



AUDITOR-GENERAL
SOUTH AFRICA



2 May 2017

Auditing to build public confidence

Briefing to the Portfolio Committee on Basic Education: Review of the draft 2017-18 Annual Performance Plan of the Department of Basic Education



Reputation promise/mission

The Auditor-General of South Africa has a constitutional mandate and, as the Supreme Audit Institution (SAI) of South Africa, it exists to strengthen our country's democracy by **enabling oversight, accountability and governance** in the public sector through auditing, thereby **building public confidence**.





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Role of the AGSA in the review of the draft 2017-18 APP



1. Role of AGSA in the review of draft 2017-18 APP

- Our role as the AGSA is to reflect on the review performed of the draft 2017-18 APP to assist the portfolio committee in its oversight role in assessing the APP presented by the DBE to the portfolio committee taking into consideration the objective of the committee to the APP.
- To enable oversight to focus on areas that will lead to good governance.
- The review was performed on the final draft 2017-18 APP after:
 - Final reviews by DPME of the second draft APP was completed. All findings was communicated to the DBE to ensure that the APP submitted to the Portfolio Committee is according to the relevant frameworks.
 - Inclusion of the final performance targets
- The process followed for the preparation, submission and approval of strategic plans (if relevant) and APPs.
- Assessment of the measurability and relevance (**excluding consistency and presentation**) of the indicators and targets planned for each selected programme.



1. Role of AGSA in the review of draft 2017-18 APP



NOTE: The findings relevant to the review of the draft 2017-18 APPs will not have an impact on the audit conclusion on usefulness or reliability of the selected programmes for the PFMA 2016-17 year end audit.

All AGSA findings have been communicated to DBE and is in the process of being corrected or coordinated with the DPME and the education sector.





2

Background and applicable legislation



2. Background and applicable legislation

- National Development Plan (NDP) 2030
- Medium Term Strategic Framework (MTSF) 2014-2019
- Framework for Managing Programme Performance Information (*FMPPI*)
- Framework for Strategic Plans and Annual Performance Plans (APPs)
- National Treasury, Instruction Note No 33 - Framework for strategic and APPs





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AGSA findings identified and communicated to DBE



3. AGSA Findings identified

1. Through review of the medium term strategic framework (MTSF) 2014-2019, referenced to outcome number 1 – Quality basic education. We compared the MTSF to the second draft of the APP 2017-18 and identified that the following indicators in the MTSF were not included in the APP:
 - Percentage of learners in schools with at least one educator with specialist training on inclusion
 - Number & percentage of Funza Lushaka bursary holders placed by June of the year after qualifying
 - Proportion of principals who have signed performance agreements
 - Percentage of learners who complete the whole curriculum
 - Percentage of school principals rating the support services of districts as being satisfactory
 - Percentage of district managers whose competency has been assessed against criteria (developed below)
 - Complete and consistent post-provisioning policy and regulations in place & proceed with implementation and monitoring.
 - Clear roles and functions for district offices and minimum competencies for district officials
2. Note that similar issues were reported at all 9 of the provincial education departments (PEDs) review of the sector customised indicators. (Root cause: Inadequate planning and co-ordination within the education sector to ensure the alignment of the APP's with the NDP and MTSF).



3. AGSA Findings identified (continued...)



3. Certain PED's have set 0 targets for certain customised sector indicators on account of lack of funding. (Root cause: Poor planning to achieve key sector deliverables (NDP and MTSF), APP targets not aligned to budgets and deficiencies in the setting of targets). Examples noted in this regard include the Limpopo PED:
 - Number of schools provided with multi-media resources
 - Number of educators trained in Literacy/Language content and methodology.
4. There are MTSF measures that require actions from DBE first and thereafter implementation by the provinces. The following MTSF indicator serves as an example of the latter:
 - Proportion of principals who have signed performance agreements
5. The 2014-2019 MTSF indicator cannot be implemented as yet by the PEDs because in the example noted above, DBE is presently negotiating with Unions on the matter. In this regard, key milestones are not included in the APP of the DBE and therefore MTSF indicators are not measured for performance within the education sector.
6. Performance measures in the NDP and MTSF not translated into performance indicators resulting in poor alignment between the national and provincial departments of education (SMART principle).



