REPLY:**

1 Yes the Director-General did sign a performance agreement, on 25 August 2009.

2. No, not all senior managers signed performance agreements with the Director-General

(a) The following senior managers did not sign the performance contracts:

o Carelse VC

o Mabizela M

o Matlole A

o Hoyi NW

o Motaung N

(b) Performance Agreements of Carelse VC and Mabizela M are in the process of being signed and will be forwarded to the DPSA soon, and that of Matlole A, Hoyi NW and Motaung N are delayed owing to changes in their respective job descriptions.

(c ) As soon as the Director-General has taken a final decision on the matters raised in these three officials' new job descriptions, they will be finalised.

**QUESTION 1629**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 09/10/09**

**(INTERNAL QUESTION PAPER 20-2009)**

**Mr N D du Toit (DA) to ask the Minister of Basic Education:**

(1) Whether all (a)(i) offices and (ii) sites of his department and (b) entities reporting to him adhere to the Occupational Health and Safety Act, Act 85 of 1993; if not, (aa) why not, (bb) which facilities fail to adhere to the Act, (cc) where are they situated and (dd) what (aaa) aspects of the Act does each such facility not comply with and (bbb) action has been taken in each case; if so, what are the relevant details;

(2) (a) how often should each facility be inspected and (b) when last was each facility inspected?

NW2035 E

**REPLY:**

(1) (a) (i) and (ii) The Department of Basic Education is not functional yet and is currently making use of the facilities and resources of the Department of Education. The Department of Education is stationed in three buildings in central Pretoria and they all adhere to the Occupational Health and Safety Act.

(b) At the moment it is not clear if the public entities which report to the Minister adhere to the Occupational Health and Safety Act. This information will be obtained and submitted to you as soon as possible.

(2) The buildings of the Department of Education are checked on a monthly basis for compliance and any deviations from the Occupational Health and Safety Act are corrected immediately.

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 21/08/09**

**(INTERNAL QUESTION PAPER 10-2009)**

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

1. What was the urgency that resulted in a last minute change of design to the 2008 National Senior Certificate delaying its distribution to August;
2. whether she has been informed of the difficulties experienced by learners as a result of the delay; if not, what is the position in this regard; if so,
3. whether she will take any steps in this regard; if not, why not; if so, what steps? **NW1090E**

**REPLY:**

1. The National Senior Certificate is being issued for the first time this year, following the first National Senior Certificate examinations in 2008. As a new qualification, this Certificate needed to be designed afresh, so there are no"last minute changes of design"as indicate in the question.

It may be recalled that the old Senior Certificates did not carry the Coat of Arms, and only reflected the Umalusi logo. This is inappropriate for a government issued, national certificate, and created problems for students who took the certificate oversea, only to be asked whether the certificate had any official status. It was therefore agreed that the new National Senior Certificate should indicate it is a properly endorsed and official certificate of the government of South Africa, by carrying the Coat of Arms of Republic.

The initial draft version of the new Certificate developed by Umalusi showed the Coat of Arms in the one Corner of the page- in clear contravention of the guidelines pertaining to the use of national symbols. The Department, working with Umalusi, therefore agreed on a new design which would place the Coat of Arms at the centre, in accordance with protocol. Umalusi would remain as the issuer of the Certificate, duly signed by the Chief Executive Officer Dr. Rakometsi. The acquisition of the high quality paper required has followed the approval of this design , and the new Certificates are being issued at present.

While the delay may be regrettable, I believe it would have been even more problematic to have issued this first cohort of Senior Certificate recipients with an inferior product. The new design is one that any matriculant would be proud to display, with international and national currency.

1. I am not aware of any difficulties being encountered in this regard, since all students have a full "Statement of Results", which is all that most employers and higher education institutions require. If any student is experiencing genuine difficulties they are welcome to contact the Department of Education, but none have been raised with us to date.

**QUESTION 1174**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Mr D C Smiles (DA) to ask the Minister of Basic Education:**

Whether her department uses temporary employment services and/or labour brokers; if so, (a) why, (b) how many positions have been filled by temporary employment services in the (i) 2006-07, (ii) 2007-08 and (iii) 2008-09 financial years, (c) what percentage of the total staff complement did temporary employment services contribute in each of these years and (d) how much money has been spent on temporary employment services in each year? NW1509E

**REPLY:**

The Department of Basic Education does not make use of temporary employment services and/or labour brokers.

a. Not Applicable

b. Not Applicable

c. Not Applicable

d. Not Applicable

**QUESTION 451**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09**

**(INTERNAL QUESTION PAPER 06-2009)**

Dr CP Mulder (FF Plus) to ask the Minister of Basic Education:

(1) In respect of the latest specified date for which information is available; in how many (a) single medium schools was the medium of instruction (i) only one of the country's 11 indigenous languages and (ii) only English and (b) dual medium schools was the medium of instruction one of the 11 indigenous languages and English;

(2) How many (a) single medium schools were there in April 1994 which used (i) one of the 11 indigenous languages and ( ii)only English as medium of instruction and (b) dual medium schools were there in April 1994 which used an indigenous language and English as medium of instruction?

NW512E

**REPLY:**

**1(ai and aii)**

Table 1 below shows the number of single medium schools that used 11 South African official languages in 2008. Please note that a single medium school is defined as one that offers only one medium of instruction in ***every grade*** of the school.

***Table 1: Number of single medium schools by language and by province in 2008***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | **Afrikaans** | **English** | **IsiNdebele** | **IsiXhosa** | **IsiZulu** | **SePedi** | **SeSotho** | **SeTswana** | **Sign Language** | **SiSwati** | **TshiVenda** | **XiTsonga** |
| EC | 212 | 1 772 | 0 | 269 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| FS | 91 | 294 | 0 | 0 | 5 | 0 | 35 | 1 | 0 | 0 | 0 | 0 |
| GT | 254 | 1 198 | 0 | 1 | 16 | 3 | 9 | 6 | 0 | 0 | 4 | 0 |
| KZ | 31 | 2 243 | 1 | 4 | 128 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LP | 45 | 1 432 | 1 | 0 | 0 | 70 | 0 | 0 | 0 | 0 | 16 | 16 |
| MP | 95 | 599 | 10 | 0 | 34 | 11 | 0 | 2 | 0 | 33 | 0 | 25 |
| NC | 248 | 86 | 0 | 2 | 0 | 0 | 0 | 26 | 0 | 0 | 0 | 0 |
| NW | 95 | 520 | 0 | 0 | 0 | 0 | 0 | 62 | 0 | 0 | 0 | 0 |
| WC | 687 | 366 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **SA** | **1 758** | **8 510** | **12** | **278** | **187** | **84** | **45** | **97** | **0** | **33** | **20** | **41** |

*Source: DoE EMIS Annual School Survey 2008*

**1(b)**

The term "dual medium of instruction" refers to the employment of two languages as media of instruction, wherein a teacher switches from one medium of instruction to another during a lesson on a 50:50 percent basis. In this instance, the teacher repeats the instruction in another language.

For a school to be classified as dual medium school, **all learners** of that school should be receiving the tuition through dual medium of instruction. Such information is not collected from schools as it is very difficult to collect.

The Department does however collect information on parallel medium schools. It defines a parallel medium school as one that offers more than medium of instruction ***in all grades of the school.***

Table 2 below shows the number of parallel medium schools where English is one of the media of instruction in 2008.

***Table 2: Number of parallel medium schools by languages and by province in 2008***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | **English\\Afrikaans** | **English\\IsiNdebele** | **English\\IsiXhosa** | **English\\IsiZulu** | **English\\SePedi** | **English\\SeSotho** | **English\\SeTswana** | **English\\SiSwati** | **English\\TshiVenda** | **English\\XiTsonga** |
| EC | 146 | 0 | 3 086 | 9 | 0 | 24 | 1 | 0 | 0 | 1 |
| FS | 84 | 0 | 7 | 56 | 2 | 732 | 69 | 0 | 0 | 14 |
| GT | 185 | 2 | 22 | 114 | 53 | 89 | 107 | 1 | 6 | 0 |
| KZ | 52 | 0 | 145 | 3 053 | 0 | 0 | 0 | 0 | 0 | 0 |
| LP | 41 | 3 | 0 | 3 | 1 456 | 0 | 45 | 2 | 469 | 283 |
| MP | 65 | 48 | 2 | 320 | 59 | 7 | 30 | 262 | 0 | 77 |
| NC | 70 | 0 | 7 | 0 | 0 | 0 | 139 | 0 | 1 | 0 |
| NW | 50 | 3 | 4 | 1 | 0 | 16 | 834 | 0 | 3 | 0 |
| WC | 372 | 0 | 123 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| **SA** | **1 065** | **56** | **3 396** | **3 556** | **1 570** | **870** | **1 225** | **265** | **479** | **375** |

*Source: DoE EMIS Annual School Survey 2008*

**2(ai and aii)**

Please note that the information for 1994 is not readily available, however the earliest date for which data can be provided is 1998. The 1998 data should be treated with caution and should not be used for comparison with the 2008 data as it is not of very good quality.

Table 3 shows the number of single medium schools that used 11 South African official languages in 1998

1. ***Table 3: Number of single medium schools by language and by province in 1998***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | **Afrikaans** | **English** | **IsiNdebele** | **IsiXhosa** | **IsiZulu** | **SePedi** | **SeSotho** | **SeTswana** | **Sign Language** | **SiSwati** | **TshiVenda** | **XiTsonga** |
| EC | 274 | 1 824 | 0 | 296 | 1 | 1 | 6 | 4 | 0 | 0 | 0 | 0 |
| FS | 115 | 465 | 2 | 0 | 2 | 0 | 44 | 4 | 0 | 0 | 0 | 0 |
| GT | 251 | 1 118 | 2 | 2 | 25 | 11 | 14 | 7 | 0 | 0 | 1 | 1 |
| KZ | 35 | 2 693 | 10 | 14 | 466 | 4 | 1 | 2 | 0 | 0 | 1 | 0 |
| LP | 61 | 2 034 | 3 | 0 | 2 | 210 | 6 | 8 | 0 | 0 | 73 | 41 |
| MP | 72 | 658 | 6 | 0 | 46 | 3 | 5 | 29 | 0 | 0 | 1 | 0 |
| NC | - | - | - | - | - | - | - | - | - | - | - | - |
| NW | 87 | 667 | 0 | 1 | 0 | 0 | 3 | 72 | 0 | 0 | 0 | 0 |
| WC | - | - | - | - | - | - | - | - | - | - | - | - |
| **SA** | **895** | **9 459** | **23** | **313** | **542** | **229** | **79** | **126** | **0** | **0** | **76** | **42** |

*Source: DoE EMIS Annual School Survey 1998 (Please note that a "-" indicates that no information was received from the province*

**2(b)**

Table 4 below shows the number of parallel medium schools where English is one of the media of instruction in 1998.

