

# PARLIAMENT OF THE PROVINCE OF THE WESTERN CAPE

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## ANNOUNCEMENTS, TABLINGS AND COMMITTEE REPORTS

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THURSDAY, 13 JULY 2023

### COMMITTEE REPORTS

1. **The Standing Committee on Education (hereafter the Committee) having conducted an unannounced oversight visit to the Saxonsea Junior High School in Atlantis on 21 February 2023, reports as follows:**

#### **The delegation**

The delegation of the Standing Committee on Education included the following Members:

Baartman, DM (DA) (Chairperson of the Committee)  
Fry, C (DA)  
Plato, D (DA)

#### **Apologies**

Christians, FC (ACDP)  
Sayed, K (ANC)

#### **The following parliamentary official accompanied the committee:**

Ms W Hassen-Moosa, Procedural Officer

#### **1. Overview**

The purpose of the visit was to assess the quality of the school's new building. The visit was carried out as part of the Committee's resolution to visit various sites where Rapid School Build projects were being conducted.

#### **2. Visit to the Saxonsea Junior High School in Atlantis**

Mr. D Claasen, the school's Principal, Ms. W Horn, the Director for the Education District's Metro North, Mr. R Andrews, the school's Circuit Manager, and Mr. G Coetzee, the Director: Physical Resource Planning and Property Management welcomed the Committee and accompanied them during the inspection of the school.

## **2.1. Key aspects discussed at the school**

In November 2022, the Minister of Education, Mr D Maynier announced that the Western Cape Education Department (WCED) would be investing over R830 million in the construction of 842 new classrooms.

The department informed the Committee that the construction of the new schools is the first time that the department has undertaken such a massive project, with 654 new classrooms built in various districts of the province. The projects that were carried out during the Rapid School Build programme included the construction of 101 new classrooms in Atlantis, Delft, Lwandle, Hout Bay, and Century City. In November 2022, Mr Maynier revealed that the WCED had finished 164 classrooms for 2023. He also announced that a further 510 classrooms would be completed by January 2023.

The number of classrooms that the WCED had completed during the 2022 academic year reached 662 by 31 January 2023. A total, of 180 classrooms were currently in the process of being completed.

During the inspection, Ms. Horn provided the Committee with an update on the school's new construction.

Due to the increasing number of learners in the area, the Saxonsea Secondary School decided to give up a portion of its property for the construction of a junior high school.

The school's construction project includes nine classrooms, a learning resource centre, an admin facility, and ablution facilities. The resource centre can also be used as a hall. The project was carried out using a light steel frame structure and cladding. The administration and ablution facilities were constructed using bricks and mortars.

Ms Horn reported that the construction of the school was made possible through the cooperation of various stakeholders. These include the School Governing Body, the contractors, the community, and the officials of the WCED. The school intends to accommodate more learners from Grades 8 to 9 with this extension.

It was reported that the construction of the school started on 3 October 2022. The classrooms and the learning resource centre were completed on 16 January 2023. Construction of the building took 65 working days. Mr Coetzee informed the Committee that the project costed about R40 million, and it never exceeded its budget.

## **3. Conclusion**

The Committee successfully concluded its oversight visit and took cognizance of the amazing new rapid-build school visited.

## **4. Acknowledgments**

The Committee thanked the WCED, the principal, and the teachers at the school visited.

2. **The Standing Committee on Education (hereafter the Committee) having conducted oversight visits to ACVV Pikkieland ECD in Cape Town and Bo-Kaap Daycare Centre in Bo-Kaap on 28 February 2023, reports as follows:**

### **The delegation**

The delegation of the Standing Committee on Education included the following Members:

Baartman, DM (Chairperson of the Committee)  
Christians, FC (ACDP)  
Fry, C (DA)  
Plato, D (DA)  
Sayed, MK (ANC)

The following parliamentary official accompanied the committee:

Ms W Hassen-Moosa, Procedural Officer

### **1. Overview**

As part of an effort to ensure the provision of quality education and care for children in the Early Childhood Developmental stage, oversight visits to Early Childhood Development (ECD) centres have become part of the Committee programme. On such visits, the objective is to critically assess the learning environment, staffing, and programmes available at the centres. This report presents a detailed account of the various points covered during the oversight visits to the two ECD centres.