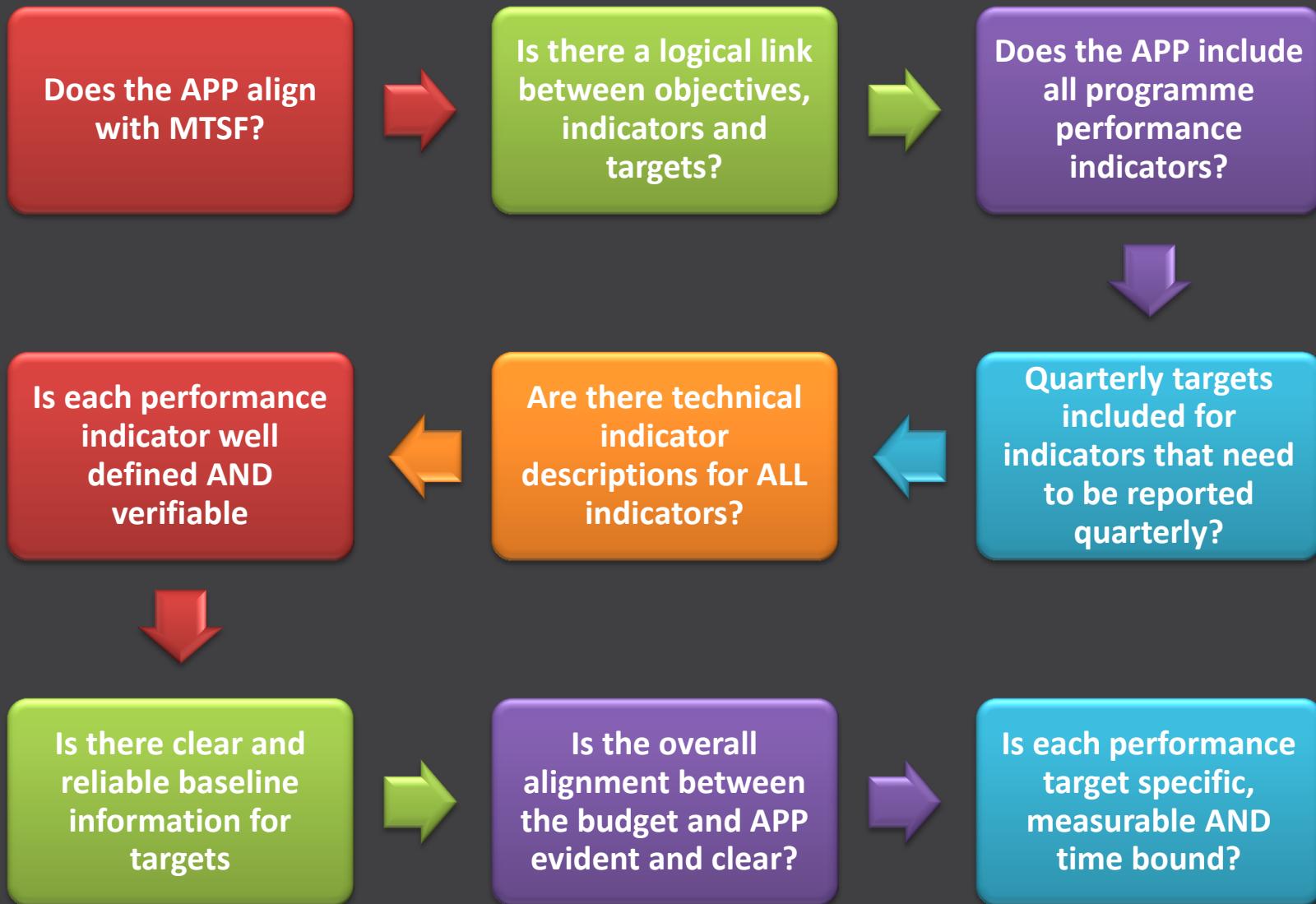


4

Portfolio committee considerations when reviewing DBE 2017/18 APP



4. Key committee considerations when reviewing the APP





QUESTIONS