***Table 4: Number of parallel medium schools by languages and by province in 1998***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | **English\\Afrikaans** | **English\\IsiNdebele** | **English\\IsiXhosa** | **English\\IsiZulu** | **English\\SePedi** | **English\\SeSotho** | **English\\SeTswana** | **English\\SiSwati** | **English\\TshiVenda** | **English\\XiTsonga** |
| EC | 143 | 0 | 3 214 | 1 | 0 | 30 | 1 | 0 | 0 | 0 |
| FS | 92 | 1 | 10 | 127 | 2 | 1 252 | 89 | 0 | 1 | 0 |
| GT | 175 | 0 | 19 | 131 | 61 | 96 | 48 | 0 | 10 | 13 |
| KZ | 70 | 1 | 34 | 1 914 | 0 | 7 | 1 | 0 | 0 | 0 |
| LP | 45 | 2 | 4 | 6 | 803 | 36 | 19 | 0 | 281 | 255 |
| MP | 55 | 45 | 1 | 423 | 65 | 22 | 165 | 0 | 0 | 0 |
| NC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NW | 38 | 1 | 5 | 0 | 1 | 20 | 1 149 | 0 | 0 | 1 |
| WC | - | - | - | - | - | - | - | - | - | - |
| **SA** | **618** | **50** | **3 287** | **2 602** | **932** | **1 463** | **1 472** | **0** | **292** | **269** |

*Source: DoE EMIS Annual School Survey 1998 (Please note that a "-" means that no information was received from the province.*

**QUESTION 2200**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/11/09**

**(INTERNAL QUESTION PAPER 28-2009)**

**Mr PF Smith (IFP) to ask the Minister of Basic Education:**

How many (a) non-model C schools have sports fields and (b) of these were built since 1994? NW2761E

**REPLY:**

(a) NEIMS (National Education Infrastructure Management System) does not make provision for model C or non-model C schools. Attached the number of public ordinary schools with and without sport fields.

(b) NEIMS also does not make provision for the progress of infrastructure delivery from 1994 but only indicate the number of public schools in the country as was assessed in 2006.

**QUESTION 2244**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 13/11/09**

**(INTERNAL QUESTION PAPER 28-2009)**

**Mr DC Smiles to ask the Minister of Basic Education:**

Whether any plans are in place to ensure that the workbooks for the grade 1 to 7 learners are (a) delivered at the (i) right time and (ii) right place and (b) of the right (i) quality and (ii) quantity with specific reference to (aa) procurement process, (bb) distribution plans and (cc) the relevant timeframes to successfully complete the project; if not, why not; if so, what plans in each case? NW2953E

**REPLY:**

The Department of Basic Education has cancelled the order of Workbooks. The Department will provide further update on the matter as required.

**QUESTION 86**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 08/06/09**

**(INTERNAL QUESTION PAPER 01-2009)**

**Dr PWA Mulder (FF Plus) to ask the Minister of Basic Education:**

1. With reference to her reply to question 1990 of 23 November 2007, how many (a) Afrikaans single- medium schools and (b) Afrikaans parallel- medium schools and (c) Afrikaans dual-medium schools were there at the beginning of (i) 1994 and (ii) 2009;

2. (a) How many Afrikaans dual -medium schools have changed to English-medium schools since 1994, (b) in which provinces these schools are and (c) why the Afrikaans dual-medium schools changed to English-medium schools? NW89E

**REPLY:**

Question 1 (a and b).

The reply to question 1990 of 23 November 2007 is unfortunately not available to the Ministry and could not be obtained in the short period of time.

The information used to answer the above questions is extracted from the Annual School Survey raw data, hence it is provisional.

The following definitions were applied in answering the above questions:

**Single-Medium School** - It is a school that uses one language of learning and teaching for **all learners** in a school, in all grades.

**Parallel-Medium School**- It is a school that offers two or more media of instruction in different classes in the same grade, for **all grades** of the school.

Schools that have single-medium according to phases or grades are not included.

Schools that are Afrikaans parallel-medium for one phase or for particular grades are not included.

Please note that we do not have information for 1994. The earliest date for which we have reliable information is 2002. The latest date we have the information for is 2008.

The response to questions 1(a) and (b) is contained in table 1 and table 2.

**Table 1: Afrikaans Single Medium Schools in 2002 and in 2008**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| **Province** | **Number of Afrikaans****Single Medium** **Schools in 2002** | **Number of Afrikaans****Single Medium** **Schools in 2008** |
| EC | 221 | 213 |
| FS | 113 | 92 |
| GT | 266 | 255 |
| KZ | 45 | 32 |
| LP | 39 | 46 |
| MP | 27 | 96 |
| NC | 289 | 248 |
| NW | 78 | 98 |
| WC | 736 | 687 |
| **Grand Total** | **1814** | **1767** |

 |  |
| Source: 2002 and 2008 Annual Survey for Ordinary schools |  |

Table 1 above shows the number of single medium schools that used Afrikaans in 2002 and in 2008.

**Table 2: Afrikaans Parallel (Afrikaans/English) Medium Schools in 2002 and in 2008**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| **Province** | **Parallel Medium schools in 2002** | **Parallel Medium schools in 2008** |
| EC | 133 | 146 |
| FS | 92 | 87 |
| GT | 194 | 185 |
| KZ | 50 | 56 |
| LP | 50 | 41 |
| MP | 29 | 65 |
| NC | 58 | 70 |
| NW | 52 | 50 |
| WC | 379 | 373 |
| **Total** | **1037** | **1073** |

 |
| Source: 2002 and 2008 Annual Survey for Ordinary schools |  |

Table 2 above shows the number of parallel-medium schools that used Afrikaans and English as media of instruction in 2002 and in 2008. These are schools that used English and Afrikaans as the LOLTs for all Grades of the schools.

**Question 1(c)**

**Afrikaans dual-medium schools that changed to English medium schools since 2002.**

The term "dual medium of instruction" refers to the employment of two languages as media of instruction, by means of alternation, in a situation in which the same learner receives tuition in both languages. A teacher switches from one medium of instruction to other repeating the same instructions on a 50:50 percent basis.

For a school to be classified as a dual-medium school, **all learners** of that school should be receiving the tuition through dual-medium of instruction. Such information is not collected from schools as it is very difficult to collect.

**Question 2(a) and 2(b)**

**Table 3: Afrikaans Single Medium Schools that changed to Dual (Afrikaans/English) Medium Schools or to English Single Medium Schools since 2002.**

We do not have any information on dual medium schools as indicated in response to Question 1(c). The information relating to parallel medium of instruction schools is provided in table 3.

|  |  |  |  |
| --- | --- | --- | --- |
| **Province** | **2002** | **2008** | **Differences** |
| EC | 221 | 213 | 8 |
| FS | 113 | 92 | 21 |
| GT | 266 | 255 | 11 |
| KZ | 45 | 32 | 13 |
| LP | 39 | 46 | -7 |
| MP | 27 | 96 | -69 |
| NC | 289 | 248 | 41 |
| NW | 78 | 98 | -20 |
| WC | 736 | 687 | 49 |
| **Total** | **1814** | **1767** | **47** |

Negative sign might mean that more Afrikaans schools were build since 2002 or some schools changed from parallel to single (Afrikaans) or the quality of 2002 data in some provinces was poor in 2002.

**Question 2(c)**

**Reasons for change**

• The communities in the area of some of the schools have changed. English is more popular as a medium of instruction. In response to the growing number of learners wanting English as LOLT, the schools have introduced English as the second medium of instruction.

• The declining number of Afrikaans speaking learners forces the schools to revert to parallel-medium (Afrikaans/English) schools.

• Some parents preferred that their children be taught in English because:

- This could increase employment opportunities.

- To prepare their children for Higher Education.

- To prepare their children to be able to face challenges of modern life such as being able to complete banking forms, or any type of forms.

**QUESTION 100**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 12/06/2009**

**(INTERNAL QUESTION PAPER 02-2009)**

**Ms JC Klopper-Lourens (DA) to ask the Minister of Basic Education:**

(1) Whether there are any educators registered who are not South African citizens; if so, (a) how many and (b) which countries did they come from;

(2) Whether her department has any plans to increase the number of foreign teachers in our schools; if not, why not; if so, what are the relevant details?

NW106E

**REPLY:**

(1)

Yes there are educators employed who are not South Africans. According to PERSAL, there are about **2354** foreign educators employed by the Department of Education. The majority of foreign educators are from Zimbabwe, followed by India with a few spread amongst other countries, such as:

Democratic Republic of Congo, Ghana, Zambia, Nigeria, Ethiopia, Malawi, Botswana, Lesotho, Kenya, Uganda, Cameroon and Sudan.

|  |
| --- |
| **TOTAL NUMBER PER COUNTRY OF FOREIGN EDUCATORS EMPLOYED BY THE DEPARTMENT OF EDUCATION** |
|  |  |
| **NAME OF COUNTRY** | **TOTAL PER COUNTRY** |
| NAMIBIA  | **40** |
| LESOTHO  | **62** |
| BOTSWANA  | **33** |
| SWAZILAND  | **38** |
| ALGERIA  | **2** |
| EGYPT  | **6** |
| GHANA  | **310** |
| KENYA  | **21** |
| MADEIRA  | **2** |
| MALAWI  | **9** |
| MAURITIUS  | **3** |
| MOSAMBIQUE  | **7** |
| UGANDA  | **83** |
| ZIMBABWE  | **793** |
| REPUBLIC OF CONGO  | **4** |
| TANZANIA  | **3** |
| ZAMBIA  | **34** |
| ALBANIA  | **1** |
| BELGIUM  | **6** |
| BULGARIA  | **1** |
| DENMARK  | **1** |
| WEST GERMANY  | **5** |
| FRANCE  | **2** |
| REPUBLIC OF IRELAND  | **3** |
| ITALY  | **1** |
| NETHERLANDS  | **12** |
| AUSTRIA  | **1** |
| PORTUGAL  | **1** |
| RUMANIA  | **3** |
| SPAIN  | **1** |
| SWEDEN  | **1** |
| UNITED KINGDOM  | **13** |
| ENGLAND  | **18** |
| WALES  | **1** |
| SCOTLAND  | **10** |
| USSR  | **1** |
| CYPRUS  | **1** |
| INDIA  | **711** |
| INDONESIA  | **1** |
| PAKISTAN  | **6** |
| SRI-LANKA  | **3** |
| CHINA  | **1** |
| BRAZIL  | **1** |
| CANADA  | **1** |
| UNITED STATES OF AMERICA  | **5** |
| AUSTRALIA  | **3** |
| NEW ZEALAND  | **1** |
| CUBA  | **2** |
| CAMEROON  | **22** |
| ETHIOPIA  | **4** |
| NIGERIA  | **43** |
| CENTRAL AFRICAN REPUBLIC  | **2** |
| RWANDA  | **3** |
| SENEGAL  | **1** |
| SIERRA LEONE  | **1** |
| BANGLADESH  | **4** |
| IRAN  | **1** |
| SOMALIA  | **2** |
| GUIANA  | **1** |
| PALESTINIAN  | **2** |
|  |  |
| **GRAND TOTAL** | **2354** |

(2)

**Yes**, the Department of Education has plans to increase the number of foreign teachers in our schools where it necessitates filling pots that cannot be filled with suitable qualified South Africans. The main aim of the Department will not be confined to having educators in class for delivery of the subject matter, but it is to ensure that there is a transfer of skills from foreign educators to the local educators and learners and/or vice versa.