### **2. Visit to the AVCC Pikkieland ECD in Cape Town**

Ms M Pretorius, the principal of the ECD welcomed and briefed the Committee.

#### **2.1. Key aspects discussed at the Centre**

The first point of assessment when visiting the centre was the learning environment. The centre's learning environment is conducive to learning while providing safety and security for learners. The overall environment of the centre is clean. The rooms are well ventilated and there is adequate lighting.

In addition, the learning environment has the necessary equipment to support learning, such as tables and chairs that are appropriate for learners. Safety measures such as emergency exits, first aid kits, and emergency contact information are easily accessible to both teachers and learners.

On 1 April 2022 the Early Childhood Development Directorate was transferred from the Department of Social Development to the Western Cape Education Department (WCED). In the third quarter, there were 1599 registered sites in the Western Cape. The ACVV (Afrikaanse Christelike Vroue Vereeniging) has 13 funded sites, and 636 children are funded by the WCED. The transfer payment amount is R2 854 368 for the 2022/23 financial year.

#### **2.2. The infrastructure projects and Maintenance**

According to Ms. Pretorius, the WCED ECD Conditional Grant for 2023 will be utilised to build classes for younger learners. To date, however, no structural improvements have been made to the centre.

The second aspect evaluated during a visit to the ECD centre was staffing. It is crucial that centres have the right number of trained and qualified staff and the right ratio of teachers to learners. Currently, the centre has 210 learners and 14 teachers. The centre offers a holistic developmental baby programme, focused on the stimulation of young minds, nutrition, health care and protection. The programme covers the age group of 3 to 18 months. The ACVV baby programme is accredited by the Department of Social Development.

Almost all staff are qualified with either NCF Level 4 or 5. In addition, the centre has continued its training programmes to improve the skills and expertise of its teachers. Training for the NCF is provided by the City of Cape Town for registered and unregistered sites since 2017.

The third aspect assessed during the oversight visit was the programmes that are tailored to the different learning abilities and developmental levels of the learners. The curriculum is designed for age-appropriate that are stimulating and by engaging the learners in various activities. Currently, 40% of the allocated budget is used for nutrition.

The fourth aspect assessed during the oversight visit was the administrative policies in place at the centre. The administration provides a feedback mechanism to ensure continuous improvement. Parents are regularly updated on the child's progress by a form that provides daily progress of the learner's day.

The enrolment numbers have somewhat recovered since the COVID-19 pandemic. Although the ECD meets the requirements, there is a need for more funding from the WCED. The ACVV has partnerships and receives funding from the WCED and the Department of Social Development.

### **3. Visit to the Bo-Kaap Day Care Centre in Bo-Kaap**

Ms S Daniels, the Principal of the Centre, welcomed and briefed the Committee.

#### **3.1. Key aspects discussed at the Centre**

The Centre is part of the Early Childhood Development (ECD) services designed to promote early childhood development. The Bo-Kaap Day Care Centre is considered an ECD partial care service. It offers the following services to the community: home visiting programmes, playgroups, play centres, and spatial ECD programmes.

The Bo-Kaap Day Care Centre is a registered and reliable facility that provides essential childcare services to residents of the Bo-Kaap. However, the facility faces a challenge as its registration is due to expire in September 2023.

Re-registration is an essential part of ensuring that childcare facilities comply with national and provincial regulations, policies, and standards. The initial registration of the Bo-Kaap Child Care Centre provided assurance that the facility was able to provide safe, adequate, and appropriate care for the children entrusted to its care.

Registered centres can also access training and development opportunities that can improve the quality of care and education provided to the children in their care.

Ms. Daniels indicated that the communication of WCED training for teachers is an area that needs to improve. Also, the re-registration process should start early with both the WCED and the Social Section Organisation.

The daycare centre is in the process of re-registering in the coming months after the deadline.

