

**Report of the Select Committee on Education and Recreation on its activities undertaken during the 5th Parliament (May 2014 – March 2019)**

### KEY HIGHLIGHTS

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

The Committee, with its annual plans, tried to ensure that it achieved its set targets. However, the changes of the NCOP Programme necessitated the change on the Committee programme, meaning that some of the intended programmes could not be achieved (e.g. one oversight programme was not done) as envisaged. The Committee was able to see all the four departments that account to it for their annual performance plans and annual reports. It would have been preferable for the Committee to be able to go back to an area that it did the oversight in for a report back session. That would allow the Committee time to check whether the Committee recommendations to the respective departments have been responded to, however, time is an object to achieve this. By continuously engaging the department, the Committee ensures that citizens get the services they deserve.

### Committee’s focus areas during the 5th Parliament

###  Basic Education

* LTSM: In all schools there should be one textbook per grade per learner.
* Infrastructure: Schools should have classrooms that are conducive for learning, libraries that are functional, laboratories that are fully equipped and working healthy ablution facilities. Most schools in the rural areas still use pit latrines, which are dangerous in young children.
* Rationalisation of Rural Schools: All small non-viable schools should be realigned and rationalised as a matter of urgency. The Committee observed that in Free State, the Department of Education built boarding schools in order to counter the challenge of scholar transport.
* Information Communication Technology: Schools should be connected on a broadband network for efficiency purposes in line with Operation Phakisa. In most schools, connectivity is only in the administration building such that learners do not get to use ICT for their studies.
* Teacher Centre: All Districts should have well-resourced and functional teacher centres. Although there are teacher centres in most districts, they are not resourced and they are not utilised for the purpose they are meant.
* National School Nutrition Programme: The Department is feeding more than 9.5 million learners per day. However, some schools do not have kitchens and they use classrooms as kitchens and they use unsuitable facilities to store food, which may have hygiene challenges.
* Safety in schools: There is still a challenge of safety in schools, such that recently there has been an increase in school vandalism in certain areas.

###  Higher Education and Training

* Transformation: The Department should ensure that racism is curbed at all institutions of higher learning and language policies are addressed accordingly.
* Skills Development: The committee will monitor the role played by Sector Education and Training Authorities in skills development, especially in midlevel skills. There is dearth of technological and technical midlevel skills in the country and these skills are needed to boost economic activity.
* Funding of Universities: The role played by National Student Financial Aid Scheme in alleviating the funding challenges of students is lauded, however, the Committee would like to see NSFAS being able to get back the money from beneficiaries. Also the Committee would like to see NSFAS being able to raise more funds from the private sector.
* Certification at TVET Colleges: All TVET College graduates should get their certificates as soon as possible after completing their qualifications. There are still challenges in as far as certification is concerned such that students are not employable after finishing as they do not have the requisite certificates.
* Qualifications of TVET lecturers are still a challenge and the Department needs to attend to them. There are still lecturers who do not have the requisite qualifications. Universities need to offer qualifications for college lecturers.

###  Arts and Culture

* Cultural and Creative Industry of South Africa: The committee will see to it that all genres are represented in this entity.
* Community libraries: The Department should establish community libraries that are adequately equipped and functional. The Committee observed that although there are community libraries, there is still a challenge of resourcing them. There should be clarity as to who do libraries report/belong between DSRAC and Municipalities.
* PACOFS: The status of governance at PACOFS improves so that it can achieve its mandate as a play house. PACOFS has been operating without the relevant senior management personnel for some time. Recently, a CEO, Artistic Director, HR Manager have been appointed.
* Robben Island: To ensure that there is better access to Robben Island for South Africans.
* The Committee observed that most schools it visited did not have South African Flags and this has to be corrected by schools.

###  Sports and Recreation

* The National Sport and Recreation Plan reinforces the objectives of the NDP and focuses on the following:
* To improve the health and well-being of the nation by providing mass participation opportunities through active recreation;
* To maximize access to sport, recreation and physical education in every school in South Africa; and
* To promote participation in sport and recreation by initiating and implementing targeted campaigns.
* The DBE and DSRAC have to operationalise the MOU and each department has to play its role.
* In terms of transformation, the Committee planned to monitor provincial sports bodies (rugby and cricket) to ensure that transformation takes place.

### Key areas for future work

###  Basic Education

* Infrastructure: Although the conditions are improving, there are still areas where learners us unhygienic pit latrines. ablution facilities. Thus, infrastructure is an important component of education; it has to be up to scratch.
* ICT: The use of blended learning and ICT if of utmost importance, but most rural schools are not connected to the broadband network. This should be a focus in the following term.
* Safety in Schools: In some schools, especially in the townships, learners are not safe as there are constant gang wars and learners find themselves in the middle of those gang wars. Some schools are vandalised on an ongoing basis because of lack or non-availability of security personnel.

###  Higher Education and Training

* Artisan Development: The country is in need of mid-level technical skills, thus the development of artisan should be closely monitored. The NDP states that by 2030, the country should be producing 30 000 artisans per annum.
* Funding of Universities and the role of NSFAS: The role played by National Student Financial Aid Scheme in alleviating the funding challenges of students is lauded. The policy and the NSFAS Act should change as it has changed from a loan scheme to a full bursary. The Committee should monitor closely the amendment in the NSFAS Act.
* The challenges of Certification and throughput rate at TVET Colleges.
* College lecturer qualifications should be monitored.

###  Arts and Culture

* The use and functionality of community libraries.
* Governance and management of PACOFS.
* Governance and management of PanSALB.

###  Sports and Recreation

* The operationalisation of the MoU between the DBE and DSRAC.
* Transformation issues on national and provincial sporting bodies (rugby and cricket o the main).

### Key Challenges

* The Committee has four departments that report to it but it is allocated only one day a week and meetings start at 10h00, which is not enough to engage the department adequately.
* The form and shape of the strategic planning sessions need to be revised in terms of the timing and the time allocated.
* The constant change of the parliamentary programme, which affects the Committee programme.

### Recommendations

* There seems to be an insistence from the MPs to concentrate on National Departments, which is not an NCOP mandate. The focus should be on provincial departments and provincial entities.
* Transversal programmes are of utmost importance for the Select Committees, and also the Select Committee should play its role in intergovernmental relations and cooperative governance.
* Revision of Parliamentary programme at times happen abruptly and it messes up the Committee Programme, such that the Committee because of revision does not achieve some programmes. Thus, NCOP should ensure that programme revision does not negatively affect the work of the Committee. It is imperative for the NCOP programming should take into account Select Committee strategic plans, annual plans and term programmes.

1. **Introduction**
	1. **Department/s and Entities falling within the committee’s portfolio**

In the 4th Parliament, there were five departments (Basic education, Higher Education and Training, Science and Technology, Arts and Culture and Sports and Recreation) that reported to the Select Committee on Education and Recreation (henceforth, Committee or SC), however, in the 5th Parliament, these departments were reduced to four. The Department of Science and Technology was moved to another Committee.

1. **Department of Basic Education**

The core mandate of basic education is to provide quality basic education. The strategic objectives of the department are:

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

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

1. **Department of Higher Education and Training**

The strategic objectives of the Department of Higher education and Training are:

* + To expand access to universities and increasing student financial aid;
	+ To expand access to and improving the performance of TVET colleges;
	+ To develop artisans; and
	+ To strengthen the management and governance of community education and training colleges.

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

1. **Department of Arts and Culture**

The strategic objectives are:

* + Promoting and preserving heritage infrastructure;
	+ To build and maintain community libraries;
	+ Positioning the cultural and creative industries to contribute to economic development; and
	+ Facilitating nation building and social cohesion.

