



DEPARTMENT OF BASIC EDUCATION  
**ANNUAL REPORT**  
 2022/23



**basic education**

Department:  
 Basic Education  
 REPUBLIC OF SOUTH AFRICA





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# 1. DEPARTMENT GENERAL INFORMATION

## DEPARTMENT OF BASIC EDUCATION

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## 2. LIST OF ABBREVIATIONS/ACRONYMS

4IR	Fourth Industrial Revolution
AAPR	Annual Academic Performance Report
ACER	Australian Council for Education Research
ACSI	Association of Christian Schools International
ADEA	Association for the Development of Education in Africa
AENE	Adjusted Estimates of National Expenditure
AFTRA	African Federation of Regulatory Teaching Authorities
AGSA	Auditor-General of South Africa
AIDS	Acquired Immune Deficiency Syndrome
ANAs	Annual National Assessments
AOPs	Annual Operational Plans
APIPs	Academic Performance Improvement Plans
APP	Annual Performance Plan
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
ATPs	Annual Teaching Plans
B Ed	Bachelor of Education
BAC	Bid Adjudication Committee
BBBEE	Broad Based Black Economic Empowerment
BEC	Bid Evaluation Committee
BEEI	Basic Education Employment Initiative
BELA	Basic Education Laws Amendment
BI	Business Intelligence
BM	Broad Management
BNC	Bi-National Commission
BP	Business Plan
BSC	Bid Specifications Committee
C/LPID	Children/Learners with Profound Intellectual Disability
CAF	Confederation of African Football
CAIPs	Circuit Academic Improvement Plans
CAPS	Curriculum and Assessment Policy Statement
CATC	Comprehension Across the Curriculum
CBE	Catholic Board of Education
CD	Chief Director
CDGF	Career Development Government Forum
CDS	Career Development Services
CDSETAF	Career Development Sector Education and Training Authority Forum
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CESA	Continental Education Strategy for Africa
CFO	Chief Financial Officer
CIDB	Construction Industry Development Board
CITL	Centre for Innovative Teaching and Learning
CMs	Circuit Managers
CoP	Community of Practice
COSAS	Congress of South African Students
COSATU	Congress of South African Trade Unions
COVID-19	Coronavirus Disease
CPD	Continuing Professional Development
CPI	Consumer Price Index
CPTD	Continuing Professional Teacher Development
CPUT	Cape Peninsula University of Technology
CRCs	Community Reading Champions
CSAB	Children's Second Amendment Bill
CSAs	Care and Support Assistants
CSOs	Civil Society Organisations
CSTL	Care and Support for Teaching and Learning
CTT	Core Training Team
CV	Curriculum Vitae

CYCC	Child and Youth Care Center
DA	Digify Africa
DALRRD	Department of Agriculture, Land Reform and Rural Development
DBC	Departmental Bargaining Chamber
DBE	Department of Basic Education
DBSA	Development Bank of Southern Africa
DBSTs	District-Based Support Teams
DCS	Department of Correctional Service
DDD's	Data Driven Districts
DDG	Deputy Director-General
DDM	District Development Model
DEL	Department of Employment and Labour
DG	Director-General
DHAs	Department of Home Affairs
DHET	Department of Higher Education and Training
DHIS	Department of Health Information Systems
DHs	Departmental Heads
DIG	Data Innovators Group
DIRCO	Department of International Relations and Cooperation
DMT	District Management Team
DoE	Department of Education
DOH	Department of Health
DOJ&CD	Department of Justice and Constitutional Development
DoRA	Division of Revenue Act
DoT	Department of Transport
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DSAC	Department of Sport, Arts and Culture
DSD	Department of Social Development
DSI	Department of Science and Innovation
DTDCs	District Teacher Development Centres
DUT	Durban University of Technology
E4E	Education for Employability
EAP	Employee Assistance Programme
EBR	Evidence-Based Report
EC	Eastern Cape
ECD RMS	Early Childhood Development Registration Management System
ECD	Early Childhood Development
ECDoE	Eastern Cape Department of Education
e-EDU	e-Education
EELC	Equal Education Law Centre
EFAL	English First Additional Language
EGMRP	Early Grade Mathematics Research Programme
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessments
EGRP	Early Grade Reading Programme
EIG	Education Infrastructure Grant
EISTC	Education and Information Systems Technical Committee
ELITS	Education Library Information Technology Services
ELNA	Early Learning National Assessment
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
EMS	Economic and Management Science
EMS: PMDS	Educator Management System: Performance Management and Development System
ENE	Estimate of National Expenditure
EPG	Education Partnership Group Project
EPI	Education Plus Initiative
ESAC	Examination System Assessment Committee
ESD	Education for Sustainable Development
ETAO	Education Technical Assistance Office
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETSTI	Education and Training and Science, Technology, and Innovation

EU	European Union
EWf	Education World Forum
EWG	Education Working Group
EXCO	Executive Committee
FAL	First Additional Language
FAO	Food and Agriculture Organisation
FBDs	Foodborne Diseases
FET	Further Education and Training
FIFA	Fédération Internationale de Football Association
FinCEED	Finnish Centre of Expertise in Education and Development
FINCOM	Finance Sub-Committee
FL	Funza Lushaka
FLIMS	Funza Lushaka Information Management System
FOCAC	Forum on China-Africa Cooperation
FOSAD	Forum of South African Directors-General
FP	Foundation Phase
FREF	First Rand Empowerment Fund
FS	Free State
FSFSR	Food Specifications and Food Safety Regulations
FTSS	Full Time Shop Stewards
FUEL	Feed, Uplift, Educate and Love
G2G	Government to Government
GBEM	Girls and Boys Education Movement
GBV	Gender-Based Violence
GBVF	Gender-Based Violence and Femicide
GCIS	Government Communication and Information System
GDE	Gauteng Department of Education
GEC	General Education Certificate
GEHS	Government Employees Housing Scheme
GET	General Education and Training
GGP	Grant Assistance for Grassroots Human Security Projects
GGRETA	Governance of Groundwater Resources in Transboundary Aquifers
GITO	Government Information Technology Services
GOG	Green Outdoor Gyms
GP	Gauteng
GRP4ECE	Gender Responsive Pedagogy Toolkit for Early Childhood Education
GTAC	Government Technical Advisory Centre
GTI	Global Teachers Institute
HDIs	Historically Disadvantaged Individuals
HEDCOM	Heads of Education Departments Committee
HEIs	Higher Education Institutions
HESOP	National Heritage Education Schools Outreach Programme
HIV	Human Immune Virus
HoD	Head of Department
HPV	Human Papillomavirus
HR	Human Resource
HRD	Human Resource Development
HRQASD	Human Resources, Quality Assurance and Skills Development
HYEA	Harambee Youth Employment Accelerator
I-AMP	Infrastructure-Asset Management Plan
ICASA	Independent Communications Authority of South Africa
ICC	International Convention Centre
ICDC	Inter-Departmental Career Development Committee
ICG	International College Group
ICT	Information and Communications Technology
ID	Identity Number
IDT NDPW	Independent Development Trust National Department of Public Works
IDT	Independent Development Trust
IEA	International Association for Evaluation and Assessment
IEC	Independent Electoral Commission
IEC	Information Education and Communication
IECS	Integrated Examination and Computer System

IELTS	English Language Testing System
IIAL	Incremental Introduction to African Languages
IPREC	Inter-Provincial Rural Education Committee
IR&MA	International Relations and Multilateral Affairs
IRMSA	Institute of Risk Management South Africa
ISASA	Independent Schools Association of Southern Africa
ISCED	International Standard Classification of Education
ISF	Inter-Sectoral Forum
ITEC	Inter-Governmental Committee on Trade and Economic Cooperation
JICA	Japan International Cooperation Agency
JNKE	Junior Non-Key Experts
KPIs	Key Performance Indicators
KZN	KwaZulu-Natal
LAMAP	La Main à la pâte
LIEP	Language in Education Policy
LMP	Labour Management Partnership
LMS	Learner Management Systems
LP	Limpopo
LRP	Learning Recovery Programme
LSAs	Learner Support Agents
LSPID	Learners with Severe and Profound Intellectual Disability
LTSM	Learning and Teaching Support Material
LURITS	Learner Unit Record Information and Tracking System
M&E	Monitoring and Evaluation
MAB	Regional Man and Biosphere
MEC	Member of Executive Council
MMS	Middle Management Service
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
MP	Mpumalanga
MSCP	Matric Second Chance Programme
MSDF	Michael and Susan Dell Foundation
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTN	Mobile Technology Network
MTSF	Medium-Term Strategic Framework
MTT	Ministerial Task Team
NACH	National Anti-Corruption Hotline
NACOSSWEP	National Committee for School Social Work Education and Practice
NAISA	National Alliance of Independent Schools Association
NAPTOSA	National Professional Teachers' Organisation of South Africa
NATU	National Teachers' Union
NC	Northern Cape
NCATT	National Curriculum and Assessment Task Team
NCF	National Collaboration Forum
NCF	National Curriculum Framework
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEDLAC	National Economic Development and Labour Council
NEEA	National Education Excellence Awards
NEEDU	National Education Evaluation and Development Unit
NEET	Not in Education, not in Employment, or Training
NEHAWU	National, Education, Health and Allied Workers Union
NEIC	National Examinations Irregularities Committee
NEIMS	National Education Infrastructure Management System
NFNSTT	National Food and Nutrition Security Task Team
NGO	Non-Government Organisation
NICPD	National Institute for Curriculum and Professional Development
NIDC	National Interdepartmental Committee
NLU	National Language Unit
NNSSF	National Norms and Standards for School Funding
NNW	National Nutrition Week

NPO	Non-Profit Organisation
NPOMS	Non-Profit Organisation Management System
NQF	National Qualification Framework
NRC	National Reading Coalition
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NT	National Treasury
NTA	National Teaching Awards
NTIP	New Teacher Induction Programme
NW	North West
NYDA	National Youth Development Agency
OBEs	Office-Based Educators
OCSLA	Office of the Chief State Law Adviser
ODG	Office of the Director-General
OECD	Organisation for Economic Co-Operation and Development
OTASA	Occupational Therapist Association of South Africa
PAM	Personnel Administrative Measures
PC	Portfolio Committee
PEDs	Provincial Education Departments
PEIR	Public Expenditure and Institutional Review
PEPFAR	President's Emergency Plan for AIDS Relief
PERSAL	Personnel and Salary System
PES	Presidential Employment Stimulus
PEU	Professional Educators' Union
PFMA	Public Finance Management Act
PGCE	Post-Graduate Certificate in Education
PIRLS	Progress in International Reading Literacy Study
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PLCs	Professional Learning Communities
PLQ	Phendulani Literacy Quiz
PMDS	Performance Management and Development System
PMT	Project Management Team
PoE	Portfolio of Evidence
POPIA	Protection of Personal Information Act
PPP	Public-Private Partnership
PSC	Project Steering Committee
PSC	Public Service Commission
PSCBC	Public Service Co-ordinating Bargaining Council
PSETA	Public Service Sector Education and Training Authority
PSRIP	Primary School Reading Improvement Programme
PSS	Psychosocial Support
PTDIs	Provincial Teacher Development Institutes
PTEDC	Provincial Teacher Education Development Committees
PTT	Provincial Training Team
PYEI	Presidential Youth Employment Initiative
PYEI-BEEI	Presidential Youth Employment Initiative - Basic Education Employment Initiative
QASS	Quality Assurance and Support System
QLTC	Quality Learning and Teaching Campaign
QMS	Quality Management System
QPRs	Quarterly Performance Reports
RCLs	Representative Council of Learners
RCME	Research Coordination, Monitoring and Evaluation
REALS-SA	Reading and Leadership Strengthening in South Africa
REAP	Rural Education Access Programme
REBTK	Remote Education Bench-marking Toolkit
RESEP	Research on Socioeconomic Policy Group
RG	Reference Group
RISDP	Regional Indicative Development Plan
ROSA	Regional Office for Southern Africa
SA	South Africa



SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SADTU	South African Democratic Teachers' Union
SAFA	South African Football Association
SAFE	Sanitation Appropriate for Education
SAHRC	South African Human Rights Commission
SAMRO	Southern African Music Rights Organisation
SANAC	South African National Aids Council
SAOU	Suid-Afrikaanse Onderwysers Unie
SAPA	South African Principals Association
SAPS	South African Police Service
SAQA	South Africa Qualifications Authority
SA-SAMS	South African School Administration and Management System
SASCE	Southern African Society for Cooperative Education
SASSA	South African Social Security Agency
SBA	School-Based Assessment
SBIG	School Backlogs Infrastructure Grant
SBSTs	School Based Support Teams
SC	Select Committee
SC	Senior Certificate
SCAB	Second Children's Amendment Bill
SCC	Special Care Centre
SCEE	Social Cohesion and Equity in Education
SCM	Subject Committee Meetings
SCM	Supply Chain Management
SCMP	Second Chance Matric Programme
SDC	Swiss Agency for Development and Cooperation
SDG	Sustainable Development Goal
SDIP	Service Delivery Improvement Plan
SDM	Service Delivery Model
SE	Systemic Evaluation
SEZ	Special Economic Zone
SGB	School Governing Body
SHERQ	Safety, Health, Environment, Risk and Quality Management
SI	Sustainability Institute
SIAS	Screening, Identification, Assessment and Support
SIBG	School Infrastructure Backlog Grant
SIIEWG	Social Inclusion in Education Working Group
SILN	Systemic Improvement of Language and Numeracy
SIP	School Improvement Plan
SIPOS	Special Intervention on Overcrowding in Schools
SISCOs	School Improvement System Coordinating Officers
SITA	State Information Technology Agency
SIU	Special Investigating Unit
SLA	Service-level agreement
SLPs	Scripted Lesson Plans
SM	Senior Management
SMGD	School Management and Governance Directorate
SMT	School Management Team
SNKE	Senior Non-Key Expert
SOGIESC	Socio-Educational Inclusion of Diverse Sexual Orientation, Gender Identity, Expression and Sex Characteristics Programmes
SOIs	Standardised Output Indicators
SONA	State of the Nation Address
SOPs	Standard Operating Procedures
SORMAA	Sexual Offences and Related Matters Amendment Act
SPCHD	Social Protection, Community and Human Development
SQL	Structured Query Language
SRGBV	School-Related Gender-Based Violence
SRHR	Sexual Reproductive Health and Rights
SRM	School Readiness Monitoring

SSE	School Self-Evaluation
STAS	Stampriet Transboundary Aquifer System
Stats SA	Statistics South Africa
STC-EST	Specialised Technical Committee Meeting on Education, Science and Technology
STEM	Science, Technology, Engineering and Mathematics
STI	Sexually Transmitted Infections
TALIS	Teaching and Learning International Survey
TARL	Teaching at the Right Level
TASP	Teacher Appreciation and Support Programme
TAT	Technical Assistance Team
TB	Tuberculosis
TBF	Tiger Brands Foundation
TDCM	Teacher Development and Curriculum Management
TDD	Teacher Demographic Dividend
TDI	Teacher Development Implementation
TDMS HEDCOM	Technical Data Management System Heads of Education Departments Committee
TICZA	Teacher Internship Collaboration South Africa
TIKA	Turkish Cooperation and Coordination Agency
TIMSS	Trends in International Mathematics and Science Study
TMT	The Mvula Trust
TMU	Teaching Mathematics for Understanding
ToRs	Terms of Reference
TRC	Truth and Reconciliation Commission
TSM	Three Stream Model
TUC	Teacher Union Collaboration
TUT	Tshwane University of Technology
TV	Television
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UAE	United Arab Emirates
UAT	User Acceptance Testing
UIS	Institute for Statistics
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNESCO IHP	United Nations Educational, Scientific and Cultural Organisation Intergovernmental Programme
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa
UNPFA	United Nations Population Fund
UPR	Universal Periodic Review
UPSS	Underperforming Secondary Schools
URS	User Requirement Specification
USA	United States of America
USAID	United States Agency for International Development
USAO	Universal Service and Access Obligation
USODC	United States Office of Defense Cooperation
VAT	Value-added Tax
VFHs	Volunteer Food Handlers
VPN	Virtual Private Network
VRC	Virtual Reading Club
VVOB	Flemish Association for Development Corporation and Technical Assistance
WC	Western Cape
WCECCE	World Conference on Early Childhood Care and Education
WCED	Western Cape Department of Education
WCG	Western Cape Government
WEF	World Economic Forum
WITS	University of Witwatersrand
WRAD	World Read Aloud Day
WSE	Whole School Evaluation
WSMD	World School Milk Day

### 3. FOREWORD BY THE MINISTER

The Department of Basic Education (DBE) 2022/23 Annual Report (AR) presents the performance of a Department where the sector is managing the effects brought about by the COVID-19 pandemic and also a performance where the sector is proving resilience over the multifaced and complex challenges towards the mandate of the organisation. Six (6) Basic Education Sector priorities were committed to laying a solid foundation for a quality and efficient education system and providing permanent solutions to the architecture of our country's education and training system. For the 2022/23 AR, implementation has continued on the *Action Plan to 2024: Towards the Realisation of Schooling 2030*, which gives expression to the Constitution, the National Development Plan, as well as the continental and international conventions, continues to provide the moral imperative and mandate to Government to make the social justice principles of access, redress, equity, efficiency, inclusivity and quality educational opportunities, widely available to all citizens.

Researchers agree that at the heart of our Sector is learning, and at the heart of improving learning is improving reading in the early grades. The researchers report that before COVID-19, we had seen progress in children's reading abilities. According to the Progress in International Reading Literacy Study (PIRLS), reading in Grade 4 improved substantially between 2006 and 2016. Between 2011 and 2016, South Africa saw the second-fastest improvement among all PIRLS participating countries, after Morocco. Though according to experts, the sector should not expect improvements in the coming PIRLS report due to the learning losses as a result of the pandemic, the fact that previous reports demonstrate progress coupled with the recovery strategies for the learning losses that were implemented gradually post 2020 academic year, there is confidence that there would not be a significant regression.

The Department has taken full responsibility for Early Childhood Development (ECD) in the current reporting period. The function of ECD is a critical priority for the South African government and is considered one of the most powerful levers to unlock the future potential of South Africa. When a solid foundation is established in the early years, it decreases the probability of a child dropping out of school prematurely, enhances their academic performance, and eventually alleviates poverty. Therefore, implementing the ECD function significantly influences setting children up to thrive later in life.

As the function was received, the Department realised it needed three (3) strands of research to inform future planning. The first was the ECD Census to understand the size and scope of the ECD sector. The second was the Thrive by Five Index to understand the quality of ECD provision. The third strand of research was the Public Expenditure and Institutional Review (PEIR) to have insight into what funding is currently being allocated to ECD and whether this funding is leading to the expected outcomes. As implementation of ECD continues, the Department has identified five (5) priorities to improve and strengthen the function. Firstly, ensuring curriculum-based early learning for all children birth to 5 years. Secondly, ensuring quality ECD programmes for all children birth to 5 years. Thirdly, availing training and development for all those working in ECD. The fourth strategy is to improve the coordination and integration of all ECD services. The fifth and final strategy is having a flexible funding and provisioning framework for ECD. The strategies are to ensure that the sector provides more children with early stimulation and learning opportunities. This will be achieved by streamlining ECD registration and subsidy application processes to allow more children to access the subsidy and measure child development outcomes regularly, including for children ages 0-4 years.

The National Senior Certificate (NSC) remains one of the most important barometers of the health of the South African education system. It is thus a critical indicator of the performance of the schooling system as it provides the performance of a cohort that completed 13 years of schooling, including Grade R. Since the pandemic began in 2020, the well-being of young people enduring unprecedented challenges was one of the major concerns of the DBE. The year 2020, when the Class of 2022 faced great uncertainty in their Grade 10 year, is certainly not a year on which we will look back with undiluted pleasure. The Class of 2022 forged ahead, and despite the myriad of challenges, these champions sat for the November 2022 NSC Examinations and have produced results that attest to resilience and fortitude. The Grade 12 class of 2022 benefited from differentiated, targeted learner support programmes, such as extra tuition over weekends, vacation classes, the provision of additional Learning and Teaching Support Material (LTSM), revision guides, school-based assessment exemplars, broadcast lessons, online and radio lessons, content and pedagogy workshops for teachers.

The Department implemented the Learning Recovery Plan, which trimmed the curriculum and revised the assessment programmes for all grades, allowing the system to focus on core content and skills and explore other, more relevant assessment forms. At the centre of the Learning Recovery Plan was an assessment of the learning deficits and the development of learning programmes to address these deficits. The system has also, over the years, established a robust data-driven focus on monitoring and feedback. Hence, there is a continuous identification of gaps and weaknesses in the system and the implementation of initiatives to address these gaps. The DBE is committed to a comprehensive curriculum-strengthening process that will take into cognisance learners' competencies to thrive socially and economically in a fast-changing world. Efforts are afoot to infuse a skills-based focus into the existing curriculum. In 2022, Marine Sciences was offered as an examinable subject in the Grade 12 NSC examinations for the second time. Various technical vocational specialisations, including Civil Technology, Electrical

Technology, Mechanical Technology, Technical Mathematics and Technical Sciences, were offered for the fifth year since their introduction in 2018. The aim is to make schools not only sites of academic achievement but also sites of vocational and occupational skills development.

The Department is gradually entrenching more holistic indicators of success across the system's various components. One of them is the model for Systemic Evaluation, which will provide a more in-depth and comprehensive report on the system's performance. However, all indications before COVID-19 confirmed that we are a system on the rise. As noted, COVID-19 has been a setback, but the Class of 2022 has affirmed that we are clawing back the gains of the pre-COVID-19 years.

The financial year under review further marked the mid-point of the 2019-2024 term of office of the sixth Administration of the Democratic Government of South Africa and the 2019-24 Medium-Term Strategic Framework (MTSF). The DBE had to account through a midterm review of its performance in implementing government priorities to determine the progress made to achieve the NDP. A key focus in the reporting period was to assess the extent to which the pandemic has compromised progress towards the long-term sector targets and to describe what is being done to get back on track to meet our goals. The commitment to achieve the following MTSF priorities is still on course:

- a. Outcome 1: Improved school readiness of children;
- b. Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning;
- c. Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9;
- d. Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa; and
- e. Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach.

The Department has hosted the Basic Education Sector Lekgotla since 2016 as a means of strategic engagement. The sector Lekgotla has grown over the years in terms of delegate numbers, its aim and objectives, as well as themes and topics covered. It also had to adjust to various milieus and challenges, such as the demand for new skills and the need to reposition the sector and salvage education after the devastating COVID-19 pandemic. The Department has recorded positive progress on the Council of Education Ministers (CEM) cardinal sector priorities as approved. These priorities lay a solid foundation for a quality and efficient education system and continue providing permanent solutions to the architecture of our country's education and training system. Progress on the five (5) areas of commitments made in the 2022 Lekgotla entails:

- a) Transition from School to Work: Developing a Modernised Curriculum for the 21<sup>st</sup> Century and Beyond

In 2022, it was decided at the Lekgotla not to revert to the original, content-heavy Annual Teaching Plans (ATPs) and assessment plans in the Curriculum and Assessment Policy Statement (CAPS) post-recovery but to use the revised and reduced ATPs and assessment plans. A shift was made towards more systematically and deliberately incorporating 21<sup>st</sup>-century competencies into curriculum, assessment, teacher development, and the pedagogical core. Given this mandate, work commenced to design an approach to strengthening teaching, learning, and assessment. The focus was mainly on Curriculum Strengthening to enhance the relevance of the knowledge, skills, character, and values taught in the current curriculum so that learners are adequately prepared for a changing world; and to contribute towards greater alignment across the sector, with the ultimate goal of improving learning outcomes and preparing learners for life beyond school.

Consultative workshops were conducted across all provinces with various stakeholders such as learners, including learners with special needs, teachers, principals, District and Provincial Curriculum Management, Civil society, business sector, Not in Education, not in Employment, or Training (NEET), 1<sup>st</sup>-year University students, Higher Education Institutions (HEIs), Technical Vocational Education and Training (TVET), Council on Higher Education (CHE), and Sector Education and Training Authority (SETAs) to gather inputs from our education stakeholders on their vision of the exit profile of Grade 12 South African learners, with a specific focus on the tools they need for success in a fast-changing world. This work has included consulting with local and international stakeholders to design a draft competency framework to guide the infusion of competencies into the existing curriculum and planning for system-wide alignment in achieving the goals of curriculum strengthening.

- b) Teacher Preparation, Professionalism and Standard Setting, and Well-being

The manual for psycho-social support for teachers and learners was developed in 2021 and distributed to Provinces. The process of developing the protocol is underway. The PEDs must present their psycho-social support programmes and interventions for the term under this ongoing item on the Education Labour Relation Council (ELRC) agenda. The quarterly progress reports, a collaboration between the Employer and Labour, are presented. Therefore, the third quarter would not be accessible until the Provincial ELRCs met and approved the reports the following term. The PEDs delivered updates on the psycho-social support initiatives in their respective provinces.

The take-up on online Professional Learning Communities (PLCs) has progressed slowly across the various provinces, except for Gauteng, which has recorded a high number of participants. The slow uptake is due to challenges linked to data access required for participation in online PLCs and has been raised to be addressed. Teacher Unions have been consulted on matters linked to the various forms of monitoring/support that should be provided to teachers who are PLC members. Through the monthly Director-General (DG) meetings on various programmes that include PLCs, it has been recommended that in the reports on PLCs that all role players provide, an indication of the impact on learning outcomes needs to be included. To address this matter, letters were sent to provinces providing information on how to structure the reports on PLCs. The outcome of this exercise is that provinces submit reports to the DBE showing the number of participants in PLCs and the impact of the activities they are engaging in.

c) Education Transformation through the use of Information and Communication Technology (ICT) post COVID-19

Provinces such as Mpumalanga conducted additional classes during school holidays for learners in specific subjects and utilised ICTs to enhance learning and teaching experiences through the Ubuhlebezile e-learning project. They also conducted quarterly training of teachers on content and methodology, focusing on challenging topics. In line with the Framework for Skills for a Changing World, the DBE will expand the training of educators and learners to respond to emerging technologies, including the Internet of Things, Coding and Robotics and Artificial Intelligence (AI). Coding and Robotics will be introduced in Grades R to 3 in 200 schools, with a plan for full implementation.

Regarding ICT, 78% of schools have been connected through agencies and Mobile Network Operators (MNOs). However, this connectivity enables schools to manage their administration systems functionally, whilst only 10% of connectivity can deliver teaching and learning. In addition, the Cabinet has approved that 18 000 schools be connected at 10MBs per second towards the end of 2024. For Teachers, Education Human Resources and Institutional Development, a Digital Skills Programme was scheduled for teachers to be trained along with Teacher Centre managers on the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Digital Teacher programme. The Department further collaborated with SchoolNet to train teachers on integrating ICTs into teaching and learning amongst other programmes that the Department coordinates Education Transformation through ICT. There have been several programmes and projects across the provinces, such as community engagement to ensure the protection of ICT resources, use of digital technology to support curriculum delivery, concessions to accessing online educational resources, maximising economies of scale for the affordability of technologies, and exploiting norms and standards policies to procure ICT resources and technology to enhance assessment for learning.

d) Care and Support for Teaching and Learning (CSTL)

A consultative CSTL Pillar Leads Workshop was hosted to convene all pillar leads to render presentations on the developments within their areas of responsibility in the quest to update the CSTL Conceptual Framework and, later, the accompanying Handbook, which the Conceptual Framework would inform. The CSTL Framework has ten pillars that promote multisectoral support for child-wellbeing. A workshop was held on repurposing the focus of youth in schools under the leadership of the Representative Council of Learners (RCLs), and the purpose was advocating for the review and effective transformation of education systems to achieve children's agency. Provincial coordinators from Social Cohesion, Governance, and the Quality Learning and Teaching Campaign (QLTC) directorates were in attendance along with civil society organisations. Most School Governing Bodies (SGBs) have included QLTC as a sub-structure in their committees, and the QLTC has been established in the seven (7) PEDs, namely, KwaZulu-Natal, Mpumalanga, Free State, Northern Cape, Gauteng, North West, and Eastern Cape. The process of establishing the districts and schools is ongoing. The QLTC has worked collaboratively with many stakeholders, including the National Youth Development Agency (NYDA), municipalities, sister Departments, Foundations, Traditional Leaders and Faith Based Organisations. A plan has been developed to strengthen QLTC district committees where local government will be included.