The facility currently has 45 learners enrolled with five teachers. According to Ms. Daniels, four teachers are fully qualified, and one is unqualified.

The Centre follows a programme linked to the National Early Learning and Development Standards for Children Birth to Four Years (NELDS) and the Curriculum and Assessment Policy Statement (CAPS).

Ms Daniels informed the Committee that the Centre has not applied for funding because it operates on its own budget. The Centre also subsidises underprivileged learners. The Centre enjoys full support and has served generations of families in the Bo-Kaap community. The centre reported that there has been no vandalism or break-ins, although according to the socio-economic profile of the area, this is an anomaly as many areas have experienced vandalism or break-ins.

#### **4. Recommendations**

The Committee RECOMMENDED that the WCED:

- 4.1. Communicates all its practitioner training, such as the NCF curriculum and leadership to the ECD centre.
- 4.2. Must commence the re-registration process timeously using the Social Sector Organisation sector. This way it would ensure that all ECD centres get assistance.

#### **5. Conclusion**

In conclusion, oversight visits to ECD centres are crucial in ensuring the provision of quality education and care for learners in their early developmental stage. During such visits, the various aspects that define the quality of care offered to learners are assessed. The learning environment, staffing, programmes available, and administrative policies are among the essential factors considered. The Committee successfully concluded its oversight visits and took cognisance of the incredible work done by both Centres.

#### **6. Acknowledgments**

The Committee thanked the WCED, principals, and teachers of all the ECD centres visited.

3. **The Standing Committee on Education (hereafter the Committee) having conducted an oversight visit to the Ned Doman High School in Athlone on 7 March 2023, reports as follows:**

**The delegation**

The delegation of the Standing Committee on Education included the following Members:

Baartman, DM (DA) (Chairperson of the Committee)  
Cassiem, A (EFF)  
Fry, C (DA)  
Plato, D (DA)  
Sayed, MK (ANC)

### **Apologies**

Christians, FC (ACDP)

### **The following parliamentary official accompanied the committee:**

Ms W Hassen-Moosa, Procedural Officer

#### **1. Overview**

The purpose of the visit was to assess the overall performance of the school, the state of the school and the challenges facing the school.

#### **2. Visit to the Ned Doman High School in Athlone**

Mr S G Philander, the Principal of the school and Mr D Cleophas, the Circuit Manager from the Metro Central Education District received the Committee.

##### **2.1. Key aspects discussed at the school**

Mr Philander gave the Committee an overview of the school's fundamental operations.

The Ned Doman High School is a section 21 public high school of the Western Cape Education Department (WCED). It is responsible for purchasing textbooks, maintaining its facilities, paying its water and electricity bills, and running its finances. It falls under the Quintile 4 classification.

The school's infrastructure projects include the installation of solar support to help with the current loadshedding. Aside from this, the building's hall roof is leaking, and the vegetable garden needs to be improved to support the feeding scheme. The overall condition of the school is poor, and it needs a fresh coat of paint. In addition, the cleaning processes need to be improved.

The school offers various subjects such as Science, Technology, Engineering, Mathematics, and Agriculture. The school feeds 90 learners daily from the Nutrition Feeding Scheme. The school provides extra sessions to those learners with special needs, such as those with limited English proficiency.

Mr Philander informed the Committee that the school's governing body is operational and fully functional. The school has a well-designed Safety Plan with cameras all around the facility.

The school's computer lab needs to be updated. It also faces various challenges due to its lack of proper facilities, such as a small playground that can't accommodate all the 670

learners, classrooms that are overcrowded, and staff who are overworked. In addition, the school struggles with its learner's lack of discipline and there is no parental involvement.

During the meeting, Mr Philander provided an update on the results of the Ice Spelling Test for Grades 8 and 9. The objective of the test is to establish the learners' spelling level and competence according to the various grades. Learners who wish to manage their Grade 9 material, should perform well at the spelling level of Grade 7. Although only 35% of learners are proficient in this subject, most of them fall under the third to fourth-grade range. The school's National Senior Certificate (NSC) results have improved significantly over the past five years. From 2019 to 2022, its pass rate increased from 63% to 79.6%.