| **Name of Entity** | **Role of Entity** |
| --- | --- |
|  |  |
| **Heritage Institutions:*** Afrikaanse Taalmuseum en monument
* Ditsong Museum of South Africa
* Iziko Museum
* KwaZulu Natal Museum
* National Museum
* National English Literary Museum
* Robben Island
* Voortrekker museum
* War Museum of the Boer republic
* William Humhreys Art Gallery
* Luthuli Museum
* Nelson Mandela Museum
* Freedom Park
 | * Manages and administers Southern African heritage assets in the fields of fauna, palaeontology, cultural history, anthropology, archaeology and military history; which require constant monitoring of the sustainable and responsible custodianship of these irreplaceable national heritage assets as required by policy and legislation
 |
| **Libraries:*** National Library of South Africa
* South African Library for the Blind
* Blind South Africa
 | * to build up a complete collection of published documents emanating
* from or relating to South Africa;
* to maintain and extend any other collections of published and
* unpublished documents with the emphasis on documents emanating
* from and relating to Southern Africa;
* to promote the optimal management of collections of published
* documents held in South African libraries as a national resource; and
* to record the documents contemplated in paragraph (a); and
* to render a national bibliographic service and to act as the national

bibliographic agency;* to promote optimal access to published documents, nationally and internationally;
* to provide reference and information services, nationally and internationally;
* to act as the national preservation library and to provide conservation services on a national basis;
* to promote awareness and appreciation of the national published documentary heritage; and
* to promote information awareness and information literacy.
 |
| **National Arts Council** | Facilitates opportunities for people to practice and appreciate the arts. |
| **National Film and Video Foundation** | Develops and promotes the film and video industry in South Africa. |
| **National Heritage Council** | Mobilises and builds awareness about heritage. |
| **Pan South African Language Board** | Investigates complaints about language rights and violations from individuals, organisation or institution.  |
| **Performing Arts Institutions:*** South African State Theatre
* The playhouse Company
* Artscape Theatre
* The Market Theatre
* Performing Arts Council of the Free State
 | * To present aesthetically pleasing and commercially viable artistic programmes;
* To provide additional assistance and resources to historically disadvantaged groups;
* To promote greater access to the arts;
* To develop and promote arts for the benefit of all the people of central South Africa;
* To develop audiences by promoting the appreciation;
* To understanding and enjoyment of the performing arts;
* To provide state-of-the-art facilities as part of quality service delivery.
 |
| **South African Heritage Resources Agency** | * Managing the national estate through partnerships with other bodies to promote an integrated heritage resources management system.
 |

1. **Department of Sports and Recreation**

The strategic objectives of the Department are:

* + To promote participation in sport and recreation;
	+ To support the delivery of sport infrastructure;
	+ To foster transformation in sport and recreation; and
	+ To nurture talent and support excellence.

| **Name of Entity** | **Role of Entity** |
| --- | --- |
|  |  |
| **Boxing South Africa** | Creates synergy between professionals and amateur boxing, and promotes interaction between associations of boxers, managers, promoters and trainers.  |
| **South African Institute for Drug-Free Sport** | Promotes participation in sport without the use of prohibited performance enhancing substances and methods, and educates sportspeople on fair play and the harmful effects of the us of prohibited performance enhancing substance and methods.  |

* 1. **Functions of committee:**

The mandate of the Committee is to:

* Process, pass and monitor the implementation of relevant legislation;
* Strengthen oversight and accountability by undertaking an effective process of scrutinising and overseeing the Executive and entities reporting to relevant departments;
* Ensure adequate public participation during all legislative and service delivery processes;
* Ensure co-operative governance and intergovernmental relations, with special delegates and provincial legislatures; and
* Deepen their knowledge through international participation.
	1. **Method of work of the committee (if committee adopted a particular method of work e.g. SCOPA.)**

The Committee followed the NCOP programme, which at times it changed from time to time. At the beginning of the term, the National Council of Provinces (NCOP) held a strategic session, where each Committee presented its strategic plan for the 5-year term and its annual performance plan. Over the subsequent years, the Committee continued to hold strategic sessions at the start of the year, and the Committee would review its strategic plan and present the annual performance plan. The strategic sessions were held as follows:

* In 2015/16: 24-25 March.
* In 2016/17: 8-9 March 2016.
* In 2017/18: 28 February to 1 March 2017.
* In 2018/19: 6 March 2018.

As this is the last year of the 5th Parliament, the 2018/19 session was the last one for the Committee to review its performance against the planned targets. The Committee also developed its annual performance plan in the Fifth Parliament. The Committee held its meetings on Wednesday mornings.

* 1. **Purpose of the report**

The purpose of this report is to provide an account of work done by the Select Committee on Education and Recreation during the 5th Parliament. In addition, this report will inform the members of the new Parliament of key outstanding issues pertaining to the oversight and legislative programme of the four department and the entities that account to the Committee.

This report provides an overview of the activities the committee undertook during the 5th Parliament, the outcome of key activities, as well as any challenges that emerged during the period under review and issues that should be considered for follow up during the 6th Parliament. It summarises the key issues for follow-up and concludes with recommendations to strengthen operational and procedural processes to enhance the committee’s oversight and legislative roles in future.

1. **Key statistics**

The table below provides an overview of the number of meetings held, legislation and international agreements processed and the number of oversight trips and study tours undertaken by the committee, as well as any statutory appointments the committee made, during the 5th Parliament:

| **Activity** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| Meetings held | 14 | 17 | 13 | 16 | 18 | 78 |
| Legislation processed | 0 | 0 | 1 | 0 | 1 | 2 |
| Oversight trips undertaken | 0 | 4 | 5 | 2 | 0 | 11 |
| Study tours undertaken | 0 | 0 | 0 | 1 | 0 | 1 |
| International agreements processed | 0 | 0 | 0 | 0 | 1 | 1 |
| Statutory appointments made | 0 | 0 | 0 | 0 | 0 | 0 |
| Interventions considered | 0 | 0 | 0 | 0 | 0 | 0 |
| Petitions considered  | 0 | 0 | 0 | 0 | 0 | 0 |

1. **Stakeholders:**

None

1. **Briefings and/or public hearings**

{Any critical issues that were focused on, challenges and/or issues arising from these that needs to be followed up}

1. **Legislation**

The following pieces of legislation were referred to the committee and processed during the 5th Parliament:

| **Year** | **Name of Legislation** | **Tagging** | **Objectives** | **Completed/Not Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **2014/15** | 0 |  |  |  |
|  |  |  |  |  |
| **2015/16** | 0 |  |  |  |
|  |  |  |  |  |
| **2016/17** | [Higher Education Amendment Bill [B36B – 2015]](https://pmg.org.za/committee-meeting/23239/)  | S75 | To amend the Higher Education Act, 1997, so as to provide for the insertion of new definitions; to provide for the determination of transformation policy and oversight mechanisms for the public higher education system; to provide for the development of articulation and recognition of prior learning frameworks across the education system; to provide for new institutional types; to provide for the conversion of public higher education institutions; to provide for the powers of the council of a public higher education institution to invest funds; to provide further for the issuing of Ministerial directives; to provide for indemnification of an independent assessor; to provide for the indemnification and termination of the term of office of an administrator; to provide for different categories of registration of private higher education institutions and the associated rights to extend the power to award diplomas, certificates and confer degrees to private higher education institutions; to provide for the withdrawal and revocation of qualifications by public or private higher education institutions; and to provide for matters connected therewith. | Completed  |
|  |  |  |  |  |
| **2017/18** | 0 |  |  |  |
|  |  |  |  |  |
| **2018/19** | National Qualifications Framework Amendment Bill [B20B – 2018] | S75 | To amend the National Qualifications Framework Act, 2008, so as to amend and insert certain definitions; to provide for the verification of all qualifications or part-qualifications by the SAQA; to provide for the formulation of criteria for evaluating foreign qualifications; to provide for the establishment and maintenance of separate registers of misrepresented or fraudulent qualifications or part-qualifications; to provide for a separate register for professional designations; to provide for the referral of qualifications or part-qualifications to the SAQA for verification and evaluation; to provide for offences and penalties which have a bearing on fraudulent qualifications; and to provide for matters connected therewith. | Completed |

1. **Challenges**

None

1. **Issues for follow up**

None

1. **Oversight trips undertaken**

The following oversight trips were undertaken:

| **Date** | **Area Visited** | **Objective** | **Recommendations** | **Status of Report** |
| --- | --- | --- | --- | --- |
| 17-21 August 2015. | North West and Gauteng Provinces | To monitor functionality of Teacher Education Centers. This includes but not limited to checking the state of the centers environment, infrastructure, aspects of teachers training and human resources, the availability of training equipment;Visit Mogwase FIFA 2010 Legacy Projects to assess the extent to which the facility is accessible to the community and the role department of Sport is playing in ensuring that the projects are well maintained and looked after. | **(i) Freedom Park**The Department of Arts and Culture should:(a) Ensure that the council is given space to tell the story of South Africa, through the voices of South Africans, to give the insiderperspective about our history, heritage, spirituality & culture and should assist the Council at all times.(b) Ensure that the Council establishes Freedom Park as a Knowledge Centre for Indigenous Knowledge Systems (research, opinion pieces and publications).(c) Ensure that the Council improves infrastructure development and operationalisation of the Pan African Archives (dialogical and digital).(d) Ensure that there is continuation of dialogues and collection of archival material.(e) Ensure transformation of the Gallery of Leaders from temporary to permanent exhibitions.(f) Consider hosting families of the heroes and heroines whose names are inscribed a S’khumbuto before the end of this year. (g) Assist the council to launch a National Heritage Reconciliation Project.(h) Collect and inscribe the names within the international Solidarity.(i) Ensure facilitation of talks with the Apartheid Museum and ensure that the Reconciliation Road that links Freedom Park and Apartheid Museum is opened.(j) Ensure inscribed names accommodate braille community.**ii) Thlabane Education Centre**The Department of Basic Education and North West Department of Education and Sport Development should:(a) Speed up the process of ensuring that norms and standards on Teacher Education Centres get endorsed as government policy.(b) Set aside funds for these centres.(c) Ensure that centres have adequate security personnel.(d) Put systems in place to take over connectivity and maintenance of the ICT centres in the event that the agreement with Vodacom comes to an end.(e) Align their Teacher Development programmes with Teacher Centres and not work in isolation.(f) Streamline programmes run at the centre and avoid duplication as the mandate of the centre is not enterprise development.(g) Ensure that Teacher Development centres are established in the two provinces where they currently do not exist, e.g Mpumalanga and Free State.(h) Collaborate with other government departments to ensure accreditation and standardisation of programmes. To achieve this, they should work with the South African Council for Educators (SACE).(i) Ensure that the Norms and Standards for Teacher Centres and Provincial Teacher Development Institutes (PTDI) address theabove challenges and strengthen the support of these centres through a uniform approach.**iii) Mogwase 2010 FIFA Legacy Project**The Department of Sport and Recreation and North West Department of Education and Sport Development should:(a) Ensure children’s play parks are located next to the outdoor gym for kids to go play rather to playing on the gym machines.(b) The Rustenburg Local Municipality should assist in uplifting (beautifying and cleaning) the area surrounding the outdoor gym and ensure that broken machines get repaired.(c) Conduct site visits with service providers, conducts inspections and repairs machines.(d) SRSA and the Rustenburg Local Municipality should address the usage and maintenance of the installed outdoor community gym.(e) Ensure that children and youth from the area utilise the facility intensively.(f) Ensure that facilities are open and accessible to local youth and children and are shared with nearby schools.(g) Ensure that a schedule of sport activities is being implemented with the active involvement of local sport clubs and associations, youth groups and other community organisations of the area.(h) Ensure that there is continued and sustained support by NGO’s providing life skills and sport training.(i) Ensure that there is clarity amongst local stakeholders as to the rules/protocols that govern the use of the facilities and roles andresponsibilities of different parties in applying these rules.(j) Ensure that conflicts on and during the use of the facilities are peacefully settled. | Adopted |
| 8-11 September 2015. | Free State Province | To monitor the implementation of the rationalisation programme. This includes but was not limited to getting reports on the state of the environment of schools that have been merged, infrastructure, aspects of teaching and learning, human resources, the availability of textbooks and workbooks. | 1. **Free State Department of Education**

The national Department of Basic Education and the Free State Department of Education should consider the following factors before closure or merger processes were started: 1. The curriculum offered by the releasing and the receiving schools.
2. The languages offered by the releasing and receiving schools. The Learner Teacher Support Material (LTSM) of the releasing and receiving schools.
3. Grades in receiving schools as well as grades and curriculum changes at receiving schools. Grades that the learners have to progress to so that they can complete grade 12.

In addition, the national Department of Basic Education and the Free State Department of Education should ensure that: 1. Learners are informed of the schools they would progress to so that they had a vision for themselves and their schooling education.
2. The status of the school infrastructure at the releasing and receiving schools meet the requirements in terms of the norms and standards for infrastructure.
3. That there is sanitation, water and electricity at the receiving school and that the releasing and/or the receiving school is on the list of the department (provincially or nationally) for upgrading of its infrastructure.
4. There is appropriate furniture at the releasing and receiving schools and to consider the fact that resources follow learners.
5. Data is collected about learners living on farms who will be of school-going age in 2015.
6. All assets of the schools are managed in accordance with the South African School’s Act, section 12A, 37 and 58.
7. That learners from no fee schools to fee paying schools automatically get exempted from paying school fees.
8. **The University of the Free State**
9. The university should fast track its transformation programme, especially on the academic staff personnel.
10. The Department of Higher Education and Training should encourage all universities to follow the example of UFS and scrap the application fees, so that many more young people from poor communities could realise their dream of accessing higher education.
11. **The Anglo-Boer War Museum**

The museum should: 1. Develop a plan aimed at strengthening its programme of social cohesion.
2. Develop a clear plan outlining the role it plays in recognising those, especially women, who participated in the war.
3. Develop a fundraising plan in order to address constraints that it was experiencing, as well as plans to addressing equity.
4. Strengthen its relationship with the University of the Free State, more especially in the wake of the Reitz residence video.
5. Develop advocacy and outreach programmes to ensure that perceptions that the museum was not accessible to all communities was addressed.

The Department of Arts and Culture should ensure that: 1. It continued to engage National Treasury in an attempt to find a solution to the challenge of audit fees that have not been handed over to the museum.
2. The challenge of benefits such as medical aid allowances for former employees of the museum were addressed as a matter of urgency.

The Department of Arts and Culture and the Department of Basic Education should ensure that: 1. There was inclusion of the South African war history in the school curriculum.
 | Adopted |
| 24-29 January 2016 | KwaZulu-Natal  | To look at the following:* The state of the school environment;
* The state of the admission and registration of learners;
* The provision of Learner Teacher Support Materials (LTSM);
* Staff establishments (Post-Provisioning Norms);
* School
* Improvement Plans and District support.
 | The Committees, having conducted the oversight visits to KwaZulu-Natal, and having considered the issues that were highlighted, requests that the Minister of Basic Education ensure that the Department consider the following overall recommendations:* The KwaZulu-Natal Education Department, including Districts and Circuits, should intensify their support for schools, including curriculum delivery and ensuring that all schools develop quality Improvement Plans and effectively implement them. The KZN Education Department, should ensure that they implement their Plan on Strategies to improve the 2015 results as intended, particularly in respect of the following:
* Differentiating the support to schools in order to adequately address the curriculum needs of individual schools;
* Paying particular attention to areas such as content knowledge of critical subjects such as Mathematics, Science and Accounting; as well as School Based Assessments;
* Implementing the focussed programme for progressed learners, and
* Tracking learner performance quarterly.
* The KwaZulu-Natal Education Department should ensure that schools have mentoring systems in place in respect of newly appointed teachers, including Funza Lushaka teachers.
* The KwaZulu-Natal Education Department should ensure that all schools are effectively monitored to implement the basic requirements of functionality, including that learners and teachers are in class on time, teachers teach and principals manage schools effectively.
* The Kwazulu-Natal Education Department that principals are adequately trained in respect of their management and leadership responsibilities.
* The KwaZulu-Natal Education Department should ensure that there is accountability at all levels of the system as well as consequences for underperformance and wrongdoing. Policies and legislation should also be effectively implemented.
* The KwaZulu-Natal Education Department take the necessary steps to effectively communicate with the Districts its arrangements in respect of the limiting of kilometers officials are required to travel to support schools. It is important that the Department consider allocating the budget to the Districts taking into account their unique distances to schools and curriculum needs.
* The KwaZulu-Natal Department should consider fast tracking the provision of tools of trade such as computers and faxes to all District officials directly supporting schools to ensure effective service delivery.
* The KwaZulu-Natal Education Department should fast track the filling of all critical posts directly linked to school functionality, including teachers, principals and subject advisers.
* The KwaZulu-Natal Education Department should ensure that leave is managed effectively and that concerns of the unions on this matter are addressed.
* The KwaZulu-Natal Education Department should deal with cases of educators and officials on long suspensions as a matter of urgency.
* The Department should consider requests from the Ilembe District to appoint HR and Finance officials to improve service delivery.
* The KwaZulu-Natal Education Department should fast-track the rationalisation of non-viable schools.
* Given that learner transport is one of the keys to access, the KwaZulu-Natal Department of Education, together with the Department of Transport of Education, should take the necessary steps to expand the service to all qualifying learners.
* The Provincial Education Department should follow up on commitments made in respect of the following:
* Strengthening its relationship and improving communication with the District Office and the unions. This should include implementing the commitments and decisions made with the unions in the bargaining chamber.
* Engaging the Msinga stakeholder forum to attend to faction fights in the area.
* Improving communication with the Transport Department in respect of learner transport.
* Considering the establishment of boarding schools in suitable areas
* Attending to the infrastructural needs of Fundokuhle Secondary School during the current financial year.
* Finalising the Action Plan in respect of strategies to improve the 2015 NSC results. The Action Plan should be submitted to the Portfolio Committee on Basic Education.
* The Department of Basic Education should ensure that its commitment is fulfilled in respect of giving the Provincial Education Department, the Umzinyathi District Office and its affected Circuits the necessary support to improve their 2015 NSC results.
* The Provincial Education Department should progressively address the challenges facing individual Districts and schools as identified in this report.
 | Adopted |
| 31 January - 03 February 2016 | Eastern Cape  | To look at the following:* The state of the school environment;
* The state of the admission and registration of learners;
* The provision of Learner Teacher Support Materials (LTSM);
* Staff establishments (Post-Provisioning Norms);
* School Improvement Plans and District support.
 | The Committees, having conducted the oversight visits to Eastern Cape, and having considered the issues that were highlighted, request that the Minister of Basic Education ensure that the Department consider the following overall recommendations:* The Eastern Cape Education Department should ensure that SMTs and principals are adequately trained in respect of their management and leadership responsibilities.
* The Eastern Cape Education Department should investigate and correct the LTSM shortages as well as the poor quality of stationery received by schools.
* The Eastern Cape Education Department should ensure that new educators to the system receive the necessary development, guidance and mentoring, with ongoing professional development.
* The Eastern Cape Education Department should support to effectively address disciplinary challenges amongst educators and learners, including substance abuse, early pregnancies and late-coming.
* The Eastern Cape Education Department should ensure that municipal by-laws in respect of the proximity of taverns to schools are adhered to.
* The Eastern Cape Education Department should deal speedily with educator shortages at schools and ensure that additional educators were sourced and priority given to the Funza Lushaka Bursars.
* The Eastern Cape Education Department should avail a budget to re-introduce the rural incentive for educators in rural areas.
* The Eastern Cape Education Department should assist schools with policies and guidelines for the implementation and management of progressed learners. Progressed learners should also receive the necessary support programmes and intervention strategies.
* The Eastern Cape Education Department should fast-track that the eradication of all mud-structures in the Province. The infrastructure budget must drive infrastructure in conjunction with the rationalisation of schools.
* The Eastern Cape Education Department should ensure that schools receive the necessary furniture requirements as per any shortages reported.
* The Eastern Cape Education Department should ensure that schools are properly fenced and consideration be given to employ security guards at schools.
* The Eastern Cape Education Department should ensure that schools are supplied with fully equipped kitchens for preparation of meals.
* The Eastern Cape Education Department should revisit the policy on scholar transport, distances and routing to benefit all learners who qualify for scholar transport.
* The Eastern Cape Education Department should ensure that schools improve on and implement policies on book retrieval.
* The Eastern Cape Education Department should ensure that schools have proper educator profiles in order to facilitate effective placement.
 | Adopted |
| 28 August – 02 September 2016 | Limpopo: Vhembe District | The primary purpose of the oversight visits was to assess the extent of damage of schools in Vuwani area (which occurred during the protests for municipal demarcation) and the school’s readiness for the end of the year examinations. There was also a need to provide support to the District, and schools in finding effective solutions to the challenges being faced.  | **Education**The Committee, having conducted the oversight visits to Limpopo, and having considered the issues that were highlighted, requests that the Minister of Basic Education ensure that the Department consider the following overall recommendations:* The Limpopo Education Department, including Districts and Circuits, should ensure that the affected schools in the Vuwani area finish the curriculum before they write the end of the year examinations. There should be clear plans of a catch-up programme for all the affected schools in the Vuwani area, and the Districts and circuits should monitor them closely.
* The Limpopo Education Department should prioritise the refurbishment of the burnt schools and also ensure that there are no learners who are taught under a tree.
* The Limpopo Education Department should ensure that all schools are effectively monitored to implement the basic requirements of functionality, including that learners and teachers are in class on time, teachers teach and principals manage schools effectively.
* The Limpopo Education Department should fast track the filling of critical posts directly linked to school functionality, including teachers and principals.
* The Limpopo Education Department should ensure that schools improve in the gateway subjects (Mathematics, Physical Science and Accounting.
* The Limpopo Education Department should fast-track the rationalisation of small non-viable schools.
* The Department of Basic Education should provide Parliament with a progress report in addressing the recommendations made in this report, within two months of the adoption of the report by the National Assembly.