At the Education Ministers' meeting in Malawi, both the regional CSTL Policy Framework and FutureLife-Now! Programme were reported on. The first phase of the FutureLife-Now! Regional Programme that addresses the challenges related to health, gender, climate change and youth agency ended in the 2022/23 reporting period and will be scaled up in the next phase to include additional Member States. As an influencer in the region, South Africa is expected to participate. An important decision taken at the meeting was the Ministers of the Child and Youth Agency Framework's adoption as an addendum to the CSTL Policy Framework. Member States will be expected to operationalise the Framework and report on progress annually. Campaigns on programmes such as Bullying, Gender Based Violence (GBV), Learner Pregnancies, undocumented learners and drug abuse have occurred in several provinces and are ongoing. The provinces that have benefitted from the campaigns are North West, Free State, Gauteng, Mpumalanga and Northern Cape.



e) Foundations for Learning: Getting All Learners to Thrive

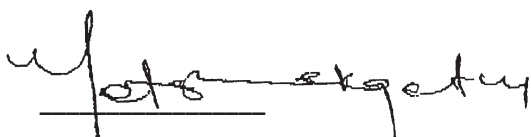
To advocate for the importance of ECD, the Department supported the Minister and provincial ECD advocacy engagements in various parts of North West, Free State, Limpopo, Mpumalanga and Gauteng. An ECD build-up event was held where practitioners were engaged on the importance of ECD registration and compliance with health and safety issues. Provinces were trained on Vangasali, which focuses on the registration framework and online registration management tool. To increase access, the Department is embarking on registration massification through the use of jamborees to ensure that more ECD services fall under the regulatory net of the DBE.

The DBE has reviewed the ECD Subsidy Guidelines to promote standardisation in provinces. Furthermore, a Public Institutional Expenditure Review (PIER) has been conducted in collaboration with the World Bank to determine how much funding different government departments allocate to ECD outcomes, including eradicating stunting. This will then inform the development of a new funding model specifically focusing on funding for improved nutrition. A Parenting Programme of train-the-trainer capacity building in collaboration with UNICEF and Hope Worldwide was conducted in Free State and North West provinces. The Department of Health (DoH) was invited to promote the health and nutrition of children in ECD programmes, and provinces will roll out the training to parents and ECD Practitioners. The Department of Higher Education and Training (DHET) developed a Diploma and Degree in Early Childhood Care and Education (ECCE), opening opportunities for ECD practitioners to obtain adequate qualifications. The DBE also works with the entities and providers capacitating ECD practitioners on the National Qualification Framework (NQF) Level 4, the minimum qualification requirement.

The Presidential Youth Employment Initiative (PYEI), part of the Presidential Employment Stimulus (PES), continues to play a critical role in mitigating the devastating economic challenges brought about by the COVID-19 pandemic. The PYEI continues to be implemented across the PEDs. The programme provides participants with training to upskill them and improve their prospects in the labour market. The PYEI also supported schools in the context of COVID-19 and contributed towards achieving sector priorities, such as reading and providing psycho-social support to learners. The assistants have reduced the administrative burden on teachers, allowing them more time for teaching and learning. During the implementation of both Phase II and III, the key focus remained the reduction of youth unemployment, where the beneficiaries have gained meaningful experiential learning. Many of the beneficiaries were unemployed graduates who lacked the working experience that could propel them into employment. A survey conducted by the Department showed that 62% of the participants used the PYEI as their first work experience, which remains a significant achievement in touching the lives of the youth of the country. The youth were appointed to six (6) focus areas, which are Curriculum Support, Reading Champions, Child and Youth Care Workers (CYCW), Handyman or women, e-Cadres, and Sport and Enrichment Assistants (SEA). The SEA category was a new addition in Phase II and recognised the need for learners to be involved in school sports, arts, and cultural activities.

As a Department, we strive to do more to support vulnerable learners, increase retention and stem the tide of dropouts. There is a need for a new social compact in basic education. There must be a paradigm shift in schooling communities for teachers to be held accountable for poor learner outcomes. Teachers must display compassion as many of our learners come from diverse communities, child-headed households, high crime areas, unemployment, and various social ills.

I wish to thank all role players in the sector, from Members of the Executive Council (MECs), Heads of Departments (HoDs), Senior Management, Educators and Officials at all levels, for their contributions and continued implementation of the Education Priorities.



**Mrs AM Motshekga, MP**

**Minister of Basic Education**

**September 2023**

## 4. REPORT OF THE ACCOUNTING OFFICER

### Overview of the operations of the Department:

Education, in every sense, is one of the fundamental development factors. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and provides broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, education plays a very crucial role in securing economic and social progress and improving income distribution.

Therefore, access to, retention in, and inputs and outputs of a quality and equitable education system are the critical determinants of strategic and structured developments of the socio-political economy of any country. This reality is indisputable in developed as well as developing worlds. South Africa is no exception to this cardinal rule.

The Department is keenly aware of the improvements made in schools, most of which serve learners from our poorest communities and rural areas. However, more must be done to contribute the skills, knowledge, competencies, innovation, creativity, and attitudes that will build our nation. The Basic Education Sector must work to eliminate the injustice of learning poverty that too many children are exposed to in the early grades.

The Ruling Party declared education a societal matter. Therefore, laying a solid foundation for an equitable, quality and efficient education system and providing permanent solutions to the architecture of our country's education and training system had to be placed at the helm of our work. Acknowledging the work done and contributions made by those involved in our work is important. This includes Government departments at national and provincial levels; business, researchers and academics; organised labour; the Sector's statutory bodies and civil society organisations; and at the school level, the principals, teachers, and SGBs – particularly parents and learners.

To better understand the learning trajectory from primary to secondary schools, a Systemic Evaluation (SE) study is currently being piloted in Grades 3, 6 and 9 – the exit points of the Foundation, Intermediate and Senior Phases, respectively. The Systemic Evaluation study will add to the Grade 12 NSC examination results and give a more comprehensive picture of South African schooling. Within this framework, the Department has taken initial steps towards introducing a General Education Certificate (GEC) this year – a commitment made in 1995 by our democratic Government in the first White Paper on Education and Training, Government Notice No.196 of 1995.

The GEC is an important and progressive qualification that will improve career pathing and employability and reduce South African youth dropout rates. Issuing a report card or certificate allows learners after ten (10) years of schooling from Grade R to Grade 9 to be recognised for their curriculum attainment levels, general capabilities, and talents. The proposed assessment model has been designed to integrate 21<sup>st</sup>-century skills and competencies into School-Based Assessment (SBA), standardised curriculum tests, and through an inclination (or talent) assessment to achieve this goal. Information and scores from these components will be used to generate a report card, reflecting a holistic dashboard of learners' skills, competencies, and capabilities.

When we invest in building the brightest future for our children, we invest in creating the most robust future for our country. We know now more than ever that to set free the talents of our children, the right foundations must be in place from the early years. ECD is a priority so that millions more children can achieve the best possible early learning and development outcomes.

Since receiving the ECD function, the DBE has focused on stabilising ECD provisioning and developing the necessary systems and regulatory framework to formalise and regulate the ECD Sector. This means moving towards renewing the delivery model that will allow us to streamline the 42 420 ECD programmes. The objective is to increase access to ECD programmes for all children and to ensure redress and inclusivity in access to ECD programmes. Streamlining these ECD programmes will result in developing a delivery model that will be more manageable and viable to support, and it is of critical importance, given the current Government resources and capacity. The viability of this service delivery model will be piloted over the next few years through model ECD programmes in provinces.

The Department is focussing on strengthening legislation in the ECD Sector. An inter-sectoral task team comprising the Department of Social Development (DSD), the Department of Cooperative Governance (DCG), the South African Local Government Association (SALGA), and ECD sector experts have redrafted the Children's Amendment Bill of 2023 to strengthen coordination in the ECD Sector and streamline the regulatory framework. This Bill will be taken for public consultation in the next year.

The DBE has recently led the development of reading benchmarks in all African languages. This will enable everyone in the Sector, including teachers, to track progress in acquiring those early reading skills, which need to be developed in Grades 1, 2 and 3 to read for meaning by Grade 4. Importantly, these benchmarks have been developed in and for each African language. The DBE's work emphasises Home Language since reading skills are best learned in a learner's Home Language and can then be transferred to any Additional Language. For this reason, the Primary School Reading Improvement Programme (PSRIP), which initially supported English as a First Additional Language, is now shifting towards reading in Home Language.

To strengthen the quality of support available to teachers, the Department has been training Subject Advisors and Departmental Heads on the early identification of learning barriers. Teachers have also been provided with the Early Grade Reading Assessment (EGRA) tool, which helps teachers better understand their learners' reading progress. The DBE continues implementing the Read to Lead Campaign to mobilise parents and communities to drive their children's reading development. It also wants to assure South Africans that a reading improvement framework guides the different initiatives the Sector is involved in.

Basic Education has made significant inroads regarding Science, Technology, Engineering and Mathematics (STEM). The DBE has introduced 19 new subjects to the curriculum, exposing teachers and learners to a range of skills and competencies that will equip them for the 21<sup>st</sup> century, emphasising innovation and lifelong learning. Teachers and learners will be able to respond to emerging technologies, including the Internet of Things and AI. We are training teachers on Coding and Robotics as part of the skills for a changing world.

The PYEI, implemented in the Basic Education Sector, forms an important part of the Presidential Employment Stimulus (PES); it remains a flagship programme for the Presidential Employment Stimulus programme. The National Treasury approved funding for the Basic Education Sector to implement the PYEI. Since its inception in December 2020, the PYEI has created approximately 850 000 job opportunities. By the end of Phase IV, the PYEI would contribute more than 1.1 million job opportunities for young people.

The upgrading and maintenance of school infrastructure remain a key priority. For this reason, we are looking at different ways of dealing with this serious challenge, including changing the Education Infrastructure Grant (EIG) framework and the delivery model for different structures.

The DBE, working with its provincial counterparts, has built 329 new schools, completed water supply projects at 1 290 schools and electricity supply projects at 373 schools. On sanitation, 3 746 schools have been supplied with age-appropriate sanitation facilities through the Accelerated School Infrastructure Delivery Initiative (ASIDI) and the Sanitation Appropriate for Education (SAFE) programmes.

The National School Safety Framework (NSSF) remains our strategic response to school violence, bullying and abuse. The framework calls on all school stakeholders – management, teachers, unions, parents, learners, and communities to work together to make schools safe and drug-free spaces where all learners can learn and thrive. We will continue to work closely with the South African Police Services (SAPS) and community organisations to improve safety in all our schools.

Adolescent girls and young women remain the most vulnerable cohort in our schools and society. Girls face severe and complex challenges, including HIV/AIDS, gender-based violence, rape, abuse, and early and unintended pregnancy. Whilst we have significantly reduced adolescent fertility rates over the last few decades, the number of early and unintended pregnancies amongst adolescent girls and young women remains unacceptably high. The consequences of early pregnancy to society and the lives of young women and girls are often devastating. About a third of girls who fall pregnant do not return to school; they are then vulnerable to further pregnancies; they have compromised health outcomes and higher mortality rates during childbirth, and their lack of access to education leads to poverty traps for families and communities.

The DBE, working with other Government departments and partners, will continue to work and support young women and girls in schools. We will continue strengthening the implementation of Comprehensive Sexuality Education (CSE) in all our schools. Too many young people receive false and confusing information about relationships, sexuality, and adolescence as they transition to adulthood. CSE is the right of all young people to equip themselves, to make informed decisions about sexuality and relationships, and enable them to safely navigate a world of online bullying, sexual abuse, HIV/AIDS and early pregnancies.

Undoubtedly, the Basic Education system has begun to reach the desired stability, which is healthy for a large and important system as ours. Our school community's unquestionable resilience against the devastating COVID-19 pandemic, the persistent load-shedding, and sporadic service delivery protests cannot go unnoticed. The system cannot survive without the direct involvement of all communities of trust, not only those who are part of the sector but everyone.



We are steadily improving our system's throughput and retention rates. An analysis of the internal system efficiency also demonstrates that we are not only improving the retention rates by reducing dropout and repetition rates but also improving the quality and equality of teaching and learning outcomes.

With the undivided focus on foundations of learning, with the support and intervention programmes rolled out in our schools, with the teacher development programmes delivered to all our teachers, with strengthened and structured monitoring and evaluation oversight of the entire system, we will surely turn the learning losses unceremoniously brought to us by the pandemic, the incessant load-shedding, and the service delivery protests, into fortunes that we can all be proud of.

## Overview of the financial results of the Department:

**Table 1: Departmental receipts**

Departmental receipts	2022/23			2021/22		
	Estimate	Actual Amount Collected	(Over)/Under Collection	Estimate	Actual Amount Collected	(Over)/Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	3 334	3,607	(273)	3 197	3 080	117
Interest, dividends and rent on land	5 500	7,760	(2 260)	12 000	6 321	5 679
Sale of capital assets	-	4	(4)	-	-	-
Financial transactions in assets and liabilities	2 500	684	1 816	3 000	2 330	670
Total	11 334	12 055	(721)	18 197	11 731	6 466

**Table 2: Programme Expenditure**

Programme Name	2022/23			2021/22		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	569 582	564 259	5 323	533 322	531 769	1 553
Curriculum Policy, Support and Monitoring	3 267 520	3 172 133	95 387	2 115 725	2 091 344	24 381
Teachers, Education Human Resources and Institutional Development	1 497 761	1 496 586	1 175	1 449 059	1 433 122	15 937
Planning, Information and Assessment	15 529 447	15 366 653	162 794	14 709 685	14 696 404	13 281
Educational Enrichment Services	8 828 850	8 827 028	1 822	8 431 469	8 418 602	12 867
Total	29 693 160	29 426 659	266 501	27 239 260	27 171 241	68 019

**Table 3: Virements/roll overs**

Shifted from	R'000	Shifted to	R'000
Programme 3: Teachers, Education Human Resources and Institutional Development	(5 431)	Programme 1: Administration	5 431
Programme 2: Curriculum Policy, Support and Monitoring	(3 486)	Programme 5: Educational Enrichment and Services	3 486
Programme 3: Teachers, Education Human Resources and Institutional Development	(940)	Programme 5: Educational Enrichment and Services	940
Programme 4: Planning, Information and Assessment	(3 317)	Programme 5: Educational Enrichment and Services	3 317

**Reason for the virement:** As approved by the National Treasury (Treasury approval no 9/4/4/4/13) due to the foreign exchange rate on the transaction date. The funds were shifted within the programmes to cater for shortfalls encountered on various items. The Director-General prepared and approved the other virements for shortfall incurred within programmes on various items.

## **Public Private Partnerships**

The DBE head office has been operating under the PPP agreement for 13 years, during which the project deliverables have been consistently provided satisfactorily. However, no new PPP agreements have been entered into during this time.

## **Supply chain management**

**Unsolicited bid proposals concluded for the year under review:** There were no unsolicited bids concluded for the year under review.

**SCM processes and systems to prevent irregular expenditure:** The internal control measures are in place and reflected in the SCM policy.

The SCM Policy has been reviewed, including the latest regulations and National Treasury Instruction notes.

Procedures, processes and systems (e.g. procurement checklists, register to record activities/documents with the procurement sub-directorate, payment checklists; compliance/ irregular expenditure checklists, standard operation procedures, etc.) have been updated and amended to include the latest changes, and officials have been guided on how to implement the latest regulations and instruction notes.

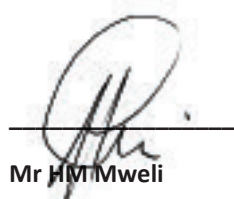
The BAC uses a checklist to check the tender compliance during the adjudication of the tenders.

## **Challenges experienced in SCM and how they were resolved:**

Updating the SCM policy to align with the Preferential Procurement Regulations 2022 and the Preferential Procurement Policy Framework Act to reflect the specific goals as the Department's preference. There were consultations with Legal Services and National Treasury to guide the matter. Legal advice was also sought from the Senior Counsel on the matter.

There are inadequate human resources within the SCM unit. A request for interns who can assist in augmenting the available resources has been made with the Human Resources and Development unit. However, this will not resolve the challenge as there is a need for experienced and skilled SCM officials who can assist the DBE in achieving its mandate.

Cancellation of most tenders due to bidders' non-compliant submissions and insufficient funds. Continued training provided to bid committee members, reduction of some of the mandatory requirements.



**Mr HMMweli**

**Accounting Officer**

**Department of Basic Education**

**September 2023**

## 5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the annual report are consistent.

The annual report is complete, accurate and is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part F) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

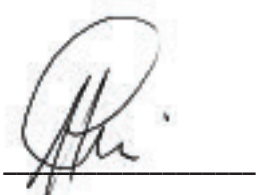
The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the Department for the financial year ended 31 March 2023.

Yours faithfully



**Mr HM Mweli**

**Accounting Officer**

**September 2023**

## 6. STRATEGIC OVERVIEW

### 6.1. Vision

To contribute to a South Africa in which all our people will have access to lifelong learning, education, and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous, and democratic South Africa.

### 6.2. Mission

To provide leadership in the establishment of a South African schooling system for the 21<sup>st</sup> century.

### 6.3. Values

The Department of Basic Education adheres to the following values:

#### **Children**

Placing the interests of our children first.

#### **People**

Upholding the Constitution, being accountable to the Minister, the Government, and the people of South Africa.

#### **Excellence**

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical, and trustworthy in all that we do.

#### **Teamwork**

Co-operating with one another and with our partners in education in an open and supportive way to achieve shared goals.

#### **Learning**

Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.

#### **Innovation**

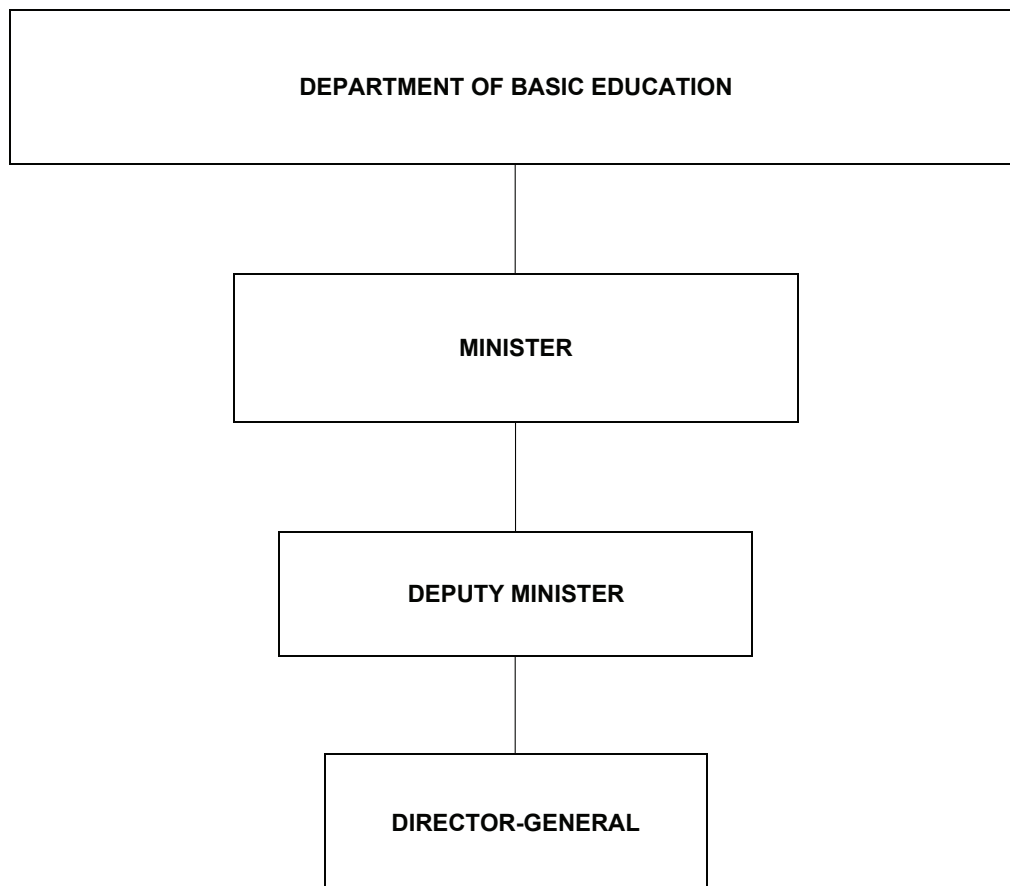
Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

## 7. LEGISLATIVE AND OTHER MANDATES

The Department of Basic Education derives its mandate from the following legislation:

- The Constitution of the Republic of South Africa requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights, and freedom, non-racism, and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.
- The National Qualification Framework Act, 2008 (Act No. 67 of 2008) provide for the further development, organisation, and governance of the National Qualification Framework.
- The National Education Policy Act, 1996 (Act No. 27 of 1996), which inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Basic Education, and the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that would collaborate in the development of a new education system.
- The South African Schools Act, 1996 (Act No. 84 of 1996), which promotes access to education, promotes quality and democratic governance in the schooling system. It further provides for uniform system for the governance, funding, and organisation of schools.
- The Employment of Educators Act, 1998 (Act No. 76 of 1998) regulates the appointments, conditions of service, discipline, retirement, and discharge of educators.
- The South African Council for Educators, 2000 (Act No. 31 of 2000) regulates professional development of educators and maintain a set of rules to protect ethical and professional standards for educators.
- The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) provide for-
  - o the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council
  - o quality assurance in general and further education and training;
  - o control over norms and standards of curriculum and assessment;
  - o the issue of certificates at the exit points; and the conduct of assessment.
- The Children's Act, 2005 (Act No. 38 of 2005) give effect to certain rights of children's as contained in the Constitution. It set out principles pertaining to child care and protection. It further regulates norms and standards for ECD.
- The National Development Plan (NDP) set out priorities and plans for the Basic Education Sector.
- The *Action Plan to 2019: Towards the Realisation of Schooling 2030*. This plan, represents another milestone in the journey towards quality schooling for all South Africans. This document takes stock of key developments in the Basic Education Sector since the release in 2011 of the last sector plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025*. It reiterates many of the priorities outlined in the earlier plan, as to a large extent priorities have remained the same in recent years.

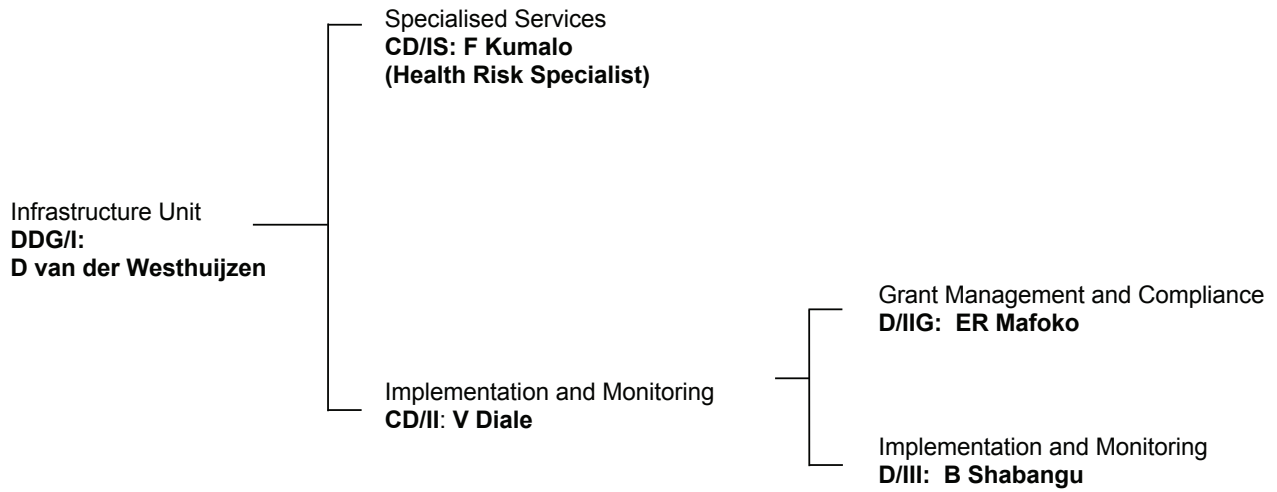
## 8. ORGANISATIONAL STRUCTURE



**Branch:**

**Chief Directorate:**

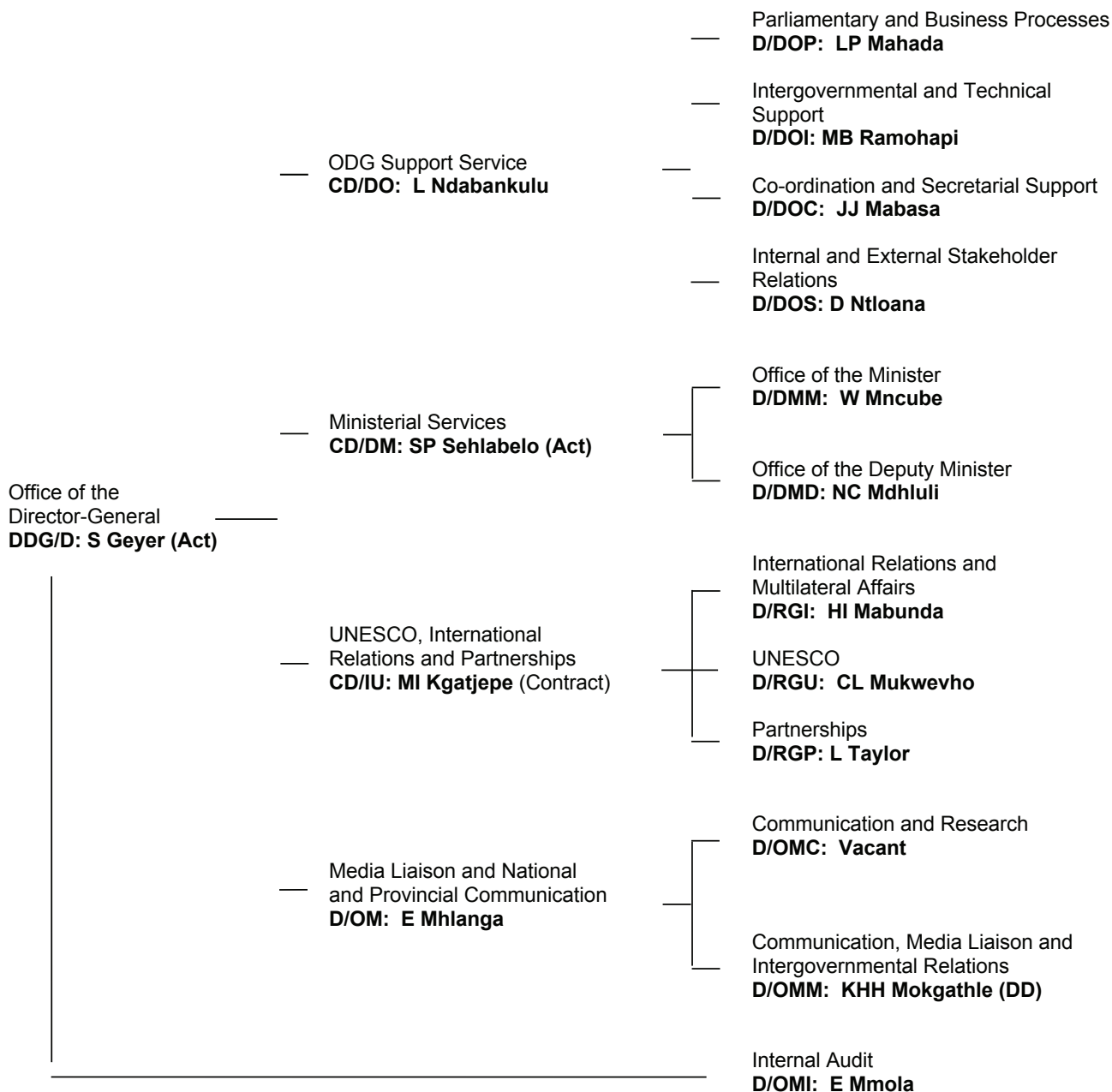
**Directorate:**



Branch:

Chief Directorate:

Directorate:

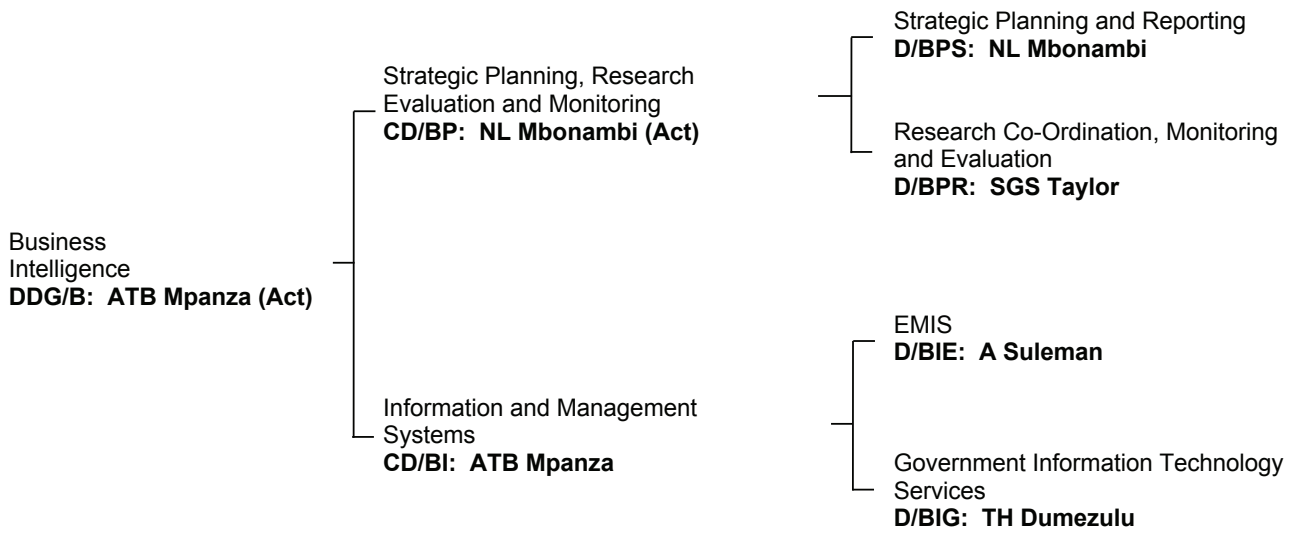




**Branch:**

**Chief Directorate:**

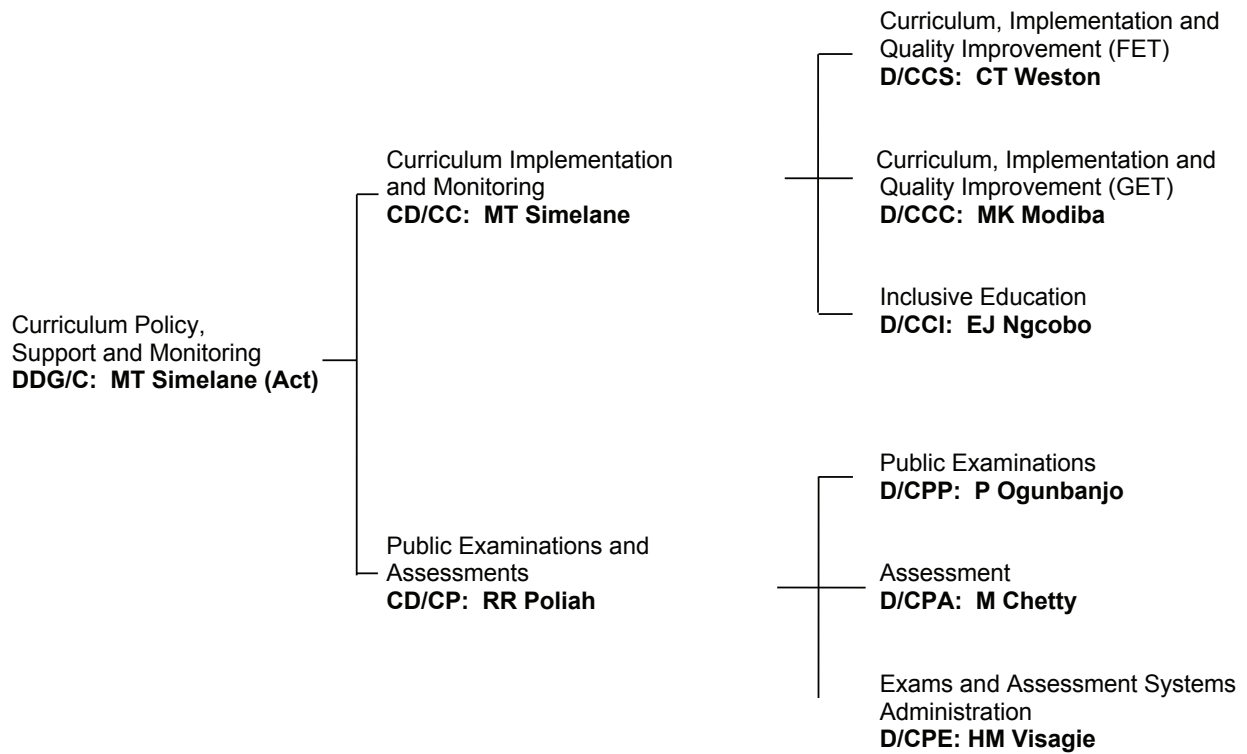
**Directorate:**

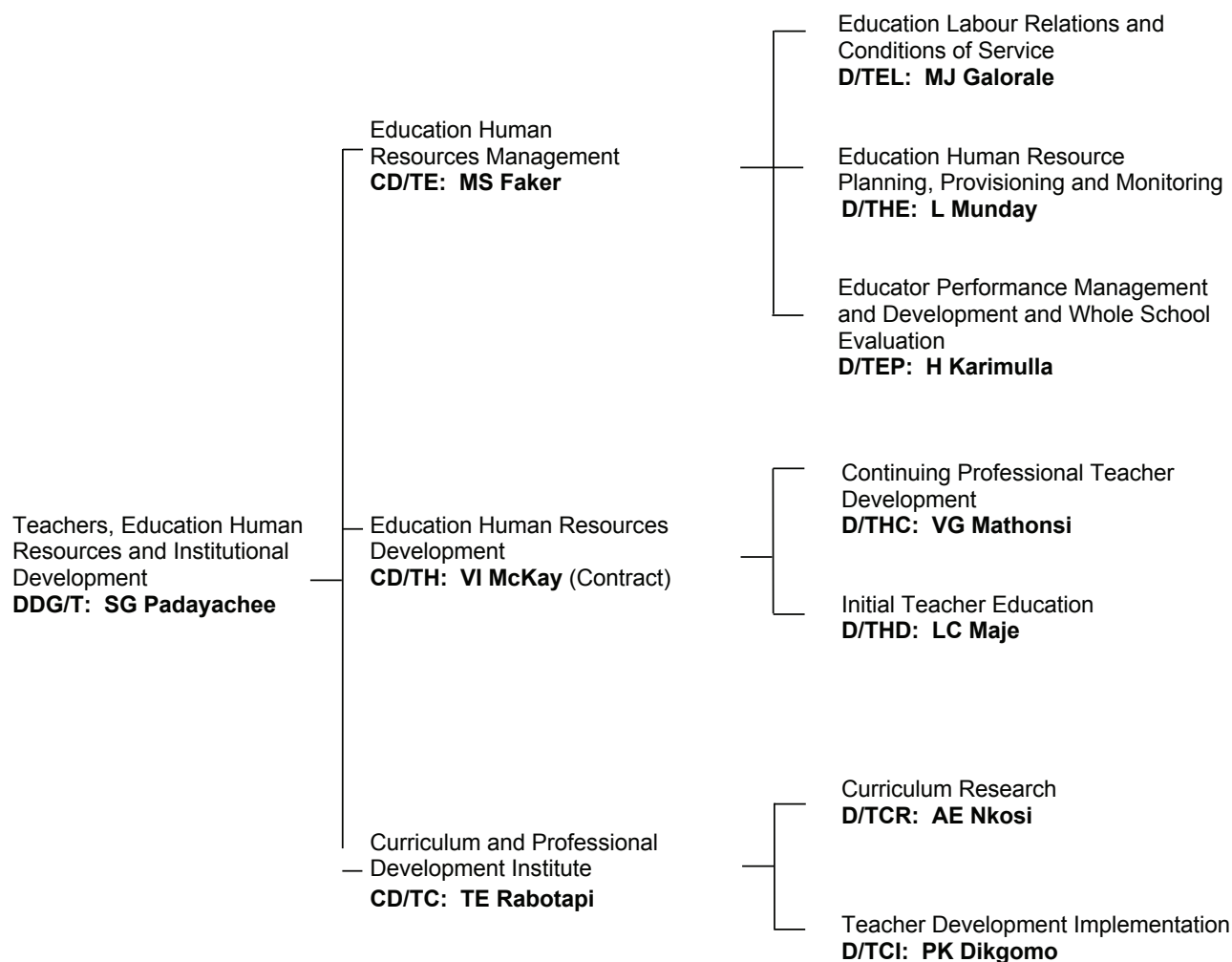


**Branch:**

**Chief Directorate:**

**Directorate:**



**Branch:****Chief Directorate:****Directorate:**

**Branch:****Chief Directorate:****Directorate:**

Delivery and Support  
**DDG/D: S Geyer**

Planning and Implementation  
Support  
**CD/DP: Vacant**

Provincial and District Planning  
and Implementation Support  
**D/DPP: PM Tshabalala**

School Level Planning and  
Implementation Support  
**D/DPS: MB Fuzile**

Education Management and Governance  
Development  
**D/DPE: J Ndlebe**

Provincial Monitoring  
**CD/DM: STE Mlambo**

School and District Incident  
Management and Support  
**D/DMM: SP Sehlabelo**

QLTC  
**D/DMQ: AT Hlakula**

Provincial Intervention  
**CD/DI: DJ Ngobeni**

NEEDU  
**CD/DN: S Sithole**

Foundations for Learning  
**CD/DF: K Manona**

Early Childhood Development  
**D/DFC: J Kotze (Act)**

Early Childhood Care: 0 - 4  
**D/DFL: MI Rapoo**

Reading  
**D/DFR: LL Katzen (Contract)**

Curriculum and Quality  
Enhancement Programmes  
**CD/PC: AS Tlhabane**

MST, E-Learning and Research  
**D/DCM: EM Khembo**

Enhancement of Programmes and  
Evaluation of School Performance  
**D/DCP: SA Sibiya**

Rural Education  
**D/DCRE: PN Langa**

**Branch:**

**Chief Directorate:**

**Directorate:**

Social Mobilisation  
and Support Services  
**DDG/S: GC Whittle**

Partnerships in Education  
**CD/SS: P Watson**

Safety in Education  
**D/SSS: SD Ngobese**

Sport and Enrichment in Education  
**D/SSE: SA Monareng** (Contract)

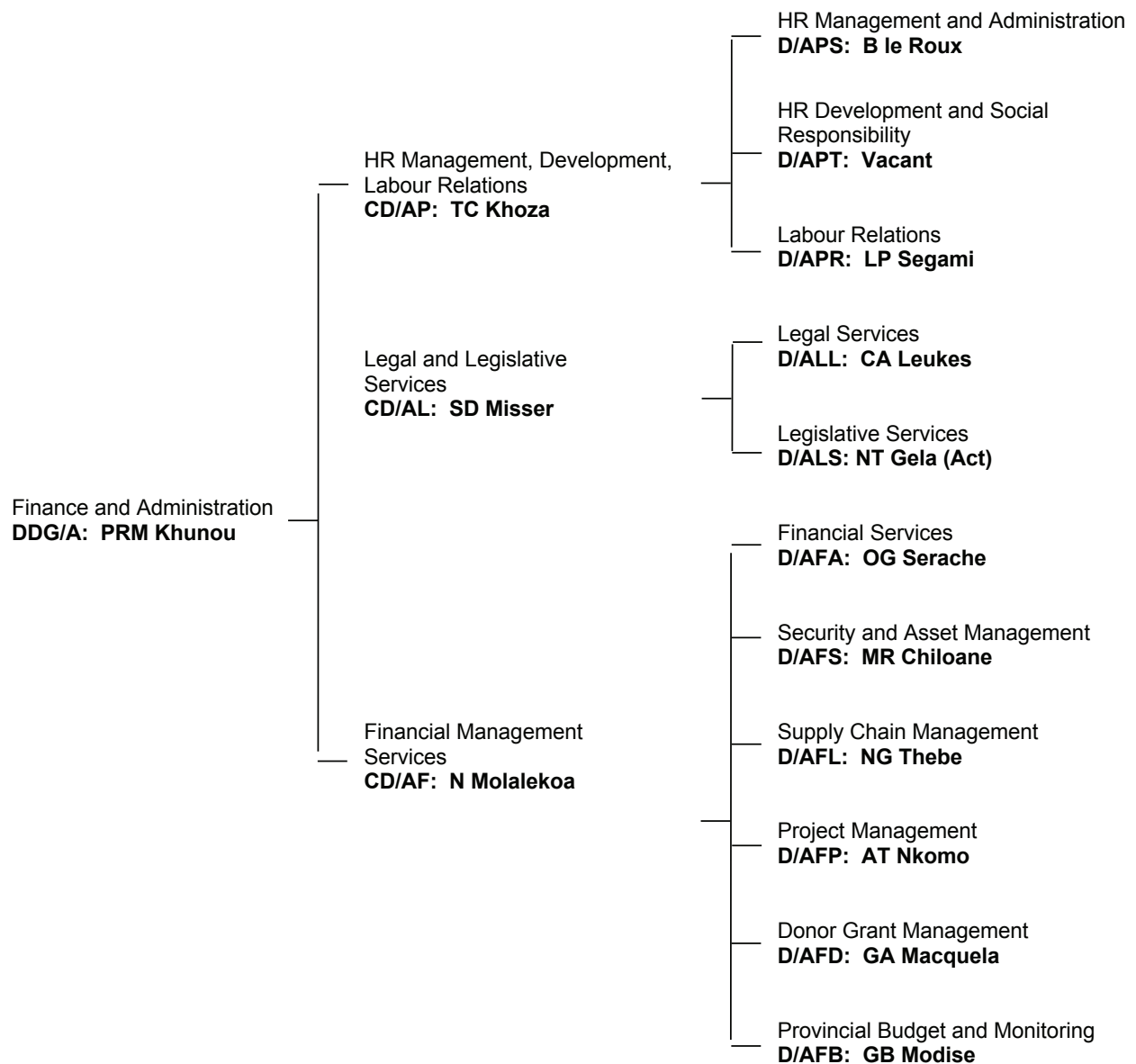
Social Cohesion and Equity in  
Education  
**D/SSC: L Bottoman**

Care and Support in  
Schools  
**CD/SH: CM Nogoduka**

Health Promotion  
**D/SHH: MS Ndlovu**

Psycho-Social Support  
**D/SHP: Vacant**

School Nutrition  
**D/SHN: NS Sediti**

**Branch:****Chief Directorate:****Directorate:**

## 9. ENTITIES REPORTING TO THE MINISTER

The table below indicates the entities that report to the Minister.

**Table 4: Public Entities reporting to the Minister**

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
South African Council for Educators (SACE)	Registration, promotion, and professional development of educators, as well as setting, maintaining, and protecting the ethical and professional standards of educators	Subsidy for Continuous Professional Training and Development	Registration of educators; professional development of educators; policy, planning and research; and, professional ethics.
Umalusi	Development and maintenance of a framework of qualifications for General and Further Education and Training: NQF Level 1–4; and for the attendant quality assurance and certification of such qualifications.	Grant	Qualifications, curriculum, and certification; quality assurance of assessment, evaluation, and accreditation, and, statistical information and research.





## 1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the management report, with material findings being reported under the Predetermined Objectives heading in the *Report on the audit of the annual performance report* section of the auditor's report.

Refer to page 260 of the Report of the Auditor-General, published as Part F: Financial Information.

## 2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

### 2.1. Service Delivery Environment

The NDP section on ECD stresses the need to deal with the very basics of ECD. The sector is expected to implement the NDP goal of universal coverage for all children in the year before Grade R. The ECD centres are expected to provide education and a range of support, including nutrition. On 1 April 2022, the ECD function was officially handed over to the DBE. The handover marked the achievement of the commitments in the NDP and the National Integrated ECD Policy and programme shift.

The successful function shift is the beginning of greater milestones yet to be achieved for ECD. The Service Level Agreement (SLA) between the LEGO Foundation and Ilifa Labantwana was signed off, securing funding for customising the ECD Management Information System (MIS). The DBE communication on the plan and progress of the customisation and development of an ECD Registration Management Information System was approved and sent to the PEDs. The data from the ECD Census has been uploaded and is now part of the DBE Education Management Information System (EMIS).

The ECD Census and Thrive by Five Index have been launched, and they have helped the DBE to understand the system's gaps in quality and access for children. This has been a positive addition to the funding model required for ECD. A business case and costing for ECD using data from the Census, Thrive by Five Index and the draft ECD Public Expenditure and Institutional Review (PEIR) has been developed and submitted to the National Treasury. The National Treasury subsequently allocated R1.8 billion to ECD over the MTEF. This funding will increase access to ECD programmes and the quality thereof.

The absence of national assessment data on the readiness of learners entering Grade 1 has been challenging for the sector. The Early Learning National Assessment (ELNA) was conceptualised to address the educational principle of learners being ready when they officially enter the schooling system in Grade 1. The ELNA instruments were initially piloted in late 2019 and early 2020. However, the COVID-19 pandemic has interrupted and halted the school readiness assessment system progress. To date, tests on early literacy and early numeracy have been developed. Pilot studies implemented have led to the refinement of the tests. In the 2022/23 financial year, baseline studies have been conducted. The key challenge for ELNA is developing a fully integrated electronic assessment system to support the ELNA application. The DBE is procuring a service provider to develop and support an electronic system for ELNA. This will help ensure the ELNA is institutionalised in every classroom.

The draft report on Public Expenditure, the Institutional Review, and a business case report outlining requirements for delivering a quality ECD Programme was developed. The ECD Inter-Provincial meeting took place in June 2022 to receive a progress report on ECD funding, SLAs, and other ECD-related matters. The Foundation for Learning and ECD unit held Conditional Grant and ECD Inter-Provincial meetings in June and August 2022 to discuss progress on ECD funding, SLAs from PEDs, National Curriculum Framework(NCF) implementation, training of ECD practitioners, and monitoring and support of ECD centres.

An invitation was issued to stakeholders and interested individuals to submit written comments on the Basic Education Laws Amendment Bill (B2-2022) to Parliament. The Bill proposes to amend the South African Schools Act, 1996 (Act No. 84 of 1996) and the Employment of Educators Act, 1998 (Act No. 76 of 1998) to align them with developments in the Basic Education Sector. The Bill seeks to, amongst others, provide that attendance of Grade R is compulsory. The DBE is processing the Second Children's Amendment Bill (SCAB), which is being certified. In January 2023, the Office of the Chief State Law Adviser (OCSLA) returned with comments, questions, and suggestions. The guidance from the OCSLA is that the Bill will need to go through the pre-introduction public consultation process.

The DBE is developing a Quality Assurance Support System (QASS) to create a system that can provide clear quality standards and support to ensure quality ECD. The Steering Committee for the QASS engaged with the findings of the alpha testing process. Researchers from interested partners were also hosted to provide technical input regarding the design of the QASS.

The DBE is now crafting and implementing innovative strategies to strengthen Foundations of Learning, looking at the continuum from birth to early grades in the Foundation and Intermediate Phases. With foundations for learning being cemented during ECD, the Grade R learner will be better prepared to read for meaning by age ten.

Another amendment is the penalty provision where the parent of a learner, or any other person, without cause, prevents a learner from attending school and creates an offence in respect of the interruption, disruption, or hindrance of school activities.

The Bill proposes that the code of conduct of a public school must consider the diverse cultural beliefs, religious observances, and medical circumstances of learners at the school and provide for the inclusion of an exemption clause in the code of conduct and for disciplinary proceedings to be dealt with in an age-appropriate manner and the best interests of the learner. In addition, it proposes to refine the provisions relating to the possession of drugs on school premises or during school activities, and to refine the provisions relating to suspension and expulsion from public schools by inserting a definition of serious misconduct and to provide for the prohibition of corporal punishment at school activities and at hostels accommodating learners of a school, to create enabling and safe learning environments.

The Department conducted monitoring of Foundation Phase Home Languages Literacy Lesson Plans in ten (10) sampled schools. The Department developed Foundation Phase lesson plan exemplars in collaboration with the National Education Collaboration Trust (NECT). They incorporate all the language components, such as listening and speaking, phonics, reading and comprehension, writing and comprehension, and handwriting. The DBE has put measures in place to improve, in particular, reading outcomes and general learning outcomes, such as the Read to Lead campaign, Primary School Reading Improvement (PSRIP), National Reading Coalition (NRC), Reading Champions, and Comprehension Across The Curriculum (CATC).

Primary School Reading Improvement Programme (PSRIP) is a collaborative programme between the Department and the NECT that aims to strengthen the teaching of reading in the Foundation and Intermediate Phases of English First Additional Language (EFAL). Schools participating in this Programme receive resources such as lesson plans, trackers, worksheets, and resource packs essential to improving reading for meaning. Foundation Phase teachers and Subject Advisors are also trained in implementing the Programme. The PSRIP is implemented across nine (9) provinces, 422 Subject Advisors, 5 346 teachers trained, and 5 704 School Management Team (SMT) members resourced and upskilled. Training and support activities provided in the second phase of PSRIP filtered significant contributions to different aspects of teacher development that improve the quality of teaching and learning in participating schools.

The Department has developed reading benchmarks for the Nguni languages, Setswana and Sesotho, and EFAL. These benchmarks specify the levels of reading fluency that children in Grades 1, 2, and 3 need to reach to be on track to read with adequate comprehension by age 10. The diagnostic tool tracks reading proficiency in Home Languages and EFAL. Progress has been made before the pandemic, but learners have regressed, and many interventions have been identified targeting the Foundation and Intermediate Phases. Early Grade Reading Assessments (EGRA) were monitored in sampled schools. All monitored schools have the EGRA toolkits in quintiles 1, 2, and 3, and Phase 5 of EGRA is at the procurement stage.

To date, 9 917 EGRA toolkits in all the Home Languages and EFAL have been distributed to quintiles 1-3 schools nationwide. EGRA is implemented in 95% of the quintile 1-3 schools in the Free State, Northern Cape, and Western Cape. The DBE hosted an Early Grade Reading Research Indaba to share evidence on what works to improve reading in the Foundation Phase. The education experts, practitioners and policymakers participated in the Early Grade Reading Research Indaba. The EGRA toolkit has been made available electronically in all languages. Foundation Phase specialists in the Western Cape developed a demonstration video of implementing EGRA in the Foundation Phase, and it is available in English and Afrikaans.

The sector's commitment is to ensure that all children in the country can read with comprehension by age 10. Towards this, the DBE has taken steps to ensure that the necessary conditions are in place for a broader scale-up of effective forms of support, including developing an accredited coaching course and a finance review. Secondly, further research has been conducted to find cost-effective alternatives to on-site coaching. The Department is investigating whether HoDs in the Foundation Phase can become coaches within schools and, in this way, achieve similar learning gains. The results of this evaluation will be released in 2024. Although funding has not yet been assigned for the full-scale implementation of the Early Grade Reading Study (EGRS) programme, the Department has been taking steps to scale up effective forms of support in certain provinces. The Programme was implemented in all schools that use Setswana as the language of instruction in Ngaka Modiri Molema and Dr Kenneth Kaunda districts in 2019 and 2020. From 2021 to 2023, all such schools in the Dr Ruth Segomotsi Mompati district will be covered. Plans are underway to extend the Programme into the Northern Cape in 2024 in partnership with UNICEF.

The sector has registered commendable progress in terms of performance across all Mathematics, Science and Technology (MST) subjects. The challenge remains around the performance of Mathematics at the NSC level, as the performance in these subjects remains at 50% and has never exceeded 60%. Physical Sciences has registered performances at 70% for several years. The sector needs to work hard to improve the participation rates that have declined recently. The system rests on the shoulders of teachers. South Africa has enhanced the opportunities for and the qualifications of young and dynamic teachers through the Funza Lushaka Bursary Programme to enable selected students to complete a teaching qualification in identified subject priority areas. These include gateway subjects and skills for the 21st Century, such as MST, Coding and Robotics and ECD for Foundation Phase teaching.

The 2022 Guidelines for the Establishment and Management of Focus Schools have been produced for distribution to all PEDs. One-on-one engagements with all PEDs were conducted to clarify elements within the Guidelines for the Establishment and Management of Focus Schools. These schools are established to nurture talent across disciplines such as Agriculture, Arts, Business-Commerce, Management, Engineering or Technical, Marine, MST/ (Information Technology (IT), Hospitality, and Sports.

The number of Funza Lushaka bursaries targeted for 2022/23 is 11 800 for the B.Ed. Degree and Post-Graduate Certificate in Education (PGCE) funding for the students across 24 participating public HEIs. The preliminary list of recommended awards shows that 11 938 bursaries were awarded to the initial teacher.

In the 2022 academic year, 2 954 graduates were reported as placed, constituting 65% of the total allocation. The numbers reported comprise graduates placed as reflected on the Personnel and Salary System (PERSAL). 621 graduates are reflected as appointed in State-paid posts on PERSAL. Of those appointed on PERSAL in educator posts, 162 were appointed permanently, 282 temporarily, 33 in substitute/relieve, and 89 in abnormal appointment (Grade R posts). About 67% of graduates appointed were females.

13% (621 of 4 618) of graduates eligible for placement in 2023 were placed as of the end of February 2023. PEDs that recorded below-average placement are KwaZulu-Natal (1%), Mpumalanga (3%), Free State (8%), Gauteng (8%), Eastern Cape (50%), Northern Cape (57%), North West (45%), and Western Cape (30%). Limpopo (94%) was above average.

The placement of Funza Lushaka bursary holders in schools within six (6) months upon completion has not reached the desired targets in the recent years of MTSF implementation. The DBE has recorded an average of 76% towards the 90% MTSF target since 2019. The placement of Funza Lushaka graduates takes place under constraining factors. Amongst the constraining factors are the pressures on the compensation of employee budget affecting the growth of school posts. The change in practice in some PEDs wherein Funza Lushaka graduates are no longer prioritised for placement is increasingly becoming a further constraining factor. If not addressed, it will harm the achievement of MTSF targets.

The Department concluded the development of the Grades R–9 Coding and Robotics curriculum by a team of experts comprising university lecturers, labour, experts from industry, civil society partners and education experts within the sector. Piloting of the Curriculum has commenced in 200 schools for the Intermediate Phase, 1 000 schools in Grades 7 and 570 schools in Grades 8 and 9 in all nine (9) provinces and 18 schools are monitored per year across provinces to track the pilot as well as to provide support to schools piloting the subject.