In certain areas, fire extinguishers have been relocated to a central location due to the learners' activities. The only elevator in the school is not in working condition due to loadshedding, most of the doors and handles are missing.

The Mass Participation, Opportunity and Access, Development and Growth (MOD) Centre has a coach who is responsible for helping learners improve their skills in different sporting codes. The primary sports codes offered are basketball, tennis, and athletics and the secondary are netball, volleyball, soccer, cricket and rugby.

### **3. Public comment**

Ms Le Roux, the founder of the Parents for Equal Education SA (PEESA) informed the Committee that she filed a formal complaint with the WCED on behalf of Mr and Mrs Button. The complaint is against Mr Philander, Mr R Maree, Ms G Johnson, and Mr D Cleophas. She informed the Committee that senior officials of the WCED are investigating the matter.

She informed the Committee that on 3 February 2023, the school's management team and the principal detained two learners, including Mr Button's daughter, for several hours after they participated in a protest. Ms Le Roux alleged that learners were subjected to harassment and intimidation by the school's management and the principal.

The school has also been in the news for various reasons, such as refusing to provide final report cards to learners who have not paid their school fees.

Ms Le Roux continued to be made various slander allegations against the principal, Mr Philander, without adhering to the Chairperson's instructions. The Chairperson reminded everyone in the meeting to be cautious regarding possible defamation.

The Chairperson also reminded everyone in the meeting that the Western Cape Provincial Parliament Standing Rules are applicable to the meeting, specifically Rule 6 which states that "Members of the public attending a plenary sitting or a committee meeting, may not create or take part in any disturbance of the proceedings of the House or committee, and must obey the directions of the presiding officer."

Further, the Committee unanimously agreed to hear the direct testimony of Mrs Button, to avoid matters of 'hearsay'. No indication was given to the Committee that Ms Le Roux accurately represents the views of Mrs Button or that Ms Le Roux may represent Mrs Button before the Committee. Despite the Committee unanimously agreeing to hear

the direct testimony of Mrs Button, Ms Le Roux refused to allow Mrs Button to testify before the committee; and then subsequently left the meeting on her own accord.

#### **4. Recommendations**

The Committee RECOMMENDED that:

- 4.1. Mr Cleophas, the Circuit Manager, provides the letter issued by the WCED into the investigation into the complaint submitted by Mr and Mrs Button to the WCED.
- 4.2. The WCED investigates the possibility of assisting the school with a generator to be used during load-shedding as cameras and elevators do not work during load-shedding.

#### **5. Resolutions**

- 5.1. The Committee RESOLVED that the WCED should brief the Committee on the Button's complaint after it has concluded its investigation.
- 5.2. The Committee RESOLVED to request the Speaker to consider instituting rules and/or procedures for when members of the public attending a committee meeting creates or take part in disturbance/s of the proceedings of the committee, and/or refuse to obey the directions of the presiding officer.

#### **6. Conclusion**

The Committee successfully concluded its oversight visit and took cognisance of the school's challenges including the issues raised during the visit.

#### **7. Acknowledgments**

The Committee thanked the WCED, the principal and the teachers at the school visited.

#### **4. Annual Activity Report of the Standing Committee on Education for the 2022/23 financial year as follows:**

The Strategic Objectives of the WCPP linked to the Speakers' Priorities which impact on committees are as follows:

- Priority 1: Building a credible WCPP; and
- Priority 3: Strengthening the core business.

#### **Members**

The Committee comprised of the following Members:

Baartman, DM (Chairperson) (DA)  
Fry, C (DA)  
Plato, D (DA)  
Christians, FC (ACDP)  
Sayed, MK (ANC)

#### **Alternate members:**



Brinkhuis, G (Al Jama-ah)  
Bosman, G (DA)  
Kama, M (ANC)  
Philander, WF (DA)

## **1. Introduction**

The mandate of the Committee is to:

- 1.1 Maintain oversight over the Western Cape Education Department, the way in which the Department performs its responsibilities, including the implementation of legislation and holding the Executive Authority accountable.
- 1.2 Consider and report on legislation, the Annual Reports and matters referred to it by the Speaker.

