

DRAFT REPORT FOR THE OVERSIGHT VISIT BY SELECT COMMITTEE ON
EDUCATION AND RECREATION, TO GAUTENG PROVINCE:

27 August - 01 September 2006

A. INTRODUCTION

The SC on Education undertook a provincial visit to Gauteng. The main purpose of the visit was an oversight and monitoring role of committees. It was also an initiative to achieve the 70/30 target as outlined in the Programme 2009 of the NCOP

The committee had an interest on issues highlighted below:

- Progress on implementation of the memorandum of understanding on school sports.
- Scholar Transport
- National School Nutrition Programme
- Water and Sanitation in schools
- Education for learners with Special Education Needs (ELSEN)
- Governance in schools (Schools Governing Bodies)
- Programmes on HIV/Aids
- School staffing and availability of classes.
- General challenges facing the schools.

B. DELEGATION:

Delegation constituted the following Honourable Members:

- Mr BJ Tolo- Mpumalanga, Chairperson
- Mr M Sulliman- Northern Cape
- Ms M Madlala-Magubane, Gauteng
- Ms NF Mazibuko, Gauteng
- Ms JM Masilo- North West
- Mr JO Thlagale- North West
- Ms J Vilakazi- KwaZulu Natal
- Ms AND Qikani- Eastern Cape
- Mr M Thetjeng- Limpopo

Ms C Gcasamba, Committee Secretary and Ms C Sheldon, Committee Assistant accompanied the delegation

That she had a long week meeting with the top management of the department to register a huge disappointment in the manner in which the department handled various issues affecting the department. These included the non payment of SADTU on the suspension of district official in Johannesburg South District on allegations of fraud and corruption, the chaotic march by COSAS and the delay in the transfer of school allocation funds for this year

Non payment of bus operators

Last year the department commissioned a forensic report on the state of the scholar transport after receiving disturbing reports on the huge over expenditure on scholar company was appointed to investigate all matters on scholar. Premier also requested the MEC for Public Safety to conduct From the reports, it emerged that indeed there was serious

urgently clean the administration and management of scholar transport. The management of Scholar transport will henceforth be managed by a DDG who has almost 35 years of experience within the education department. Various managers who were for scholar transport within head office, district offices and some school principals are about to be suspended immediately pending the administrative procedures that need to be followed by the labour relations and legal units. A criminal charge with SAPS Johannesburg central has been opened with an intention of bringing to book all bus operators who defrauded the system.

The dispute with South African Bus Operators Association, is now resolved as the service is now almost normal except few bus operators that still believe that they are owed by the department.

Investigation on ghost posts

As part of routine check system early this year, the department picked up irregular appointments of personnel with the system without proper documentation with incomplete documents and those appointed without mandates. The Gauteng Shared Services was notified and investigation instituted and the irregularities were confirmed. The findings confirmed there is personnel appointed without following due processes leading to the appointment of at least 15 ghost staff members at the cost of R835 766 58. The media reports that the ghost employees costed the department R7M are untrue and baseless. The systems have been rectified and the police are also at an advanced stage to bring to book all affected culprits.

Suspension of senior officials in the Johannesburg District

Early in July disturbing payments trends were observed in one of the districts in Johannesburg. Upon inspection, financial irregularities that involved awarding of tenders were picked up. Four members of the staff were suspended immediately. The suspension was reviewed and lifted except that one of the Acting Senior Manager. Members of SADTU registered a total dissatisfaction in the manner that the department handled the suspensions. SADTU targeted the Chief Director for districts, Mr Thami Mali by publishing serious untested and disturbing allegations and threatened any official coming closer to Mr Mali with violence. Since

All letters sent to SADTU leaders in Central Region concerning their possible dismissal, will be withdrawn immediately on condition SADTU refrain disrupting schools and academic activities immediately. A new senior manager jointly coordinated at Johannesburg South District until

Disturbing behaviour by COSAS

In July a group of COSAS staged a march to the Premiers Office to protest against lack of scholar transport. It was another COSAS on the matter annual financial allocations were delayed, thus affecting governing bodies since they become they
E. FURTHER BRIEFINGS BY DIFFERENT DIRECTORATES indicated to

1. Gauteng School Nutrition Programme

1.1 Human resources Capacity

A Project Manager currently oversees the management and implementation of the programme with support from 6 Senior