**Arts and Culture**The Committee, having conducted the oversight visits to Limpopo, and having considered the issues that were highlighted, requests that the Minister of Arts and Culture ensure that the Department consider the following overall recommendations:* The Department of Arts and Culture has to ensure that the community conversations are a continuous phenomenon.
* The Department has to ensure that all contracts are renewed on time so that there can be no vacuum.
* All projects should be implemented timeously so that the Department can stop asking for rollovers.
* Libraries across the country must have books in indigenous languages.
* Adult literacy should also be catered for so that students in the community colleges can benefit too.
 | Adopted |
| 17-21 October 2016 | Gauteng, Johannesburg | The Committee undertook a joint oversight visit with the PC on Higher Education to meet with the various stakeholders in the post-school education and training sector to discuss plans on saving the 2016 academic year and strengthening dialogue to enable both new entrance to the institutions in 2017 and allowing graduates to be placed into much needed scarce skills in 2017. The Committees also wanted to meet with the Council on Higher Education to engage on the future proposals on university fees. | The Portfolio on Higher Education and Training and the Select Committee on Education and Recreation having conducted an oversight visit to Gauteng, recommends that the Minister of Higher Education and Training consider the following:1. **Saving the 2016 academic programme**
* The resumption of teaching and learning in universities should be prioritised to prevent the possible loss of the 2016 academic year and the ripple effects it would have on the economy and society in general.
1. **Safety and security at universities**
* The police should exercise maximum restraint and operate within the parameters of the law when dealing with student protests;
* A meeting with the security cluster should be convened to address the operations of the public order policing at universities;
* The South African Police Service should provide training to police on demobilizing protesters without firing rubber bullets;
1. **Continuation of dialogue**
* There should a mediation process to rebuild the broken trust between the University management and student leadership;
* Universities should consult with parents on the crisis in the sector;
* Communications between the University management and students’ leadership should be opened in order to engage on student grievances, and there should be timeous response by management;
* Students body should give room to the democratically elected structures to engage with management and report back to them;
* University management should not legitimise structures that were not democratically elected;
* Further violence and destruction to University properties should be prevented;
* University management and the relevant stakeholders should work collectively on finding long and lasting solutions on institutional matters to avert protracted protests; and
* Members of Parliament and politicians who publicly call for the shutdown of universities should be held accountable for their statements.
 | Adopted |
| 31 January – 03 February 2017 | Prixley Ka Seme District, Northern Cape Province | The purpose of the oversight was to look at the 2016 matric results, assess the provincial state of school readiness for the 2017 school year in the Prixley Ka Seme Education District. There was an additional need to provide support to the Provincial Department of Education, the district and schools in identifying the challenges and to assist in finding effective solutions to the challenges faced by the District.  | * The NCDOE should concentrate on top ups.
* The SGBs need to be strengthened and capacitated.

Hope Town High School:* The NCDOE should reprioritise the Hope Town Hoer Skool and address its infrastructure challenges
* The District and DBE should look at the non-delivery of grade 10 LTSM.

Petrusville High School:* The school should rearrange subject allocation to address the maths issue.
* The NCDOE should ensure that the school is on the priority list.
* The school should send a detailed report on progressed learners.

Richmond High School:* The MPLs should make follow-up on the school challenges.
* The Province and the district should attend to challenges and support the Acting Principal to turn things around.
* Teachers offering subjects with poor performance should ensure proper teaching takes place in classes.
* The District should attend to the staffing matter.
* The Acting Principal should take full authority and responsibility.
* The Province should attend to the maintenance plan.
* Desks should be delivered between April/May 2017 as undertaken.
* The DBE should review the quintile status of the school.
* Parents need to be more involved in the running of the school and the SGB needs to take control. SGB Members not attending meetings need to be replaced.

Enoch Mthethwa High School:* The MEC and the MPLs should make priority of close monitoring of the school.
* The school should be supported for purposes of increasing the learner numbers in order for the school not to be closed considering the good infrastructure and resources it has.
* There is a need for restructuring of educators, especially the one for mathematics.
* The Parents meeting called for Tuesday, 07 February 22017 should strategize on how to change the situation of the school**.**

Theron High School* Night guard should be employed and surveillance cameras installed.
* The school should elect the new SGB at some stage if the situation does not change.
* There is evidence of common governance issues, therefore, more engagements should happen on governance issues.
* The school needs to consult people as there are those with books that they no longer need for library use.
* Religious groups need be brought in to address the moral and ethics of the community and combat drugs and substance abuse.
* The appointment of security should be prioritised by the district.
* The Department should address the fencing issue and the funds raised should be used to appoint a security.
* The sewerage problem needs to be addressed and the school should be assisted regarding spending on minor maintenance.
* The Safer School Unit will be engaged to address the drugs and substance abuse challenge.
* The Province should support governance to address challenges.
* The Province should report on the status of QLTC on the meeting to be held on Friday, 03 February 2017.
* The QLTC must be revived and the Committee will engage the Minister regarding that.
* The SBG must be strengthen to address vandalism of the school.
* The hostel must be rebuilt because schools with hostels performs better.