In fulfilment of its mandate the Committee:

- 1.3 Facilitated public participation and involvement in the legislative and other processes of the Committee.
- 1.4 Conducted its business in a fair, open, and transparent manner.
- 1.5 Promoted co-operative governance.
- 1.6 Reported regularly to the House.

## **2. Reporting department**

Western Cape Education Department.

## **2. Overview of Committee's activities**

Number of committee meetings	9
Number of public hearings	4
Number of oversight visits	9
Number of visit weeks	2
Number of provincial bills considered	0
Number of international visits	1

## **3. Oversight activities**

In May 2022, the Standing Committee commenced its parliamentary year with a briefing by the Western Cape Education Department (WCED) on learner admissions and mathematics and language strategy. The Equal Education Law Centre was also invited to brief the Committee on learner admissions matters in the Western Cape.

May 2022 saw the Committee broadening its scope by embarking on an International Study Tour to São Paulo in Brazil from 14 to 25 May 2022. The international study tour is one of the mechanisms established by the Western Cape Provincial Parliament to achieve its constitutional mandate and broaden its scope, by seeking best practices in other countries. The purpose of the international study visit was to understand Education and Social Development from a country with similar structures and economic background to South Africa in these portfolios. The two Committees undertook a study visit to Brazil to assess the best practices in the portfolios of Education and Social Development.

As part of ongoing oversight, the committee embarked on visits to Athlone High School in Silvertown and Spes Bona High School in Athlone, two schools with low National Senior Certificate outcomes for the 2021/22 academic year. The Committee also visited two schools in the Cape Winelands Education District in June 2022.

The Committee was also briefed by the WCED on the foundation phase curriculum and Early Childhood Development (ECD). The Committee undertook oversight visits to the West End Primary School in Mitchells Plain and the Pinelands North Primary School in Pinelands, both of which were placed in the Top 10 schools for the World's Best Schools Prize for Overcoming Adversity.

During August 2022, the committee deemed it necessary to conduct oversight visits to the Alpine Primary School in Mitchells Plain and Erica Primary School in Belhar.

During August 2022, the WCED briefed the committee on data utilisation and the National Data-Driven District project through SA-SAMS. The STEAMAC subjects offered in schools (Science, Technology, Engineering, Arts, Mathematics, Agriculture, and Coding) and the National School's Nutritional Programme.

In the second quarter of the financial year, the committee participated in the Social Cluster Visit Week to the Greater Plettenberg Bay area.

During the third quarter of the financial year, the Committee deliberated on the Annual Report of the WCED for the 2021/22 financial year.

In the third quarter, the Committee was briefed by the WCED on inclusive education in ordinary public schools and the Equal Education Law Centre on the findings and recommendations of the report on the State of Inclusive Education in South Africa. The Committee looked at projects from across the world that had enhanced the lives of learners by inviting Kwendalo to brief the committee on the Harmony Project at Bahia Formosa School in Plettenberg Bay.

They received a briefing on the national funding framework for Early Childhood Development's conditional grant criteria and their interaction with other child support grants, as well as on the admissions process for 2023 in the Western Cape by the WCED.

In November 2022, the Committee deliberated on Vote 5: Education in the Western Cape Adjustments Appropriation.

In the fourth quarter of the financial year, the committee formed part of the Social Cluster A visit week to the Kannaland District.

In February 2023, the WCED reported on the admissions process and school readiness for the 2023 academic year, the 2022 National Senior Certificate (NSC) results, and the pass rate for the Western Cape.

Towards the end of the fourth quarter, the Committee undertook a follow-up oversight visit to the Crestway High School, unannounced oversight visits to Saxonsea Junior High School in Atlantis, and two oversight visits to the Early Childhood Development Centres namely AVCC Pikkieland ECD in Cape Town and Bo-Kaap Day-care Centre in Bo-Kaap.