As a point of departure, the process of Foreign Educator Recruitment must be seen as an intervention by our Government to address the shortage of skilled Mathematics, Science and Technology educators in the country. The shortage of Mathematics, Science and Technology educators in our country poses a serious challenge given the fact that these subjects are seen as key to driving our economic development as a country.

To justify this, in April 2007 the Minister of Home Affairs announced the specific occupational categories and professional classes as well as applicable quotas within which foreigners may apply for quota work permits in terms of section 21(1) of the Immigration Act, 19 of 2004. A quota of 1000 educators was allocated to the Department of Education for professionals teaching Mathematics, Science and Technology. Currently the Department of Home Affairs allocated a quota of 4000 work permits to our Department.

Interaction was made with about 50 countries requesting them to assist in the recruitment of educators specializing in Mathematics, Science and Technology. Countries like Egypt, India and Kenya showed interest in our request and they are prepared to assist with educators.

The Department also established a data base for unemployed educators and published an advertisement in the local news papers regarding the data base for unemployed educators, both local and foreign, specializing in Mathematics, Science and Technology. This advert did well for the Department in the sense that most of the CVs received were from the foreign educators.

The Department has also appointed a Service Provider to assist with the management of the recruitment and selection process of foreign educators.

**QUESTION 1222**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 11/09/09**

**(INTERNAL QUESTION PAPER 16-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:†**

Whether her department intends establishing a physical science syllabus more aligned with engineering for learners who are interested in a technical field of study; if not, why not; if so, what are the relevant details? NW1561E

**REPLY:**

No, the Department is not aware of any factors that require a change in the Physical Science Curriculum. The Subject Statement for Physical Sciences in the National Curriculum Statement (NCS) specifies the standards of knowledge and skills in science to be achieved at each grade. The content is organized around six core knowledge areas which would prepare learners to follow further studies in both the pure and applied sciences, like engineering, medicine, etc. The curriculum provides learners with the opportunity obtain a good foundation in scientific knowledge, skills and processes that is necessary for further studies in both the pure and applied sciences career pathways.

There is no need to change the curriculum for Physical Science at this stage.

**QUESTION 1220**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 11/09/09**

**(INTERNAL QUESTION PAPER 16-2009)**

**Mr J Schmidt (DA) to ask the Minister of Basic Education**:

(1) Whether she will consider revising or changing the current Morkel model used to determine the number of educators allocated per school; if not, why not; if so, (a) how will it be revised and (b) when will a revised model be in place;

(2) whether she will consider giving relief to principals and School Management Team (SMT) members so that they will have free periods to allow them to complete the increasing amount of administrative work expected of them; if not, why not; if so, what are the relevant details? NW1559E

**REPLY:**

(1) The current post distribution model, that the member refers to as the "Morkel model", is merely a tool to distribute posts to schools, given an available budget. The available budget is appropriated *via* the Provincial Legislature.

Yes, I am in the process of considering an alternative model –

(a) which will distribute posts according to actual class size per grade per subject; the size of the school; curriculum requirements with regard to learner contact time per week, per phase per subject; language needs per grade; ensure that each phase has a post irrespective of the number of learners and lastly that schools serving the poorest learners are allocated proportionally more posts.

(b) Currently the model is being piloted to determine its impact on the current system as well as its financial implications.

The Council of Education Ministers (CEM), will in their meeting of 1 and 2 October 2009 consider a report on the testing of the model and consider recommendations on the outcomes made to it by the Heads of Education Committee (HEDCOM).

(2) The draft revised model will provide for the Principal of a school to be relieved from teaching, however the option to teach or not will be left to the individual Principal concerned. As for the remaining members of management, they will still be required to teach the required number of hours. If the post allocation to a school is managed correctly on the timetable of a school, then sufficient time could be made available for administrative duties.

**QUESTION 1203**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 14/09/09**

**(INTERNAL QUESTION PAPER 16-2009)**

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

(1) Whether her Deputy Minister or her department purchased a new vehicle on the Deputy Minister's appointment to office; if so, (a) why, (b) what make and model is the vehicle, (c) what did the vehicle cost and (d)(i) what accessories were included in excess of the vehicle's purchase price and (ii) what was the cost of such accessories; if not,

(2) Whether he inherited an existing vehicle; if so, (a) what was the make and model and (b) how old is the vehicle? NW1542E

**REPLY:**

(1) No

(a) Not applicable

(b) Not applicable

(c) Not applicable

(d) (i) Not applicable

(ii) Not applicable

|  |  |
| --- | --- |
| **PRETORIA** | **CAPE TOWN** |
| (2) The vehicle which was used by the Deputy Minister when he was the Minister of Justice and Constitutional Development was transferred to the Department of Basic Education in Pretoria when he was appointed as Deputy Minister. | In Cape Town he inherit an existing vehicle which was used by the previous Deputy Minister |
| (a) BMW 750i(b) 2008 | Audi Q72008 |

**QUESTION 577**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09**

**(INTERNAL QUESTION PAPER 06-2009)**

**Dr J C kloppers-Lourens (DA) to ask the Minister of Basic Education:**

Whether there are any schools that had a zero matric pass rate in each of the past five years up to 31 December 2008; if so, (a) how many, (b) what are their names, (c) where are they situated, (d) what was the total number of (i) educators employed and (ii) educator posts available, (e) how many of these educators (i) resigned, (ii) died, (iii) retired, (iv) were dismissed and (v) were hired and (f) how many of these vacant posts were for (i) science, (ii) maths, (iii) biology, (iv) accountancy, (v) English first language and (vi) English second language?

NW643E

**REPLY:**

There are no schools that have consistently obtained zero pass rate in each of the past years up to 31 December 2008.

**QUESTION 578**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09**

**(INTERNAL QUESTION PAPER 06-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of basic Education:**

(a) What was the total number of schools in (i) 1995, (ii) 2000, (iii) 2005 and (iv) during the period 1 January 2009 up to the latest specified date for which information is available and (b) how many schools in each of these years had (i) running water, (ii) toilets, (iii) electricity, (iv) telephones, (v) sports fields and (vi) libraries? NW644E

**REPLY:**

(a) The total number of public schools from EMIS data in (i) 1995 (not available) (ii) 2000 was 27 760(iii) 2005 was 25570 and (iv) as at 11 June 2009 was 24693.

(b) Data is not available for the exact years as requested, however the following data is available:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number of ordinary public schools** | 1996 | 2000 | 2007 | 1 June 2009 |
| Total number of schools according to the SRN & NEIMS | 26734 | 27 760 | 25154 | 24693 |
| SRN (School Register of Needs - 1996 & 2000NEIMS (National Education Infrastructure Management System – (2007 & 2009) | (i) Water (Municipal, boreholes, mobile water -tanker) | 17366 | 19331 | 22254 | 22427 |
| (ii)Toilets | 25981 | \*26319 | \*23827 | 23929 |
| (iii)Electricity(Grid, generators and solar) | 11174 | 14891 | 19384 | 21252 |
| (iv)Telephones (cell, fax, internet, landlines & two way radio) | 13076 | 18403 | \*24524 | \*24517 |
| (v)Sport fields | No record | 20715 | 20807 |
| (vi)Libraries | 4766 | 5108 | 5205 | 5260 |

\*The decrease in number of schools with toilets and telephones is related to the decrease in number of schools from 2000 to 2009

**QUESTION 579**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09**

**(INTERNAL QUESTION PAPER 06 - 2009)**

**Dr. W G James (DA) to ask the Minister of Higher Education and Training:**

What has been the (a) expected and (b) actual number of graduates at each (i) university, (ii) technikon and (iii) further education and training (FET) colleges, in each of the past five years up to and including 2008?