Administration Clerks, 1 Assistant (Adhoc administration support), 1 Assistant Director, Sustainable Food Production Programme which a National DoE appointee

At district level, 12 Coordinators (who belong to the other units in the district) are responsible for the monitoring programme. 94 interns currently on a 1 month contract monitor, train and guide educators and helper in the implementation process

At school level, a total of 1 142 nominated school coordinators are responsible for the implementation of the programmes at schools. They ensure that goods are received in good order and are responsible for the daily feeding of learners. 1 745 voluntary food handlers drawn from a community of unemployed parents assist with preparation and serving of food

1.3 Procurements procedures

The school nutrition directorate sources goods and services through an open tender system. A new contract has recently been awarded to eleven (11) contractors (service providers) with effect from July 2006. The model used also takes into account the Broad Based Black Economic Empowerment by engaging the Small Micro Medium Enterprise as a distribution network, that is, whilst the eleven main suppliers have been selected in terms of capacity to deliver, the SMMEs assist in the distribution of food to schools

1.4 Financial Management

Conditional Grant Performance 2006

Financia l years	Number of learners	Final Budget	Expenditure	Variance	% Spent
2004/5	356 268 00	R75,73 000	R75 117 052	R612, 948	99%
2005/6	398,542.00	R101, 704,000	R91 580 949	R10,124,051	90%
2006/7	395,671.00	R99 921,000	R15 540 443	R84 380 557	15%

- Distribution of fruit for 3 months (January - March 2006) as a pilot project
 - A package of gardens tools and water tanks
 - Marine containers to be converted into kitchens
 - A package of kitchen utensil (gas stoves, pots, plates)
- The first two items were reported to be have been achieved. Some items have not been distributed as yet, the approval by the Departmental Acquisition Council is an achievement considering the often long winded procurement process. A
- 1.6 Sustainable food production programme:**

1.6.1 Monitoring:

... in contracting interns to schools, which previously pronounced itself as a key challenge for the Gauteng Department of Education. Approximately 94 interns, are currently distributed

throughout the 12 districts making a difference in the following areas:

- Quality control with no deviations
- Training of voluntary food handlers (helpers)
- On time delivery of goods
- Improved and healthy conditions (preparation areas)
- Overall performance of service providers (compliance)
- Self /skills development (theory and practise) of interns
- In comparison, an increased number of schools monitored monthly

The selection criteria for interns was restricted to qualification in Food Science, Technology and Environmental Health with the view towards value added input and contribution to the programme

1.7 Intersectoral Collaboration/ Partnerships

The Directorate has developed working relationships with the following stakeholders:

Bana Pele Programme- an inter collaboration between the departments of Health and Social Development to integrate systems/ services towards the most vulnerable children

Joint Aids Management (JAM), a non -governmental initiative that provides complementary meals to learners in selected poor communities

DOLE and Johannesburg Fruit Produce Market - an initiative towards nutrition education and promoting healthy lifestyles

PLACER DOME and South Deep mining company with the initiative of providing complementary meals to learners in the schools serving the surrounding mining community in the south Gauteng

1.8 KEY CHALLENGES:

1. Capacity at district and school level is partial as district coordinators are not fully dedicated to the programme

on Health department

Close collaboration with the department of Health to assist with health, hygiene and food safety regulations 1995 in public ordinary schools with a result of the admission policy for grade 1 learners. There was an average increase of 2% with over 3.5% increase between 1996 and 2000. This increase and subsequent increases saw a growth of learners numbers from 1.3 million in 1995 to 1.6 million in 2006 for public ordinary schools. There has been a large increase in learner numbers in secondary schools.

A similar a pattern is also seen in the LSEN sector. The enrolment has increased since 2001 from 27 135 to 33 772. One of the reasons for this increase is the establishment of schools of focus learning, which have been grouped as special schools.

At the time of the establishment of the Gauteng Department of Education, a major backlog in both the provision and maintenance of school infrastructure was noted. The disparities between suburban mainly white schools and all

other public schools was highly significant, where the average number of learner per classroom in an suburban secondary school was 1 :28, whilst in all other secondary schools the number varied from 45 to 90 learners in a single secondary classroom. In primary schools the disparity was even greater, as in suburban schools the average number of learners in a public school class room was 20, in schools outside the suburbs, the average number of learners in a primary school classroom started at 40.