Over and above the progress made in Coding and Robotics, the DBE takes an interest in other relevant skills and subjects to pursue progress in the Fourth Industrial Revolution (4IR). The first cohort of 13 Grade 12 learners wrote Marine Sciences for their 2021 NSC examination. The intake in Marine Sciences has increased to more learners in Grades 10 and 11. The Department is collaborating with the Department of Transport (DoT) to finalise the draft Aviation Curriculum to ensure that the draft curriculum aligns with the Curriculum and Assessment Policy Statement (CAPS). This means aircrew and ground crew such as Avionics Technicians, Air Traffic Controllers, and Maintenance Technicians, catering for professionals and commercially oriented courses for the ground staff who interface with the public at ticket counters and booking offices.

The DBE has orientated 62 members of the National Training Team (NTT), which comprises Provincial Coordinators for the Foundation Phase, Technology Senior Phase, Subject Advisors, and lead teachers and 83 Provincial Curriculum, Teacher Development as well as E-Learning officials from all nine (9) provinces.

The DBE has also assisted the provinces in establishing Project Management Teams (PMTs), which consist of the Curriculum, Teacher Development, MST Grant, Inclusive Education, Infrastructure, and Safety Units to coordinate the Coding and Robotics. The Provincial Training Team (PTT) of the nine (9) Provinces have orientated 2 172 teachers for Grades R-3 and Grade 7 249 Subject Advisors and District and Provincial Officials. Content training in partnership with the University of South Africa (UNISA) has commenced, and over 2 000 teachers from pilot schools are receiving accredited training as part of our efforts to build capacity in schools to deliver this new subject.

The Department conducted advocacy and roadshows in the nine (9) provinces, visited 52 districts and interacted with 494 district and provincial officials and 885 principals of the schools identified to pilot.

DBE has appointed a Reference Team to finalise the quality assurance and final alignment of the Draft Coding and Robotics CAPS, after which the Final Draft Curriculum will be submitted to Umalusi for approval.

This cohort of learners started schooling in the same year the Annual National Assessments (ANAs) were launched in 2011. As a system, we were able to track the performance of these learners at regular intervals to provide the necessary and sufficient support from the onset of their schooling. They participated in the 2012 ANA while in Grade 2 and did so again in Grades 3 and 4 in 2013 and 2014, respectively. In 2015, a sample of this cohort participated in the Trends in International Mathematics and Science Study (TIMSS) in Grade 5, and four (4) years later, in 2019, the same cohort was tested in TIMSS at the Grade 9 level. Their participation in these standardised assessment studies was premised on the principle that effective testing will allow this cohort to demonstrate relevant skills and understanding and assist in diagnosing learner shortcomings. In 2013, the ANA results in Mathematics and Home Language pointed towards an upward trend in most grades, and these learners found themselves in Grade 3 in a system of rising learner performance.

The Second Chance Matric Programme (SCMP) supported 101 507 learners to achieve subject passes in the 2022 academic year. The SCMP supports learners registered to write the May/June 2023 matric examinations. The support is provided through the following four (4) platforms: face-to-face classes after hours and over weekends, television and radio broadcasts, digital content, and hard copies of study materials. The face-to-face classes commenced on 02 February 2023 and ended on 30 June 2023. Working in partnership with PEDs, the SCMP facilitated the establishment of 130 centres throughout the country. Classes are in progress in the provinces nationally, and the centre managers in all the centres submitted the database of registered learners. The Programme created job opportunities for more than 130 unemployed youth who served as administrative assistants at the centres during the classes. The Department contracted youth to assist with the day-to-day running of the centres and help the centre managers with the administration of the Programme. Principals serve as centre managers and assist with all the administration of the Programme. During Phase 1, more than ten (10) centres were monitored in some parts of the provinces.

Implementing the Three Stream Model is progressing well across all nine (9) provinces. The initiative will strengthen the occupational Curriculum for Grades 8 and 9 learners. The DBE needed to increase the offerings in occupational subjects for learners to access career options in the non-academic stream and prepare learners for the workplace. The Three Stream Model concept involves multiple learning pathways for schooling within the academic, vocational, and occupational streams for the NSC in the South African schooling system.

The following has been achieved to date with regard to the Three Stream model:

- 22 Occupational subjects and 13 Vocational subjects have been developed for Schools of Skills and ordinary public schools (Grades 8 and 9), respectively.
- Learner Books and Teachers Guides have been developed and completed for all 35 subjects.
- 74 Schools of Skill piloted the Occupational subjects during 2019 and 2020, after which they started with full implementation in 2021. 104 Secondary Schools were selected across all PEDs to pilot the Vocational subjects in Grades 8 and 9, respectively, in 2021 and 2022.
- The DBE has since been participating in the Education for Employability (E4E) Project, a European Union-funded initiative, working collaboratively with DEL and DHET, from which DBE has been allocated R85 million to roll out the Three Stream Model.
- Three Workstreams have been established to develop: a) the Advocacy and Communication Strategy, b) The Funding Framework and Cost thereof, and (c) the Human Resource Mobilisation Strategy for building capacity in the sector.
- A process commenced in 2022 to develop the Curriculum for the Occupational Stream for Grades 10 – 12, envisaged to be completed by the end of 2024 for implementation from 2025.
- A Concept Note has been developed for the Policy Dialogue in areas of common interest between the three (3) departments to be conducted during 2023.

- Theoretical and Practical Training Programmes were developed in 2022, with the latter planned to be conducted in Skills Training Centres across provinces.
- Partnerships have been established with Businesses and Industries.

Despite the progress made, there are still challenges with this initiative. The Vote does not yet fund the Three Streams Model. However, the DBE has developed a Funding Framework to address the funding challenge for required expertise and human resource capacity. The challenges encountered in this process include the lack of clear understanding of the Three Streams Model, weaning the implementation of colloquial and unauthorised nomenclature, miscommunication, and Teacher Training and rollout scale across all schools of the Curriculum. The challenges are mitigated by clarifying in the orientation manual, putting together Three Streams Model Champions in Districts and schools, and ensuring portability of the Curriculum in all schools ready to deliver any of the programmes. Further quality assurance of the Vocationally and Occupationally Inclined CAPS for Art and Design, Art and Craft, and Creative Arts Life Skills after 13 July 2022.

The Class of 2022 has achieved an 80.1% pass rate compared to the 76.4% pass rate achieved in 2021 – an improvement of 3.7%. There has been a significant decrease in the number of progressed learners. The number of girl learners in Grade 12 increased from 339 249 in 2019 to 422 477 in 2022, an increase of 83 228 more female learners. This confirms that the girl learner interventions are producing the desired outcomes. The number of learners obtaining admission to Bachelor Studies has increased by 92 756 from 186 058 in 2019 to 278 814 in 2022. Of the 3 946 schools that performed above 80% in 2022, 2 492 are from quintiles 1-3 compared to 987 from quintiles 4-5.

This represents 580 555 candidates who passed the 2022 NSC examination, an improvement of 7.9%. The number of candidates qualifying for admission to Bachelor studies at universities is 278 814, a gain of 8.9%, the highest attained in the history of the NSC examination. The number of candidates who passed with a Diploma is 193 357, an improvement of 8.9%, representing 26.7% of the total number of candidates who wrote the 2022 NSC examination. The number of candidates who passed with Higher Certificates is 108,159, an improvement of 4.1%, representing 14.9% of the total number of candidates who wrote the 2022 NSC combined examination.

The number of candidates obtaining the NSC since 1994 has doubled from 287 500 in 1994 to 580 555. 56.3% of the overall passes come from girl learners. 65.1% (472 171) of the learners that wrote the examination qualify for admission to Higher Education (278 814) – admission to bachelor studies and 193 357 – access to diploma studies. 3 235 of the progressed learners obtained admission to bachelor studies. These are the learners that failed to meet the requirements of Grade 11. Progressed learners produced 1 426 distinctions. The number of African Grade 12 learners attaining marks typically required by engineering faculties at university has increased threefold in the last 20 years. For white learners, this has remained more or less the same.

A total of 27 schools have reached practical completion in the current year of reporting. Some of the highlights of the achievements include the Bloemfontein School of Autism, previously Laurierpark Public School, which has 26 learners, 22 of whom come straight from home and have never been to school at all. Laurierpark Public was a mainstream primary school, but with the growing need for a specialised school, the Department decided in 2018 to dedicate the facility to a school of autism. In this context, Laurierpark is being converted in 3 phases to a fully functioning school of autism. There was a waiting list of 89 learners, and thus, phase 2 will expand the current offering while phase 3 will include boarding facilities. Phase 1 is completed and consists of the following: each classroom has a quiet (calming) room, a bathroom with age-appropriate toilets, interactive boards, and all other necessary equipment for teaching autistic learners, such as musical instruments. The DBE continuously coordinates meetings with Infrastructure line management and Finance to ensure that projects meet their delivery timelines and further assist in accelerating the implementation of SAFE and ASIDI projects at a strategic level and unblocking blockages.

In collaboration with the NECT for MST teacher support, the Recovery Planners and Trackers were developed and distributed in May 2022 to five (5) provinces: Free State, Gauteng, Limpopo, Mpumalanga, and North West. In addition, the training on Structured Learning Programmes happened in two (2) stages, first to the Subject Advisors who trained the teachers. In response to findings that many teachers were not prepared to teach the various Language Skills, the DBE supported teachers in Technical Occupational and Technical Vocational Schools of Skill by developing a Teacher's Guide and a Learner's Activity Book on 'How to Teach' the various components of Languages as a subject.

Furthermore, to highlight the Department's commitment to list Kiswahili in the National Curriculum Statement, the Minister was briefed on implementing Kiswahili, a widely spoken African language in the continent, as a Second Additional Language in South African Schools. As a curriculum recovery response to COVID-19 and to support curriculum coverage in schools, the DBE and NECT, in collaboration with the Remote and Digital Learning Investment Portfolio, disseminated DBE TV Broadcast Schedules to PEDs for further distribution to districts and schools.



To ensure that workbooks are delivered on time to schools and learning is supported, all provinces submitted the signed data to inform the printing and delivery of workbook order data for the 2023 academic year. The delivery of Volume 1 and 2 workbooks was 99.99% completed by 24 March 2023. A total of 29 580 480 out of 29 583 580 workbooks have been delivered to 22 703 schools out of 22 704 public schools.

The DBE conducted a workshop to ensure the quality of the Grade R Integrated Teacher Manual. A second workshop to further quality assure and check on the recommendation implemented by Developers is planned for quarter 1 of the 2023/24 financial year. A workshop to quality assure the versioned Grades 1-3 Mathematics textbooks and Teacher Guide into ten (10) Official African languages was held from 14-20 March 2023. Ten (10) languages for Grade 1 have been quality-assured and completed. Grade 2 Afrikaans has been completed for all terms, and IsiXhosa term one has been completed.

Provinces reported 100% delivery of textbooks and stationery to schools. For the 2024 procurement, a DBE LTSM sector Plan has been provided to provinces to develop LTSM provincial management plans aligned to the DBE sector plan. Publishers have been requested to submit their revised prices only for Grades 1 to 3 and 10. Publishers submitted their revised prices. The DBE has verified and consolidated the revised fees for these grades for the 2024 procurement. Occupational and Vocational Oriented subjects have been developed. 92% Vocational Oriented and 86% of subjects have been completed and uploaded on the DBE website. The meeting dates have been communicated to the Advisory Committee Members.

The DBE has, to date, successfully digitised all the available state-owned learning resources developed by LTSM, amounting to 1 100 titles of content resources. The digital resources are available in PDF, e-Pub, and HTML5 format and are listed in an e-Catalogue at <https://dbecloud.org.za/local/pages/?id=3>. The state-owned content resources are initially developed for printing and then digitised to make them accessible via digital devices such as laptops, tablets, servers, smartphones, and various online platforms such as PEDs and the DBE website.

The major challenge and blockage affecting the digitisation of state-owned textbooks is the lack of dedicated funds for the development (authoring) of state-owned textbooks by LTSM. The dependence on private sector sponsorship for this intervention is unpredictable and unsustainable. The actions needed to mitigate the lack of dedicated funds for the development (authoring) of state-owned textbooks is to engage the private sector for sponsorship of this intervention as well as explore the use of publisher digital textbooks via an e-catalogue platform.

Since the outbreak of the COVID-19 pandemic, it has disrupted education systems globally, affecting the most vulnerable learners the hardest. It has increased inequalities and aggravated a pre-existing education crisis. Enrolment in the first quarter of 2021 was around 50 000 (0.4%) lower than expected. The problem is concentrated in lower grades. The Department lost 54% of contact time in 2020 due to school closures and rotations. In the second half of 2021, 22% of contact time was lost due to rotations and regular absenteeism. These averages hide huge inequalities across grades and schools. In historically disadvantaged schools, around 70% of a year's worth of learning was lost in 2020. By 2021, primary learners were behind in their learning. Some recovery of lost ground occurred in 2022, with the return of regular attendance and the implementation of catch-up programmes, but the magnitude of this effect is still being determined.

To ensure a continuum of early learning, the DBE and PEDs engaged with the national and provincial DSDs on the national and provincial macro-organisation of government. These engagements resulted in the signing of the National Macro-Organisational Government (NMOG) and Provincial Macro-Organisation Government (PMOG) submissions and the Presidential and Premier proclamations. The function was subsequently shifted on 1 April 2022. Human resources and tools of trade that were transferred are not sufficient to fulfil the full responsibilities of the ECD function. There is a need for additional funding to fill the gaps toward optimum structuring and functionality of the ECD function. The funds are crucial to introduce coaching to ECD practitioners through the QASS, to implement the Human Resource Development (HRD) Plan and ensure the upskilling of ECD practitioners, scale-up nutrition support initiatives to ECD programmes and to families with children aged 0 – 2 years, pilot the new Service Delivery Model, implement the funding and financing strategy, increase government capacity, and refurbish under-utilised infrastructure to be appropriate for ECD delivery. For the NDP, this will overcome the low levels of ECD practitioner qualifications, lack of implementation of the NCF, and deal with the nutritional outcomes among children.

The availability of high-speed broadband connectivity is no longer a luxury but a necessity for schools to leverage the benefits that technology can add to delivering quality education. The government is fully aware of this. 74.2% of our schools are reported to have received connectivity, of which less than 10% are suitable for teaching and learning. Our solution for bringing high-speed broadband into our schools lies in the implementation of the government policy of SA Connect, and this plan will bring broadband into schools. Cabinet, on 28 January 2022, approved the rollout of Phase 2 of this project. Phase 2 of the SA Connect policy proposes bringing high-speed broadband connectivity to over 18 000 schools, translating to over 70% of schools using connectivity for teaching and learning, making our schools 21<sup>st</sup> Century compliant in embracing technology to deliver education.

The Independent Communications Authority of South Africa (ICASA) has imposed obligations on Mobile Network Operators as part of the High Demand Spectrum. As such, ICASA is working with the DBE and the Department of Communications and Digital Technologies (DCDT) to provide 18 520 public schools with connectivity as part of the Social Obligations. The DCDT and ICASA requested that the Basic Education Sector submit the schools' names before the end of the 2022/23 financial year. The DBE submitted the selected school datasets to DCDT on 02 February 2023. The schools are provided with a single SIM card to connect all learners for teaching and learning. The Mobile Network Operators should give the schools a Wi-Fi-capable device that will be used to store educational content because of the type of connectivity provided to the schools.

Cell C has provided 11 public Special Schools with connectivity as part of their Social Obligations. Out of the 23 195 public schools, 18 520 (79.84%) are connected to the internet through various connectivity solutions such as fibre, broadband, satellite, and 3G/LTE. Most schools are connected using 3G/LTE, and this connectivity is not ideal for teaching and learning. Cell C experienced challenges with finalising the connectivity to the Special School, and MTN has submitted their implementation plans. Still, they are not adhering to these plans and the schools are not provided with end-user devices to access connectivity.

The increased number of learner pregnancies has become a significant challenge in South Africa, which limits the potential of young girl learners for academic achievement. To ensure that learners are knowledgeable about unintended pregnancies, the DBE, in collaboration with the Limpopo and Western Cape Departments of Education, hosted Learner Pregnancy Prevention and Management Policy Provincial Dissemination Workshops on 29 September 2022 at the Royal Hotel, Polokwane in Limpopo and on 13 October 2022, at the Premier Hotel in the Western Cape.

The workshops allowed the DBE, social sector departments and various key role players to address the high pregnancy rate amongst girl learners. It also empowered officials with approaches and strategies to respond and ultimately end early and unintended pregnancies in South Africa (SA). The Policy aims to protect and promote the girl child's constitutional rights and to ensure that learners are not excluded or discriminated against pre- and post-delivery but rather given much-needed support.

The DBE is embarking on a campaign to raise awareness of the impact of bullying and violence in our schools. The campaign takes place under the theme "School Safety – Violence, and Bullying Prevention Initiative" in response to an increase in incidents of bullying and violence in schools across the country. The Deputy Minister, Dr Reginah Mhaule and Ms Pinky Kekana were joined by multiple stakeholders of The Prevention of Violence in Schools Campaign from the Eastern Cape Province during an activation at the St Thomas Secondary School in Gqeberha on 10 March 2023.

Government Departments, Local Municipalities, and School Communities have joined forces and collaborated to continue tackling the ongoing challenge of school violence by hosting the Interdepartmental Campaign on preventing violence in schools. At its heart, this multi-sectoral, inter-departmental intervention has continued to raise awareness of the ongoing and equally distressing impact of bullying and violence that plague the nation and all its communities.

In March 2023, a variety of precursor events, including the training on the Protocol on Management of Sexual Abuse and Training Workshop, three (3) Gender-Based Violence (GBV) legislations, Anti-Gangsterism awareness with South African Police Service (SAPS) as well as mental health awareness for Matrics which have together served to empower schools and school communities to be able to promote safety and protection at all times. At the centre of these events is a drive to ensure that schools and the surrounding communities take up the challenge to rid our schools of inappropriate, violent, and harmful behaviour and practices.

Creating safer school environments is essential for learners' well-being and academic success. A safe and supportive school environment promotes inclusivity, diversity, and mental health whilst ensuring learner empowerment. Teachers, staff, administrators, and learners are responsible for working together to create and maintain safe schools conducive to learning and teaching where everyone can thrive.

## 2.2. Service Delivery Improvement Plan (SDIP)

The Department of Public Service and Administration (DPSA) Circular No. 14 of 2022 seeks to outline the SDIP Building Blocks that need to be strengthened by Departments for the development process to be effective as outlined in the revised SDI directive and template. After Circular No. 14 of 2021 (24/03/2021), consultations were held with National and Provincial Departments to review SDIP Directives and their templates.

The Department identified service delivery areas targeted for improvement using the SDIP mechanism. As a National Department with concurrent functions with PEDs, the Department is mainly responsible for policy development, monitoring, and oversight.

The Department narrowed its area targeted for improvement to Certification based on the Branch: Curriculum Policy, Support, and Monitoring. The certification process results in the end product, a certificate given to the beneficiaries of Basic Education. The certification process is the service provided by the Department.

The NSC and the Senior Certificate (SC) are basic requirements for entry at HEIs and places of work; therefore, the Department is always expected to reflect on whether this crucial service to this country's citizens is functioning optimally. The development of this SDIP intends to improve the turnaround times in receiving and submitting applications to Umalusi for processing and issuing certificates upon receipt from Umalusi. The Department has observed that the demand for certificates results in clients standing in long queues for a long time.

This has prompted the Department to assess how the certification process can be more efficient. The SDIP details practical steps that will be initiated to improve the services that are provided in the Department's Certification unit. A meeting between the DBE and Umalusi was held for an SLA as proposed by the DPSA. It was agreed that the DBE would do the administration (applications), and Umalusi would produce the certificates.

The DBE indicated that applications for Certification would be automated, Umalusi would do replacements, and the DBE would do re-issues and combinations. Umalusi is ultimately dealing with Certification, and the DBE will monitor and evaluate in support of Provinces and districts.

The core functions performed by the Certification Unit are to issue Statements of Results, Confirmation letters, Replacement Certificates, Combination of Results, and Verification of Pre-1992 certificates. The certification turnaround time has been reduced from four (4) weeks to a maximum of two (2) weeks.

**Table 5: Main services and standards**

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Issue replacement / duplicate matric certificates	Former Matriculants; Employment institutions; and institutions of higher learning	Current time taken to process the applications from the time it is received until it leaves the DBE	Reduce the time taken to process the application from 10 days to seven (7) days	On average, it takes two (2) weeks to issue a replacement / duplicate matric certificates
Statement of results	Former Matriculants	Issued within two (2) hours to 95% of the applicants	Issued to all applicants within two (2) hours of the application being received	1 165 applications received, 1 165 applications processed within two (2) hours.



**Table 6: Batho Pele arrangements with beneficiaries (Consultation access, etc.)**

Current/Actual arrangements	Desired arrangements	Actual achievements
Consultation	The Department communicates with clients via e-mail, post, walk-ins and telephone	Clients are assisted and inputs are received through e-mail, post, walk-ins, and telephone.
Access	Clients access the service through walk-ins, call centres and website	All walk-ins, call centres and website enquiries are resolved.
Courtesy	The "SMS" facility to update clients of the progress must be implemented	Clients receive notification on updates of the services
Openness and transparency	Clients are kept informed via letters and telephone. Changes in tariffs are updated on the website.	Changes in tariffs are updated and published on the website. Furthermore, the tariffs are posted at the service centers.
Information	Updated information is available on the website, e.g. Application forms, tariffs, and procedures	Application forms, tariffs, and procedures are updated on the website and copies are made available
Redress	Response to complaints via letters/e-mail. Complaints are monitored.	All enquiries are swiftly responded to
Value for money	Issuing and replacement of certificates enables service beneficiaries to gain admission to tertiary institutions and jobs.	The process for issuing and replacement of certificates is available to clients in need
Service Standards	Clients are informed about the services and its turnaround times for services	Services and its turnaround times are published through print and on websites

The following is a consolidated record of the applications received for re-issue, replacements, combination, and verification of matric certificates for the fourth quarter. The applications are received from members submitting their applications at the DBE Offices or through the online application process.

**Table 7: Service delivery information tool**

Current/Actual information tools	Desired information tools	Actual achievements
Action Plan to 2024: Towards the Realisation of Schooling 2030	Maintain the current Information tools and develop a Complaints and Compliments mechanism as per DPSA requirements	Indicators in the Action Plan are tracked in the Operational Plans and Annual Performance Plans
Strategic Plan 2020-2025		Outcomes of the Strategic Plan are monitored on an annual basis
Annual Performance Plan 2022/23		Quarterly Performance reports are submitted to DPME and NT. They are further presented to Parliament structures.
Call centre report		Call centre Annual Report is produced annually

**Table 8: Complaints mechanism**

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
Telephone (012) 357 3000 Toll-free line: 0800 202 933 Presidential Hotline: 17737 Fax number: (012) 324 4484	100% resolution of all calls	99.5%
Email Callcentre@dbe.gov.za Info@dbe.gov.za Certification@dbe.gov.za	100% resolution of all website enquiries	82%

## 2.3. Organisational environment

### 1. INTRODUCTION

The Minister has prescribed the statistics and information published in this part of the Annual Report for Public Service and Administration for all departments in the public service. The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Basic Education is exercising powers granted under the Public Service and Public Finance legislation in a responsible manner.

### 2. OVERVIEW OF HUMAN RESOURCES

The Department ensures that there is alignment between its broad strategic objectives and human resource planning within the DBE, such that:

- Personnel are employed at the correct salary levels;
- Employment equity targets are met;
- Active steps are taken to ensure that suitable persons are recruited and retained as far as possible and that personnel with talent are identified and nurtured within the Department;
- The required funding for human resources is made available within the Medium-Term Expenditure Framework;
- A system of performance management is utilised to ensure optimal utilisation of human resources for effective service delivery, training, development, and recognition of achievements;
- Human resources and financial planning are integrated; and
- Human resource planning and management become an integral part of the responsibility of all managers.

The following were the human resource priorities for the year under review:

- a. Reprioritisation of posts in terms of new priorities of the Department;
- b. Ensuring adequate human resources for attaining outcomes for *Action Plan to 2024: Towards the Realisation of Schooling 2030*;
- c. Addressing the issue of gender equity in the Department;
- d. Identifying scarce and critical skills and addressing competency skills gaps;
- e. Ensuring continued implementation of the reviewed PMDS policy; and
- f. Providing a comprehensive Employee Assistance Programme (EAP).

During the year, the Department prioritised the filling of vacant posts. The following key Senior Management posts were filled:

- Chief Director: Office of the Director-General;
- Chief Director: Education Human Resources Development;
- Director: Continuing Professional Teacher Development;
- Director: Initial Teacher Education;
- Director: Early Childhood Care: 0 – 4;
- Director: Reading; and
- Director: Sport and Enrichment in Education.

These appointments will help ensure adequate human resources for attaining the outcomes in the *Action Plan to 2024: Towards the Realisation of Schooling 2030*.

Regarding addressing gender equity at the Senior Management Service (SMS) level, the DBE has a ratio of 45.1% female to 54.9% male staff. At the Middle Management Services (MMS) level, the DBE has a ratio of 54.5% female and 45.5% male staff. The overall ratio within the Department totals 61.6% female to 38.4% male staff. In this regard, the Department has exceeded the 50:50 ratio.

The Departmental Recruitment Policy has been revised to require equity statistics to be reported on at SMS post-interviews and in submissions to the Minister and Director-General.

The achievement of the 50% female target at the SMS level is difficult as there are insufficient male retirements/terminations to allow females to be appointed at this level. The Department, however, pursues the resolution of this problem continuously through, inter alia, the policy of succession planning. Capable female staff from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department arranges courses to create proficiency in various identified areas.

262 employees attended skills development and training programmes to address competency skills gaps. This ongoing process depends on bi-annual and annual Performance Management and Development System (PMDS) evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Departmental database to gauge the successful application/implementation of skills attained in courses attended.

The DBE has an approved PMDS policy. Assessments and moderation thereof take place annually. Poor performance is monitored continuously, and reports concerning assessments are submitted to the DPSA.

The Department always creates a conducive work environment for all employees. The Department has an efficient and effective Employee Health and Wellness Programme to manage all employees' safety, health, and wellness. Officials with personal and work-related problems are supported through counselling within the Department, and some are referred for external professional intervention. Those employees with work-related problems are supported through counselling, mentoring, coaching and capacity-building programmes. Employees are always encouraged to observe health and safety measures such as COVID-19 regulations. A conducive environment is created for women, persons with disabilities, bereaved employees, women with small children, the youth, people with commodities and victims of GBV.

The DBE provided the following services through the HR Development and Social Responsibility Directorate:

- 108 counselling sessions;
- 20 officials were referred for psychological services;
- One (1) rehabilitation session;
- Four (4) officials diagnosed with cancer were offered counselling and support; and
- Ten (10) sick officials were placed in more reasonable jobs.

## **2.4. Key policy developments and legislative changes**

The Leave Policy is slightly affected by 'work from home arrangements' in the sense that in the 2021/22 financial year, fewer employees took vacation leave. However, the Department has informed employees of the provisions of the Leave Policy in the Public Service in instances where employees failed to take their vacation leave before the end of the leave circle. Employees have been informed that if leave days are not taken, they will forfeit their leave days as articulated in the leave policy.