NW645E

**REPLY:**

**UNIVERSITIES AND TECHNIKONS**

|  |  |  |
| --- | --- | --- |
| **INSTITUTION NAME** | **Actual 2003** | **Actual 2004** |
| **UNIVERSITIES** |  |  |
| University of Cape Town | 5.1 | 5.2 |
| University of Durban Westville | 1.9 | (2) |
| University of Fort Hare | 0.9 | 1.2 |
| Medical University of South Africa | 0.8 | 0.7 |
| University of Natal | 7.6 | (2) |
| University of the North | 1.1 | 1.5 |
| University of the Free State | 4.5 | 5.1 |
| University of Port Elizabeth | 2.9 | 4.2 |
| Potchefstroom University | 6.0 | (3) |
| University of Pretoria | 9.2 | 10.7 |
| Rand Afrikaans University | 5.8 | 7.1 |
| Rhodes University | 2.4 | 1.7 |
| University of South Africa | 10.6 | 14.5 |
| University of Stellenbosch | 5.3 | 5.3 |
| University of the Western Cape | 2.2 | 2.3 |
| University of Witwatersrand | 4.1 | 4.7 |
| University of Zululand | 1.9 | 2.1 |
| Vista University | 2.4 | (4) |
| University of Transkei | 1.4 | 1.1 |
| University of the North West | 1.1 | (3) |
| University of Venda | 1.3 | 1.3 |
| University of KwaZulu-Natal |  | 8.3 |
| North West University |  | 9.6 |
| **Sub Total: Universities** | **78.5** | **86.6** |

|  |  |  |
| --- | --- | --- |
| **INSTITUTION NAME** | **Actual 2003** | **Actual 2004** |
| **TECHNIKONS** |  |  |
| Cape Technikon | 3.1 | 3.4 |
| Technikon Northern Gauteng | 1.6 | (5) |
| Mangosuthu Technikon | 0.9 | 0.9 |
| ML Sultan Technikon | (1) | (1) |
| Natal Technikon | (1) | (1) |
| Technikon Free State | 1.4 | 1.9 |
| Peninsula Technikon | 2.1 | 2.2 |
| Port Elizabeth Technikon | 2.0 | 1.9 |
| Technikon Pretoria | 6.0 | (5) |
| Technikon SA | 2.7 | (6) |
| Vaal Triangle Technikon | 2.1 | 2.3 |
| Technikon Witwatersrand | 1.9 | 2.1 |
| Border Technikon | 0.8 | 0.8 |
| Technikon North West | 0.6 | (5) |
| Eastern Cape Technikon | 1.5 | 1.2 |
| Durban Institute of Technology | 3.1 | 3.8 |
| Tshwane University of Technology |  | 9.8 |
| **Sub Total: Technikons** | **29.8** | **30.3** |
| **TOTAL: UNIVERSITIES AND TECHNIKONS** | **108.3** | **116.9** |

|  |
| --- |
| **NUMBER OF GRADUATES AND OUTPUT TARGETS ( '000 )** |
| **Institution** | **Actual 2005** | **Actual 2006** | **Actual 2007** | **2010 target: approved October 2007****(A)** |
| Cape Peninsula University of Technology | 5.7 | 6.8 | 6.9 | 7.0 |
| University of Cape Town | 6.1 | 5.3 | 5.4 | 6.2 |
| Central University of Technology | 2.1 | 2.3 | 2.3 | 2.4 |
| Durban University of Technology | 4.3 | 4.4 | 4.7 | 4.7 |
| University of Fort Hare | 1.8 | 1.9 | 1.6 | 2.1 |
| University of Free State | 5.2 | 5.4 | 4.7 | 6.2 |
| University of Johannesburg | 10.1 | 10.2 | 9.5 | 10.2 |
| University of KwaZulu-Natal | 8.3 | 8.6 | 7.6 | 9.8 |
| University of Limpopo | 3.0 | 3.3 | 4.1 | 3.6 |
| Mangosuthu Technikon | 1.2 | 1.9 | 1.8 | 1.6 |
| Nelson Mandela Metropolitan University | 5.4 | 4.9 | 6.0 | 5.9 |
| North West University | 7.7 | 9.8 | 11.3 | 10.1 |
| University of Pretoria | 11.6 | 11.4 | 10.9 | 11.9 |
| Rhodes University | 2.1 | 1.9 | 1.8 | 2.1 |
| University of South Africa  | 14.1 | 13.8 | 14.3 | 20.3 |
| University of Stellenbosch | 5.5 | 5.6 | 5.7 | 6.2 |
| Tshwane University of Technology | 9.4 | 9.1 | 9.8 | 10.1 |
| Vaal University of Technology | 2.3 | 2.4 | 2.7 | 3.0 |
| University of Venda | 1.6 | 1.8 | 1.9 | 1.9 |
| Walter Sisulu University | 2.7 | 3.5 | 3.0 | 3.6 |
| University of the Western Cape | 3.0 | 2.8 | 3.1 | 4.0 |
| University of the Witwatersrand | 5.0 | 4.9 | 5.4 | 6.4 |
| University of Zululand | 2.1 | 2.2 | 2.0 | 2.6 |
| **TOTAL** | **120.3** | **124.2** | **126.5** | **141.9** |

(A) NOTES: The graduate targets for 2010 are based on agreed upon targets with the institutions and approved by the Minister in 2007.

|  |
| --- |
| **Notes:** |
| (1) See Durban Institute of Technology |
| (2) See University of KwaZulu-Natal |
| (3) See North West University |
| (4) Campuses Incorporated into University of Pretoria, RAU |
| University of the Free State, University of Port Elizabeth, Technikon Free State, |
| Potchefstroom University and UNISA |
| (5) See Tshwane University of Technology |
| (6) See University of South Africa |

FET COLLEGE GRADUATES: 2004 – 2008

|  |  |
| --- | --- |
| **Year** | **Nr of Passes** |
| 2004 | 135337 |
| 2005 | 138122 |
| 2006 | 152484 |
| 2007 | 132256 |
| 2008 | 127335 |

NOTES: The above figures reflect those students who passed 7 subjects. Students who passed 5 and 6 subjects out of the 7 were excluded.

**QUESTION 580**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 10/07/09**

**(INTERNAL QUESTION PAPER 06-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of basic Education:**

(1) With reference to the senior certificate results for each of the past five years up to 31 December 2008, which have been the (a) six high performing districts, (b) 60 average districts and 13 districts that needed recovery intervention;

(2) Whether her department has implemented any recovery interventions; if not, why not; if so, what are the relevant details? NW646E

**REPLY:**

**Question 1**

Education in South Africa is administered through 82 districts spread in 9 different provinces. With reference to this question the districts will be classified as follows:

(i) High performing districts: those that have consistently obtained between 75-100% pass rate over the last five years.

(ii) Average districts; those that have consistently obtained between 50 – 74.9% over the last five years.

(iii) Districts that needed recovery intervention: those that have consistently performed below 60% in the last five years. These districts are considered to be districts at risk, therefore require special intervention.

(a) The table below presents the list of the high performing districts over the last five years:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Province name** | **Disctrict name** | **2008** | **2007** | **2006** | **2005** | **2004** |
| FREE STATE | XHARIEP | 75.76 | 75.8 | 78.6 | 83.3 | 77.12 |
| GAUTENG | GAUTENG WEST DISTRICT | 82.2 | 78.9 | 87.5 | 77.95 | 81.66 |
| GAUTENG | SEDIBENG EAST DISTRICT | 81.91 | 86.8 | 82.5 | 80.09 | 79.77 |
| KWAZULU-NATAL | UMLAZI | 75.15 | 75.3 | 77 | 61.52 | 83.39 |
| NORTHERN CAPE | NAMAQUA | 90.38 | 85.5 | 84.3 | 88.27 | 90.17 |
| NORTHERN CAPE | SIYANDA | 76.26 | 72.8 | 74.5 | 80.94 | 86.66 |
| WESTERN CAPE | BREEDE RIVIER/OVERBERG  | 87.23 | 79.7 | 83 | 85.82 | 85.86 |
| WESTERN CAPE | CENTRAL METROPOLE | 77.26 | 84.4 | 85.3 | 69.95 | 83.82 |
| WESTERN CAPE | NORTHERN METROPOLE  | 76.79 | 82.8 | 87.5 | 86.43 | 87.66 |
| WESTERN CAPE | SOUTH CAPE/KAROO | 77.26 | 83.1 | 84.7 | 84.74 | 88..93 |
| WESTERN CAPE | WESTCOAST | 89.43 | 82 | 85.9 | 89.38 | 89.99 |

(b) The following districts as presented in the table below have consistently obtained between

50 – 74.9% over the last five years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Province name** | **Disctrict name** | **2008** | **2007** | **2006** | **2005** | **2004** |
| EASTERN CAPE | CRADOCK | 63 | 65.6 | 64.1 | 62.1 | 58.58 |
| EASTERN CAPE | EAST LONDON | 60.52 | 56.2 | 65.2 | 58.5 | 58.79 |
| EASTERN CAPE | GRAAFF-REINET | 70.1 | 64.7 | 68.7 | 66.7 | 71.89 |
| EASTERN CAPE | GRAHAMSTOWN | 66.63 | 51.8 | 64.7 | 54.3 | 63.6 |
| EASTERN CAPE | UMTHATHA | 51.68 | 57.3 | 61.7 | 55.5 | 51.85 |
| EASTERN CAPE | QUEENSTOWN | 58.16 | 61.6 | 62.6 | 63.1 | 57.56 |
| FREE STATE | THABO MAFUTSANYANA  | 68.44 | 64.8 | 73.3 | 70.7 | 71 |
| KWAZULU-NATAL | ILLEMBE | 51.14 | 63.6 | 62.6 | 66.06 | 68.31 |
| KWAZULU-NATAL | OTHUKELA | 58.98 | 62.5 | 61.9 | 55.7 | 68.16 |
| KWAZULU-NATAL | VRYHEID | 56.02 | 62 | 61.1 | 73.86 | 73.15 |
| LIMPOPO | GREATER SIKHUKHUNE | 54.96 | 52.5 | 51.3 | 58.37 | 67.16 |
| LIMPOPO | MOPANI  | 69.22 | 55.2 | 55.9 | 68.91 | 72.67 |
| LIMPOPO | VHEMBE | 65.38 | 60 | 55.9 | 65.14 | 69.93 |
| LIMPOPO | WATERBERG | 70.11 | 55.8 | 55.7 | 62.04 | 69.51 |
| NORTH WEST | BOJANALA EAST REGION | 58.45 | 62.5 | 64.8 | 62.86 | 62.86 |
| NORTH WEST | BOPHIRIMA REGION | 66.88 | 62.1 | 61.9 | 51.47 | 56.28 |
| NORTH WEST | CENTRAL REGION | 59.42 | 57.1 | 58.5 | 54.53 | 60.3 |

It must be noted that there are several districts that are regarded as average in terms of their performance in that they have demonstrated fluctuating performances between the years. **Annexure A** provides a list of all districts performances in the last five years.