In March 2023, the committee visited the Ned Dorman High School in Athlone. They also deliberated on Vote 5: Education in the Schedule to the Western Cape Additional Adjustments Appropriation Bill (2022/23 Financial Year), 2023, and on Vote 5: Education in the Schedule to the Western Cape Appropriation Bill, 2023.

#### **4. Legislation**

In the 2022/23 financial year, the Committee dealt with the following items of legislation:

#### **5. Provincial bills**

- 5.1 Vote 5: Education in the Schedule to the Western Cape Additional Adjustments Appropriation Bill (2022/23 Financial Year) [B 1–2023].
- 5.2 Vote 5: Education in the Schedule to the Western Cape Appropriation Bill [B 2–2023]
- 5.3 Vote 5: Education in the Schedule to the Western Cape Adjustments Appropriation Bill [B 3–2022].

#### **6. Facilitation of public involvement and participation**

In line with its mandate to facilitate public participation as part of the legislative process, the Committee held two public hearings on the deliberations on the Provincial Money Bills, and the Annual Report of the Western Cape Education Department. The dates for the hearings were published in the mainstream and community newspapers in the Western Cape.

#### **7. Financial particulars**

The Standing Committee was allocated an amount of R63 176 and the adjusted budget amounted to R465 104. The Standing Committee spent R525 916 during the 2022/23 financial year an overspend of R60 812 (expenditure after the adjusted budget) was reported.

### **5. The Standing Committee on Education (hereafter the Committee) having conducted oversight visits to Hoepel Hoekie Educare and Holland Early Learning Centre in Paarl on 25 April 2023, reports as follows:**

#### **The delegation**

The delegation of the Standing Committee on Education included the following Members:

Baartman, DM (Chairperson of the Committee)  
Christians, FC (ACDP)  
Plato, D (DA)  
Sayed, MK (ANC)

#### **Apology**

Fry, C (DA)

## **The following parliamentary official accompanied the committee:**

Ms W Hassen-Moosa, Procedural Officer

### **1. Overview**

As part of the effort to ensure the provision of quality education and care for children in the early childhood Developmental stage, oversight visits to Early Childhood Development (ECD) centres have become part of the Committee programme. On such visits, the objective is to critically assess the learning environment, staffing, and programmes available at the centres. This report presents a detailed account of the various points covered during oversight visits to ECD centres.

### **2. Visit to the Hoepel Hoekie Educare in Paarl**

Ms C Millier, the co-ordinator for three ECD Centres in the farming area of Paarl together with Ms Cornelius received the Committee. Prof S Naiker, the Chief Director of Inclusive Education and Special Programmes for WCED and Dr B Govender, the Deputy Director for ECD for WCED was present at the visit.

#### **2.1. Key aspects discussed at the Educare**

This oversight report provides an overview of the Hoepel Hoekie Educare (hereinafter the Centre), situated on private property at Laborance Farm. The report includes information on the registration status, facilities, staff, programmes, learners, and other relevant details. Additionally, it highlights the challenges faced by ECD Centres and makes recommendations for improvement.

According to Ms Cornelius, Hoepel Hoekie Educare is currently registered until 26 October 2023. It is registered to accommodate 20 children between the ages of 2 and 6 years old. The Centre consists of two classrooms with two staff members, a principal and a practitioner. It is important to note that the Educare is not funded by the WCED.

The centre features an open-plan area divided into several sections, including a play area, kitchen area, reading area, fantasy area, blocks and games area, and a storeroom. The educators at the centre provide guidance and stimulation to the learners, focusing on their growth and development. The programmes offered include activities that enhance hand-eye coordination, stimulate the brain through ongoing activities, and provide additional support.

The Centre is closed for three weeks and has a total of seven learners. These learners are divided into two classrooms based on age groups: 2–5 years old and 6 months–2 years old. The Centre aims to prepare the older learners for Grades O and R, fostering their growth into active individuals. Most of the learners enrolled at the Educare come from Laborance Farm and its surrounding farms.

Hoepel Hoekie Educare organises regular outings for its learners. These outings contribute to their overall learning experience and exposure.