High School Prieska:* The NCDOE should send a team to assess level of maintenance required and check against section 21. It should also assist in terms of additions for general maintenance.
* The Sponsors i.e. rich farmers should be engaged to spread to the disadvantaged schools.
* The Committee, MEC and the MPLs need to consider meeting the sponsors to request them to share the assistance they are giving.

Hoerskool Douglas:* The DG’s words when he urged performing schools to group and mentor the underperforming schools and exchange good practises needs to be reiterated.
* The willingness from the principal will be explored in order to motivate schools and the SGBs to network with the school.
* The District should be visiting the school and embark in the sharing of best practises approach.

Karrikamma High School:* The school needs to put more effort on Mathematics and Physical Science.
* The school needs to concentrate on the quality of the results.
* The school should develop some kind of strategy that would instill some kind of responsibility to learners and inspire them to take care of textbooks given to them.
* The NCDOE should priorities the building of new classrooms for the school as the ones it currently has are too small and therefore compromising teaching of learners. The issue of overcrowding is a big challenge and need to be attended to as a matter of urgency.
* Bunking of classes because of activities taking place around the school in school hours is worrisome and therefore needs full attention of parents to attend to it.
* The NCDOE and the District need to concentrate a bit more on the issue of infrastructure.
* The overloading of busses transporting leaners need to be sorted out as a matter of urgency.
 | Adopted |
| 08 March 2017 | Robben Island | To look at, amongst others, the following main issues:* Governance and Management;
* Revenue collection; and
* Infrastructure

The Committee wanted to have an understanding of the challenges being faced, contingency plans in place and any possible assistance that may be forthcoming.  | * The infrastructure department should accelerate the process of finalizing its Built Environment Management Framework for all sites to ensure proper planning and maintenance of buildings, utilities and other infrastructure;
* Although some animals like rabbits and deers were culled in the island in order not to exceed the carrying capacity of the island, the RIM should make people aware of the reasons behind culling of animals. The research report written by RIM and the University of Stellenbosch on the fauna and flora of the island should be made available to the Committee;
* The RIM should appoint young people who will replace the aging tour guide;
* The RIM should ensure that there is a boat that is owned by a black person/company that they hire to ferry people to the island;
* The twinning project with other heritage sites in the continent should add value to the entity;
* Local people should be given an opportunity to sell their products in the curio shop;
* The entity should make way to take back its collection from the University of the Western Cape;
* The entity should find ways and means to increase their revenue generation;
* The funding model of DAC should address the issue that the entity is a world heritage site;
* The Diesel power generation has to be funded or the entity should change to renewable energy (solar energy);
 | Adopted |
| 27-31 March 2017 | Mpumalanga Province, Mbombela Local Municipality | In terms of the basic education sector, a greater focus of the visit was on the provision of Learner Teacher Support Materials (LTSM); post-provisioning norms; learner transport; school nutrition to qualifying learners and school infrastructure. With regards to higher education and training the Committee focused primarily on the following:* Access to higher education;
* Growth of the University of Mpumalanga in terms of enrolments; and
* New Programmes that the university has added to those that were offered when the university was new.

In as far as arts and culture is concerned, the Committee visited two the heritage sites in the province, namely: The Makhonjwa Mountains and the Samora Machel Monument. In terms of sports and recreation, the Committee visited the Mbombela Stadium as it is a World Cup legacy project. The Committee wanted to find out whether the people in the area and in the province at large were benefiting by using Mbombela Stadium as it is a World Cup legacy project.  | Mpumalanga University:* The University needs to have more qualifications in other faculties as well for diversity.
* The University has to ensure that in its future employment at Executive Management level, it appoints women.
* The University has to guard against the decrease of the pass rate while the students are still manageable.
* The University has to get a marketing drive that will enable them to get students from other provinces as well in order to diversify its student populace.
* The Department has to see to it that the budget is commensurate with the number of students.
* The University needs to solve the problem of the catering company so that learning and teaching can take place meaningfully.

Mbombela Stadium:* Local people and local clubs should be given an opportunity to use the venue at a minimal fee;
* The Mbombela Municipality should also be involved in assisting local clubs to have access to the stadium.

Makhonjwa Mountains:* The Mountains are not well marketed such that most people who are not in the region of in the Province do not know much about them;
* The areas where there are sites where the history of the geology is displayed is not protected such that people also use these areas as their leisure spaces. This can lead to vandalism which may derail the progress that has been made thus far.

KwaMhlushwa Primary:* The Department of Education in the Province should increase the number of general workers so that they can be commensurate to the size of the school;
* The Department should find means and ways of providing relevant books to the library so as to benefit the learners and the school;
* The Department working with the private sector should provide Wi-Fi connectivity to the school so as to assist the learners when they do their projects;
* The Department should provide an extra classroom for Grade R as well as for other grades in order for teachers to have manageable numbers in their classrooms as that helps for individual attention;
* It is commendable that the school has NSNP. However, the Department should assist the school with a bigger kitchen and bigger stoves;
* The Committee commends the school for its high performance in the District.
* The school should have budget for maintenance so that it does not leave it too late;
* The school should work with the Department of Home Affairs to solve the problem of learners who do not have birth certificates.

Samora Machel Monument:* The Committee should follow-up on the South African investigation that was (to be) conducted at the time Mr Nqakula was the Minister of Police;
* The entity with the Department of Arts and Culture should see to it that the spaces are widened for better interaction between the guides and the tourists;
* The Museum should ensure that it keeps its maintenance up to date.
 | Adopted |
| 14-18 August 2017 | Northern Cape Province, Kimberley | With regard to higher education, the Committee visited the Sol Plaatje University in order to see the growth of the institution as it is a relatively new university. The Committee also felt it relevant to visit the Northern Cape Urban College to look at certification backlogs, poor Mathematics pass rate and poor throughput rate in TVET Colleges. In as far as arts and culture is concerned, the Committee visited the Northern Cape Theatre for the purpose of looking at the role played by the Theatre in enhancing arts and culture activities in the Northern Cape Province.  | Sol Plaatje University:* The university should ensure that the re-curriculated B Ed degree responds to the needs of the school primarily in the Province and in the entire country.
* The university should form partnership and exchange programmes with overseas universities to strengthen their BSc in data science.
* The university should keep up the pass rate and increase it if possible.
* The university should advertise widely for senior positions.

NC Urban College:* The college should expedite the case of the Deputy Principal: Corporate Services so that the post can be filled.
* The college should find ways of using local available accommodation for students; however, it must be of acceptable quality.
* The college should convince students of the rational of signing the SOP so that their NSFAS funds can be paid on time.
* The college should have a plan of reducing the support staff over time.
* The college should ensure that it has more workshops that are accredited.
* The management of the college should monitor the sick leave phenomenon closely.

NC Theatre:* The DAC and the Provincial Department should see to it that the theatre is utilised maximally.
* The last tranche of the money (R2 million) should be paid to the theatre as soon as possible so that the project can be fully completed.
* The DAC should ensure that the detailed final report from the consultants is sought.
* The DAC and the theatre CEO should ensure documents that are needed by the National Treasury to register bank details are available.
 | Adopted |
| 04-08 September 2017 | KwaZulu-Natal Province, Ethekwini Municipality | With regard to Higher Education, the Committee wanted to visit the University of KwaZulu-Natal (UKZN), Howard Campus (College) in order to look at transformation, throughput rate across the faculties, NSFAS applications as well as the infrastructure rollout. The Committee also felt it relevant to visit the Thekwini TVET College, Melbourne Campus to look at certification backlogs, Mathematics pass rate and throughput rate in TVET College. In as far as Arts and Culture is concerned, the Committee wanted to visit the Durban Playhouse Company to look at the role played by the Theatre in enhancing arts and culture activities in the KwaZulu-Natal Province. In terms of Sport and Recreation, the Committee wanted to visit the Moses Mabhida Stadium to establish the impact the stadium has on the people in the Municipality as well as the Province at large.  | UKZN:* **Teaching and Learning:** The University should keep up its reputation as the best university in the Continent and also improve its rating especially when it comes to research.
* **Accomodation:** The new residence that is being built should be finished within the time frame for students to have proper accommodation.
* **Institutional Forum:** The university management has to devise means and ways of reviving and motivating the IF to participate fully in the institution.
* **NSFAS:** The university with NSFAS have to come to an agreement on how to assist students who do not know how to apply online.
* **Corruption:** The results of the matter that is currently being investigated by KPMG should be availed to students.
* **Sport and Recreation**: The university sport leaders and students should work together to make students aware of the opportunities available to them in all sporting codes.
* **Student Support:** Students should engage with the Dean of Students to be made aware of the programmes that are offered to students for academic purposes. These programmes should also be on the university website and also on the university social platforms.