(c) In terms of the districts that required the recovery plan, the Department of Education declared that all districts should develop their district improvement plans and implement the recovery programmes to improve schools thereby the overall district performance. However, special attention would be given to all districts that have consistently performed below 60% in the last five years. There are only nine (9) districts that have consistently obtained below 60% over the last five years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Province name** | **District name** | **2008** | **2007** | **2006** | **2005** | **2004** |
| EASTERN CAPE | BUTTERWORTH | 36.78 | 46.1 | 58.5 | 49 | 45.88 |
| EASTERN CAPE | IDUTYWA | 32.94 | 55 | 55 | 44.1 | 38.11 |
| EASTERN CAPE | FORT BEAUFORT | 43.25 | 51.5 | 53.1 | 55.2 | 53.97 |
| EASTERN CAPE | KING WILLIAMS TOWN | 47.75 | 52.6 | 51.5 | 47.7 | 47.12 |
| EASTERN CAPE | LIBODE | 51.95 | 58.3 | 53.6 | 43.9 | 39.81 |
| EASTERN CAPE | LUSIKISIKI | 37.05 | 44.5 | 44.5 | 42.7 | 38.2 |
| EASTERN CAPE | MT FRERE | 39.51 | 44.7 | 48.9 | 49.5 | 46.94 |
| EASTERN CAPE | ENGCOBO | 33.14 | 52.8 | 55.8 | 54.8 | 45.74 |
| EASTERN CAPE | STERKSPRUIT | 50.77 | 54.7 | 48.4 | 45.2 | 37.75 |

**Question 2**

The Department of Education is continuously engaged with programmes to improve the quality of learner achievement at all grades. The National Strategy for Learner Attainment (NSLA) has become the flagship programme in all provincial education departments. This strategy was launched by the Minister of Education, Ms Naledi Pandor, MP, in 2004, as a transversal programme, to raise the level of achievements of all learners across the system. The NSLA consists of planned and sustained sets of related operations, projects and activities, with short and long term objectives of raising learner performance and ensuring improved quality learner achievement in all schools

.

In keeping with the relevant prescripts of the National Education Policy Act (1996) as well as the *Education Laws Amendment Act 3*1(2007*)*, all provinces have identified underperforming schools and developed Provincial Improvement Plans which are aligned to the main objectives of the National Strategy for Learner Attainment (NSLA). The *Education Laws Amendment Act, section 58 (b),* which was promulgated in October 2007*,* specifically addresses the role of the Heads of Departments in identifying underperforming schools and developing provincial strategies to address under performance in schools. Provinces have ensured that all schools, particularly schools that have performed under 60% have developed their school improvement plans and the implementation of these plans are being monitored and supported by the districts. All provinces have allocated dedicated financial and human resources to address the objectives of the NSLA.

To support the implementation of the new curriculum and to ensure high levels of achievement in Grade 12, the Department of Education is also conducting*, inter alia*, the following activities:

(a) All schools that are underperforming have been visited by departmental officials including the senior management of the province. In many cases officials of the department including the senior management have been allocated a school to adopt and mentor.

(b) Capacity development workshops on management and leadership are being conducted for the principals of underperforming schools. In cases of schools that are serial underperformers mentorship programmes have been instituted.

(c) Provinces have appointed additional subject advisors to strengthen onsite support to teachers in the area of curriculum implementation with specific focus on content knowledge.

(d) The Department of Education are monitoring if the exemplar question papers provided to schools for all subjects to assist teachers and learners in their preparation for the examination are being used in their daily teaching and learning.

(e) Provincial education departments have successfully reduced the backlog in physical infrastructure and in the provision of textbooks. In many schools, each learner has a textbook for each subject.

(f) The first edition of Study Mate, which is free, was distributed to schools via the provincial and district offices at the beginning of the second term. This edition is a survival kit for Grade 12 learners and consists of tips by expert subject specialists on how to approach the examination. It also consists of the examination timetable and other hints and tips.

(g) The Department of Education and Independent Newspapers has produced the second edition of Study Mate which consist of examinations of November 2008 and the supplementary National Senior Certificate examination papers with memoranda. The tabloid books were made available in June 2009 directly from Independent Newspapers.

(h) DVDs with expert teacher and Department of Education curriculum specialists will assist learners with examination papers, explain common mistakes and give useful tips. These will be available as a package with Study Mate (Past papers).

(i) The Department of Education together with SABC launched Matrix Uploaded, a programme for Grade 11 and 12 learners in Mathematics, Mathematics Literacy, Physical Science, English (First Additional Language), Accounting, Life Orientation and Life Sciences on SABC 1, Monday to Friday, from 14h00 to 15h00 which started on 1 st June 2009.

(j) The Department of Education has collaborated with Liberty Life and Independent Newspapers to produce a new edition of Maths 911 for Grade 11 and 12 Learners. 125 000 of these books will be sponsored by Liberty Life and distributed free to 125 000 learners nationally. Parents can purchase these books directly from Independent Newspapers.

(k) Further support for the Maths 911 books will be available in the weekly Matric Matters which appears in the Independent Newspapers and on the Mindset Channel on DSTV.

(l) The Department of Education together with AVUSA media will publish a 48-page tabloid book comprising exemplar examination papers for Grade 12 learners. This will be available in October 2009 in the Sunday Times.

**QUESTION 597**

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

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

**Mr AM Mpontshane (IFP) to ask the Minister of basic Education:**

1) Whether her department contracted Jabulani Mabaso, owner of Indiza who supplied school text books and stationery to the KwaZulu-Natal Education Department; if not, what is the position in this regard; if so, what are the relevant details;

(2) who are the co-owners of the said company;

(3) whether her department has monitored the case where the said person was found to have defrauded the KwaZulu-Natal Education Department of R200 million; if not, why not; if so, what is the current state of affairs;

(4) whether she will make a statement on the matter? NW673E

**REPLY:**

1) No. The KwaZulu-Natal Education Department is responsible and accountable for their procurement processes and contracts and not the Department of Basic Education

2) I don't know

3) Not applicable

4) No

**QUESTION 1786**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 16/10/09**

**(INTERNAL QUESTION PAPER 22-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

(1) (a) Why have some of the 2008 matriculants not yet received their certificates and (b) when is it expected that they will receive their certificates;

(2) whether she will make a statement on the matter? NW2286E

**REPLY:**

1. There has been a general delay in the release of all National Senior Certificates for the 2008 matriculants. This was caused by the re-designing of the certificate by the Quality Assurance Council, Umalusi, in light of the implementation of the new curriculum and qualification. The bulk of the certificates were issued to candidates by the end of September 2009. The only candidates that have not received their certificates, at this stage, are those that wrote the supplementary examination in March 2009. These candidates will receive their certificates by the beginning of November 2009. In cases where candidates have informed the Department of any difficulties with the Higher Education sector, the Department of Education has intervened on behalf of the candidates and no candidate should be disadvantaged because of this delay.

2. It is not necessary for the Minister to make a statement at this stage, given that the Quality Assurance Council, which is the certifying body did make a statement on this matter in July 09.

**QUESTION 1785**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 16/10/09**

**(INTERNAL QUESTION PAPER 22-2009)**

**Dr J C Kloppers-Lourens (DA ) to ask the Minister of Basic Education:**

Whether she intends taking any steps with regard to grade 12 learners who do not return to school after their final school examination, but only report to their respective schools to write their National Senior Certificate examination, if not, why not; if so, what steps? NW2285E

**REPLY:**

The Department of Education as part of its drive to ensure that maximum time is allocated to teaching and learning has since 2008, with the implementation of the new curriculum in the FET band, re-structured the commencement of the writing of the final NSC examinations, to commence early in November or late October. This decision was also taken in response to the previous practice of candidate's failure to return to school after the preparatory examinations. This new dispensation has been implemented in 2008 and in 2009 and PEDs have been requested to monitor the implementation of this new dispensation across all schools. There has been no reports of wide scale absenteeism of candidates from schools prior o the examination and my department will continue to monitor and support schools in this regard. If I am informed that absenteeism is on the increase then I will resort to punitive measures against candidates that refuse to maximize the teaching time made available to them.

**QUESTION 1067**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

Whether transport has been provided for learners in each specified province in each of the three most recent financial years; if not, why not; if so, (a) what was the total budget allocated for transport, (b) which transport providers were awarded tenders to provide transport, (c) what was the value of each of the tenders, (d) how many learners were provided with transport in terms of each of these tenders and (e) what criteria do learners need to comply with in order to qualify for transport? NW1328E

**REPLY:**

(a) Yes, learner transport has been provided to the specified provinces and the budget allocated in the three financial years is as indicated in the table below:

|  |
| --- |
| **Provincial Education Department** |
| **Scholar Transport** |
| **Province** | **CURRENT** | **2008 MTEF** |  |  |
|  | **2007/2008** | **2008/2009** | **2009/2010** | **2010/2011** |
|  | R'000 | R'000 | R'000 | R'000 |
| Eastern Cape | 257 732 | 250 000 | 231 000 | 622 033 |
| Free State | 37 500 | 40 800 | 44 800 | - |
| Gauteng | 46 165 | 34 080 | 91 307 | 37 754 |
| KwaZulu-Natal | - | 49000 | 87 000 | 139 940 |
| Limpopo | 44 000 | 44 500 | 44 500 | 48 401 |
| Mpumalanga | 145 269 | 157 670 | 164 718 | 185 380 |
| Northern Cape | 52 051 | 61 915 | 74 316 | 91 110 |
| North West | - | 68 445 | 75 000 | 80 000 |
| Western Cape | 100 241 | 105 253 | 112 439 | 140 629 |
| **TOTAL** | **682 958** | **811 663** | **925 080** | **1 345 247** |

Where no amounts reflected, the figures are not available.

(b) Procurement is a provincial competence and as a result the Department of Education does not have this information on hand.

(c ) See (b) above

(d) See (b) above

(e) Each province determines its own criteria as to who qualifies for transport. In terms of the National Norms and Standards for School Funding. Poor learners should be provided with hostel facilities if they live more than one and half hours walking distance from the nearest available school, and therefore each province determines its own criteria as to who qualifies for transport if the travelling distance to their nearest available school is less than one and half hours walking distance

**QUESTION 1066**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr JC Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

How many (a) primary and (b) secondary school teachers are qualified to teach (i) (aa) maths and (bb) mathematical literacy, (ii) English as (aa) first language and (bb) second language, (iii) religious studies, (iv) life science, (v) science and (vi) history in each province in each case and (c) learners in total were registered in 2009 at (i) primary and (ii) secondary schools.

**REPLY**

**(a & b)(i - vi)**

The recruitment process for educators is managed by Provincial Education Departments. The initial selection of educators, is in most cases, recommended by the School Governing Body to the Provincial Head of Department for approval. The utilization of educators in relation to the qualifications varies from year to year and even in the same year. The information being requested is thus not processed at the national Department of Education and may be sourced from the Provincial Education Department as the accountable employer.