The backlog of infrastructure needs indicated by this disparity was extremely high. The situation was further complicated by the lack of an effective programme of maintenance for the non-suburban schools, further compounded by the fact that these schools had often been sited on land that was generally unsuitable for building purposes. Many schools have been built on dolomitic land, wetland areas, old mining land and other inappropriate sites. In 2001, a total of 384 schools were identified as needing urgent attention. Of this number , 162 were placed in the high risk category regarding structural problems including faults resulting from dolomitic land. The remaining 222 schools were classified as medium risk schools with structural defects which could pose a distinct danger to those in the institutions. This was 20% of all Public Schools (1909 institutions). This serious maintenance backlog has not yet been given focused attention, and remains an urgent priority.

The lack of proper maintenance has also negatively impacted on infrastructure provision. The approximate average age of the infrastructure within this Department is between 40 and 45 years old. The currently published information on the state of repair of school buildings can be extracted from the 2003 Education Management System and the 2000 School Register of Needs as compiled by the National Department of Education. Information from current audits of state of infrastructure is being awaited. On a seven point scale, 50% of school buildings need repairs. Only 530 (25%) of school buildings were considered to be in good condition then (6 years ago)

The information given above is currently being verified independently, as the available figures indicate that to be able to replace or repair this infrastructure will cost an estimated R9 billion.

The overcrowding of schools has placed extreme pressure on sanitation services, The water supply to schools is frequently inadequate, and the sewer lines cannot cope with 200-300 additional learners on a site planned to accommodate 800 children.

The following verified, but as yet, incomplete information about the state of school buildings is currently available:

	Classrooms	Staff room	Offices	Laboratories	Strong room	Toilets
No Response	25	162	65	684	40	196
Very weak	45	67	54	69	145	109
Weak	241	134	148	96	374	215
Needs paint & minor repairs	909	552	626	463	752	656
Good condition	519	809	828	445	418	577
New building	41	80	82	69	60	70
Presently being upgraded	80	56	57	34	71	37
Total	1860	1860	1860	1860	1860	2860

Current condition of School Buildings in Gauteng Province

2.1 Goals and Objectives of Infrastructure Ownership

The recent development of the concept of Public Private Partnerships has now provided alternative process for the provisioning of infrastructure for Public Schooling, which is a Constitutional right for the people of South Africa. Prior to this development, state ownership of school buildings has been the only possibility for the provision of facilities in which public schooling can take place.

The limited instances where public schools are on private property (usually farm schools), maintenance of complex agreements and access to the buildings has been problematic.

as 60 learners per classroom.

The revitalization of city centres also requires that immediate attention be given to the provision of public

The inclusion of Human Movement in all phases of community as a critical response to health issues, particularly obesity, requires facilities in which learners can change clothes, as well as the minimum of one levelled, grassed playing field.

A further challenge faced by the Education Department, is the risk assessment of the alienation of land and facilities in areas where the population has aged, and school buildings are currently no longer required; the patterns and cycles of urban renewal are unpredictable, and valuable assets could be lost. The provincial densification of residential areas has a major impact on decisions taken about alienation of properties.

The essential foundations for effective learning and teaching in all Provincial Public Schools include the following

- * ensuring that resourcing of all schools is equitable and optimal, this will require redress measures
- * ensuring that there are no schools without the basic amenities of safe structures, water, electricity and sanitation
- * schools provided in those geographic places which are easily and safely accessible for children; the need for scholar transport must be limited. This will include the provision of boarding facilities in the limited areas identified as rural pockets, eg. Magaliesberg environment.

Plan Framework

ACTIVITY	2007/8 - Number of units per activity	2008/9 - number of units per activity	2009/10 - number of units per activity
New Buildings addressing Backlog	54	27	27
New Buildings New Developments	6	8	10
Sanitation	Emergency		
Routine Maintenance	70 schools	80 schools	80 schools
Renovations and Rehabilitation	60 schools	70 schools	70 schools
School Security: Fencing	226 schools	200 school	150 schools
Urgent Structural Repairs	Emergency	Emergency	Emergency
Repair to Roofs			
Land acquisition	54 schools	27 schools	27schools
GOL Laboratories			
GOL Electrical Supply Upgrade	800 laboratories		
Project Completion			
Planning Processes			