Thekwini TVET College:* **Learning and Teaching**: The College should draw up and improvement plan as it has shown a decrease on its pass ate in the last two years. The improvement plan should be monitored by the management of the college, especially by the HODs and the Deputy Principal-Academic.
* **NSFAS**: The college should improve its communication strategy so that students are always kept in the loop about their applications. There college should assist students on the online application.
* **Governance:** The College should convene a meeting with SRC and iron out their differences. The Council Chairperson should chair the meeting and ensure that there is openness in the meeting for all to come out of the meeting with one voice.
* **Norms and Standards:** The College has inadequate post provision norm.
* **Infrastructure:** The College should engage the DHET for maintenance of its buildings.
* **Examinations:** The College and the DHET should come up with an approach that will expedite the release of examination results.

Durban Playhouse Theatre:* **Funding:** The DAC should fund the theatre fully so that it can achieve its madate. The Provincial Department of Arts and the Ethekini Municpiality should also fund the theatre.
* **Operations:** To increase if revenue streams, the theatre should attract more well know artist to come and record there. They shuld have a marketing dirve in KZN and other provinces as well.
* **Risks:** The theatre should ensure that there is always a backup for the pumps so that water is always pumped back to the sea.
* **Rural footprint:** The DAC, KZNDAC and Ethekwini Municipality should fund the Theatre for it to increase its rural footprint.
* **Rates and Taxes:** KZNDPW should engage the DPW so that the Theatre is not negatively affected by the rates and taxes if KZNDPW no longer wants to own the building.

Moses Mabhida Stadium:* The stadium management should ensure that people are trained locally to be able to do maintenance of the Sky Car.
* The stadium should have more marketing for the stadium to attract more spectators to the stadium.
* The stadium should clinch other deals with other PSL clubs to play at the stadium to boost its revenue collection.
 | Adopted |

1. Challenges

There were no challenges experienced during the oversight.

1. Issues for follow-up
	1. Mpumalanga University: The growth of the University and its Programme Qualification Mix, and the kind of programmes added.
	2. Makhonjwa Mountains: Listing of Makhonjwa Mountains at UNESCO as a world heritage site.
	3. Sol Plaatje University: The impact of the Heritage qualifications in the province and the country as a whole.
	4. Ethekwini TVET College: Governance and management issues at the college.
	5. Department of Basic Education: The norms and standards of infrastructure and learner transport.
	6. Department of Arts and Culture: The functionality and funding of libraries.
	7. Department of Sport and Recreation: The matter of televising National Sports (Bafana Bafana, Springboks, Cricket, etc) on national television.
2. **Study tours undertaken**

The following study tours were undertaken:

| **Date** | **Places Visited** | **Objective** | **Lessons Learned** | **Status of Report** |
| --- | --- | --- | --- | --- |
| 09-21 July 2017 | Indonesia, Singapore and Malaysia | The Select Committee on Education and Recreation focused on Basic and Higher Education.In terms of the basic education sector, a greater focus of the study tour was on:* The funding of basic education;
* School structure in management;
* Protocols of the system of education (Levels from top management (Director-General) to the school level;
* Parental involvement in education of their children;
* Provision of special education and special schools;
* Pass rate in Mathematics and Physical Science;
* Management of scholar transport and
* Teacher qualification.

Higher Education has two branches, namely Technical and Vocational Education and Training (TVET) and University Education. Concerning TVET, the Committee focused primarily on the following:* Accreditation of qualifications;
* The role of Recognition of Prior Learning (RPL);
* Bursaries and scholarships for students and how do they assist in growing the numbers of learners in the TVET sector;
* Admission requirements of students to TVET Colleges;
* How to avoid mismatch of skills (skills needed by the industry and those supplied by the TVET Colleges);
* Competency of lecturers and their qualifications; and
* Employability of their graduates.

Concerning University Education, the focus of the Committee was: * Business involvement in education;
* Number of foreign students and their fields of study;
* Research and development: who influences it;
* Quality control of higher education;
* Admission requirements;
* Quality of lecturers and researchers;
* Financial stability of universities;
* Ranking of Universities; and
* Employability of their graduates.
 | **INDONESIA*** Education is well financed as 20% of the budget goes to education.
* There are more than 4 000 universities in Indonesia.
* Teacher unions are regulated to focus on teacher development.
* There is rural allowance.

**SINGAPORE** * It is a [criminal offence](https://en.wikipedia.org/wiki/Criminal_law) for parents to fail to enrol their children in school and ensure their regular attendance.
* Vocational education has been an important part of Singapore’s unique economic planning since 1992, and it is 96% subsidised.
* Qualification of lecturers in a bachelor degree, which is complemented by three-year industry competency and before they assume their duties, lecturers are assessed for competency. They also do refresher courses in industry and they are highly paid.

**MALAYSIA*** There is a big drive towards online open learning to increase the number of students in higher education institutions.
* Universities are divided into teaching and research universities, such that research universities do well in research as they are focused.
* The use of CEOs as adjunct professors in universities enhances public-private partnerships.
 | Adopted |

1. **Challenges**

No challenges were experienced during the tour.

1. **Issues for follow up**

None

1. **International Agreements**

None

1. **Statutory appointments**

None

1. **Interventions**

None

1. **Petitions**

None

1. **Obligations conferred on committee by legislation:**

None

1. **Summary of outstanding issues relating to the department/entities that the committee has been grappling with**

The following key issues are outstanding from the committee’s activities during the 5th Parliament:

| **Responsibility** | **Issue(s)** |
| --- | --- |
|  |  |
|  |  |
|  |  |

1. **Other matters referred by the Speaker/Chairperson (including recommendations of the High Level Panel)**

The following other matters were referred to the committee and the resultant report was produced:

| **Date of referral**  | **Expected report date** | **Content of referral**  | **Status of Report** |
| --- | --- | --- | --- |
|  |  | North West Section 100 intervention  | An Ad Hoc Committee was established to deal with the intervention. On 30 October a report was published on the ATC. It reflects that the intervention has been completed. It recommends that the intervention should be approved.  |

1. **Recommendations**
* There seems to be an insistence from the MPs to concentrate on National Departments, which is not a NCOP mandate. The focus should be on provincial departments and provincial entities.
* Transversal programmes are of utmost importance for the Select Committees, and the Select Committee should play its role in intergovernmental relations and cooperative governance.
* Revision of Parliamentary programme at times happen abruptly and it messes up the Committee Programme, such that the Committee because of revision does not achieve some programmes. Thus, NCOP should ensure that programme revision does not negatively affect the work of the Committee. It is imperative for the NCOP programming should take into account Select Committee strategic plans, annual plans and term programmes.
1. **Committee strategic plan**

Refer to Annexure A

1. **Master attendance list**

Refer to Annexure B

**ANNEXURE A**

SELECT COMMITTEE ON EDUCATION AND RECREATION

DRAFT

2014- 2019 STRATEGIC PLAN

&

2018/19 ANNUAL PERFORMANCE PLAN

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# 1 PART A: STRATEGIC OVERVIEW

## Key Issues in the Strategic Plan of Parliament

### Mandate of Parliament

The mandate of Parliament is based on the provisions of the Constitution of the Republic of South Africa, 1996, establishing Parliament and setting out the functions it performs.

Parliament’s role and outcomes are to represent the people and ensure government by the people under the Constitution, as well as to represent the provinces and local government in the national sphere of government. The main functions of Parliament as outlined in the Constitution are to pass legislation, oversee executive action, and the facilitation of public involvement, co-operative government and international engagement.

The Select Committee on Education and Recreation is in the National Council of Provinces (NCOP). NCOP provides representativity of provinces in the national sphere of government. The Committees in the NCOP participates in legislative processes in Parliament.

This document sketches priorities of the Committee in 2018/19 and reflects on the performance of the Committee in 2017/18. Reflections assists the Committee to see if it performs in line with its strategic plan.

## Strategic Outcome Orientated Goals

Guided by the Constitution and the review of the past 20 years of a democratic Parliament, the following strategic priorities were identified for the Fifth Parliament:

* To enhance oversight and accountability over the work of the executive to ensure implementation of the objectives of the Medium-Term Strategic Framework 2014-2019;
* To co-operate and collaborate with other spheres of government on matters of common interest and ensure co-operative and sound intergovernmental relations;
* Enhanced public involvement in the processes of Parliament to realise participatory democracy through the implementation of the public involvement model by 2019;
* Enhanced parliamentary international engagement and co-operation;
* Enhanced ability of Parliament to exercise its legislative power through consolidation and implementation of integrated legislative processes by 2019 in order to fulfil its constitutional responsibility; and
* Build a capable and productive parliamentary service that delivers enhanced support to Members of Parliament in order that they may efficiently fulfil their constitutional functions.