### 3. ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES

Table 9: Mapping of all the DBE Strategic Plan Outcome Areas, Key Outputs and Indicators

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcome Statements	2020-25 Strategic Plan Outcome Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 1	Migrate the responsibility for pre-schooling to the DBE	1.1. Amendment of legislation to regulate the new Early Childhood Development (ECD) landscape	Presidential and provincial Proclamations gazetted by 2022 and migration concluded by 2024	Outcome 1	No Strategic Plan indicator required		2.1.5 An Annual National Report is produced on the development of a new funding model for ECD.	Approved Annual National Report on the review of the subsidy payment mechanism	Proclamations signed and gazetted; Migration came into effect 1 April 2022.
Outcome 1	Develop and operationalise an ECD planning, funding, registration and information systems	1.2. Develop new funding models for ECD delivery	Approved funding model by 2023	Outcome 1	No SP indicator required		2.1.6. An Annual National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS.	Approved Annual National Report on the integration of ECD data into EMIS	Funding model under development
Outcome 1	Develop and operationalise an ECD planning, funding, registration and information systems	1.3. Operationalise an ECD Education Management Information System (EMIS)	ECD Education Management Information System operational by 2024	Outcome 1	No SP indicator required		2.1.7. An Annual National Report is produced on developing an Early Childhood Development (ECD) Human Resource Development (HRD) Plan.	Approved Annual National Report on piloting the new service delivery model and its workforce implications	ECD Census to be completed and launched by May 2022
Outcome 1	Develop and operationalise school readiness assessment system	1.4. School readiness assessment system	School Readiness Tool Assessment system operational by 2022	Outcome 1	1.3 Improve the proportion of Grade R learners that are school ready by 2024	15% increase off the baseline that will be established in 2022	4.2.7 An Annual National Report is produced on the Early Learning National Assessment to determine school readiness.	Approved Annual National Report on the Second Early Learning National Assessment	The DBE has worked in partnership with Innovation Edge in developing the Language and Mathematics assessment tools. The Innovation Edge will assist the DBE in analysing the data collected, finalising the assessment instruments for the next cycle and compile an ELNA. The First ELNA was undertaken

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 2	Drawing from the lessons of the Early Grade Reading Study (EGRS) and other practices, such as lesson books, individualised and other innovations	2.1. Lesson plans for Home Language literacy in Grades 1-3 have been developed in all languages	All languages have Grade 1-3 Home Language literacy lesson plans				2.3.6 The number of schools monitored for Home Languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4	10	10 different schools are monitored each financial year.
Outcome 2	Drawing from the lessons of the Early Grade Reading Study and other research, roll out best practices, such as lesson plans, graded reading books, individualised coaching of teachers, and other innovations	2.2. National Reading Plan for primary schools implemented	All provinces implementing National Reading Plan				2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	All PEDs have submitted reports on the implementation of the National Reading Sector Plan
Outcome 2	Implement innovative assessment approaches such as the Early Grade Reading Assessment (EGRA) so that teaching is facilitated	2.3. All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3	100% of schools have received the Early Grade Reading Assessment tools	Outcome 3	No SP indicator required		2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	18	Phase 4 of 5 EGRA provision complete. Phase 5 is in the procurement stage.
Outcome 2	Invest in the development of reading material in indigenous languages for academic purposes, including workbooks	2.4. Availability of reading material for Grade 3 learners in indigenous languages	100% of Grade 3 learners who learn through indigenous languages have graded reading books	Outcome 4	4.2 Improve the availability of quality early reading materials for teaching Home Language Literacy in indigenous languages	100% of Grade 3 learners who learn through indigenous languages have graded reading books	2.2.1 Number of schools monitored on the implementation of the reading norms	18	School Monitoring Survey 2022 to provide data. An administration system is being developed to monitor the granular provisioning at the school level.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 2	Professional teacher development provided for teaching, reading and numeracy	2.5. Percentage of Foundation Phase teachers trained on teaching reading	100% of Foundation Phase teachers trained in teaching reading and numeracy				2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Variety of training for the Foundation Phase happened but full-scale training of teachers in both reading and numeracy is still underway towards 2024.
Outcome 2	Enrol children with disabilities in appropriate formal education programmes	2.6. Number of educators trained in inclusion	All special schools have access to required therapists by 2024				2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	For the period under review, a total of 66 644 teachers were trained on inclusion. More teachers were trained on inclusive programmes.  Braille 128, SASL 584, and Autism 1 333..
Outcome 3	Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology- enhanced in-service training	3.1. Number of districts in which teacher development has been conducted as per district improvement plan	2024: all districts				4.3.6. Number of District Director forums Held.	3	A total of three forums have been held in the current year.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP Indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systemic Evaluation is operational	In all provinces	Outcome 2	2.1 Improve learning outcomes in Grade 6 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 6 performance in the new Systemic Evaluation: Mathematics - Literacy: (Targets to be determined after first assessment)	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	500	Data collection has already been undertaken and reports are yet to be released by early 2023
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systemic Evaluation is operational	In all provinces	Outcome 2	2.2 Improve learning outcomes in Grade 9 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 9 performance in the new Systemic Evaluation - Mathematics - Literacy: (Targets to be determined after first assessment)			
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systemic Evaluation is operational	In all provinces	Outcome 3	3.1 Improve the proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	Grade 3 performance in the new Systemic Evaluation: Reading: (Targets to be determined after first assessment)			
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systemic Evaluation is operational	In all provinces	Outcome 2	No Strategic Plan indicator required		4.2.6 A n Annual National Report is produced on learning outcomes linked to the National Assessment Framework	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	PIRLS and SACMEQ are not available due to the postponement of studies a year after the scheduled date



2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 2	2.1 Improve learning outcomes in Grade 6 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 6 performance in the new Systemic Evaluation: Mathematics - Literacy: (Targets to be determined after first assessment)	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	500	The final School Monitoring Survey 2022 to provide data.
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 2	2.2 Improve learning outcomes in Grade 9 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 9 performance in the new Systemic Evaluation - Mathematics - Literacy: (Targets to be determined after first assessment)			
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 3	3.1 Improve the proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	Grade 3 performance in the new Systemic Evaluation: Reading: (Targets to be determined after first assessment)			
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 2	No Strategic Plan indicator required		4.2.6 A n Annual National Report is produced on learning outcomes linked to the National Assessment Framework	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	South Africa participated in the 2021 PIRLS with Grade 4: 12 426 and Grade 6: 9 317. The PIRLS study indicated low performance levels on learners ability to read for meaning by 10.



2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 3	Build on past successes in improving learner access to textbooks and workbooks with a view to ensuring that no learners are without the books they need	3.3. Percentage of learners with access to required Mathematics and English First Additional Language (EFAL) textbooks in Grades 6 and 9	2024: 100%		No Strategic Plan indicator required		2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6 and 9 and 12	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	School Monitoring Survey 2022 to provide data. An administration system is being developed to monitor granular materials provisioning at the school level.
Outcome 3	Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers join with the right skills join the teaching profession	3.5. Percentage of Funza Lushaka bursary holders placed in schools within six (6) months upon completion	90% by 2024		No Strategic Plan indicator required		3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies	4	82% in December 2020. 76% in December 2021. 68% in December 2022
Outcome 3	Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools	3.6. A better accountability system for district and school management agreed	A fully functional system is in place by 2024	Outcome 2	No SP indicator required		3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	100% 1 000/1 000	Management documents are produced consistently on the sampled schools
Outcome 3	Introduce the General Education Certificate (GEC) in Grade 9, in part to facilitate movement between schools and Technical and Vocational Education and Training (TVET) colleges	3.7. A policy pertaining to the Conduct, administration and management of the General Education Certificate ready in Grade 9	First GEC examinations piloted by 2022		No Strategic Plan indicator required		2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively	The Three Stream Model in its currently conceived form, therefore, provides learners with multiple, equivalent learning pathways to fulfil their potential and contribute meaningfully to the needs of society.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 4	Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering and computing	4.1. Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning)	Coding, robotics and other 4IR subjects in place by 2024		No Strategic Plan indicator required		No APP indicator		The new curriculum was sent to Unalusi for evaluation. Inputs from the evaluation are being considered by the DBE for final approval.
Outcome 4	Programmes for improvement of teacher subject knowledge and teaching skills	4.2. Number of teachers trained in Mathematics and language content and methodology	All teachers qualifying for training trained by 2024	Outcome 3	No SP indicator required		3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting	The report has shed light on various teacher capacity building programmes planned by and implemented by national and provincial departments. It
Outcome 4	Programmes for improvement of teacher subject knowledge and teaching skills	4.2. Number of teachers trained in Mathematics and language content and methodology	All teachers qualifying for training trained by 2024	Outcome 3	No SP indicator required				
Outcome 4	Better opportunities for second-chance NSC (improved) pass	4.3. Programmes implemented to enhance performance in second chance NSC pass  4.6. Number of learners achieving subject passes towards a matric qualification ( <b>new</b> )	All programmes fully functional 60 000 learners by 2024	Outcome 1	No SP indicator required		2.1.2 Number of learners obtaining subject passes towards a NSC or extended Senior Certificate, (SC) including upgraded NSC, through the Second Change Matric Programme (SCMP).	71 612	71 612 in 2022.  However, not enough black and coloured learners taking/passing niche technical subjects

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 4	Three Stream Model introduced to cater differently talented	4.4. Percentage of Schools for Skills implementing technical curriculum Number implementing occupational curriculum	100% of schools by 2024 1 007 schools by 2024	Outcome 1	No SP indicator required		2.1.13 Number of schools monitored for piloting the Coding and Robotics curriculum.	18 schools (2 per piloting Province)	200 Schools Foundation Phase and Intermediate Phase (across provinces) 1000 Schools in grade 7 (across provinces) 570 schools for grade 8 and 9 ( across provinces)
Outcome 4	Focus Schools introduced to nurture talent across different	4.5. Number of Focus Schools for high-tech, maritime, aviation, arts and	5 Focus Schools rolled out by 2024		No Strategic Plan indicator required		2.4.4 An Annual Sector Report is produced on the establishment of Focus Schools	Approved Annual Sector Report is produced on the establishment of Focus Schools per PED.	Guidelines for the Establishment and Management of Focus Schools was finalised after consultations with PEDs in March 2022
Outcome 5	Number of schools built through ASIDI completed and handed over for use by 2024	5.1. Number of ASIDI schools completed and handed over for use	122 additional ASIDI schools completed and handed over for use (cumulatively 337 by 2024)	Outcome 1	No SP indicator required		4.1.1 Number of new schools built and completed through ASIDI	27	108 have already progressed to practical completion over the MTSF period.
Outcome 5	Proportion of schools identified through the Sanitation Appropriate for Education (SAFE) project provided with appropriate sanitation facilities	5.2. Number of schools that are provided with appropriate sanitation facilities through the SAFE Initiative	3 898 schools completed by 31 March 2022	Outcome 1	No SP indicator required		4.1.2 Number of schools provided with sanitation facilities	457	1 921 have already progressed to practical completion over the MTSF period.
Outcome 5	Leverage ICT related programmes to support learning	5.3. Number of special and multi- grade schools with access to electronic devices (including tablets)	Target to be determined after the survey	Outcome 3	No SP indicator required		2.3.7 Number of special schools with access to electronic devices	49	528 special schools already provided with devices and ICT in 2020 – 2021 and 2022

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcome Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2022/23 DBE APP indicators	2022/23 Achievements	Progress on achievement of the five-year targets
Outcome 5	Leverage ICT related programmes to support learning	5.4. Schools with access to ICT devices	All provinces meet their targets for ICT devices including tablets	Outcome 4	4.1 Increase the percentage of schools with access to functional internet connectivity for teaching and learning connected through different options working with the Department of Telecommunications and Postal Services (DTPS).	90% to be connected for teaching and learning (DTPS and Private sector)	2.3.1 Number of schools per province monitored for utilisation of ICT resources	32	32 Schools in 2022/23. Heavy reliance on stakeholder and partnership support as there are budget deficits in this programme.
Outcome 5	Leverage ICT related programmes to support learning	5.5. Digitised textbooks on devices	Digitise all state-owned textbooks	Outcome 4	No SP indicator required		No APP indicator		Successfully digitised all available state-owned resources developed by the Learning and Teaching Support Materials (LTSM) Directorate <a href="http://dbecontent.bhelela.com/FETContent.php">http://dbecontent.bhelela.com/FETContent.php</a>
Outcome 5	Leverage ICT related programmes to support learning	5.6. Develop provincial infrastructure planning and monitoring capacity (including the Education Facility Management System (EFMS))	System will be operational by 2022 in all provinces		No Strategic Plan indicator required		No APP indicator		Takeover and implementation of the EFMS were completed in February 2021 and are operational and hosted by SITA.
Outcome 5	Leverage ICT related programmes to support learning	5.7. Connect all schools working with Department of Communications and Digital Technologies (DCDT) using different forms of connectivity			No SP indicator required		No APP indicator		A total of 79,84%. A total of 18519 public schools out of 23195 have access to the Internet.

## **Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions**

SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.

SOI 102: Number of public schools that can be contacted electronically (e-mail)

SOI 103: Percentage of expenditure going towards non-personnel items

SOI 201: Number of schools provided with multi-media resources

SOI 202: Number of learners in no fee public ordinary schools in line with the National Norms and Standards for School Funding

SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.

SOI 401: Number of learners in public special schools

SOI 402: Number of therapists/ specialist staff in public special schools

SOI 501: Number of public schools that offer Grade R

SOI 601: Number of public schools provided with water infrastructure

SOI 602: Number of public schools provided with electricity infrastructure

SOI 603: Number of public schools supplied with sanitation facilities

SOI 604: Number of schools provided with new or additional boarding facilities

SOI 605: Number of schools where scheduled maintenance projects were completed

SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination

SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level

SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics

SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences

SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above

Table 10: 2022/23 Standardised Output Indicators

2022/23 SOI	EC		FS		GP		KZN		LP		MP		NC		NW		WC	
	Target	Performance	Target	Performance	Target	Performance	Target	Performance	Target	Performance	Target	Performance	Target	Performance	Target	Performance	Target	Performance
SOI 101:	5130	5094	950	953	2211	2213	5882	5885	3684	3661	1665	1666	556	556	1483	1479	1515	1535
SOI 102:	5130	5094	800	800	2211	2213	5540	5540	3684	3661	1665	1666	556	556	1483	1479	1515	1435
SOI 103:	20%	23%	18%	17%	29.2%	29.8%	11.52%	9.91%	19.6%	18.4%	12.24	12.7%	23.5%	28.2%	15%		25.67%	24.14%
Programme 1																		
SOI 201:	4000	4365	14	33	240	244	120	204	6	10	200	246	10	15	25	22	85	0
SOI 202:	1 531 456	1 518 616	565 000	565 484	1 542 000	1 557 452	2 120 847	2 118 615	1 642 626	1 640 750	1 001 687	1 011 494	195 525	196 215	0	0	835 019	668 186
SOI 203:	40%	5%	30%	42.50%	52%	49.13%	5%	5%	60%	50.6%	71%	28%	50%	77.8%	0%	0%	60%	58.6%
SOI 204:	100%	0%	100%	100%	100%	100%	100%	0%	100%	99%	0%	0%	29.80%	29.90%	0%	0%	100%	100%
Programme 2																		
SOI 401:	10100	10072	6500	6518	57500	58983	20590	20761	8159	8289	3855	3922	1950	1980	7 890	7 850	19 650	20 572
SOI 402:	74	46	170	102	702	676	192	189	32	31	35	35	12	12			305	315
Programme 3																		
SOI 501:	3500	4043	669	626	1405	1406	3982	4013	2301	2291	1061	1066	373	369	1 020	1 020	993	999
Programme 4																		
SOI 601:	32	29	13	18	0	0	200	13	20	20	131	52	0	0	71	31	0	0
SOI 602:	32	15	13	7	0	0	20	15	0	0	1	0	0	0	8	5	0	0
SOI 603:	31	18	36	8	0	0	200	13	100	86	68	66	0	0	25	35	0	0
SOI 604:	1	1	3	1	0	0	1	0	0	0	1	0	1	0	5	3	0	0
SOI 605:	34	39	32	32	300	559	150	150	15	15	551	78	69	28	180	109	60	55
Programme 5																		
SOI 701:	77%	77.3%	0%	88.5%	85%	84.43%	85%	83%	76.9%	72.1%	83%	76.8%	75%	74.2%	85%	79.8%	80%	81.4%
SOI 702:	38%	36.8%	0%	43%	44.0%	43.4%	45%	43%	25%	29.8%	41%	33.5%	32%	30.8%	38%	33.6%	42%	42.7%
SOI 703:	20%	8.5%	0%	14%	15.5%	17.43%	15%	11.4%	12%	10.7%	28%	11%	16%	10.2%	30%	11.84%	27%	25.70%
SOI 704:	25%	12.4%	0%	17.5	18.5%	21.2%	22%	17%	14%	12.6%	33%	14%	16%	12.8	30%	14.69%	32%	31.20%
SOI 705:	750	811	0	338	842	880	1510	1627	850	834	495	486	110	117	390	409	410	426

## 4. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

### 4.1. PROGRAMME 1: ADMINISTRATION

#### 4.1.1. PURPOSE

The purpose of Programme 1 is to provide strategic leadership, management, and support services to the Department.

#### 4.1.2. LIST OF SUB-PROGRAMMES

Ministry, Department Management, Corporate Services, Office of the Chief Financial Officer, Internal Audit and Risk Management and Office Accommodation.

#### 4.1.3. OUTCOMES

**DBE Outcome 2:** Improved information and other systems, which enable transformation and an efficient and accountable sector.

#### 4.1.4. OUTPUTS

- Valid invoices paid;
- Resolved misconduct cases reported;
- Skilled officials;
- Conditional Grants Quarterly Reports submitted;
- Annual Performance Plan approved; and
- Quarterly performance information submitted.

#### 4.1.5. PROGRAMME OVERVIEW

The Programme 1: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The Programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. Key processes are continuously strengthened to support the Department in respect of administrative procedures and systems.

#### 4.1.6. PROGRAMME PERFORMANCE INFORMATION

**Outcomes, Outputs, Output Indicators, Targets and Actual Achievements**

### HUMAN RESOURCE MANAGEMENT, DEVELOPMENT AND LABOUR RELATIONS

#### Human Resource Management and Administration

**Non-compliance by other categories of designated employees to disclose financial interests:** 91% submission was achieved for other designated employees to Disclose Financial Interests. Of the remaining 9%, disciplinary action has been taken against officials who failed to submit on time, and final written warning letters have been issued to the affected officials. Formal disciplinary processes are in progress for those officials who failed to disclose even after being alerted to the fact. A report has been submitted to the DPSA to this effect, and they will be duly informed of the outcome of the disciplinary procedures in progress.

**Other remunerative work and gift register:** Newsflashes regarding other Remunerative Work and Gift Register are continuously issued to employees, reminding them of the procedures to be followed for applications and gift registering. Applications for Work Outside the Department are continuously being processed within 30 days of receipt of approval, and approval Certificates are issued to respective officials.



## Recruitment and PMDS:

**Recruitment and Selection:** The shortlists for Chief Director: Office of the Director-General and Director: Training and Social Responsibility have been concluded.

- 16 posts have been advertised;
- 22 short listings have been conducted; and
- Eight (8) Interviews were held.

**Performance Management and Development System:** The Moderation Committee for the Annual Assessment of Deputy Directors-General has been concluded. A submission for reporting on poor performance for the Annual Assessment of SMS Members were performed. Labour Unions have been consulted on establishing the DBE PMDS Committee.

## Human Resource Development and Social Responsibility

**Skills Development and Training:** During the 2022/23 financial year, 262 employees attended skills development training and 29 programmes were conducted and are presented as follows:

**Table 11: Skills Development and Training**

NO.	COURSE NAME	INSTITUTION	TRAINING DATES	NO. OF OFFICIALS	AMOUNT
1.	CIP Level 6-12	National School of Government (NSG)	2022/04/01	7	R7 000.00
2.	SHE Principles	Altra Medical Production	2022/04/04	6	R50 450.00
3.	Fire Fighting	Altra Medical Production	2022/04/11	8	
4.	SHE Representative	Altra Medical Production	2022/04/11	14	
5.	First Aid	Altra Medical Production	2022/04/19	16	
6.	CIP Level 4-5	National School of Government	2022/05/09	7	R39 760.00
7.	Skills Development Facilitator	Regenesys Business School	2022/05/23	9	It was paid in the last financial year budget
8.	CIP Level 6-12	National School of Government	2022/07/01	10	R10 500.00
9.	CIP Level 13-14	National School of Government	06/2022-2023	1	R4 190.00 No show
10.	Recognition Prior Learning	Tsoelopele Leadership Consulting Pty Ltd	2022/08/17	4	R212 000.00
11.	Customised Advance Ms Excel	Fachs Business Consulting and Training	2022/08/30	25	R166 474.00
12.	Monitoring And Evaluation	Ritepath	2022/10/19-21	10	R63 000.00
13.	Risk Champion	The Institute of Risk Management South Africa	2022/11/9-10	32	R202 860.00 Only 29 attended
14.	MS-Excel (Advanced)	Fachs Business Consulting and Training	2023/02/01	45	R237 999.86
15.	Cyber Security	NSG	2023/02/16	3 - only 2 attended	R5 955.00 The Director GITO No show
16.	Bid Committee	NSG	0	0	R498 000.00 Paid to attend in the 2023/24 Financial year
17.	Executive Development Programme	NSG	0	0	R322 000.00 Paid to attend in the 2023/24 Financial year
Total				197	R1 820 188.86



**Table 12: Non-Funded On-line Skills Programmes**

NO.	COURSE NAME	INSTITUTION	TRAINING DATES	NO. OF OFFICIALS	AMOUNT
1.	LOGIS Literacy E-Learning	National Treasury	2022/07/05	5	Non funded training
2.	Introduction to Leading Change	National School of Government	online	2	Non funded training
3.	Writing for Government: Basic Writing	National School of Government	online	8	Non funded training
4.	Nyukela SMS Pre-Entry Programme	National School of Government	online	4	Non funded training
5.	Know and Live Our Constitution	National School of Government	online	3	Non funded training
6.	Introduction to Project Management	National School of Government	online	16	Non funded training
7.	Strategic Planning and Management	National School of Government	online	2	Non funded training
8.	Ethics in the Public Service	National School of Government	online	4	Non funded training
9.	Introduction to Financial Management and Budgeting	National School of Government	online	1	Non funded training
10.	Protocol and Etiquette Training	Department of International Relations and Cooperation (DIRCO)	2022/09/27	11	Non funded training
11.	Ethics for Internal Auditors	National School of Government	online	1	Non funded training
12.	Managing Performance in the Public Service	National School of Government	online	2	Non funded training
13.	Operation Management Framework	National School of Government	online	1	Non funded training
14.	Introduction to Strategic Human Resource Management	National School of Government	online	2	Non funded training
15.	Championing Anti-Discrimination in the Public Sector	National School of Government	online	3	Non funded training
Total				65	

The Annual Training Report 2021/22 and Workplace Skills Plan 2022/23 were submitted to Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and Provincial SETA HRD Implementation Plan and HRD Monitoring Report were submitted to DPSA on 31 May 2022. Five (5) year HRD Strategic Plan was submitted to DPSA on 31 May 2022. Report on the Implementation of the Directive on Compulsory Capacity Development, Mandatory Training Days, Minimum Entry Requirements and Competency-Based Assessment for the Senior Management Service was submitted on 31 July 2022.

**Induction:** 71 officials attended internal induction.

**Bursary:** Currently, the Department has 88 bursary holders, 73 are recurring bursary holders, and 15 were awarded bursaries for the 2023 academic year. Officials have completed their studies and graduated.

**Internship:** Currently, 95 interns are appointed in the Department as follows:

**Table 13: Internship**

No.	Branch	Number of interns	Number of Females	Number of Males
1	A	15	8	7
2	BI	2	1	1
3	C	27	19	8
4	D	4	4	0
5	I	6	3	3
6	ODG	12	8	4
7	S	16	11	5
8	T	13	10	3
9	<b>Total</b>	<b>95</b>	<b>64</b>	<b>31</b>

**Employee Health and Wellness:** Quarterly and Annual Integrated Employee Health and Wellness Reports were submitted to the DPSA. The system Monitoring Tool report was submitted to the DPSA on 23 June 2022. World AIDS Day was observed on 1 December 2022. Onsite Doctors render health services every Tuesday in the Department and Employee Health and Wellness Campaigns and Financial Wellness were conducted.

**Campaigns:** Commemoration events and Long Service Awards ceremony were organised.

The Men's Forum was held on 14 November 2022 and Women's Day was celebrated on 29 August 2022.

**Diversity Management:** The new Employment Equity Committee was appointed. The Employment Equity Plan was approved and the committee members have attended Employment Equity training. Employment Equity Report was submitted to the Department of Labour on 14 December 2021. The sexual harassment report was submitted to DPSA on 30 April 2021 and the job access and Gender Equality Reports and Strategic Plans were submitted on 28 April 2021.

### **Labour Relations**

**Grievances:** Nine (9) grievances were lodged, five (5) were finalised, and one (1) was withdrawn.

**Misconduct:** The Department had two (2) cases of misconduct (disciplinary hearing). One (1) relates to theft, gross dereliction of duty and gross dishonesty. The employee resigned while the disciplinary hearing was in progress. One (1) case relates to allegations of non-compliance with SCM processes (late payment of invoice) and is still in progress.

The following policies were consulted successfully at the task team level, adopted, and removed from the DBE agenda:

- ICT Policy;
- Building Management;
- Events Management Policy; and
- Security Control Management Policy; and
- Loss and Disposal Policy.

**Awareness sessions:** Four (4) awareness sessions were conducted on the Code of Conduct and Labour Relations matters.

## **LEGAL AND LEGISLATIVE SERVICES**

### **Legal Services**

**Litigation:** The Department received 43 court cases wherein the Minister was cited. 36 of the litigation received emanates in the provinces, with the Minister cited as a Respondent. In most instances, the Minister is cited as the Executive Authority responsible for Basic Education, and no relief is sought against the Minister.

**Contracts:** 113 contracts were drafted for the financial year.

### **Legislative Services**

**Basic Education Laws Amendment (BELA) Bill:** The Bill was introduced to Parliament in December 2021. The Portfolio Committee on Basic Education commenced with the Provincial Public Hearings on the BELA Bill in February 2023.

**Regulations relating to minimum uniform norms and standards for public school infrastructure:** The Notice for comment process was extended in July 2022. All comments received from the stakeholders and general public were considered, and those relevant were consolidated into the draft Regulations. On 24 November 2022, the process with the National Economic Development and Labour Council (NEDLAC) commenced. A report from NEDLAC is awaited.

**Children's Amendment Bill 2023:** A Task Team was established to develop the Children's Second Amendment Bill (CSAB). The process of finalising the amendment is underway.

**Regulations about Special School Hostels:** A draft Regulation about School Hostels was drafted and is undergoing a costing exercise.

**Other Policies, Notices and Circulars provided by the DBE include the following:**

**Admission Policy for Ordinary Public Schools:** The DBE gazetted the draft amendments to the Admission Policy for public comments on 10 February 2021. The DBE received more than 6 000 comments which were considered, and the relevant comments were incorporated into the Policy. On 28 March 2023, the DBE presented the draft Admission Policy to NEDLAC for their consideration and recommendations. A report from NEDLAC is awaited.

## FINANCIAL MANAGEMENT SERVICES

**Monthly Financial Reporting:** The DBE complied with National Treasury reporting requirements regarding In-Year Monitoring (IYM). The Minister and Management's report on the expenditure and revenue (Cash flow statements) were compiled and distributed as required by section 40(4)(c) of the Public Finance Management Act, 1999 (PFMA). 2022/23 revised drawings per the Adjusted Estimate of National Expenditure (AENE) as well as the monthly cash drawing projections for 2023/24 were submitted to National Treasury. The completed IYM Reports have also been submitted to the National Treasury for reporting per section 40(4)(c) of the PFMA.

**Estimate of National Expenditure:** The final 2022/23 ENE database and Chapter were signed off and submitted to the National Treasury for publication.

**Capturing Budgets on Basic Accounting System (BAS):** 2023/24 Original budget was captured on BAS.

**Financial Statements reporting:** The Interim Financial Statements were compiled and submitted to National Treasury and the Auditor-General on the prescribed dates issued by National Treasury.

**Monthly Conditional Grants Expenditure reports:** Monthly expenditure reports from the PEDs were received and submitted to the National Treasury as prescribed by the Division of Revenue Act (DoRA).

