

Report of the Select Committee on Education and Recreation for the Provincial visit to the Western Cape (South Cape Region), 13-17 March 2006.

1. INTRODUCTION:

The Select Committee on Education and Recreation undertook a provincial visit to the Western Cape Province (South Cape Region) between 13 March and 17 March 2006.

The objective of the study tour was to exercise oversight and monitoring function of the committee and to get a report on issues highlighted below:

- National School Nutrition Programme
- ~~Exemption policy in schools (School fees)~~
- Progress report on removal of learners studying under trees and hazardous conditions
- Water supply and Sanitation in schools
- Governance in schools (Schools Governing Bodies)
- Readiness of the province to implement National Curriculum Statement
- General challenges facing schools

1.2 DELEGATION:

- Mr. BJ Tolo - Mpumalanga (Leader of the delegation),
- Ms JM Masilo -North West
- Ms NF Mazibuko- Gauteng
- Mr M Thetjeng- Limpopo
- Ms JN Vilakazi- KwaZulu Natal
- Ms AND Qikani- Eastern Cape
- Mr JO Thlagale- North West
- Ms C Gcasamba- Committee Secretary
- Ms C Sheldon- Committee Assistant

2. BRIEFING BY REGIONAL DIRECTOR OF EDUCATION

2.1 Overview of the region

There are 227 mainstream schools, 5 special schools, 57 preprimary and Educare centres and 14 private schools.

2.2 NATIONAL SCHOOL NUTRITION PROGRAMME

The three national focus areas of the programme are providing meals at schools, facilitating food gardens or

other food production projects in schools and educating learners and the community at large about good nutrition.

The programme is expected to target public schools serving previously disadvantaged schools and the poorest communities, with particular priority given to farm, rural and informal settlements for school feeding. It is funded through a conditional grant with which the province buys goods and services.

Below is the statistics of the distribution of the programme in the region:

Number of Schools	Type of School	Number of Learners to be fed	Number of volunteers
162	Primary Schools	28 094	292
18	Secondary/ High schools	2 446	18
2	Special schools	161	2
182		30 701	312

The programme is presently piloting hot menus / cooked menus in the EMDC on seven schools. The gradual rollout is anticipated from July 2006 to all other schools not on the pilot. Learners are still being fed peanut butter, jam, bread and energy drink

The Province has added high schools to the programme, at the beginning of the 2006 School Calendar. There are 18 high schools on the programme. In each high school, 200 learners are targeted.

The programme in the province received additional funds from the National Department. The Southern Cape Region utilized the funds in supplying mobile units for storage and preparation of food at a cost OF R55 000 per unit, per school. These funds are given to schools with no storage and/ or food preparation facilities. The EMDC has 12 of these schools.

An amount of R4 500 was allocated to all schools in anticipation for the roll-out of the cooked menus to purchase kitchen equipment- Gas stoves, pots, eating bowls, spoons, stirring spoons and gas cylinders with gas.

The volunteer honorarium has been increased from R50-00 per person month to R250-00 per person per month.

Food gardens are encouraged at each school so as to supplement the food sourced from Government. Schools are urged to develop these gardens in their grounds and also seek the participation of the school and surrounding communities.

2.3 STATE OF READINESS OF GRADE 10 NATIONAL CURRICULUM STATEMENT (NCS) IMPLEMENTATION

All public High Schools (41) in the district were reported to be implementing the NCS. 832 educators attended the five- day orientation session in July and September in three venues in the South Cape. Other educators attended workshops in Worcester and Cape Town, for smaller subjects.

All public schools submitted the registration of their grade 10 subject choices. The EMDC indicated that support could be given in all grade 10 subjects except for Accounting, Dance, Art, IT, Visual Arts, Computer Aided Design, Foreign Languages and Religious studies.

School visits to support specific schools were carried out. Learning programmes of schools were checked. Isolated problems are experienced in learner support material being not enough and educators not trained for specific subjects.

- 3. MEETING WITH GEORGE SCHOOL GOVERNING BODIES (SGB)
- The committee had a meeting with the SGBs from George, in which the following concerns were raised:
- The poverty ranking of schools is not clear. The schools have been over-ranked. The whole process needs to be reviewed.
- There is racial imbalance in terms of deployment of educators. Black teachers are rarely deployed to ex-model c schools.
- Formula used for allocation of teachers needs to be reviewed
- Sport facilities are not of acceptable standards

- Special schools needs more attention and health specialists should be deployed to schools.
- Grade 12 certificates are expensive. The department should devise other means to finance the issuing of certificates.