**(c) (i) and (ii)**

***Table 2: Number of learners in ordinary schools by province in 2009***

|  |  |  |
| --- | --- | --- |
| **Province** | **(i)****Primary****(Gr 1 - 7)** | **(ii)****Secondary****(Gr 8 – 12)** |
| Eastern Cape | 1 270 191  | 636 060 |
| Free State | 376 320  | 249 416 |
| Gauteng | 1 113 719  | 711 807 |
| KwaZulu Natal | 1 620 902 | 1 027 218 |
| Limpopo Province | 911 187 | 695 166 |
| Mpumalanga | 598 294 | 386 769 |
| Northern Cape | 164 887 | 90 193 |
| North West | 468 785 | 276 266 |
| Western Cape | 594 368 | 338 632 |
| **SA** | **7 118 653** | **4 411 527** |

**QUESTION 1068**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

(1) (a) What amount was budgeted for the national school nutrition scheme, (b) how many schools and learners benefited from the scheme and (c) what total amount was actually spent in each province in every year since the inception of the programme;

(2) whether any problems have been identified with regard to the nutrition programme in each province; if so, (a) what problems and (b) what action has been taken to address these problems? NW1329E

**REPLY:**

(1)

(a) The current budget for feeding both quintile 1 – 3 primary schools and quintile 1 secondary school is R2, 4 billion. This also includes preparation budget for quintile 2 secondary schools.

(b) In the current financial year at least 6,364,901 learners in 18,334 primary schools and 895,723 learners in 1,725 quintile 1 secondary schools benefit from the school nutrition programme.

(c) The tables below reflect the budget and expenditure per province from 2006/7 to 2008/9

Expenditure by province as at 2006/07 financial year:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Provinces** | **Allocation** | **Provincial roll-over** | **Total funds** | **Total transferred as at 31 March 2007** | **Actual expenditure to date** | **Balance** | **% spent of total funds** |
|  | **R'000** | **R'000** | **R'000** | **R'000** | **R'000** | **R'000** | **R'000** |
| Eastern Cape | 233 882 | 32 225 | 266 107 | 233 882 | 166 642  | 99 465 | 62.62%  |
| Free State | 64 784 | 7 888 | 72 672 | 64 784 | 80 078  | -7 406 | 110.19% |
| Gauteng | 99 921 | - | 99 921 | 99 921 | 98 262 | 1 659 | 98.34% |
| Kwazulu Natal | 239 372 | 76 000 | 315 372 | 239 372 | 254 404 | 60 968 | 80.67% |
| Limpopo | 202 039 |  | 202 039 | 202 039 | 212 363 | -10 324 | 105.11% |
| Mpumalanga | 84 549 |  | 84 549 | 84 549 | 83 100 | 1 449  | 98.29% |
| Northern Cape | 29 647 | 2 263 | 31 910 | 29 647 | 29 199 | 2 711 | 91.50%  |
| North West | 95 529 | 5 869 | 101 398 | 95 529 | 120 635 | -19 237 | 118.97% |
| Western Cape | 48 313 |  | 48 313 | 48 313 | 45 956 | 2 357 | 95.12% |
| **Total** | **1 098 036** | **124 245** | **1 222 281** | **1 098 036** | **979 324** | **131 642** | **80.12%** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **EXPENDITURE** | **ANNUAL ALLOCATION** | **ROLL-OVER FROM 2006/07** | **TOTAL FUNDS** | **TOTAL TRANSFE-RED** | **ACTUAL EXPENDIT-RE** | **BALANCE** | **% SPENT OF ALLOCATION** |
| **R'000** | **R'000** | **R'000** | **R'000** | **R'000** | **R'000** | **R'000** |
| **TOTALS** | **1 152 938** | **66 351** | **1 219 289** | **1 219 289** | **1,200,443**  | **18,846**  | **100%** |
| Eastern Cape | 237 885 | 63 726 | 301 611 | 301 611 | 291,488  | 10,123  | 96.6% |
| Free State | 68 023 |  | 68 023 | 68 023 | 68,004  | 19  | 100.0% |
| Gauteng | 114 574 |  | 114 574 | 114 574 | 116,656  | -2,082  | 101.8% |
| Kwazulu Natal | 260 006 |  | 260 006 | 260 006 | 242,430  | 17,576  | 93.2% |
| Limpopo | 192 694 |  | 192 694 | 192 694 | 192,901  | -207  | 100.1% |
| Mpumalanga | 106 604 |  | 106 604 | 106 604 | 110,504  | -3,900  | 103.7% |
| Northern Cape | 34 507 | 2 625 | 37 132 | 37 132 | 37,132  | -  | 100.0% |
| North West | 87 916 |  | 87 916 | 87 916 | 88,254  | -338  | 100.4% |
| Western Cape | 50 729 |  | 50 729 | 50 729 | 53,074  | -2,345  | 104.6% |

EXPENDITURE BY PROVINCES AS AT 31 MARCH 2009

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EXPENDITURE** | **ORIGINAL ALLOCATION** | **REVISED ALLOCATION** | **TOTAL TRANSFER-RED** | **AMOUNT SPENT TO DATE** | **BALANCE** | **% SPENT OF ALLOCATION** |
| **R'000** | **R'000** | **R'000** | **R'000** | **R'000** | **%** |
| **TOTALS** | **1 583 103**  | **1 927 109** | **1 927 109** | **1 643 062** | **284 047** | **85.26%** |
| EASTERN CAPE | 339 816  | 413 658 | 413 658 | 472 149 | - 58 491 | 114.14% |
| FREE STATE | 82 498  | 100 425 | 100 425 | 80 907 | 19 518 | 80.56% |
| GAUTENG | 172 111  | 209 510 | 209 510 | 115 742 | 93 768 | 55.24% |
| KWAZULU-NATAL | 376 435  | 458 233 | 458 233 | 341 943 | 116 290 | 74.62% |
| LIMPOPO | 252 901  | 307 856 | 307 856 | 253 199 | 54 657 | 82.25% |
| MPUMALANGA | 136 606  | 166 290 | 166 290 | 121 753 | 44 537 | 73.22% |
| NORTHERN CAPE | 48 483  | 59 019 | 59 019 | 58 991 | 28 | 99.95% |
| NORTH-WEST | 103 144  | 125 557 | 125 557 | 117 093 | 8 464 | 93.26% |
| WESTERN CAPE | 71 109  | 86 561 | 86 561 | 81 285 | 5 276 | 93.90% |

(2) In line with the Division of Revenue Act (DORA) provinces are required to submit business plans for analysis and approval of related activities. All business plans are supposed to meet the following minimum requirements as stipulated in the Grant Framework:

i) Provide meals to all Gazetted Quintile 1-3 primary school and quintile 1 secondary school learners for all school days;

ii) Comply with the recommended cost per meal per learner of the current year;

iii) Comply with recommended menus; and

iv) Feeding by 10:00 am

**Summary of challenges per province**:

|  |  |  |
| --- | --- | --- |
| **Province** | **Challenges** | **Departmental Intervention** |
| Eastern Cape | Province provided bread menu instead of a variety of meals | Province requested to submit a plan for phasing out bread menu with the final business plan; menu plan has been provided |
| Free State | Non compliance with grant framework (guidelines) in respect of meal costs at R1,35 and R1,90 for primary and secondary schools respectively  | Withholding of funds due to non-submission of revised business plan |
| Gauteng | Only R4 million of the allocated R9, 015 million preparation budget (resources) for quintile 2 secondary schools was provided. The remaining was allocated for feeding. | Province was advised that allocation is a once-off budget and could not be used for feeding. Business plan was amended and funds transferred |
| Kwa Zulu Natal | The feeding cost per meal cost was allocated at R1, 50 for primary schools instead of R1.80 inclusive of the honorarium for volunteer food handlers. | Withholding of funds due to non-submission of revised business plan  |
| Limpopo | Learner numbers were not in line with the gazetted numbers. | Requested amendment of business plan which was approved. Provincial department co-funded the programme with equitable share  |
| Mpumalanga | Leaner numbers were not in line with the gazetted numbers. | Requested amendment of business plan which was approved.  |
| Northern Cape | The province provides meals to quintile 1-5 primary and secondary schools learners from the conditional grant, which compromises the meal cost to R1,50 for both primary and secondary schools. | Requested amendment of business plan which was approved. Provincial department co-funded the programme with equitable share  |
| North West | The meal cost was allocated at R1,61 instead of R1.80 inclusive of the honorarium for volunteer food handlers. | Requested amendment of business plan which was approved. |
| Western Cape | The meal cost was allocated at R1,74 for primary schools instead of R1.80 inclusive of the honorarium for volunteer food handlers. | Requested amendment of business plan which was approved. |

After all the Department interventions, all business plans were finally approved as per Departmental Grant Framework. The Department further scheduled monitoring and support visits to all provinces to ensure compliance with NSNP guidelines.

Training and development workshops are also planned for the proper implementation of the programme in the current financial year.

EXPENDITURE

BY PROVINCES AS AT 31 MARCH 2008

**QUESTION 11**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 08/06/09**

**(INTERNAL QUESTION PAPER 01-2009)**

**Ms Kloppers- Lourens to ask the Minister of Basic Education :**

**1. Whether any teachers / facilitator has been charged and/or convicted of any crimes against any learner (a) in 2006, (b) in 2007, (c) in 2008 and (d) during the period 1 January 2009 up to the latest specified date for which information is available; if so, (i) how many in each case, (ii) what are their names and (iii) at which schools did they work;**

**2. whether any of the teachers/ facilitators are still employed or have been re-employed since being convicted; if so, (a) what are their names (b) which schools do they currently teach at and (c) what were they convicted of ? NW12E**

**REPLY:**

**Questions 1 and 2:**

**The following information has been received from the South African Council for Educators (SACE).**

**It was unfortunately not possible to obtain such detailed information from all the provinces, but we managed to get a response from Free State, Eastern Cape, North West, Western Cape province on such short notice. We are unable to provide names of these educators owing to the legal implications that might have, as decisions on some of these cases are challenged through judicial processes. I can however supply updated information for 4 Provinces. The relevant information pertaining to the remaining provinces will be provided when received from such provinces or you may obtain the information from them directly.**

**SACE : Offices in 4 Provinces**

**QUESTION 896**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 21/08/09**

**(INTERNAL QUESTION PAPER 10-2009)**

**Mr GG Boinamo to ask the Minister of Basic Education:**

1. Why are the results of learners who wrote their supplementary examinations in June 2009 delayed until January 2010;
2. Whether the results will be released, if not, why not; if so, when?

**NW1052E**

**REPLY:**

1. There is no delay in the release of the 2009 supplementary examination results. The 2009 National Senior Certificate (NSC) supplementary examination was written in February/March 2009 and all results were released on 30 April 09. In addition the Department of Education conducted the 2009 Senior Certificate examination that allows learners that failed to complete the Senior Certificate ("old matric") prior to 2008, to write their outstanding subjects in a special Senior Certificate examination in May/June 2009. The results of this examination were released on 31 July 2009. Results were available at examination centres where the candidates wrote the examination. Therefore, based on the information available to the Department of Education, there are no outstanding results.