**Public Entities Quarterly Reports and Annual Reports:** The quarterly reports were received and analysed in terms of Treasury Regulation 26.1 and 30.2.1. The report of the analyses was submitted to the Executive Authority. The budgets of the Public Entities for the 2023/24 financial year were reviewed and recommended to the Executive Authority for approval in section 53(1) of the PFMA and Treasury Regulation 30.1.

**Payments of suppliers within 30 days:** During the reporting period 2022/23, all invoices received were paid within 30 days.

**Bookkeeping Management:** Compliance certificates were submitted monthly as required by National Treasury regulations. The Department closed books in time, and no overdraft has been experienced so far in the 2022/23 financial year.

### Security and Assets Management

**Occupational Health and Safety (OHS):** The Security Management Unit has recruited 54 officials to be trained as OHS supervisors, Safety, Health and Environment representatives, First Aiders and Fire Marshalls. The training was performed in April 2022.

**Physical Security:** The Security Management conducted a physical security awareness workshop on May 2022 for officials in the DBE. SAPS has conducted a Physical Security Audit.

**Private Public Partner (PPP) Contract Management:** Following the repeal of relevant regulations by government, mandates for wearing masks, adhering to gathering limits, and conducting screenings for staff and visitors have been lifted. Building cleaning procedures are still carried out, and hand sanitising stations remain accessible.

The payment of small works invoices and unitary fee invoices is being efficiently managed. Invoices totalling R223 745 207 (incl. VAT) for unitary services rendered in the 2022/23 Financial Year were received and paid to the Sethekgo Private Party.

A penalty related to a technical event was incurred during the reporting period and deducted from the February 2023 service month unitary fee invoice.

Based on the December 2022 Consumer Price Index (CPI) rates, the upcoming financial year's escalated unitary fee has been accepted. Similarly, the escalated small works rates, based on the December 2022 CPI, have also been accepted.

Monthly Steering Committee Meetings oversee the administration of the PPP, with weekly operational meetings continuing with the facilities managers. Following the PPP agreement requirements, the annual BEE report and audited financial statements have been submitted to the Department. As of the end of February 2023 service month, the total outstanding debt was R256 903 971.

**Asset Management:** The officials in the Department were resourced with tools of trade, 138 newly procured IT Equipment to the value of R26 965 840 were provided to the officials in the Department.

**Inventory Management:** The total number of 987 Departmental inventories (IT Equipment) to the value of R5 694 063.48 were successfully transferred to the PEDs, Schools, and Centres across the country.

**Section 42 Transfers:** 149 (ASIDI) Immovable basic services projects to the value of R92 263 648.83 were successfully transferred to the custodians.

**Events Management:** The Professional Conference Organiser (PCO) XL NEXUS TRAVEL has been appointed to ensure the service delivery of Departmental Events.

The Events Management Team coordinated the Departmental request of services for securing a venue, conference registration fees, flights, ground travel, shuttles, and accommodation. The number of processed events was 482 throughout the nine (9) provinces.

Invoices submitted from the PCO were paid within 30 days. The value for total payment invoices processed is R99 937 718.50.

### **Supply Chain Management (SCM)**

#### **Demand Management:**

**Finalised Specifications/ Terms of Reference (ToRs) as per the Procurement Plan:** The Procurement Plan had 33 projects. The ten (10) projects were IT projects, and the contract period was from 1 April 2022 until 31 March 2025 and 2027. Out of the ten (10) projects, one (1) project's period was from 1 March 2021 until 28 February 2023; another was from December 2020 until 30 November 2023 and the others' period was from 1 April 2022 until 31 March 2023. 13 ToRs were processed and finalised. Two (2) ToRs were processed and presented to the Bid Adjudication Committee (BAC). The BAC returned them to the Line Functions to address the issues raised. One (1) ToR was processed through the quotation route. One (1) ToR is with the Bid Specification Committee (BSC) and Line Function. Six (6) projects' ToRs are outstanding or not yet processed.

#### **Tenders:**

**Advertised/ finalised bids as per the Procurement Plan:** 11 bids were finalised, seven (7) bids were cancelled, and four (4) were awarded. Out of the four (4) awarded bids, one (1) was awarded through deviation and the other through the quotation process. Two (2) bids are being evaluated. Eight (8) projects are outstanding/ not yet processed. One (1) bid is being advertised. One (1) bid is with the BSC.

**Other projects finalised:** Two (2) deviations were finalised through BAC. Eight (8) Annexures to SLA 1068\_002 were renewed through the BAC. Two (2) outstanding ASIDI projects or bids were reported to have been finalised. Two (2) contracts have been extended.

**Bid Committees:** The Bid Evaluation Committee (BEC) meetings have successfully took place. Ten (10) Bids were finalised, four (4) awarded and six (6) cancelled. 20 BAC meetings (monthly and ad hoc) were successful.

**Procurement:** The Preferential Procurement Regulations 2022, published on 4 November 2022, required organs of state to have preferential policies. The DBE SCM Policy was approved on 11 February 2023. A workshop for SCM officials was done on the changes within the SCM environment. The SLA for the Logistical Information System (LOGIS) has been signed, and monthly invoices are paid according to usage.

**Travel and Accommodation:** National Treasury has issued the National Travel Framework and Instruction 07 of 2021/22 on Cost Containment measures related to Travel and Subsistence, effective as of 1 September 2022. The Instructions are currently being implemented. BAC has approved the Terms of Reference for the appointment of a Travel Management Company for three (3) years, and the advertisement of the tender will be placed in the new financial year for three (3) years. Delegations of Authority was approved for Deputy Directors-General to approve the accommodation rates that exceed maximum allowable rates; the different class of rental vehicles for mountainous and gravel roads, e.g., 4X4 /SUV vehicle and automatic vehicles for officials who have restrictions on their driver's license.

**Administrative Support:** The SLA for Unified Communication Services for the Department has been renewed and signed by both parties, valid until July 2024. The Transport Policy was approved on 08 March 2023. Bulk Printing Services is up and running. The service providers have connected the new-leased machine from the RT3 Transversal contract.

### Under Achievements:

**Demand Management:** Six (6) projects' ToRs are outstanding or not yet processed through the BSCs because Line Functions did not provide the draft Specifications or ToRs and the revision of the SCM Policy that was due to the new Preferential Procurement Regulations, 2022.

**Administrative Support:** There are many officials without telephone equipment. This is because new officials, including many interns, were employed, and SCM was not informed beforehand to make arrangements.

### Donor Grant Management

**Annual Evaluation of Conditional Grants Conducted and Report Submitted:** The Annual Performance Evaluation of Conditional Grants was conducted at more than 500 schools across all PEDs. The Conditional Grants under focus were Education Infrastructure Grant (EIG), HIV and AIDS Life Skills Education Programme, Learners with Severe to Profound Intellectual Disability (LSPID), Mathematics, Science and Technology (MST) and National School Nutrition Programme (NSNP). The approved Annual Performance Evaluation Report on Conditional Grants was submitted to National Treasury by 31 July 2022 in compliance with DoRA prescripts.

**Quarterly Performance Reports for Six (6) Conditional Grants Submitted to National Treasury:** The Department submitted performance reports for conditional grants for each of the four (4) quarters of the financial year for the EIG, HIV and AIDS Life Skills Education Programme, LSPID, MST, School Backlogs Infrastructure Grant (SBIG) and NSNP. Submission of the quarterly performance reports is a statutory requirement emanating from the DoRA. It enhances monitoring of the sector by the national transferring officer, who in turn reports to stakeholders on the performance of the grants. As per DoRA prescripts, the transferring officer complied with submitting the quarterly reports to the National Treasury after 45 days (except in Quarter 1 when the reports were submitted after 49 days) following the end of each quarter. This thus enhances oversight over grant resources and contributes to effectively managing resources allocated to the sector.

**Approval of Conditional Grants Business Plans for 2023/24:** The DoRA requires that PEDs implementing conditional grants submit business plans and be issued compliance certificates by the national transferring officer, should the business plans be approved. To this end, a total of 44 conditional grants business plans for the HIV and AIDS Life Skills Education Programme, LSPID, MST and NSNP, for all nine (9) PEDs were approved by the Director-General and submitted to National Treasury in compliance with the prescripts of the DoRA. The national transferring officer subsequently issued compliance certificates to certify to the PEDs that the various institutional arrangements, including their procurement processes and human resources assigned to the grant, complied with the prerequisites for implementing the grants.

**Donor Grant Resources:** The Department also participated in the Government to Government (G2G) meetings hosted by the International Development Cooperation of National Treasury to facilitate the implementation of the financial agreement between South Africa and the United States of America. The DBE acted as the Secretariat for the Programme, which saw USAID partner funding flowing to training and added recruitment of Learner Support Agents (LSAs). This support is in aid of the scripted lesson plans for Comprehensive Sexuality Education (CSE) in Life Orientation for the DBE.

The Secretariat facilitated the approval of the reworked milestones for year four (4) of the G2G programme with USAID. USAID and DBE also approved the Illustrative Letter whereby the US government committed \$1,250,000.00 to the project for activities to be achieved in year four (4).

### Under-achievements:

The DBE was unable to submit the first quarter Conditional Grants report on time (i.e. within 45 days) but rather did so after 49 days. The major contributing factor to the late submission was the late submission of the PEDs reports. The new ECD grant had to be acclimatised to the Basic Education Sector environment. In some instances, newly appointed grant managers were not familiar with the substance and format of sector reports.

### Provincial Budget and Monitoring

The DBE monitored and supported the PEDs on financial matters. The following activities were achieved in the 2022/23 financial year:

The HEDCOM Sub-Committee on Finance meetings were conducted on 15 June 2022, 21 September 2022, 01 December 2022 and 16 March 2023. The aim is to provide support to PEDs regarding compliance with the sector's funding policies, improvement of the audit outcome, and budget and expenditure.

The PEDs were provided and updated with the implementation plan specifying implementation dates and activities for 2023 in line with the National Norms and Standards for School Funding (NNSSF). There were amendments to the NNSSF which were published regarding:

- a. The date change for categorising eligible independent schools for subsidy purposes, as required in paragraph 183 of the NNSSF;
- b. The revised National Table of Targets for school allocations for the next three (3) years, i.e., 2023 to 2025;
- c. The National Distribution Table to be used in 2023; and
- d. Reaffirmation of the determination of 60% (Q1 – Q3) learners nationally to be in no fee schools in 2023.

The 2023 No Fee Lists were published. Roadshows were conducted in PEDs (excluding Esatern Cape) to provide training on the Guidelines for Preparation of Annual Financial Statements by Public Schools with provincial Head Office, Circuit Managers and Districts attached to School Governance and Finance (Norms and Standards funding).

The 2022 MTEF budget analysis was completed. The final report was shared with the Minister, Deputy Minister, Director-General and all PEDs. The analysis aimed to inform PEDs to take note of the recommendations in the report when compiling the 2023 MTEF budget.

Budget monitoring exercise meetings were held with all PEDs from July to August 2022 and January to February 2023. The meetings aimed to evaluate the spending of PEDs at a specified time. In addition, there were discussions on the preliminary 2023 MTEF to assess the funding of the core sector functions. The report was compiled and submitted to the Director-General, Deputy Minister and the Minister.

The ECD Directorate was supported with the provision of financial information (budget and expenditure) and the development of the ECD subsidy guideline.

The monthly in-year spending analysis report was finalised and shared with Director-General, Deputy Minister and the Minister. Furthermore, for identified months, based on the analysis, enquiries were made to PEDs about their spending trends. The analysis of the Compensation of Employees (CoE) was done quarterly. The analysis findings were shared with PEDs at relevant HEDCOM sub-committee meetings.

The DBE responded to all PEDs regarding non-financial data appearing on the electronic Quarterly Performance Reporting System (preliminary and audited for 2021/22 and three quarters for the 2022/23 financial year).

The analysis of the final 2022/23 and draft 2023/24 APPs of PEDs was compiled and shared with all PEDs. The analysis aimed to inform PEDs to take note of the recommendations in the report when compiling their 2023/24 APPs.

The 2022 Educational Expenditure (ISCED 0-8) questionnaire was submitted to the UNESCO Institute for Statistics (UIS). The Basic Education expenditure data is ready for consolidation with the DHET data for the 2023 Educational Expenditure (ISCED 0-8) questionnaire.

## **PROJECT MANAGEMENT**

**Education for Employability (E4E) Programme:** The DBE coordinated the European Union-facilitated and sponsored E4E Integrated Business Plan workshop convened at Birchwood Hotel from 08 to 10 June 2022.

The DBE established the Three Stream Model Project Steering Committee (PSC). The committee met on three (3) occasions, and ToRs for the Three Stream Model have been approved and shared with PSC members.

The Memorandum of Agreement (MoA) between the Department and the Government Technical Advisory Centre (GTAC) for developing the funding model for the Three Stream Model has been approved, and the Director-General signed the MoA.

In collaboration with the South Africa-EU Mission, the DBE, was tasked with co-hosting the arrival of the European Union Commissioner for International Partnerships, Ms Jutta Urpilainen, to South Africa on 26 and 27 January 2023.



**Systemic Improvement Literacy and Numeracy (SILN) in the Foundation Phase:** The DBE reconstituted the EU-funded projects Steering Committee four (4) times. Terms of Reference (ToRs) for the EU-funded PSC were subsequently approved and shared with the PSC members. The DBE further facilitated the consultative meetings with the social partners who are part of the SILN Project to update them on the challenges that have hamstrung DBE on the speedy implementation of the Project.

**Coding and Robotics (Technology Grades 7-9):** A total of eight (8) schools were monitored from 11-14 October 2022 in Northern Cape (Pixley ka Seme and Francis Baard District) and eight (8) schools in KwaZulu-Natal (Pinetown District) from 01-04 November 2022, one (1) school from Pinetown District was subsequently invited to make a presentation to the PSC Members on 13 December 2022. The DBE visited North West and Eastern Cape Provinces to monitor the implementation of the Coding of Robotics curriculum. The focus of the monitoring was primarily on the availability of relevant resources (personnel and any gadgets, etc.). A total of four (4) schools were monitored in North West (Dr RS Mompoti District) and eight (8) schools in Eastern Cape (Chris Hani and Buffalo City District).

Two (2) Interprovincial meetings were held from 22-23 November 2022 in the Eastern Cape, where the piloting Provincial Education Districts presented their Coding and Robotics progress reports for purposes of sharing best practices. The second meeting took place from 15-16 March 2023 in Limpopo Province, where provinces discussed progress made in the pilot project, the challenges encountered and suggested workable solutions that will be implementable in most pilot schools.

In collaboration with State Information Technology Agency (SITA), the DBE formed part of the speakers in the Coding and Robotics challenge in Mpumalanga Province as a strategy to enhance advocacy and implementation and ensure that all schools and learners are exposed to the subject. Subsequently, Ozias Dovhana Secondary School from Limpopo won 1<sup>st</sup> prize, a STEM laboratory worth R1.1 million.

**PYEI in Basic Education:** The Presidency has approved continuing the third phase of the PYEI in Basic Education. The DBE has been requested to develop relevant documents and liaise with the provinces (one-on-one meetings) and all other relevant stakeholders.

The DBE has undertaken two (2) monitoring visits to Mpumalanga Province, Gert Sibande District and Limpopo Province, Vhembe West District, to monitor compliance in the implementation of Basic Education Employment Initiative (BEEI) in schools. A total of six (6) schools in Mpumalanga and six (6) in Limpopo were visited.

## STRATEGIC PLANNING, RESEARCH EVALUATION AND MONITORING

### Strategic Planning and Reporting

#### **Institutional Planning:**

**2023/23 Annual Performance Plan (APP):** The 2023/24 APP for the Department was tabled on 14 March 2023. The 2023/24 APP was presented to the Portfolio Committee on 22 March 2023. Revisions were made to the DBE outcomes based on the Department of Planning, Monitoring and Evaluation (DPME) comments.

**2022/23 Annual Operational Plans (AOPs):** Branches were provided with training to assist and equip them with the necessary knowledge to develop operational plans at a sub-directorate level. One-on-one support was provided to the Programme Managers who needed assistance. The submitted AOPs for Branches were assessed to ensure they meet the requirements set out in the National Treasury Instruction Note 10. The Director-General approved the Departmental AOP on 18 March 2023.

#### **Institutional Reporting:**

**2022/23 Quarterly Performance Reports (QPRs):** The QPRs were submitted to the DPME and National Treasury on 30 July 2022 (QPR1), 31 October 2022 (QPR2) and 31 January 2023 (QPR3), and presented to Portfolio Committee on 20 September 2022 (QPR1), and 28 February 2023 (QPR2 and QPR3).

**2021/22 Annual Report (AR):** The DBE submitted the draft 2021/22 Annual Report to the DPME, NT and Auditor-General South Africa (AGSA) on 31 May 2022 with supporting evidence. The final 2021/22 Annual Report was submitted to NT on 31 August 2022, tabled in Parliament on 27 September 2022, and presented to the Portfolio Committee on 18 October 2022.

The DBE has successfully met all reporting obligations for the year under review, in line with government frameworks and guidelines.

**Systems Descriptions:** The DBE developed the 2022/23 Systems Descriptions to guide the AGSA during the 2022/23 performance indicators audit. Systems Descriptions serve as Standard Operating Procedures (SOPs) and provide details on each indicator's planning, organising, processing, and reporting stages. The 2022/23 Systems Descriptions were approved on 28 July 2022.

**Branch Reviews:** A new approach was introduced to allow branches to engage and include a representative from Internal Audit to clarify past audit issues and concerns and resolve problematic matters. Four (4) Branch Review sessions were held from 20 June-19 July 2022; 12-27 September 2022; 15-30 November 2022; and 22-28 March 2023.

**Sector Reporting:** The Department consolidated the MTSF Priority 3: Education, Skills, and Health report from Branches. The third quarter MTSF progress report was approved and submitted to the DPME on 31 January 2023. The submission included Cabinet recommendations on previous MTSF-reported information. Priority 4: Consolidating the Social Wage through Reliable and Quality Basic Services Bi-annual progress reports were submitted to the DSD. Priority 6: Social Cohesion and Safer Communities progress reports were submitted to the DSAC.

**Public Entities:** Umalusi and SACE's first, second, and third quarterly performance reports were received in July 2022, October 2022, and January 2023. The reports were analysed, and feedback was provided to the Public Entities. The Public Entities' 2021/22 Annual Reports were tabled in Parliament on 27 September 2022. The Public Entities' 2023/24 APPs were tabled on 09 March 2023.

**Adjusted Estimates of National Expenditure (AENE):** The AENE aims to provide information on budget adjustments, expenditure, and performance achievements for the first six (6) months of the current financial year. The DBE compiled the AENE chapter from the Branch inputs. The AENE chapter was submitted to National Treasury in February 2023 and has since been finalised.

**Estimates of National Expenditure (ENE):** The 2023 ENE guidelines, the 2023 ENE chapter template, the preliminary allocation letter and the Department's Preliminary Annexure A allocations were received from the National Treasury. The DBE submitted the draft to NT in December 2023. Consultations were undertaken in January 2023 to improve the inputs of the ENE submission. The final ENE 2023 chapter was approved and submitted to the National Treasury in February 2023.

#### **Under-achievements:**

**Service Delivery Improvement Plan (SDIP):** The Department does not have a complaints and compliments mechanism to assess which areas of the DBE should be monitored in the 2023-2025 SDIP. Call centre reports have outlined that certification is the most enquired area. The inquiries have shown more than 99% resolution of the enquiries raised. The Draft Framework Document on Business Processes, Operations, Project Management and Service Delivery Model is being resuscitated to support the SDIP. The DBE will put reasonable measures to develop and finalise the Operations Management Framework (OMF), Service Delivery Charter and Service Delivery Improvement Plan.

**Sector Alignment:** The work on the Standardised Output Indicators (SOIs) was agreed upon and completed by the HEDCOM Sub-Committee. However, late engagement by two (2) provinces resulted in a lack of standardisation for the timelines for the DPME. This was elevated to the Director-General on 21 October 2022, who sent a letter encouraging PEDs to incorporate sector priorities into their plans. The DBE also sent a letter to the Director-General of the DPME indicating sufficient consensus in the sector. However, SOI standardisation was not achieved.

#### **Research, Co-ordination, Monitoring and Evaluation**

**Early Grade Reading Studies (EGRS):** The first step was the approval and adoption of the study findings by the Council of Education Ministers (CEM) in March 2022, following a presentation in November 2021. CEM approved the following recommendations:

- The DBE Curriculum Unit to lead Lesson Plan and LTSM review, leading to an approved Structured Learning Programme with an LTSM package;
- In-principle commitment to base National and Provincial Reading Plans on this Structured Learning Programme;
- In-principle commitment to ring-fence finances for the LTSM package; and
- In-principle commitment to seek funding, work with external partners, and provide on-site coaching support in priority groups of schools.



Findings were further presented at the Comparative International Education Society Conference 2023 on 18-23 February 2023 in Washington. In addition to sharing and showcasing the work led by the government of South Africa, the conference sessions provided lessons, insights, and ideas on how to better respond to the South African Basic Education Sector.

Scale-up funding from the Bill and Melinda Gates Foundation was approved for implementation in Northern Cape in 140 schools. It is anticipated that 2023 will be the preparation year, with implementation in Setswana and English EFAL from 2024.

A classroom observation report based on the Anthologies study – an extension of EGRS II – was finalised. The report evaluated the impact of the provision of reading anthologies in Siswati and isiZulu to 501 schools in the King Cetshwayo district of KwaZulu-Natal.

**Teacher Demographic Dividend (TDD):** The TDD research project involves more than 20 researchers from the Research on Socioeconomic Policy Group (RESEP) at Stellenbosch University from 2022–2024. It consists of five (5) complementary research groups, each investigating a different aspect of the impending wave of teacher retirements. The five (5) workstreams cover the following:

- Developing a demand and supply model for teachers;
- Teacher age and teacher quality;
- Increasing teacher supply;
- Appointment, matching, utilisation; and
- Proactive policy responses.
- Initial reports and policy briefs were shared during this financial year in a November 2022 dialogue and other forums, including Senior Management and HEDCOM.

**PYEI:** A survey was administered to 50 000 youth in phase 3, and a draft report is being prepared. This work is being done in collaboration with Funda Wandé.

**International reporting:** The DBE has signed a MoU with the Republic of Kenya. The DBE is responsible for focusing on Research, Monitoring, Evaluation, and Reporting. A collaborative framework for research and data-driven management approaches in the identified areas was developed and adopted. Two (2) focus area meetings took place in May 2022. It focused on research best practices from South Africa and evidence from Kenya on their early-grade literacy and numeracy.

The DBE hosted a Kenyan delegation in July 2022. The DBE participated in the visit by attending and presenting at the meetings and commissions. The DBE also hosted a Zimbabwean delegation between 17-20 August 2022. This is part of an implementation plan drafted between the two (2) countries.

Indicator values were provided to Statistics South Africa (Stats SA) as part of the Department's work to support the writing of the next SDG progress report for South Africa.

**COVID-19 Support:** The Department participated and presented on learning losses for 2020 and 2021 at the Quantitative Education Research conference hosted by the University of Stellenbosch. Some inputs were prepared and submitted for the Director-General's presentation during the September 2022 South African Principals Association (SAPA) meeting. The Department participated and presented feedback on the DPME Second Edition COVID-19 Country Report on 17 October 2022.

**Support to the NECT:** As the chair of the Reading and Leadership Strengthening in South African Schools for Learning during COVID-19 and Beyond (REALS SA) monitoring and evaluation task team, the Department was responsible for quality assurance of the service provider carrying out evaluations. In addition, the Department's research agenda was presented at PhD seminars to support and guide academic work at universities.

**Data queries and responses to parliamentary questions:** The Department continues providing information and technical support regarding sector monitoring statistics, especially learner dropout rates.

**Early Grade Mathematics Research Programme (EGMRP):** A review of early grade assessments and LTSM is nearing completion, with a public launch scheduled for May 2023. A draft presentation of the findings was made to the Teacher Development and Curriculum Management (TDCM) HEDCOM subcommittee. Other work on the EGMRP is in the pipeline for the upcoming quarters. These include a pilot and full evaluation of the Teaching Mathematics for Understanding (TMU) framework and the Teaching at the Right Level (TARL) project.

**Early Grade Reading (EGR) Benchmarks:** The DBE is developing reading and writing norms and standards for all Languages of Learning and Teaching (LoLT), for early grades and the Intermediate Phase in English. Benchmarking reports for Afrikaans, EFAL and Sesotho-Setswana have been launched, while benchmarking for English Home Language, Tshivenda, and Xitsonga is ongoing. A pilot project to investigate the use of benchmarks by teachers was launched, and research was conducted to provide recommendations on integrating reading benchmark data into district monitoring, support, and reporting systems. The DBE received funding from various donors such as Funda Wandé, USAID, Zenex Foundation, Old Mutual, and the UNICEF to support these initiatives. The World Bank provided funding to extend the contract of a seconded junior analyst who supports benchmarking and other branch support work.

**Early Grade Reading Assessments (EGRA):** To further efforts in having the benchmarks used in classrooms by teachers, this year, the Department is updating the criteria and the progress charts used by teachers to record EGRA results in their classrooms. The updated progress charts will be ready in the first quarter of the next financial year.

**Whole School Evaluation (WSE):** The Department continued its support of the WSE unit's work by guiding the development of Grade 3 and 6 learner assessments and criteria in English Home Language and EFAL as a component included to measure the reading progress of schools who undertake evaluations. In addition to completing the assessments, training was provided to WSE officials in all provinces to administer these assessments.

**Supporting Reading in Inclusive Education:** The DBE has implemented several strategies to increase Early Grade Reading outcomes and children's access to quality education. However, several gaps remain to make schools and classes inclusive, increase the quality of education, and increase EGR outcomes nationally. A report was commissioned through funds from USAID to (1) better understand the integration of inclusive education and EGR; (2) explore the quality of EGR and inclusive education and what enables enhanced learner support (3) investigate how EGR and Inclusive Education are measured, monitored and evaluated; and (4) provide recommendations to guide further implementation and research.

**General Household Survey (GHS):** The General Household Survey 2020 and 2021 data cleaning and analysis was conducted during the last two (2) quarters. The report has now been finalised and submitted for editing and publication. The final General Household Survey report should be available on the DBE website next quarter.

**The Early Grade Reading Programme (EGRP):** EGRP is a three-year intervention implemented in 140 non-fee-paying primary schools in the Dr Ruth Segomotsi Mompati district of the North West Province, South Africa, with funding from UNICEF, the Danish Hempel Foundation and the North West Department of Education. The programme provides high-quality teacher professional development support, including structured lesson plans through the EGRP App, onsite teacher training in Setswana Home Language and EFAL four (4) times a year, and LTSM. In addition, the programme trained 41 Departmental Heads (DHs) from 40 schools to act as literacy coaches for teachers and provided them with coaching support and additional knowledge on key areas. The programme has seen successes such as the EGRP App being well-received by teachers and DH coaches, and improvements in reading fluency and comprehension of learners.

**HEDCOM Subcommittee on Planning, Monitoring, and Evaluation (PME):** In the year under review, the Subcommittee held three (3) main meetings in June and October 2022. The Technical Working Group (TWG) has been meeting to standardise SOIs. A TWG meeting was held in August, September, and October 2022, and various communication was done through emails. The SOIs were not standardised.

**School Monitoring Survey:** The fieldwork was finalised by the end of October 2022. The reporting on the data collected was concluded in February 2023. The project has updated the Steering Committee Meeting on the results. Consultations and dissemination have already begun, with a highlight being the preview of the School Monitoring Survey presented at the DBE Lekgotla. The full reports are anticipated to be released to the public in the next quarter.

#### **Under-achievements:**

**Research Repository:** The research repository page on the Department's website was scheduled to be updated with the latest reports from the last 12 months. However, due to procurement challenges the uploads have been paused until a resolution has been found.