4. SCHOOL VISITS

4.1Mzoxolo Primary School

Mzoxolo is a quintile one school, with 901 learners and 22 state employed educators.

434 learners are fed. The school also started a vegetable garden, last year but it is not well established. The school governing body is fully functional. It is only 20 % of learners that pay the school fees. Some parents have requested to be exempted from paying school fees.

4.1.1Challenges faced by the school

- Classrooms are not enough such that a library has been converted into a classroom.

4.2. Tyholorha Primary School

Tyholora is a quintile three school, with 1324 learners and 34 educators. The school is also making use of eight teacher assistants in the foundation phase.

700 learners are fed and that has improved school attendance. The nutrition programme is also supplemented by a vegetable garden. The school receives full support from parents.

The school has survived through donations from different bodies such as the lottery, Fancourt etc.

4.2.1Challenges faced by the school

- Classes are overcrowded
- Furniture shortage
- No computer lab, a class has been converted to a lab

4.3 Outeniqua High School

Outeniqua is an ex-model c high school, with 1 650 learners and 46 educators. The school is also making use four additional temporal educators.

450 learners have been exempted from paying school fees.

Oteniqua is one of the well -resourced schools that are running fairly smoothly.

4.3.1 Challenges faced by the school

- The school has been using mobile classes for almost nine years
- Toilets are not enough

4.4 Hoekwil Primary School

A quintile five school, with 121 learners and three educators. One educator is employed by the School Governing Body.

The school has no nutrition programme since it falls under quintile five. The School Governing Body is fully functional and parents assist with fundraising for the school.

4.4.1 Challenges faced by the school

- Multi grading
- Shortage of teachers

4.5. Touwsranten Primary School

Touwsranten is a section 54 school with 229 learners and six educators.

The school accommodates learners with learning disabilities.

180 learners are fed. The school has also a vegetable garden but is not well established

4.5.1 Challenges faced by the school

- The school has no library
- There is no staff room
- Insufficient classrooms
- No open space for playgrounds

- More teachers are required
- Multi grading, especially in the foundation phase.

4.6 Lancewood Primary School

A farm school, with 64 learners and three teachers. The school survives through donations from different donors. The school has a crèche that is sponsored by the farm owner. The nutrition programme is well run. A vegetable garden has been started through a donation from BMW.

4.6.1 Challenges faced by the school

- Multigrain makes teaching ineffective
- There is no scholar transport
- Learners cannot participate on sporting activities due to lack of transport

4.7 Percy Mdala High School

Percy Mdala is a quintile one high school, with 1 164 learners and 33 educators. Percy Mdala is one of the Dinaledi Schools.

The school is functioning very well due to the cooperation among teachers, community and the municipality. The school governing body is functioning very well.

4.7.1 Challenges by the faced the school

- Shortage of teachers due to increased numbers
- There is no school hall. The school makes use of the community hall of which at times there are problems such as clashes in terms of time.
- In terms of scholar transport, the bus contracts needs to be revised
- The school cannot take learners to education tours due to lack of funds.
- Parents are inactive, especially on issues that relates to fundraising.
- The teachers expressed a discomfort with the finance and personnel located in Cape Town.

4.8 Sunridge Primary School

Sunridge is quintile three school with 1 268 learners, 32 state educators, and two SGB teachers. At the foundation phase, the school is making use of 8 teacher assistants.

270 learners are benefiting from the school nutrition programme. The scholar transport caters for 450 learners. 143 learners have been exempted from paying school fees.

4.8.1 Challenges faced by the school

- No sporting facilities
- No visits from the department
- High unemployment rate and it affects the participation of parents on school activities

4.9 Chris Nissen Primary School

Chris Nissen is a quintile three school with 650 learners.

The nutrition programme is running smoothly and is also supported by the Anglican Church in Knsyna. In relation to school fee exemption, only few parents responded. Support from parents is minimal.

4.9.1 Challenges faced by the school

- School library has been converted to a classroom
- Political intolerance in the area
- Insufficient playgrounds
- There is a need for more toilets especially for ECD phase

4.10 MM Mateza Primary School

Mateza is a primary school with 1 507 learners and 38 educators

438 learners benefit from the school nutrition programme. 25 % of learners have been exempted from paying schools fees. The community is very poor and impacts on the participation of parents on school activities.

4.10.1 Challenges faced by the school

needs to be addressed.

The committee expresses its sincere appreciation to the Province, specifically the Southern Cape Region for the cooperation.

MaLB. Tolc Chairperson