There is no capacity-building support from the WCED provided to the Centre at present. The Early Education Centre (TEEC) and the Social Sector Organisation (SSO) assist the Educare/ECD Centre with re-registration processes. One notable challenge mentioned is

the costly and complicated process of obtaining a rezoning certificate, which varies among different municipalities.

Parents of learners attending the Centre are required to pay fees ranging from R30 to R50 per week per child. However, parents struggle to pay R50 per month for fees. Ms Miller indicated that there is a drop in attendance during the winter months, as most parents are seasonal workers and cannot afford proper winter clothes for their children. ECDs in the area are still recovering attendance numbers after COVID-19 pandemic.

Ms Miller indicated that there is a fee for rezoning costs, which are part of registering an ECD centre; however, the specific cost varies depending on the municipality. WCED is actively engaging with municipalities to establish a mutually agreeable resolution.

While facing challenges related to rezoning costs and support from municipalities, the centre is committed to the growth and development of its learners.

### **3. Visit to the Holland Early Learning Centre in Paarl**

Ms S Daniels, the principal of the ECD. Prof S Naiker, the Chief Director of Inclusive Education and Special Programmes for the WCED and Dr B Govender, the Deputy Director for ECD for the WCED were present during the visit.

#### **3.1. Key aspects discussed at the Centre**

Holland Early Learning Centre follows the Early Education Centre (TEEC) programme, which is aligned with the National Early Learning Development Standards (NELDS). The principal of the Centre is trained on the National Curriculum Framework: Birth to Four Years (NCF). The facility is conditionally registered for 20 children between the ages of 2 and 6 years. Its registration certificate was issued on 8 August 2021. The Centre primarily serves learners from the shelter opposite the facility.

According to Prof. Naiker, Boland Cape College has been contracted to implement the NCF at registered and unregistered sites. Registration of sites is a key area where the Social Sector Organization (SSO) supports ECD sites to become compliant and register. TEEC serves as the contracted SSO, partnering with WCED for ECD registrations in the municipal district.

The Holland Early Learning Centre currently has one qualified practitioner serving as the Principal. WCED has advised the Principal to seek additional support or staff, as managing and actively facilitating early learning development can be challenging.

WCED has contracted Boland TVET College to administer the ECD Levels 4 and 5 learnerships to practitioners at registered and unregistered ECD facilities. Training for the NCF has been provided by Boland TVET College to registered and unregistered centres since 2017.

The Holland Early Learning Centre operates within an open-plan community hall, which includes ablution areas for learners and a kitchen area. The hall is divided into sections, including a fantasy area, a library room, and a play area. The centre is fully equipped with cameras for safety and security purposes. Currently, there are 20 registered learners at the centre, but it can accommodate more. However, the number of learners and educators permitted is determined by the health and safety officer of the municipality.

ECDs are still in the process of recovering attendance numbers after the impact of COVID-19.

#### **4. Recommendations**

The Committee RECOMMENDED that the WCED should:

- 4.1. Engage with municipalities to find common ground and suitable solutions for the challenges mentioned around the costly and complicated process of obtaining a rezoning certificate, which varies among different municipalities.
- 4.2. Assist ECD Centres with applying for ECD farm subsidies to assist with the shortfall of fees.
- 4.3. Continue engaging with municipalities to find suitable solutions and to provide capacity-building support to the ECD when registering.

#### **5. Resolutions**

The Committee RESOLVED to engage with the Minister of Local Government to assist the committee with addressing the matter with Municipalities across the Western Cape on the issue of the costly rezoning certificate fees.

#### **6. Conclusion**

In conclusion, oversight visits to ECD centres are crucial in ensuring the provision of quality education and care for learners in their early developmental stage. During such visits, the various aspects that define the quality of care offered to learners are assessed. The learning environment, staffing, programmes available, and administrative policies are among the essential factors considered. The Committee successfully concluded its oversight visits and took cognizance of the amazing work done by both centres.

#### **7. Acknowledgments**

The Committee thanked the WCED, principals, and teachers of the ECD centres visited.