## The National Development Plan

The Fifth Parliament has identified overseeing the implementation of the National Development Plan as its central theme.

# National Council of Provinces Strategic Outline

The mandate of the National Council of Provinces (NCOP) is to represent the provinces to ensure that provincial interests are taken into account in the national sphere of government. It does this mainly by participating in the national legislative process and by providing a national forum for public consideration of issues affecting the provinces.

Select Committees of the NCOP thus carry their work in accordance with the mandate of the NCOP.

## Strategic Objectives of the Select Committee on Education and Recreation

### The Select Committee on Education and Recreation aligned itself with the prescripts and provisions as enshrined in the Constitution of the Republic of South Africa. The mandate of the committee finds expression in the mandate of Parliament as the whole which identified the following strategic objectives as key in strengthening and supporting democracy and accountability in the spheres of government.

* Process, pass and monitor the implementation of relevant legislation;
* Strengthen oversight and accountability by undertaking an effective process of scrutinising and overseeing the Executive and entities reporting to relevant departments;
* Ensure adequate public participation during all legislative and service delivery processes;
* Strengthen support systems to enhance the efficient and effective functioning of the committee through workshops and training;
* Ensure co-operative governance and intergovernmental relations, with special delegates and provincial legislatures; and
* Deepen international participation and expand knowledge through international exposure.

## Situational analysis and committee strategic framework

To facilitate planning for 2018/19 financial year strategic priorities as identified in the National Development Plan (NDP), the Medium Term Strategy Framework (MTSF) and the State of the Nation Address (SONA), United Nations Sustainable Development Goals, African Union 2063 Vision, Budget speech should inform the oversight work of the Select Committee.

**Basic Education:**

The country has seen an improvement in the outcomes of basic education, such that the matric pass-rate has increased from 60.6% in 2009 to 75.1% in 2017. Although ASIDI continues to deliver modern facilities, infrastructure is still a challenge mostly in rural communities. From the beginning of 2018, all public schools should have started to offer an African language.

**Higher Education and Training:**

Free Higher Education for first year students whose combined household annual gross income is up to R350 000 will be implemented in 2018. The Minister of Higher Education will clarify financing of this scheme.

**Arts and Culture:**

This year is the commemoration of 100th anniversary of the births of Nelson Mandela and Albertina Sisulu. The Department has to monitor the introduction of African languages in public schools. The introduction of the National Senior Certificate (NSC) examinations on South African Sign Language for deaf learners will be offered in 2018.

**Sports and recreation:**

Transformation is some sporting codes is still a challenge. There has been an improvement in the performance of athletes since the last Olympic Games, and that has been on the up. Bafana Bafana are still struggling to be a force to be reckoned with in the African Competition.

## Government’s Key Strategic Priorities

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

1. **Quality basic education;**
2. A long and healthy life for all South Africans;
3. All people in South Africa are and feel safe;
4. Decent employment through inclusive economic growth;
5. **A skilled and capable workforce to support an inclusive growth path;**
6. An efficient, competitive and responsive economic infrastructure network;
7. Vibrant, equitable, sustainable rural communities contributing towards food security for all;
8. Sustainable human settlements and improved quality of household life;
9. Responsive, accountable, effective and efficient local government;
10. Protect and enhance our environmental assets and natural resources;
11. Create a better South Africa and contribute to a better Africa and a better world;
12. An efficient, effective and development-oriented public service;
13. A comprehensive, responsive and sustainable social protection system; and
14. A diverse, socially cohesive society with a common national identity.

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

## Education and Recreation Sectors

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

### Department of Arts and Culture (DAC)

The Department of Arts and Culture (DAC’s) vision seeks to promote arts and culture and heritage sector that contributes significantly to social cohesion, nation building and economic empowerments. The Department of Arts and Culture (DAC) programmes, such as the hosting of the 2010 FIFA World Cup™ and other associated programmes have lifted people out of poverty in so doing raised the profile of South Africa and the dignity of its people. There are notable improvements in arts and culture sector and include the following:

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

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

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

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

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

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

Some of the targets geared at enhancing national identity include:

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

### Department of Basic Education (DBE)

The Basic Education sector mandate for the 2015/16 – 2018/19 period is aligned with the directives of the NDP, the sector plan (Action Plan to 2019) and the 2014 MTSF. The NDP emphasises Early Childhood Development as a critical component to achieve the development of human capital and furthers says that it lays the foundation for all development in the country. The DBE prioritised the following targets to be addressed during the 2014-2019 financial years in response to the NDP and MTSF targets and include:

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

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

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

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

### Department of Sports and Recreation (DSR)

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

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

## Committee Key Focus Areas (2014/15 – 2018/19)

In line with government’s NDP, MTSF, State of the Nation Address (SONA), and State of the Provinces Addresses (SOPA); the Select Committee on Education and Recreation has identified the following focus areas to for the 2017/18 financial year.

### Basic Education

* LTSM: In all schools there should be one textbook per grade per learner. Observations by the Committee is that in some schools, learners share books and in others there are no text books at all.
* Infrastructure: Schools should have classrooms that are conducive for learning, libraries that are functional, laboratories that are fully equipped and working healthy ablution facilities. Most schools in the rural areas still use pit latrines, which are dangerous in young children.
* Districts: The District Officials have to monitor schools in both school management and curriculum management so as to improve the results. Schools have to complete their curriculum by the end of the third quarter, so that there will be enough time for revision.
* Rural Schools: All small non-viable schools should be realigned and rationalised as a matter of urgency. The Committee observed that in Free State, the Department of Education built boarding schools in order to counter the challenge of scholar transport.
* ICT: Schools should be connected on a broadband network for efficiency purposes in line with Operation Phakisa. In most schools, connectivity is only in the administration building such that learners do not get to use ICT for their studies.
* Teacher Centre: All Districts should have well-resourced and functional teacher centres. Although there are teacher centres in most districts, they are not resourced and they are not utilised for the purpose they are meant.
* NSNP: The Department is feeding more than 9.5 million learners per day. However, some schools do not have kitchens and they use classrooms as kitchens and they use unsuitable facilities to store food, which may have hygiene challenges.
* Although there is universal access for grade R to 9, there is still a challenge of drop-out rate. The dropout rate is attributed among others, to teenage pregnancy and lack of scholar transport.
* There is still a challenge of safety in schools, such that recently there has been an increase in school vandalism in certain areas. The Department needs to monitor health and safety in schools. Communities and parents need to jealously guard vandalism of school property.

### Higher Education and Training

* Transformation: The Department should ensure that racism is curbed at all institutions of higher learning and language policies are addressed accordingly.
* Skills Development: The committee will monitor the role played by Sector Education and Training Authorities in skills development, especially in midlevel skills. There is dearth of technological and technical midlevel skills in the country and these skills are needed to boost economic activity.
* Funding of Universities: The role played by National Student Financial Aid Scheme in alleviating the funding challenges of students is lauded, however, the Committee would like to see NSFAS being able to get back the money from beneficiaries. Also the Committee would like to see NSFAS being able to raise more funds from the private sector.
* Certification at TVET Colleges: All TVET College graduates should get their certificates as soon as possible after completing their qualifications. There are still challenges in as far as certification is concerned such that students are not employable after finishing as they do not have the requisite certificates.
* Graduation rates are very low. The low graduation rate is a challenge as it clogs the space for learners who want to access the TVET colleges.
* Qualifications of TVET lecturers are still a challenge and the Department needs to attend to them. There are still lecturers who do not have the requisite qualifications. Universities need to offer qualifications for college lecturers.
* Although there has been a call for learners to go to TVET colleges as an alternative for Post School Education, the Department has recently reported that the TVET enrolments will not increase over the MTEF because of financial constraints. In 2017 up to 2019, the enrolment numbers will at 2016 baseline.

### Arts and Culture

* Cultural and Creative Industry of South Africa: The committee will see to it that all genres are represented in this entity.
* Community libraries: The Department should establish community libraries that are adequately equipped and functional. The Committee observed that although there are community libraries, there is still a challenge of resourcing them. There should be clarity as to who do libraries report/belong between DSRAC and Municipalities.
* PACOFS: The status of governance at PACOFS improves so that it can achieve its mandate as a play house. PACOFS has been operating without the relevant senior management personnel for some time. Recently, a CEO, Artistic Director, HR Manager have been appointed.
* Robben Island: To ensure that there is better access to Robben Island for South Africans.
* The Committee observed that most schools it visited did not have South African Flags and this has to be corrected by schools.