## SECTOR COVID-19 RESPONSE LEAD

The President lifted the National State of Disaster due to the COVID-19 pandemic on 5 April 2022. Adjusted Alert Level 1 had been in place from 1 October 2021 to 4 April 2022. On 5 June 2022, the Minister of Health, Dr Joe Phaahla, repealed most of the remaining restrictions, specifically on wearing face masks, gatherings, and travel requirements. Wearing face masks was no longer mandatory (indoors and outdoors), and gatherings were not restricted. People were encouraged to wear face masks in indoor gatherings and if they have a comorbidity that increases their risk of severe COVID-19.

Since COVID-19 has transitioned and was endemic, it will likely be present for a very long time. Periods of high infections (at approximately 3-4 months intervals) are most likely interspersed with low transmission levels. It is, therefore, critical that the DBE remains vigilant and is aware of the current data from the National Institute of Communicable Diseases (NICD) and Department of Health (DoH) on the number of new infections in Gauteng and Tshwane so that the measures implemented in the DBE workplace could be adjusted accordingly.

In order to manage the physical environment in the building, the DBE had set variable staff occupancy levels depending on the COVID-19 Alert Levels announced by the President. This represents the differentiation of occupancy levels based on new COVID-19 infections and health system readiness (risk): a Risk-Adjusted Differentiated Approach/Strategy. It was thus deemed necessary for the DBE to have a plan for its office staff, enabling swift and clear guidance on responding to a resurgence of infections.

An additional area of focus over the second quarter was Monkeypox. Monkeypox is a zoonotic viral infection uncharacteristically identified globally since about June 2022, with rapid spread. On 23 July 2022, the World Health Organisation (WHO) declared Monkeypox a Public Health Emergency of International Concern (PHEIC).

In line with this decision, South Africa made Monkeypox a notifiable medical condition. The first case in the country was diagnosed on 22 June 2022. It was, therefore, necessary to increase the understanding of this disease in the sector and establish its implications on the Basic Education Sector. A series of meetings and presentations were subsequently rendered.

**Participation in COVID-19 Ministerial Advisory Committee representing the Basic Education Sector:** The DBE participated in the COVID-19 Ministerial Advisory Committee (MAC) Technical Working Group (TWG) on schools. Meetings were attended on 21 June 2022. The Advisory on re-opening schools focused on total attendance to traditional timetabling/attendance in primary and special schools was developed and finalised.

**Sector Guidance:** The Director-General approved and issued the following circulars, which have been disseminated widely in the sector through various means:

- a. Circular No. S21 OF 2022: The Repeal of the Standard Operating Procedure for the Management and Containment of COVID-19 for schools and School Communities; and
- b. Circular No. S24 OF 2022: Information on Monkeypox for Schools and School Communities .

**Monkeypox:** The DBE developed Information, Education and Communication (IEC) material, including posters, pamphlets, and videos. These will assist with the information required to prevent and manage Monkeypox in the sector. These posters and videos target learners, educators, and parents throughout provinces. Information-sharing sessions continued to be held to increase Monkeypox literacy levels in the sector. UNICEF was approached to provide financial assistance for this task.

**The DBE (internal) Health and Safety Committee:** The COVID-19 Sector Response Lead is the chairperson and technical expert of the DBE Health and Safety Committee, which meets at least on a quarterly basis. Committee meetings were held on the following dates: 29 June 2022, 17 August 2022, 26 October 2022, and 29 March 2023. The Committee meeting of 17 August 2022 focused on strengthening the Human Resources contributions to the risk-adjusted management plan for COVID-19.

Among the matters addressed by the committee were the regular issuing of Newsflashes and Alerts on COVID-19; finalisation of the DBE risk-adjusted Standard Operation Procedure; appointment of committee members to a 3-year term; and sharing of information and resources with members to ensure that the committee maintains high literacy levels on public health matters. Many technical presentations were received by the committee over the year.

**Provision of technical expert advice/support to the Basic Education Sector:** In addition to the Circulars and IEC materials, the DBE participated in several engagements, workshops and consultations aimed at raising the understanding and response of the Basic Education Sector to a variety of matters of public health concern, including COVID-19, Monkeypox, Measles and Cholera. Re-framing the role of providing public health risk technical support necessitated an expansion of the scope to matters relevant to children, youth, adolescents, and officials.

**Multi-sectoral National Outbreak Response Team (MNORT) meetings (Cholera Outbreak):** With the support of the WHO office in South Africa, the national DoH coordinates the multi-sectoral outbreak response team on Cholera in South Africa. The DBE participated in meetings and working sessions of the MNORT on 03, 10, 17, and 24 March 2023. A national outbreak response plan is being developed. Provinces, particularly Gauteng, where an outbreak has been declared, are supported to implement and monitor the plan.

### Parliamentary and Business Processes

**Parliamentary Questions:** 343 questions were received. 264 questions were from the National Assembly (NA) and 79 from the National Council of Provinces (NCOP). 295 of the questions received were written, and 48 questions were oral.

**Portfolio and Select Committee Meetings:** The Portfolio Committee held 34 meetings. The Select Committee held five (5) meetings.

**Portfolio Committee Oversight:** Oversight took place in Mpumalanga and KwaZulu-Natal.

### Intergovernmental and Technical Support

**Manage and coordinate intra and inter-departmental and stakeholder activities:**

**Recovering monies lost:** The meeting with Legal, Finance, and Internal Audit was coordinated to clarify the recovery of monies lost to the state due to fruitless and wasteful expenditure.

**Japan International Cooperation Agency (JICA) meeting:** The DBE coordinated the meeting with JICA to provide the Director-General with a progress report on the work done by JICA.

**Education Infrastructure Grant expenditure (EIG) meeting:** The DBE scheduled 12 weekly meetings with the Infrastructure and Finance branches to track the expenditure of the EIG projects in the nine (9) Provinces.

**Preparation for infrastructure oversight monitoring visits:** A series of preparation meetings with the NECT; Independent Development Trust (IDT); Development Bank of Southern Africa (DBSA); and The Mvula Trust (TMT) were conducted. The focus on project sites to be monitored, mapping the route to the schools and identify officials to accompany the Director-General on the visits to Eastern Cape; Limpopo; and KwaZulu-Natal construction sites to monitor progress as part of accelerating the Sanitation Appropriate for Education (SAFE) projects and ensuring that Implementing Agents and contractors are adhering to their commitments.

**Infrastructure oversight monitoring visits:** 1 538 infrastructure project sites were visited to monitor progress to accelerate the SAFE projects and ensure that Implementing Agencies and contractors adhere to their commitments. Presentations of findings and recommendations were shared with Implementing Agents.

**The Director-General's visit to Limpopo to monitor IDT projects:** A meeting with Infrastructure officials, District Directors, and Provincial and District Infrastructure officials of Capricorn, Mopani, Waterberg, Sekhukhune, Mopani, and Vhembe districts was held to assist in mapping the route to the schools.

**One-on-one infrastructure meetings:** A total of eight (8) weekly Director-Generals Infrastructure meetings were conducted with Implementing Agents with the focus on tracking the progress on practical completion, meeting the financial and non-financial commitment by the Implementing Agents, and preparing further for the weekly ministry meeting to provide an update on the progress of the project and identify amicable solutions on the non-performing Implementing Agents.

**Ministerial face-to-face infrastructure meetings:** Two (2) Ministerial face-to-face meetings took place for HoDs, Chief Executive Officers (CEOs) and the PSU with Implementing Agents to report on the progress of the projects allocated to them.

**Maintenance and upkeep of infrastructure:** A total of three (3) meetings were conducted with KwaZulu-Natal, Eastern Cape, and Limpopo to look at the upkeep and maintenance of infrastructure.

**Conditional Grants:** Conducted three (3) monthly progress meetings and three (3) reflection meetings with KwaZulu-Natal, Western Cape, Mpumalanga, Free State, Gauteng, Eastern Cape, North West, and Northern Cape HoDs and officials responsible for Conditional Grants at National and Provincial level on Conditional Grants expenditure for 2022/23 financial year to track the progress of the use of grants.

#### **Strengthen communication in the Basic Education Sector:**

Four (4) meetings with relevant line function managers were conducted to finalise preparations for the 2<sup>nd</sup> phase of 2022 DG's Engagements. Nine (9) virtual DG engagement meetings with all PEDs' Senior Managers and District Directors were conducted.

A reflection meeting was conducted after the conclusion of the 2<sup>nd</sup> phase of 2022 Director-General's engagements. A briefing session with relevant line function managers to finalise preparations for the 1<sup>st</sup> phase of 2023 Director-General's engagements was conducted.

Nine (9) 1st phase of the 2023 Director-General's engagement meetings with all PEDs' Senior Managers, District Directors, Circuit Managers, and all School Principals were conducted. The purpose was to reflect on the progress made in meeting the goals and objectives of the SDG4; African Agenda 2063; Continental Education Strategy for Africa (CESA) 2016-2025; NDP; and Action Plan 2019: Towards the Realisation of Schooling 2030; Strengthen the alignment of Policy formulation and implementation from National to Provincial, District, School up to Classroom level, carry out Minister's obligation (Section 8) in terms of National Education Policy Act (NEPA), Act no. 27 of 1996, strengthen each other's efforts in providing Quality Basic Education and getting different role players in the value chain of providing Quality Basic Education to close ranks in realising the set objectives and goals.

**Monitoring Autumn classes in provinces:** The Department monitored 84 Grade 12 autumn camps and learner support programmes in eight (8) Provinces.

**Monitoring Winter classes in provinces:** The DBE coordinated and conducted DG's monitoring of 108 Grade 12 Winter camps and learner support programmes in Provinces.

**Monitoring of Spring classes:** 81 Spring Camps monitoring visits were conducted in seven (7) Provinces.

**Examination centres monitoring:** The Department visited 185 Marking centres to assess and monitor marking processes in these centres.

**Pre-standardisation meetings:** The DBE coordinated pre-standardisation virtual meetings with nine (9) provincial internal moderators and chief markers to prepare for the 2022 NSC Standardisation with Umalusi.

**Payments of marking personnel:** The DBE arranged a meeting with the Limpopo Education Department and DBE Examination Section to provide an update on the response from the National Treasury.

#### **Co-ordination and Secretarial Support**

The DBE has established and manages various sector coordination mechanisms such as the CEM, HEDCOM, Ministerial Management (MM), Senior Management (SM) and Broad Management (BM). These mechanisms are mainly charged with providing strategic and technical leadership of the basic education system. These structures are therefore concerned with institutionalising the strategic objective of providing *improved quality basic education for all* in South Africa.

In addition, the DBE coordinates the business of 15 HEDCOM Subcommittees by ensuring the drafting of a consolidated annual schedule of the Subcommittees' meetings, assessing the functionality of Subcommittees, and ensuring regular reporting by these at HEDCOM meetings. These are Subcommittees on Communication (CoM); District Coordination, Monitoring and Support (DCMS); School Calendar (SC); ECD; e-Education (e-EDU); Finance (FIN); Human Resources, Quality Assurance and Skills Development (HRQASD); Independent Schools (IS); Legal Matters (LEG); LTSM; National Examination and Assessment Committee (NEAC); National School Nutrition Programme (NSNP); Planning, Monitoring and Evaluation (PME); School Infrastructure Development (SID); and Teacher Development and Curriculum Management (TDCM).



Moreover, the DBE is responsible for managing meetings of the Forum of South African Directors-General (FOSAD) Social Protection, Community and Human Development (SPCHD) Cluster; and the SPCHD Cluster TWG, both of which are intended to foster the integration and coordination of initiatives and efforts of the social sector government departments and to enhance the delivery of social services. The SPCHD Cluster; and the SPCHD Cluster TWG concern themselves with the strategic and crosscutting policy matters impacting more than one (1) government department. The main objectives of the SPCHD Cluster; and the SPCHD Cluster TWG are to ensure the alignment of government-wide priorities, facilitate and monitor the implementation of priority programmes and provide a consultative platform on crosscutting priorities and matters to be processed at Cabinet.

On 01 April 2022 – 31 March 2023, 61 meetings were scheduled, 40 of which were convened. In addition, 20 special meetings were convened. 21 scheduled meetings could not convene, and these comprised seven (7) BM, two (2) CEM, ten (10) SM, one (1) SPCHD Cluster, and one (1) SPCHD TWG meeting. The Department have successfully managed the logistical arrangements, agenda-setting, and record drafting for all the convened meetings.

**Table 14: Various sector coordination mechanisms**

COORDINATING MECHANISM	SCHEDULED MEETINGS	MEETINGS HELD	SPECIAL MEETINGS HELD	MEETINGS NOT HELD
BM	11	4	0	7
CEM	5	3	1	2
MM	0	0	5	0
HEDCOM	6	6	5	0
SM	17	7	6	10
SPCHD Cluster	11	10	3	1
SPCHD Cluster TWG	11	10	0	1
TOTAL	61	40	20	21

Over and above these, several other virtual meetings were convened to consult education stakeholders on a range of issues. These are as per the table below:

**Table 15: Virtual meetings with education stakeholders**

Name of Structure	Number of Meetings
DG – Professional Bodies (PB)	3
DG – SGB Associations	3
DG and Teacher Unions	6
DG – SGB - PB	4
Total	16

### Internal and External Stakeholder Relations

**Quality Assurance of Submissions:** The DBE processed 1 725 submissions. 1 353 were approved, 17 were declined, and the rest were either withdrawn/retracted or partially supported.

**As part of the DBE's objective of identifying, developing, and maintaining strategic stakeholder relationships:** The DBE held three (3) out of four (4) scheduled quarterly meetings between the Director-General and CEOs of Public Entities. The purpose of the meetings was to report and share information on matters affecting the sector, including Audit Status reports and a briefing by the Director-General from FOSAD.

Two (2) meetings were organised with the National Alliance of Independent Schools Association (NAISA) on 26 July and 05 August 2022. The first meeting mainly focused on COVID-19 matters, the BELA Bill and Monkeypox. The second meeting was convened for the DBE to present the legal opinion on Foreign Qualifications and Alternative Curriculum offered by Independent Schools and to receive NAISA's reaction to the legal opinion.

On 26 July 2022, the DBE facilitated a meeting between the Director-General and Interest Bodies. The meeting's main agenda items were infrastructure matters and inclusive education matters.

In July 2022, the DBE organised meetings with the DBE Internal Unions and Congress of South African Students (COSAS). The stakeholders were provided with updates on the ECD function shift, Monkeypox, and the BELA Bill.

The purpose of the meetings was to share progress on implementing the recommendations of the Summit on Inclusive Education etc. Some of the issues discussed in the second meeting included: reasonable accommodation; assistive devices not provided to all categories of learners; a high rate of abuse in schools of learners with disabilities; and measures to be put in place to circumvent this.

**Bilateral Meeting with the Minister of Education of Finland:** A bilateral meeting took place between the Basic Education Ministers of South Africa and Finland.

**North West Intervention Activities:** The DBE attended the following meetings:

- Audit Steering Committee meeting;
- Human Resources Management and Development (HRMD) Workshop; and
- The meeting between the Intervention team and the AGSA Business Executive.

On 10 May 2022, the Intervention Team met with the Department of Public Works (DPN) and Infrastructure (North West) to discuss Infrastructure Projects.

On 12 May 2022, the DBE met with the Special Investigating Unit (SIU) at their Head Office (Mahikeng) to discuss the outstanding disciplinary cases.

**Reports:** The DBE also coordinated the submission of inputs for the African National Congress (ANC) National Executive Committee (NEC) Subcommittee on Education, Health, Science and Technology report. With inputs from Branches, the unit compiled a status Report on DBE Implementation of MTSF Priorities in Relation to Persons with Disabilities. The report was submitted to the Department of Women, Youth and Persons with Disabilities (DWYPD) in preparation for the President's meeting with the Presidential Working Group on Disability.

The DBE collated inputs for the Eastern Cape Premier's State of the Province Address in relation to completed infrastructure projects and ongoing projects implemented by the DBE through the ASIDI and SAFE Programmes.

**Briefing Notes:** Briefing notes were also drafted with inputs from Branches for the Deputy Minister of Basic Education for South Africa's fourth (4th) Cycle Universal Periodic Review (UPR) held from 16 to 18 November 2022 at Palais des Nations in Geneva, Switzerland.

The DBE compiled briefing notes in preparation for the Director-General and the leadership of the Independent Schools Association of Southern Africa (ISASA) meeting. The purpose of the envisaged meeting was to discuss, amongst others: the Southern African Music Rights Organisation (SAMRO) MoU with schools; foreign curriculum offered by independent schools; Cooperative Governance and Traditional Affairs; and Billing of Schools by Municipalities.

**As part of the DBE's objective of strengthening communication with stakeholders in the Basic Education Sector:** The DBE compiled a letter to the KwaZulu-Natal Department of Education regarding a letter from Blind SA requesting urgent intervention regarding the allegations of sexual misconduct against the learners by the staff of Arthur Blaxall School in Pietermaritzburg. The letter requested the HoD to establish an interdisciplinary task team to deal with the cross-cutting issues emanating from the provincial preliminary investigation report.

The DBE compiled two (2) letters for KwaZulu-Natal and Mpumalanga PEDs regarding the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) unpaid Skills Development Levies. Letters were signed by the Director-General and sent to the respective provinces.

The DBE compiled a Ministerial submission with DBE's response to the demands contained in the memorandums from COSATU and South African Federation of Trade Unions (SAFTU), and a letter to the Minister in the Presidency was annexed and transmitted to the Presidency.

The DBE developed a communique in response to the Bishop of the Catholic Board of Education (CBE) letter. In this case, the Director-General was requested to intervene between the CBE and the Eastern Cape Department of Education (ECDoE).

Another communique was developed in response to the letter from the Association of Christian Schools International (ACSI) regarding the ECDoe request to select independent schools for them to reimburse the PYEI relief funds they were granted in 2020 for saving of posts.

The DBE facilitated the submission of a matrix report which indicates SPCHD Cluster reports the DBE has tabled at the Cabinet Committee.

## MINISTERIAL SERVICES

### Office of the Minister

The Minister's quarterly reports show all the detailed activities, outputs, and impact; the measurement verification used is the manner in which the stakeholders received the programmes and campaigns driven by the Minister.

This Annual Performance Report 2022/23 focuses on key high-level impact milestones whose further details are found in Quarter 1 – 4 reports. The Minister in the period under review focused on the following key and strategic areas of the Executing Authority:

**District Development Model (DDM) in Sedibeng District Municipality:** Six (6) DDM COVID-19 VOOMA Vaccination campaigns were held. A Service Delivery Model (SDM) wide – Infrastructure Development Plan (IDP) – DDM Lekgotla was held with all three (3) local municipalities. All three (3) local municipalities and SDM presented and adopted the DDM One Plan. DDM has an office in the Special Economic Zone (SEZ) office space.

**ECD deconstruction and reconstruction:** The ECD function shift was effected on 1 April 2022. The Minister held 25 ECD Roadshows to interact with the sector broadly about ECD. The Inter-Ministerial Team on ECD was revived to lead the new ECD policy framework. The DBE is currently working on norms and standards for the ECD sector. ECD infrastructure was part of the work that the teams on norms and standards are working on, and this automatically reviews the Non-Governmental Organisation (NGO)/ Non-Profit Organisation (NPO)-based model used in the past.

**Infrastructure (ASIDI and SAFE):** As part of oversight and monitoring work, the Minister holds weekly meetings with the Infrastructure Branch to deal with inappropriate education infrastructure in the country. Social partners who were consistently raising concerns are now engaged quarterly to update them about infrastructure processes, progress, and challenges and to develop possible solutions. Provinces were supported according to their needs, capability, and performance in infrastructure. Some are doing well, others are just fine, but there is room for improvement, and some are struggling even to use their infrastructure budgets. Minister placed the infrastructure as a standing item in every CEM meeting.

**PYEI:** The PYEI was extended to support schools and provide employment for the youth. PYEI was coupled with Matric Second Chance Project (MSCP) to give young people a second chance to write their matric and pass well. A process to repurpose the PYEI and MSCP to accommodate the Not in Education, not in Employment, nor Training (NEET) young people is underway. The PYEI gave hope to young people and intervened in the socio-economic conditions in which many young people live. MSCP opened doors for many young people to reach their dreams and educational aspirations.

**Social cohesion, nation-building and school safety:** The Minister visited all nine (9) Provinces to address school safety issues; learner pregnancy and drop-out rate, particularly on the girl learner; bullying and school violence and gangsters in schools. The Minister mobilised communities through the Quality Learning and Teaching Campaign (QLTC) and other platforms to protect their school infrastructure. She also focused on the issue of identity, culture, and education in addressing learners throughout her school monitoring visits to revive the spirit of UBUNTU and Nation Building in young people.

All DDM processes are implemented in Sedibeng District Municipality, and the One Plan is currently under review to start implementation of the second phase in June 2023. The ECD function shift has been completed and currently focuses on norms and standards, shifting from the NGO-NPO model to a new ECD policy framework for the country. The inappropriate education infrastructure is being phased out, and new appropriate and safe education structures are being built. Young people are given work exposure, experience, and opportunities to study further through the PYEI. This project also helps the government address the plight of young people not in education, employment, or training. The impact of social cohesion and nation-building shows that less school disruption is taking place, and some communities are protecting their children's teaching time through patrolling and safeguarding study camps.



## **Office of the Deputy Minister**

The Deputy Minister attended the Ministerial Forum on Harnessing Technology to Build Resilient Education Systems and the *e-Learning Africa Ministerial Roundtable*, hosted by the MasterCard Foundation in Kigali, Rwanda, in May 2022. The conference brought together Ministers of Education to discuss the effects of the COVID-19 pandemic on education and how technology could help build stronger and more resilient education systems. Discussions included tackling the data challenge to enable planning, monitoring, and assessment in Africa's education systems.

The Deputy Minister participated in the 7<sup>th</sup> bi-annual South African Tuberculosis (TB) Conference held at the Durban International Convention Centre from 13 to 16 September 2022 under the theme, "Working together to get TB control on the track. The Deputy Minister hosted a Satellite Session as part of the Conference, through which the role of the education sector in preventing the spread of TB was highlighted.

The Deputy Minister represented the Basic Education Sector in the 2022 Continent's Premiere ICT Conference held at the Durban Exhibition Centre in KwaZulu-Natal Province from 13 – 15 September 2022. GovTech was the premier conference for Government and industry leaders to discuss the latest developments in the world of IT and the government's effort to use technology to enhance service delivery.

The Deputy Minister launched the Amaze Video Series, a joint venture between the DBE and the United Nations Population Fund (UNPFA).

The Deputy Minister participated in three (3) DDM Presidential Imbizos, held in Gauteng (Sedibeng); Mpumalanga (Gert Sibande District); and Northern Cape (ZF Mgcawu District). Six (6) build-up programmes were held in the mentioned Districts to engage with education sector stakeholders and mobilise them to join the Presidential Imbizo.

The Deputy Minister had 25 oversight, monitoring and support visits to all Provinces to monitor the floods relief programmes, School Safety Imbizos, Gender Based Dialogues, ECD, SCMP, Curriculum delivery and NSC examinations readiness.

The Deputy Minister attended 22 Study Groups and Portfolio Committee (PC) meetings which dealt with different DBE reports of different projects and DBE work. All these meetings and stakeholders' engagements gave the Ministry and the Department enough information and data to develop intervention plans which are being implemented.

The Deputy Minister Dr Reginah Mhaule, MP, attended the launch of the Eastern Cape Reading Strategy and Campaign 2022 – 2030 to Improve Reading to Improve Learning, along with Eastern Cape Education MEC, Mr Fundile Gade.

The Deputy Minister Dr Reginah Mhaule and Free State Education MEC, Dr Tate Makgoe, joined by the Tiger Brands Foundation (TBF) Operations Manager, Mr Karl Muller, handed over a newly built state-of-the-art kitchen to Thabang Primary School in the Bohlakong Township in Bethlehem, Free State Province on 2 December 2022.

The Deputy Minister monitored ten (10) examination centres in the 2022/23 period and conducted oversight of 42 schools across all the nine (9) PEDs to assess the state of readiness to improve learning outcomes.

## **Under-Achievement:**

Not all Provinces could be visited to unpack the BELA Bill.

## **MEDIA LIAISON AND NATIONAL AND PROVINCIAL COMMUNICATION**

### **Communication and Research**

**Content development and internal communication and publications:** The production of 48 editions of *Thuto* (Vol.340 - 387) with 604 articles were compiled.

The publications team also ensured that 23 e-mail signatures were designed for governmental projects. A total of 19 plasma screen slide presentations were uploaded onto the Public Area Display (PADS) system.

To communicate important issues to internal staff members, a total of 638 Newsflash messages were distributed.

Photojournalism support was provided for Ministerial and Departmental events and 50 076 images were uploaded onto the Image Bank. On the Flickr account, 888 images were uploaded and 43 albums, including four (4) for the Portfolio Committee were created. The support included the nine (9) Director-General's Provincial online Engagements.

GCIS Internal Communication Forum Meetings were held as follows: 03 May 2022; 24 May 2022; 12 October 2022; 25 October 2022; and 23 November 2022. To communicate Government Programmes, GCIS toolkits were received from GCIS and shared every week. The Word version of the Basic Education Sector Lekgotla Newsletter was compiled and shared. 353 Videography clips were captured. Basic Education Portfolio Committee Meetings: 25 meetings were attended. Basic Education Portfolio Committee Monitoring and Oversight Visit to the Mpumalanga Province was attended. Basic Education Sector Lekgotla Planning Meetings: Seven (7) meetings were attended. Cape Town Office Stakeholder Relations: Five (5) meetings were attended. BELA Bill Digital Banners: Four (4) were designed for the Oral Presentation Sessions. Weekly Management Reports: 19 reports were compiled and submitted.

#### **Medial Liaison Inputs:**

**Media Advisories:** 41 advisories were distributed, and regular distribution of the Department's messages was done on a consistent basis.

**Media Statements:** The Department issued 53 media statements as part of the ongoing implementation of the communications strategies for the Departmental programmes and ministerial activities.

**Interviews and media queries:** 274 media interviews were held with the Minister, Deputy Minister, Director-General, Spokesperson and Media Liaison Officer (MLO) including other departmental programme managers. These are over and above the media queries on different media platforms and this was in response to media queries and issues around the interventions of the Department and the sector in general, in light of the COVID-19 pandemic and subsequent lockdowns.

**WhatsApp Group (Edu Media):** 68 Advisories and Statements and 39 Voice notes were shared with the education media group to ensure that communication from the Department is shared across all available and new platforms and reaching a variety of news distribution channels.

**DBE TV:** There were 30 DBE TV news bulletins broadcast across the YouTube Channels and OpenView Channel 122 and that was in response to the need to innovate and bring authentic and direct news from the sector, especially now during the COVID-19 pandemic and subsequent lockdown restrictions.

There was a media briefing at every event attended by the Minister during the period under review, including the Reopening of Schools, Release of the Matric Results, and the Minister's and Deputy Minister's school monitoring visits. These included the ECD and Second Chance Ministerial Roadshows, the handover of SAFE/Sanitation facilities and the receipt of a new school in different provinces. Key media briefings on emerging issues such as the PYEI, School Infrastructure, and Floods in KwaZulu-Natal, Eastern Cape and North West were arranged.

The Department has innovated its approach to media liaison by introducing Twitter Spaces and Webinars around key topics such as Internet Safety and the PYEI.

**Digital Communications Management:** The usage of digital media to share Departmental information has progressively improved with the addition of staff.

The Department's website has had 5 621 212 unique visitors, with 31 735 885 pageviews; the Department's Twitter account published 1 174 tweets and had 299 204 followers; the Department's Facebook account had 100 462 followers with 339 posts published. 68 Videos were uploaded onto the Department's YouTube channel which had 14 900 subscribers.

The Department continues to engage in two (2) way communication with the public through responding to comments on posts and replying to direct messages and emails received on the info and webmaster inboxes.

#### **Under-achievements:**

Hosting website onto a cloud: The website has not been moved to a cloud due to bid processes that are still underway. A web server has been procured and prepared to host the website in the interim.