2. Based on the explanation provided in (1), there are no results that are outstanding. However, if there are candidates that have not yet received their results, they are requested to make contact with the provincial education department, and these results will be made available to them, immediately.

**QUESTION 1259**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 28/08/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:†**

Whether her department is considering making mathematical literacy compulsary for al learners from grades 10 to 12; if not, why not; if so, what are the relevant details? NW1601E

**REPLY:**

Yes.On 18 July 2005 the Minister of Education approved the new policy document, National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).

Learners opting for the National Senior Certificate must offer a minimum of seven subjects listed in the above policy document, of which two official languages, Mathematics or Mathematical Literacy; and Life Orientation are compulsory subjects.

The purpose of including Mathematical Literacy in the National Curriculum Statement (NCS) is three fold. Mathematical Literacy should enable the learner to become:

**A self-managing person**: There are mathematical demands that are encountered on a daily basis, demands which people should be able to handle with confidence. Such demands range from an ability to handle financial issues such as hire purchase, mortgage bonds and investments to an ability to read a map.

**A contributing worker:** The workplace requires the use of fundamental numerical and spatial skills in order to efficiently meet the demands of the job, for example, dealing with work-related formulae, reading statistical charts, dealing with schedules, etc.

**A participating citizen:** For the fact that statistics is so often (mis)used to support opposing arguments, Mathematical Literacy should help learners acquire a critical stance with regard to mathematical arguments presented in the media and other platforms.

There is no intention to make Mathematical Literacy compulsory for all learners. Learners all do some form of mathematics. Based on their post-school intentions they can choose between mathematics and mathematical literacy.

**QUESTION 1258**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 28/08/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:†**

Whether since the publication of White Paper 6 in 2001 any policy documents regarding the implementation of inclusive tuition have been published; if not, why not; if so, what are the (a) status and (b) relevant details of such documents?

NW1600E

**REPLY:**

The Department of Education is finalizing a field test on White Paper 6 Which started in 2004 and is ending in 2009. The field test is preparing the Department for a further rollout of Inclusive Education. In the process, the following guideline documents were developed and are at different stages of endorsement by the Department:

§ Guidelines for Full-service/Inclusive Schools

§ Guidelines to Ensure Quality Education and Support in Special Schools and Special School resource Centres

§ Guidelines on Inclusive Learning Programmes

§ Draft strategy for Screening, Identification, Assessment and Support

**QUESTION 1257**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 11/09/09**

**(INTERNAL QUESTION PAPER 16-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:†**

Whether, in light of the Development Bank of South Africa's (DBSA's) statistics on schools ,she or her department has formulated a turnaround strategy to address inequalities in education without lowering the standard of education in any school; if not, why not; if so, what are the relevant details? NW1599E

**REPLY:**

1. No fee schools - we have adopted a policy that ensures that poor learners are not expected to pay school fees. Currently there are over 14 000 no-fee schools in the country, benefiting over 5million (out of a total of about 12 million) learners.

2. Foundations for Learning Campaign (supply of workbooks, textbooks and teacher guides to schools - have begun improving and increasing this). The Presidency is supporting the Department to ensure that all learners and teachers receive the materials they need;

Quality Learning Campaign - focuses on a compact between teachers, parents and the government to improve teaching and learning (T&L)

4. Teacher Summit - for the first time Departments of Education spoke together with teachers via their Unions on what should be done to improve the quality of teaching and learning. The recommendations of the summit are being taken seriously by the Department. Mechanisms have been put in place to ensure that the Summit Declaration is not just a piece of paper.

5. Infrastructure - we have developed norms and standards that commit government to providing school buildings of a particular standard. The backlogs are great and will take many years to address - however we are committed to ensure that all schools are provided with the minimum infrastructure for them to work in an enabling environment. The Department is seeking creative ways to fund this backlog, especially that of libraries and laboratories. In the meanwhile, schools are encouraged to use science kits and to establish reading corners in classrooms.

6. In his research article (*Building Education Beyond Crisis*), Bloch indicates that the problems in education need to be worked on together with all stakeholders and role-players and proposes a "get-together" for this to occur. This recommendation is supported.

7. The Minister has commissioned a study to look into challenges facing the implementation of the curriculum.

**QUESTION 1417**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 25/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

Whether her department has taken steps in order to ensure that every school is in possession of a well-formulated and approved policy on violence that incorporates, amongst others, a safety plan; if not, why not; if so, what steps? NW1773E

**REPLY:**

The development of School Safety Plans for schools has been one of the priorities for the Department of Basic Education.

The Department, in conjunction with provinces, has identified and prioritised 585 high-risk schools for intervention. The Department has provided provincial officials and some schools with training on the Hlayiseka Early Warning System. This system serves as a tool for identifying and responding to security issues and threats, how to report and manage incidents appropriately, and how to monitor school safety over time.

The Hlayiseka programme, which was developed in partnership with the Centre for Justice and Crime Prevention also helps schools to develop Safety Plans and developing Codes of Conduct. Provinces have rolled out training on the Hlayiseka Tool to the identified high priority schools. The training involved principals, SGB members, LRC representatives, and teachers in the 585 schools. The training encourages schools to use this tool to inform the drafting of context specific School Safety Plans.

Provinces have been requested to provide reports on the roll out of Hlayiseka.

**QUESTION 1416**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 25/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:**

(1) Whether it is compulsory for Grade 12 learners with Mathematics to write Question Paper 3 when they intend to enrol for engineering degrees; if not, why not; if so, what are the relevant details;

(2) how many learners with Mathematics were registered for the 2009 National Senior Certificate examination;

(3) what is the (a) percentage of registered learners and (b) statistical racial breakdown according to (i) black, (ii) white, (iii) coloured and (iv) Indian learners who opted to write Mathematics Question Paper 3? NW1772E

**Reply**

(1) It is not compulsory for Grade12 learners to write Paper 3 when they intend to enrol for engineering degrees. Learners who have passed Mathematics P1 and P2 are eligible for engineering degrees because the concepts covered in both papers sufficiently prepare learners for degree purposes. Learners who have written Paper 3 show potential for higher order Mathematics and may have an advantage for engineering studies.

(2) 297443 learners have enrolled for Mathematics in the 2009 National Senior Certificate examination.

(3) (a) 2.09% of the total registered candidates and 4.08% of those writing Mathematics. 12 136 of learners are registered to write Maths paper III.

(b) (i) 5 793 full time black learners are registered to write Maths paper III.

(b) (ii) 3 708 full time white learners are registered to write Maths paper III.

(b) (iii) 918 full time coloured learners are registered to write Maths paper III.

(b) (iv) 1 606 full time Indian learners are registered to write Maths paper III.

**QUESTION 1418**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 25/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Dr J C Kloppers-Lourens (DA) to ask the Minister of Basic Education:†**

Whether, with reference to the shortage of libraries, librarians at schools and the library manifesto, she has taken any steps to address this problem; if not, why not; if so, (a) what steps and (b) what is the current state of affairs? NW1774E

**REPLY:**

Access to library services is a priority for the Ministry. Since 2006 the Department of Education has worked to expand access to library services within a practical and implementable framework, and has not limited itself to building standalone library structures, given the historical neglect of such services particularly for schools serving the poorest communities. Although a large number of schools remain without libraries, this number has decreased by over 2 000 since the year 2000. This is with particular reference to stand-alone libraries, and not the range of activities the Department is engaging in to expand access.

The approach adopted by the Department of Education has been a developmental one, which has looked at expansion of library services at different levels, including:

A focus on providing classroom library collections to strengthen support for NCS implementation and reading at class and grade level;

Mobile libraries to serve a number of schools that have no access to libraries. Currently there are 21 of these mobile libraries operating in different communities across the country and serving just under 500 schools;

Strengthening school collections in community libraries and stand alone school libraries that serve clusters of schools; and

Providing library books to schools whose libraries have inappropriate or inadequate library collections.

Access to library services has therefore been expanded for a number of schools, using the approaches above. Key vehicles that the Department has used include:

The QIDS UP project, which has, since 2006, provided books and/or library furniture to 1060 schools;

Norms and standards for physical infrastructure approved by both the Council of Education Ministers and the Heads of Education Committee in 2008 make it obligatory for all new schools to only be considered complete if they make provision for library facilities. These are awaiting the concurrence of the Minister of Finance for finalisation. They do however provide for a school library as a standard.

The Department of Education has also recently finalised guidelines for school library services, with provincial participation, to provide practical guidance to provinces and schools on how to ensure access to such services for all schools. They provide guidance on matters such as

Staffing both in terms of dedicated library staff and utilising teacher librarians and/or library assistants;

The administration of a library;

Resourcing, including a proposed mix between fiction and non-fiction materials;

Managing access to services where the library is on school premises or outside school premises and therefore a shared resource e.g. access times; library rules; provision for different languages; access for learners with disabilities and other related matters.

**QUESTION 1974**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 23/10/09**

**(INTERNAL QUESTION PAPER 22-2009)**

**Ms A Mda (Cope) to ask the Minister of Basic Education:**

(1) What (a) plans are in place to ensure that matric results will be announced timeously, (b) are targeted dates for issuing of final matric results in each province, (c) contingency plans for the exams prepared by her department; if not, why not; if so, what are the relevant details? NW 2539E NW2286E

**REPLY:**

**(1)** (a)A comprehensive plan is in place to ensure that the National Senior Certificate (NSC) results are released timeoulsy. This plan has been developed in conjunction with the provincial education departments and has been communicated to all key participants in the examination process.The matric results will be announced on 7 January 2010 and the reason for the change in the date of the release of the results is to allow the national and provincial officials more time to ensure accurate capture of all marks, to verify the processing of the results and to allow for more intensive checking of the final results before they are released to candidates.

(b) The NSC results will be released at all schools in all provinces at 08:00 on 7 January 2010.

(c) As part of the normal planning for all public examinations there are contingency plans for every aspect of the examination process. These cover, *inter alia*, the setting of question papers, the printing, packing and distribution of question papers, the writing of the examination, the marking process and the resulting and release of results. The DoE is confident that the system is prepared to cater for any eventuality in the examination process, without compromising the credibility of the examinations.