### Sports and Recreation

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

### Legislative Programme

In the 5th Parliament, the Committee processed and approved the Higher Education Laws Amendment Bill, 2015 in line with the Legislative Programme of the Department. The Committee also envisages that the Department of Arts and Culture will embark on redrafting the White Paper on Arts and Culture.

The Committee also expects to consider regulations (subordinate legislation) pertaining to basic education, higher education and training, sports and arts and culture on an ongoing basis (as and when they come before the Committee). The Committee will deal with the Addis Convention, which was referred to it on the 28 November 2018.

# Committee Performance in 2017/18

## Legislation

 Parliament deals with three types of legislation, which are section 75, 76 and 77 Bills. NCOP mainly deals with ordinary Bills that affect Provinces, which are section 76 Bills. Bill would come from the National Assembly to the NCOP for concurrence. In 2017, the Committee did not deal with any Bill.

## Oversight role of the Committee

The Committee conducts oversight to departments by inviting them to Parliament to account and also by conducting in-loco site visit. The Committee was able to see all departments for their Annual Performance Plans and Budgets and Annual Reports. Because of time constraints the Committee could not invite the departments for their quarterly reports. Also the Committee could not see most of the entities.

###### Oversight visits

The following table shows oversight visits conducted by the Committee in 2017.

|  |  |
| --- | --- |
| 1. Oversight and accountability
 | The Committee conducted 5 oversight visits1. January 2017: Northern Cape: Prixley kaSeme District
2. 8 March 2017: Robben Island
3. 27 March 2017: Mpumalanga: Mbombela Municility
	1. Mpumalanga University
	2. Mbombela Stadium (World Cup Legacy Project)
	3. Makhonjwa Mountains (Arts and Culture)
	4. Kwamhlushwa Primary School (Nkomazi Municipality)
	5. Samora Machel Monument (Arts and Culture)
4. 14 August 2017: Northern Cape: Kimberly
	1. Sol Plaatje University
	2. Northern Cape Urban TVET College
	3. Northern cape Theatre (Arts and Culture)
5. 4 September 2017: KwaZulu Natal
	1. University of KwaZulu Natal
	2. Ethekwini TVET College
	3. Moses Mabhida Stadium (Sports)
 |

1. Study Tour

The Committee undertook a study tour to Indonesia, Singapore and Malaysia from 10 to 19 July 2017. The Committee focused on Higher Education and Technical Vocational Education.

# Plan for 2018/19

## Outline of oversight to be embarked on in 2018

The oversight and accountability will start by holding briefings with the four department on their APPs and Budget Votes in April and May 2018. The Annual Report briefings will take place in October and November.

The focus of the Committee in the coming financial year is as follows:

|  |  |
| --- | --- |
| **DEPARTMENTS** | **ACTIVITIES** |
| Higher Education and Training | * Meeting with VCs (University South Africa, USAf)
* CPUT in relation with accommodation needs of students
* Meeting TVET College Principals (Association of Principals) to get information and understand challenges on Certification of TVET students
* Follow-up on Ethekwini TVET College
* Meet with NSFAS to get clarity on how they address fee free tertiary education
 |
| Entities of DHET | * The Committee will strive to meet most of the SETAs that it had not met in the last four years.
* The Committee will meet the QCTO to get information on occupational qualifications and their impact on employment opportunities of students.
 |
|  |  |
| Basic Education | * Meet the Association of School Governing Bodies to understand all the challenges that the system is grappling with (e.g. pit latrines, sexual abuse of learners, bullying of teachers by learners, etc)
* Meet the MECs to account on performance Audits by AGSA
* Meet with DBE to get information on what they are doing to ensure that schools are safe (Safety and security in schools)
* Meet with DBE to get information and interrogate them on the departmental infrastructure plan across the country and also what is their plan to eradicate pit latrines.
 |
| Entity of DBE | * To meet Umalusi about authenticity of results as well as their standardisation process.
 |
|  |  |
| Arts and Culture | * To meet with PanSALB to understand their plan of ensuring that all languages are accorded equal status in all government departments and entities.
* To meet AMAFA (Heritage KwaZulu Natali is the provincial heritage conservation agency for KwaZulu Natal) to get to know what their work entails.
* To meet the following entities about heritage and culture: South African Heritage Resource Agency, National Heritage Council and National Museum & Planetarium
* Do a follow-up on Enyokeni Precinct to check when will the project be completed and to ensure that there is close monitoring so that there is no more inflating of prices, which is tantamount to corruption.
 |
|  |  |
| Sports and Recreation | * Federations: Boxing SA and South African Football Association to get information about the poor performance of Bafan Bafana (SAFA)
* School sports (operationalisation and implementation of MoU between DBE & DSRAC)
 |

## Public Participation

The Committee will continue to take part in public participation either when it processes legislation or during provincial weeks and taking parliament to the people programme.

## Essential resources needed by the Committee

The chairperson has been lamenting over the years that the Committee needs an additional researcher as the one researcher cannot adequately cover the four departments that the Committee oversees.

## Outline of Key Priorities of the Select Committee for 2018/19

### Annual targets and Quarterly targets for 2017/2018 financial year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STRATEGIC OBJECTIVES** | **Focus areas** | **Measurable Objectives** | **Key performance indicator** | **2017/2018 Targets per Quarter** | **2018/19 Annual Target** |
|  |  |  |  | Q1 | Q2 | Q3 | Q4 |
| **1. Legislation**  |  | Processed and approved new legislation  | Number of referred Bills processed and passed  | As per legislation received | X |
| **2. Oversight and accountability** | Basic Education | Undertake oversight visit in the Western Cape | Western Cape oversight undertaken | X |  |  |  |  |
| Briefing from DBE on the provision of infrastructure in schools |  Briefing undertaken | X |  |  |  |  |
| Briefing from UMALUSI about the authenticity of matric results and the moderation process | Briefing undertaken | X |  |  |  |  |
| Briefing from Association of SGBs about challenges in schools (e.g. sexual abuse) | Briefing undertaken |  | X |  |  |  |
| Briefing from MECs to account on the AGSA audits | Briefing undertaken |  |  | X |  |  |
|  | Undertake 1-day follow-up oversight visits (KZN, NC, MP, LP, EC & WC) | One day follow-up oversight visits undertaken | X (KZN) | X (NC & WC) | X (MP) | X (LP) |  |
| Overseeing departmental annual performance plans | Briefings on APPs undertaken | X |  |  |  |  |
| Overseeing departmental annual reports | Briefings on annual reports undertaken |  |  |  | X |  |
| Higher Education | Briefing by the University South Africa (USAf) about challenges at Universities (funding, accommodation, transformation, throughput rate etc.). | Briefing undertaken |  | X |  |  |  |
| Briefing from Association of TVET Principals about the challenges in the sector (e.g. certification, prevalence of students protests, pass rate etc.) | Briefing undertaken |  |  | X |  |  |
| Briefing by NSFAS on fee free higher education | Briefing undertaken |  | X |  |  |  |
| Briefing by CPUT on accommodation problem | Briefing undertaken  | X |  |  |  |  |
| Arts and Culture | Briefing by AMAFA in KwaZulu Natal about their achievements over the years  | Briefing undertaken |  |  |  | X |  |
| Briefing by National Heritage Council about the landscape of the heritage sector in the country | Briefing undertaken  |  |  | X |  |  |
| Sports and Recreation  | Briefing by SAFA to explain the challenges faced by Bafana Bafana and to explain what is it doing to turn things around.  | Briefing undertaken |  |  |  | X |  |
| Briefing from Boxing South Africa  | Briefing undertaken |  |  |  | X |  |
| Higher Education and Training  | Undertake oversight visit in Gauteng  | Gauteng oversight completed and report written  |  |  | X |  |  |
| 1. **Public participation**
 |  | As per the NCOP Programme | The Committee will participate in the Gauteng TPTTP |  |  | X |  |  |
| The Committee will participate in Provincial Week | X |  |  | X |  |
| The Committee will participate in the Free State follow-up on TPTTP |  | X |  |  |  |
| **4. Cooperative Governance**  |  |  | Participation in NCOP Local Government Week  | X |   |  |  |  |
| **5. International Participation** |  |  |  |  |  |  |  |  |

## CONCLUSION

This APP of the Select Committee on Education and Recreation for the 2018/19 financial year was formulated from the committee’s strategic plan 2014/15-2018/19 and discussions that emanated from the strategic planning session of the Committee. The APP provides a reflection of the Select Committee on Education and Recreations’ strategic priorities; provides an assessment report of the performance of the committee for the final year (2018/19) of the Fifth Parliament; and outlines the committee’s priorities for the 2018/19 financial year.

**ANNEXURE B**