**QUESTION 2099**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 02/11/09**

**(INTERNAL QUESTION PAPER 26-2009)**

**Mr PF Smith (IFP) to ask the Minister of Basic Education:**

Whether dedicated incetives are provided to suitably-qualified teachers to improve the teaching of maths and science in the public school system; if not, why not; if so, what incentives? NW2755E

**REPLY:**

The policy on Incentives for Educators was declared in December 2007 (Government Notice no. 25, Gazette no. 30678). The aim of the policy is attract and retain educators in areas of scarcity. The policy provides for four types of incentives, namely, posts in schools situated in remote geographical areas; posts in subject/learning areas/phases which are difficult to fill. The policy identifies mathematics, science, ICT and some languages but also allows for Provincial Education Departments (PEDs) to identify scarce subjects/learning areas in terms of their own needs; posts that are in schools situated in the difficult urban zones of the country or the so-called hard-to-teach schools and lastly; the policy also allows for incentives to attached to posts, based on the request from the Principal and the SGB of the school after providing evidence that identified posts are difficult to fill.

To ensure quality, the policy prescribes that for an educator who occupies an incentivized post to be eligible to receive payment he/she must be fully qualified (REQV 13). It is, however, up to each PED to identify its needs and prioritise the types of incentives it is going to pay accordingly. As the priorities could differ across PEDs, therefore it is possible that not all PEDs will prioritise the incentives for scarce subjects.

**QUESTION 2107**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 06/11/09**

**(INTERNAL QUESTION PAPER 27-2009)**

**Mr PF Smith (IFP) to ask the Minister of Basic Education:**

1. What her department (a) has done, (b) is doing and (c) will be doing to improve South Africa's ranking in the forseeable future with reference to the World Economic Forum's Global Information Technology Report of 2008-2009, ranking South Africa at 110 AND 132 respectively for the quality of its education system, mathematics and science education compared to Tunisia's ranking of 17 and 7 in global terms? NW2757E

**REPLY:**

1. The Department of Basic Education is committed to ensuring quality education for all children in schools. The National Curriculum Statement implemented in Grade R – 12 which has been internationally benchmarked to ensure that it is responsive and provides learners with the 21st century skills. With effect from 2010 the Department of Basic Education will strengthen the implementation of the NCS in schools by alleviating the administration burden on teachers and providing sufficient time on teaching and learning. In particular, the Department will continue to strengthen the support for the teaching of Literacy and Numeracy in the early Grades in schools through the expansion of the Foundations for Learning in all schools up to Grade 6. There will be an annual national assessment conducted for learners in Grades 1-6 and 9 in all schools to assess progress in numeracy and literacy which are foundational skills for learning. The Department will further consolidate the Dinaledi Schools Project to ensure that the teaching of and performance in mathematics and science are improved. The performance of the Dinaledi schools in 2008 NSC examinations has demonstrated the value of dedicated teacher training in subject contact knowledge, and the availability of textbooks and other LTSM in the promotion of mathematics and science. The Department will sustain this support in schools.

**QUESTION 1107**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Mr D C Smiles (DA) to ask the Minister of Basic Education:**

In respect of each of the three most recent financial years for which information is available, what was the teacher learner ratio in each province? NW1368E

**REPLY:**

The leaner educator ratio for the three most recent financial years in each province:

|  |  |  |  |
| --- | --- | --- | --- |
| **Province** | **2007/08** | **2008/09** | **2009/10** |
| EC | 33.8 | 31.6  | 31.4 |
| FS | 29.3 | 28.1 | 28.8 |
| GP | 34.3 | 33.8 | 35.1 |
| KZN | 33.2 | 32.1 | 34.2 |
| LP | 31.5 | 30.8 | 30.1 |
| MP | 33.0 | 32.2 | 31.3 |
| NW | 28.2 | 30.1 | 31.5 |
| NC | 32.0 | 31.2 | 31.5 |
| WC | 38.0 | 36.7 | 37.7 |

**QUESTION 1106**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 04/09/09**

**(INTERNAL QUESTION PAPER 12-2009)**

**Mr D C Smiles (DA) to ask the Minister of Basic Education:**

(1) In each of the three most recent years for which information is available in each province, (a) how many incidents of (i) vandalism and (ii) theft of school property were reported and (b) what total amount was spent on (i) repairing the damage caused by these acts and (ii) improving security to prevent further incidents in each case;

(2) whether any strategies have been adopted to reduce (a) vandalism and (b) theft of school property; if not, why not; if so, what are the relevant details? NW1367E

**REPLY:**

1. In terms of the Public Finance Management Act, it is the responsibility of the Accounting officer of the Provincial Education Department to develop a risk assessment and mitigation strategy in regard to school property and other assets, and to manage these.

The department of Education therefore does not have the information requested, which should be obtained from the relevant Departments.

In terms of the Public Finance Management Act, it is the responsibility of the Accounting Officer of the Provincial Education Department to develop a risk assessment and mitigation strategy on the safety of school property.

2. A four - pronged strategy is used by the Department of Basic Education together with its provincial departments to address or limit vandalism and theft of school property. It does so by i) providing the required minimum security like fencing and security gates as stipulated in the Department's Minimum Norms and Standards for School Infrastructure, ii) deploying security personnel to schools, and iii) establishing sound working partnership with the South African Police Service (SAPS) which has seen the establishment of school safety teams and patrol of school vicinity which significantly reduces vandalism.

QUESTION 31

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 25/08/09

(INTERNAL QUESTION PAPER 11-2009)

31.Ms N Gina (ANC) asked the Minister of Basic Education

Whether her department has rolled out the nutrition programme to high schools; if not, why not; if so, (a) to how many and (b) to which high schools? NO1104E.

REPLY:

Yes. The Department of Education has extended the school nutrition programme to quintile 1 secondary schools with effect from April 2009.

(a) The programme reaches 796 129 learners in 2 723 Quintile 1 secondary schools. Plans are afoot to further extend the programme to learners in Quintile 2 and 3 secondary schools in 2010 and 2011 respectively, subject to the availability of funds.

(b) All Quintile 1 high schools. The names of these schools are obtainable from the Department of Education' Education Management Information System (EMIS) and is accessible on the website (http//:www.education.gov.za).

**QUESTION 32**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 08/06/09**

**(INTERNAL QUESTION PAPER 01-2009)**

Mr DC Smiles (DA) to ask the Minister of Basic Education :

1. Whether her department received reports from any of the provincial departments indicating shortages of staff and equipment at special schools in the 2008-09 financial year; if so, (a) from which provinces, (b) which special schools had such needs and (c) what was the extent of the shortages in each province;

2. Whether any corrective measures have been implemented to address the shortages; if so, what are the relevant details; if not;

3. Whether any corrective measures will be implemented in the future; if not, why not; if so, what measures? NW34E

**REPLY:**

1. The Department of Basic Education is in possession of a special schools audit report of 2002 as well as reports from provinces in response to the findings of the audit. A further situational analysis was conducted in the second half of 2008 to establish the type of assistive devices required by special schools per province, using a sample of 30 special schools, this as part of the Department's tender on material and assistive devices, tender EDO 374. A report has been developed and will be published. In addition, provinces such as the North West, KwaZulu-Natal and Limpopo have conducted their own situational analyses of special schools to identify needs.

a) The audit report of 2002 was conducted in all special schools across provinces.

b) The list of special schools that were identified to be in need of more resources is attached.

c) The table below (Table 49 from the audit report of 2002) shows types of equipments and the count of what was available at the time of the audit.

**Table 49: Number of items of furniture and equipment available for school management and administration per province**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Prov** | **Braille Printer** | **Chairs** | **Com-****puter** | **Cup-boards** | **Desks/****Tables** | **Dupl.****Machine** | **Fax** | **Intercom** | **Internet** | **Photo****Copiers** | **Scanner** | **Tele****Phone** | **Thermo form** | **Type****Writer** | **Other** |
| EC | 2 | 2419 | 172 | 218 | 908 | 13 | 35 | 22 | 17 | 61 | 14 | 112 | 3 | 52 | 15 |
| FS | 1 | 1112 | 76 | 115 | 735 | 14 | 19 | 13 | 15 | 27 | 10 | 109 | 1 | 14 | 13 |
| GP | 5 | 4405 | 420 | 655 | 2971 | 45 | 93 | 103 | 78 | 141 | 46 | 623 | 3 | 63 | 96 |
| KZN | 1 | 1414 | 150 | 398 | 1205 | 15 | 55 | 31 | 28 | 63 | 12 | 178 | 4 | 47 | 55 |
| LP | 8 | 731 | 105 | 172 | 498 | 9 | 17 | 7 | 18 | 31 | 12 | 78 | 6 | 54 | 11 |
| MP | 1 | 432 | 53 | 76 | 196 | 7 | 13 | 5 | 5 | 19 | 2 | 49 | 0 | 15 | 0 |
| NC | 0 | 248 | 24 | 85 | 196 | 0 | 8 | 2 | 5 | 11 | 3 | 51 | 0 | 3 | 7 |
| NW | 2 | 899 | 60 | 107 | 422 | 8 | 16 | 8 | 12 | 36 | 12 | 50 | 0 | 27 | 14 |
| WC | 3 | 3358 | 274 | 591 | 1267 | 23 | 71 | 103 | 64 | 106 | 34 | 455 | 6 | 126 | 127 |
| **Total** | **23** | **15018** | **1334** | **2417** | **8398** | **134** | **327** | **294** | **242** | **495** | **145** | **1705** | **23** | **401** | **338** |

1. Approved Tender Number EDO 374 for the procurement of resources and assistive technology for a limited number of institutions by the Department of Basic Education provided a window of opportunity for Provincial Departments of Education to fast-track the procurement of equipment and assistive devices, using the 2008 MTEF allocations. KwaZulu-Natal, Limpopo and Western Cape have already submitted requests to the Department of Basic Education to participate in the national tender for procuring assistive devices and other equipments for their special schools. From the national tender, 7 special schools are in the process of receiving assistive devices.
2. The Department is currently engaged in monitoring the supply, installation and training of end-users of equipment and assistive devices procured for schools through tender EDO374. Two provinces, namely the Western Cape and KwaZulu-Natal, filled several posts in the financial year 2008/9, utilizing available budget from their 2008 MTEF allocations. Eastern Cape, Limpopo, Mpumalanga and North West are in a process of advertising posts to strengthen districts and schools. The Department is also coordinating and monitoring provincial business plans for implementing the 2008 MTEF funding for Expansion of Inclusive Education. As a way forward, the Department will develop a manual that will be used by provinces when they procure material and assistive devices.