## Information Resource Centre (IRC):

**Management and Processing of Library Acquisitions:** There were no new books purchased due to financial constraints. Total books, journals, pamphlets, posters, and digital resources were 14 533 media items, fiction, non-fiction, and reference resources. Daily and weekend newspapers have been stopped and digital newspaper subscriptions are being investigated.

**Membership:** There are 615 borrowers. The circulation desk has been successfully managed, for the borrowing and returning of library items as a mandate of the IRC.

**Management of the adherence to the Legal Deposit Act, 1997:** Legal Deposit has been made to the National Library of South Africa (NLSA) in compliance with the Legal Deposit Act, 1997 Act. No 54, to preserve and archive the Department's produced publications and create national heritage.

**Maintenance of appropriate Library environment:** The IRC is open every day from 08:00 to 16:00, Monday to Friday.

The IRC environment is always conducive to users accessing reports, records and other DBE publications at their leisure and comfort.

**Marketing and Advocacy:** Monthly exhibitions and displays are done on the IRC display table according to the books' commemoration days. Other units make display requests and the IRC arranges according to the theme.

**Internet Access:** Unrestricted access to the internet is not being provided to patrons for social media i.e. Instagram, Facebook, Twitter, and other enriching platforms.

### Under-achievements:

Due to a prolonged non-placement of a librarian assistant in the IRC, there are operational backlogs, the IRC is short-staffed and managed by only the Librarian. Recommendations have been made to HR.

### Internal Audit

There were 13 planned audits, 12 assurance audits completed and seven (7) various ad hoc consulting services on tenders, from the closing of the tender process; technical committee; BEC and BAC. Three (3) other consulting audits were conducted and reports for advice or recommendation were provided.

The three-year rolling risk-based audit coverage plan 2022-23 was prepared, reviewed, and inputs were obtained from management and approval was granted by the Audit Committee in April 2022.

The three-year rolling risk-based audit coverage plan 2023-24 was revised, updated, and management inputs were obtained and presented to the Audit Committee for approval in February 2023.

Internal Audit and Audit Committee Charters for 2022-23 were reviewed, and updated and presented to the Audit Committee for approval. Staff performance agreements were prepared, approved, and submitted to the Human Resources unit.

The operational plan was updated and finalised for the 2022-2023 financial year.

The Risk Operational Register was updated and finalised for the period under review.

The following are completed audits:

- A review of the Annual Financial Statement 2021-2022 was completed and a report was issued;
- A review of the Annual Report 2021/22 – Programme 2, was completed and a report was issued;
- Review of the Annual Report 2021/22 Programmes 3 and 4, report was completed and with management comments;
- Review of Logistical Information System (LOGIS - General Control review on security and logical access report was completed, management comments were obtained from relevant manager and final comments from the Branch Head were received;
- PYEI project audit review and 84 schools were visited, and a report was completed and issued;

- Various ad hoc consulting reviews on tenders, closing of a tender process, technical committees, BEC and BAC reports were shared with BAC and SCM to address findings;
- A follow-up review on SCM Stock Ordering and Management was completed with management comments obtained from relevant managers and the Branch Head;
- Ad hoc review and advice report was prepared and presented to SCM on the Novus Holding and Novus Print VAT matter;
- MST – Conditional grant, the audit was completed and the report was discussed with management;
- National Teacher Awards adjudication process audit review and follow-up was completed and comments were obtained from the relevant management;
- Ad hoc review and advice report was prepared and presented on Entsika Consulting claim documents review;
- Consulting review was done on the Lebone Paarl Labels query by the Hawks;
- Performance Information second quarter audit review was completed, comments were obtained from relevant line functions coordinated with Strategic Planning and Reporting;
- ASIDI – TMT Limpopo SCM process review, contractors' payment review and follow up on previous findings audit was completed;
- PPP agreement procurement follow up review, the report was discussed with relevant managers, completed; and agreed actions were obtained; and
- Quarter 2 Interim Financial Statement review report was discussed and shared with the relevant managers and agreed actions were obtained.

The following are audits still in progress:

**Risk Management:** The Risk Management Implementation Plan 2022-23 was reviewed, updated and presented to the Risk Committee for approval.

During the financial year, the Risk Management Strategy, Charter and Policy were reviewed, updated and presented to management for inputs and risk committee for adoption and subsequently the strategy and charter were approved by the Director-General.

**Strategic Risks:** The Strategic Risks with alignment to the Five-Year Strategic Plan was reviewed, and updated with executive management inputs. It was presented to Senior Management for confirmation and approval.

The strategic risks report was shared with the Risk Committee and approved by the Director-General. It was presented to the Audit Committee.

Branches were engaged to confirm the mitigation strategies on the strategic risk register for owner allocation and to ensure effective follow-up on the monitoring of the strategic risks identified and approved.

**Operational Risks:** A signed Director-General communication to all Branches for quarterly submission dates in the year was circulated. Operational risk registers were updated by each Branch, and quality assurance reviews were affected.

All Branch Risk Registers were signed and monitored in the year. Risks were monitored on a quarterly basis and reported to the Risk Committee and the Director-General.

**Quarterly Reporting and Risk Management Meeting:** Briefing meetings with the Director-General and the Chairperson of the RMC were held on the progress of risk management activities. Three (3) Risk Management meetings were held for the quarterly reviews of Risk Management activities and monitoring of progress on mitigation plans and emerging risks.

The Project Risk Register was updated and monitored in the following areas: PPP agreement, ICT, SCM, Coding and Robotics; and ECD.

**Risk Management Awareness sessions or training:** Awareness training was conducted for new officials during the induction programme. A Risk Committee induction session was conducted in October 2022. Training for nominees from the Branches was coordinated by the Institute of Risk Management South Africa (IRMSA). One-on-one sessions were held with line functions.

**Risk Maturity Assessment:** The Risk Maturity assessment report 2021/22 was presented to the Risk Committee and the Audit Committee with areas for focus for improvement during the year.

A Risk Maturity Assessment was conducted for the 2022/23 financial year. The report was presented to the RMC in March 2022 with emphasis on areas of focus for improvement.

A progress report was shared with the risk committee on the survey feedback obtained. The report was presented to Risk Management Committee in March 2022. Areas that need further attention and strengthening were identified which will strengthen training plans.

#### **Under-achievements:**

Verification of risk action plans implemented – verification of action plans was not conducted due to capacity constraints. The process will be conducted in the next financial year. A combined assurance approach will be applied to validate progress on mitigation plans.

**Investigations:** Ten (10) investigations were conducted and finalised as follows:

RICTS Holdings investigation was conducted, and the investigation report was revised in August 2022 and shared with Labour Relation and the Director-General for further action. Rural Education Access Programme (REAP) irregular expenditure investigation was finalised and comments were obtained from the relevant managers affected and the report was issued. The REAP investigation report was finalised and all comments were obtained. TCN Architects – Fruitless and wasteful expenditure was investigated, comments were obtained from all affected managers and officials, and the report was issued, in May 2022. TCN Architect, fruitless and wasteful expenditure was investigated, the report was revised after consideration of additional comments obtained from all affected managers and officials, and a report was issued. The report was discussed, additional information was reviewed, revised and finalised in December 2022. The TCN investigation was finalised with additional statements.

Irregular expenditure on the Construction Industry Development Board (CIDB) AGSA finding on Modular Structure tender, the report was completed and presented to the investigation committee. Subsequently, the report was shared with AGSA to consult with their Technical Office. The irregular expenditure report on two (2) cases on CDC – EC, the information was reviewed and analysed and a report was completed and presented to the investigation committee. The inputs raised by the investigation committee were further investigated and the report was updated and finalised.

The analysis of the possible irregular expenditure was conducted, and the comments were obtained to finalise and the discussion with the affected line function was held. The DBSA Mxhume Senior Secondary School fruitless and wasteful expenditure investigation was completed, comments were obtained, a report was finalised and the letter to the CEO to communicate the loss incurred as a result of fruitless and wasteful expenditure was issued. DBSA response was received to obtain a legal opinion.

A verification report was conducted and finalised for the two (2) schools for incomplete projects of KZN DoE and the report was issued to the province HoD and shared with EIG management. A follow-up on National Anti-Corruption Hotline (NACH) cases and progress report was submitted to the Director-General for approval and submission to the Public Service Commission (PSC). The meeting with the PSC advised that cases for the province should be referred to them. A letter for referral of four (4) cases was submitted to the PSC. A NACH letter on Gauteng cases was prepared, approved and submitted to the PSC. TMT Irregular expenditure, two (2) letters were approved and submitted to the Implementing Agent and a response was received. CDC irregular expenditure letter was prepared, approved and submitted to the Implementing Agent.

Table 16: Report against the tabled Annual Performance Plan

Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	**Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	Valid invoices paid	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	99.12% 14 129/ 14 255	99.85% 27486/27527	100%	100% 34688/34688	No deviation	Not applicable
	Resolved misconduct cases reported	1.1.2 Number of reports on misconduct cases resolved within 90 days.	4	4	4	4	No deviation	Not applicable
	Skilled officials	1.1.3 Number of capacity building programmes offered to the DBE officials.	Q1: 0 Q2: 2 Q3: 13 Q4: 4 Total: 19	20	14	24	10	The deviation is due to the higher demand for training. Some of the training requests arose from the outcome of performance assessments where skills and training needs were identified.
	Conditional Grants Quarterly Reports submitted	1.1.4 Number of Schedules 4 and 5 Conditional Grants Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	-	-	28	20	-8	The reports were submitted 4 days later than 45 days. Late submission of PEDs reports to DBE affected EIG and ECD. The SIBG report was also delayed for finalisation.
	Annual Performance Plan approved	1.2.1 The Annual Performance Plan is approved by 31 March each financial year.	2021/22 APP approved by March 2021	2022/23 APP approved by March 2022	2023/24 APP approved by March 2023	2023/24 APP approved by March 2023	No deviation	Not applicable
	Quarterly performance information submitted	1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter.	Four Quarterly Reports submitted to NT and DPME 30 days after the end of each quarter	4	4	4	No deviation	Not applicable

**Table 17: Sub-programme expenditure**

Sub-programme	2022/23			2021/22		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Ministry	47 729	47 599	130	38 001	37 485	516
Departmental Management	108 167	104 630	3 537	96 990	96 932	58
Corporate Services	81 496	80 384	1 112	75 668	75 246	422
Office of the Chief Financial Officer	89 518	89 210	308	83 770	83 369	401
Internal Audit	8 674	8 461	213	8 858	8 739	119
Office Accommodation	233 998	233 975	23	230 035	229 998	37
<b>Total</b>	<b>569 582</b>	<b>564 259</b>	<b>5 323</b>	<b>533 322</b>	<b>531 769</b>	<b>1 553</b>

### Linking Performance with Budgets

Programme 1: Administration has spent 99.07% of its allocated budget. The Programme has further achieved all its pre-determined objectives set for the financial year with the exception of Conditional Grants indicator. The recorded expenditure performance ensures that Programme 1 lives true to its purpose to provide strategic leadership, management and support services to the Department. The contrinution has been provided towards improved information and other systems, which enables transformation, an efficient and accountable sector and contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning.

### Strategy to overcome areas of underperformance

The Programme has recorded an underperformance on the indicator that measures the number of Schedules 4, 5 and 6 Conditional Grants Quarterly Performance Reports submitted to the National Treasury (NT) 45 days after the end of each quarter. The indicator ensures the DBE continues with the strategic use and monitoring of conditional grants and other funds to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goal. The reports were submitted four (4) days later than 45 days. Late submission of PEDs reports to the DBE affected EIG and ECD. The SIBG report was also delayed for finalisation. The DBE will work collaboratively with Branches and PEDs to monitor timelines and communicate challenges and resolutions to ensure the conditional Grands are processed and finalised within the stipulated timeframes.



## 4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

### 4.2.1. PURPOSE

The purpose of Programme 2 is to develop curriculum and assessment policies and monitor and support their implementation.

### 4.2.2. LIST OF SUB-PROGRAMMES

Curriculum Implementation and Monitoring; and Curriculum and Quality Enhancement.

### 4.2.3. OUTCOMES

- **DBE Outcome 1:** Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.
- **DBE Outcome 3:** Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.
- **DBE Outcome 4:** Advanced development of innovative and high-quality educational materials.
- **DBE Outcome 5:** Enhanced strategic interventions to assist and develop provincial education systems.

### 4.2.4. OUTPUTS

- Schools monitored on implementation of CAPS;
- Learner subject passes in NSC/ SC through SCMP obtained;
- Children/ Learners with Profound Intellectual Disabilities supported;
- Policy on Screening, Identification, Assessment and Support (SIAS) implemented;
- Early Childhood Development fully migrated;
- Implementation of the National Curriculum Statement monitored;
- Increased Bachelor Level Passes;
- Entrepreneurship education implemented in schools;
- Implementation of General Education Certificate (GEC) monitored;
- Technical Occupational Stream piloted;
- Pilot on Coding and Robotics curriculum monitored;
- Implementation of reading norms monitored;
- Implementation of Incremental Introduction to African Languages monitored;
- Implementation of Early Grade Reading Assessment (EGRA) monitored;
- Implementation of multi-grade toolkit monitored;
- Implementation of National Reading Plan monitored;
- Availability of readers monitored;
- Utilisation of ICT resources monitored;
- Workbooks provided to schools;
- Learner textbooks on Mathematics and EFAL provided;
- Lesson plans developed;
- Special schools' access to electronic devices monitored;
- Provision of ICT devices monitored;
- Capacitated teachers in inclusion;
- Learners admitted to public special schools;
- Public special schools serving as resource centres monitored; and
- Focus schools established.

### 4.2.5. PROGRAMME OVERVIEW

The Programme 2: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the Basic Education Sector. The indicators in this Programme are fundamentally directed towards improving learner performance as captured in the *Action Plan to 2024: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals on learner performance:



### Action Plan Goals on Learner Performance

Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.

Goal 2: Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and Mathematics competencies for Grade 6.

Goal 3: Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and Mathematics competencies for Grade 9.

Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.

Goal 5: Increase the number of Grade 12 learners who pass Mathematics.

Goal 6: Increase the number of Grade 12 learners who pass Physical Science.

Goal 7: Improve the average performance of Grade 6 learners in languages.

Goal 8: Improve the average performance of Grade 6 learners in Mathematics.

Goal 9: Improve the average performance of Grade 8 learners in Mathematics.

Goal 10: Ensure that all children remain effectively enrolled in school for at least up to the year in which they turn 15.

Goal 11: improve the access of children to quality Early Childhood Development (ECD) below Grade 1.

Goal 12: Improve the grade promotion of learners through Grades 1 to 9.

Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

### 4.2.6. PROGRAMME PERFORMANCE INFORMATION

#### Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

### CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

#### MST, E-Learning and Research

**Technical Schools:** 18 Technical Schools were monitored for the implementation of the CAPS.

The DBE monitored 18 schools for Coding and Robotics implementation. Two (2) schools were monitored in the first quarter, ten (10) schools in the second quarter, two (2) schools in the third quarter and four (4) schools monitored in the last quarter. The target for the 2022/23 financial year was 18 schools in total.

**The Coding and Robotics** workshop took place from 20-29 March 2023. The workshop managed to quality assure the Foundation, Intermediate and Senior Phase curriculum to ensure alignment and progression of content within and across grades. The Foundation Phase is 90% completed and the Intermediate and Senior Phases are at 70% complete. The strengthened curriculum for the Foundation Phase was submitted to DBE and a further workshop to complete all phases is planned for April 2024. The final curriculum for Grades R-9 will be submitted to Umalusi in July 2024.

The DBE targeted to monitor 27 schools for the current year. All schools were monitored and completed by Quarter 3.

**Procurement and Distribution of ICT Resources:** The two (2) HEDCOM ICT Subcommittee meetings were held on 12-13 July and 23-24 January 2023, respectively. The one-on-one meetings were held with all nine (9) provinces to assess progress on ICT implementation. The ADEA remote education benchmarking toolkit was piloted and concluded in five (5) provinces: Eastern Cape, Mpumalanga, Limpopo Province, KwaZulu-Natal and North West. A remote and Digital Learning 2022 Campaign plan was developed and distributed to all provinces. An online survey regarding the remote and digital learning campaign – Woza Matrics and Tswelopele was conducted in all nine (9) PEDs. The Online Schools Framework was developed and approved by the CEM, and the draft was submitted to Umalusi for guidance and further inputs to ensure that the Framework meets the expected standards.

**Focus Schools:** The revision of the Draft Guidelines for the Establishment and Management of Focus Schools was undertaken and completed on 12 September 2022. A Director-General submission for approval to provide the sector with the 2022 Guidelines, the annual reporting template for use by all PEDs and letters to Provincial HoDs requesting that the Department of Education should receive provincial annual progress reports by no later than 31 January 2022, have been drafted.

The 2022 Guidelines for the Establishment and Management of Focus Schools have been produced for distribution to all PEDs. The 2022-23 reporting template to be used by all PEDs has been revised and produced.

In August, the DBE engaged in a workshop in Polokwane, under the auspices of the Premier, with the Limpopo Department of Education supporting that province's planning for the development of Focus Schools.

The Examination Guidelines for the National Senior Certificate (NSC) were revised in collaboration with the Subject Committee and finalised and submitted to Umalusi.

Concerns arose regarding the intention of the Independent Examinations Board (IEB) to offer a subject also termed 'Marine Sciences' but with significantly diminished content and assessment criteria. A meeting with Umalusi to discuss the matter occurred in September 2022, with the Umalusi-appointed external moderator and the MST Project Manager in attendance.

Complaints were received regarding scheduling the NSC final examination of Marine Sciences and Physical Sciences on the same days, affecting Papers 1 and 2. The matter was resolved, and the revised schedule was issued to the sector in Circular E12 of 2022 - Grade 12 NSC Examination Timetable for October/November 2022. Examination Guidelines have been submitted to Umalusi. A Revised NSC Examinations schedule was published on 14 July 2022.

The development and introduction of Marine Sciences in 2019, with a cohort of 12 NSC candidates from the Western Cape only, increased to 62 in 2022. Currently, the enrolment is 121, with learners from five (5) provinces: Eastern Cape, Gauteng, KwaZulu-Natal, Northern Cape, and Western Cape. 35 learners are being taught online through the Two Oceans Aquarium, bringing the total enrolment for Grade 12 to 156 nationwide. The DBE convened a first face-to-face subject committee meeting with all teachers between 24 and 27 March 2023 in Fish Hoek, where curriculum matters were discussed and, in the main, resolved, including revisions of the Examination Guidelines for 2023. Based on experience teaching this new subject and the need to distribute the examinable content between Papers 1 and 2 more evenly, content topics were rearranged across and within the three years of this course.

The DBE produced the Academic Stream's draft curriculum in-house by September 2022. Content for the specialisations in the Vocational and Occupational streams is needed to align these curricula with the needs of the aviation sector. The requisite knowledge and expertise reside outside the DBE. Consequently, a virtual meeting with sectoral role-players was convened on 24 January 2023 to engage these agencies, academic departments, and statutory bodies in the development of learning frameworks for the sub-specialisations, leading to the production of their respective CAPS.

In line with Circular S1 of 2022 regarding e-commerce curriculum developments, an engagement was sought with the Chinese Cultural Centre. Subsequently, Chinese curriculum documentation was received in July 2022 for review and adaptation into a possible DBE Draft CAPS Curriculum.

In August 2022, the DBE facilitated engagements between the Gauteng Department of Education manager of the Schools of Specialisation/Focus Schools programme and the Chinese Cultural Centre for their consideration to introduce elements of the Chinese e-commerce and entrepreneurship curriculum. This work is ongoing.

### **Enhancement of Programmes and Evaluation of School Performance**

**Workbooks:** On 30 March 2022, the DBE received, cleaned, and analysed data to inform the printing and delivery of workbooks for the 2023 academic year. For the 2022/23 Financial year, the DBE printed a total of 57 750 810 Grades R to 9 Volumes 1 and 2 workbooks for use by learners during the 2023 academic year. A total of 59 775 520 (including the surplus stock from the previous year) Grades R to 9 Volumes 1 and 2 workbooks has been delivered to 22 704 public schools that placed orders.

**Development of LTSMs for Three Stream Curriculum:** During 2022/23, the Department managed to take the process of developing LTSMs for Occupational and Vocational-oriented subjects forward. A total number of 48 out of 52 Vocational Oriented subjects had the LTSM developed, whereas a total number of 198 out of 208 LTSM has been developed for Occupational subjects.

**Utilisation of workbooks:** Submission and circular S9 of 2023 have been drafted for approval with the Director-General to inform provinces to provide reports on the utilisation of workbooks for the 2023 academic year. The submission dates are June and October 2023 for Volumes 1 and 2, respectively. For 2022, a submission was approved for Circular S13 of 2022 to use Google Forms to collect data and submit reports on monitoring the utilisation of Grade R-9- workbooks for the 2022 academic year. This circular was forwarded to provinces. Provinces submitted their 2022 reports, and DBE has started collating the report and comparing it to the information from the Google form report.

## Development of State-Owned Resources:

**Grade R Integrated Teacher Manual:** The Department conducted a workshop from 13-17 March 2023 to quality assure the Grade R Integrated Teacher Manual. Term 1 is completed, and inputs have been forwarded to the Developers for consideration. A second workshop to further quality assurance and check on the recommendations implemented by Developers is planned for 15-19 May 2023.

**Grades 1-3 Mathematics textbooks:** A workshop to quality assure the versioned Grades 1-3 Mathematics textbooks and Teacher Guide into ten (10) Official African languages was held on 14-20 March 2023. Nine (9) languages completed quality assurance of the versioned Grade 1 textbooks with an exemption of Setswana. Grade 2 Afrikaans completed all terms, and IsiXhosa completed term 1.

**Progress on the procurement and delivery of LTSM for the 2023 academic year:** Provinces reported 100% delivery of textbooks and stationery to schools. For the 2024 procurement, a DBE LTSM sector Plan was provided to provinces to develop LTSM provincial management plans aligned to the DBE sector plan.

**Revised prices for Grades 7-9 and 12 Catalogues:** Publishers were requested to submit revised prices only for Grades 7 to 9 and 12. Publishers submitted revised prices. The DBE verified and consolidated the revised prices for these grades for use to procure from 2022 to 2024.

**Meetings for the Advisory Committee for Braille and Large Print:** A submission was approved with the scheduled meetings for 2022. The meeting dates were communicated to the Advisory Committee Members. The Advisory Committee drafted a ministerial report, which was presented to the Minister.

**Provincial monitoring for Mathematics and English Second Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12 (SOI 216):** The Department developed a reporting template and forwarded it to provinces. The provincial reports were received, analysed, and consolidated to make a Sector report.

**LTSM Additional reporting:** The Department received and responded to queries related to the material to be included in the National Catalogue.

### Under-achievements:

**LTSM electronic system:** after considering all the concerns coming from the provinces. The Department to address and further develop the system.

## Rural Education

**National Framework for Rural Education: Enhancing Access, Equity and Quality in Rural Schools in South Africa:** On 11 March 2016, the Minister approved the appointment of the Research Team to assist the sector with developing a Rural Education Policy. The Team consisted of seven (7) Core Researchers and a Reference Team of Union Representatives; Non-Governmental Organisations (NGOs) working with Rural Schools; and officials from the DBE, PEDs and other relevant Government Departments. The Research Team used a research and consultative-based approach to develop the Policy.

Various drafts of the Policy went through several consultative processes and presentations until 2018, when the Department advised that it be converted into a Framework. The Policy was reworked as a Framework and went through consultative processes until it was finally presented on 6 July 2022, where it was approved.

The approval of the Framework was followed by a process of preparing the document for wider dissemination. In December 2022, the National Framework for Rural Education was published on the DBE website.

The Director-General prepared and approved a submission for Advocacy of the Framework in provinces on 28 February 2023. Advocacy sessions in provinces will commence during the first quarter of the 2023/24 financial year.

**Rural Education Access Programme (REAP):** The REAP was a project aimed at piloting the use of Education Assistants in rural schools to improve the quality of education. It also aimed to enhance the livelihoods of the youth in rural communities. The project was implemented in three (3) provinces (two (2) districts in each province) from June 2018 to March 2021. Following the project's official end date in 2021, the Department worked on finalising the outputs during 2022. The project Close-out Report was prepared and submitted to the National Treasury. The following research outputs were also finalised and published on the DBE website in December 2022:

- REAP Research Report: Towards a Framework for the Effective Deployment of Education Assistants in South African Rural schools;
- Executive Summary of the REAP Report; and
- Mindmap to effective Learning, Enhanced Teacher Wellbeing and Improved Livelihoods (a magazine succinctly capturing the project activities and findings).

Development of a draft of a National Framework for the Effective Deployment of Education Assistants in South Africa, which is the project's final output, continued during the 2022/23 financial year. Progress reports have been presented quarterly at the Inter-Provincial Rural Education Committee (IPREC) meetings during 2022 and 2023. These reports have also been submitted to the DBE Branch management quarterly.

**Edulution Project:** The project is implemented in partnership with Sešego Foundation and utilises Technology to deliver NCS-aligned Mathematics content to Grades 4 – 6 learners in rural primary schools. It is a “catch-up” project which seeks to bring learner performance up to the grade-appropriate level. The project is implemented in KwaZulu-Natal and Mpumalanga and has two (2) main goals as follows:

- to improve the educational outcomes for learners who participate in the programme through regular testing and tracking individual progress and results; and
- to reduce unemployment and promote enterprise development in rural communities by providing jobs for previously unemployed youth to become coaches.

Young people from surrounding communities are recruited and trained as coaches to facilitate the sessions. During the 2022/23 financial year, 70 coaches in 24 centres (schools) served over 7 400 learners.

KwaZulu-Natal was ravaged by floods, where the Edulution schools were severely affected. The DBE officials visited all Edulution Schools from 25 April to 6 May 2022 to assess the impact. The monitoring revealed that all Edulution sites in KZN had been affected to varying degrees, with many learners (and families) displaced and losing various school materials (school bags, uniforms, and books). Officials facilitated assistance through food parcels donated and distributed to the schools and learners in June 2022. Furthermore, the DBE provided psycho-social counselling to affected learners later in the year.

The project was extended to Mpumalanga, and officials of the DBE monitored the baseline assessment conducted in ten (10) schools from 09 to 13 May 2022.

DBE officials also undertook monitoring and support visits to schools in the two (2) provinces on the following dates:

- 3 – 4 August 2022 (KwaZulu-Natal);
- 10 - 12 August 2022 (Mpumalanga);
- 31 October - 2 November 2022 (Mpumalanga); and
- 28 - 29 November 2022 (KwaZulu-Natal).

On 12 – 19 December 2022, Specialists from four (4) provinces (Eastern Cape, Gauteng, KwaZulu-Natal and Mpumalanga), as well as representatives of Edulution, and DBE convened in Gauteng for a workshop to review and align the content used in Edulution to the Revised ATPs. This activity was completed and resulted in more streamlined content.

**Enabling Schools Project in the North West:** This pilot project is led by the University of Pretoria and implemented in partnership with the University College London, the DBE and the North West Department of Education. The project is implemented in schools in the Mafikeng sub-district. The project targets learners in the Foundation Phase (children aged 6 to 9) and foregrounds 'reading for joy' as essential for promoting quality education and achievement. It also foregrounds school leadership as a key element for enabling schools to deliver quality education. The project also emphasises health and wellbeing as envisaged outcomes and regards schools as enabling spaces for achieving the envisaged goals. 65 young people from the surrounding communities of pilot schools were recruited and trained as Community Reading Champions (CRCs) to facilitate reading in schools.

A project close-out event was held on 4 November 2022 at Slurry Primary School to mark the end of the project. Completion of 306 Story Booklets, which learners wrote during the project life. The booklets are written in the Setswana language.

The launch of mini-libraries in pilot schools was 306 Story Booklets in Setswana, developed by the learners over the year and handed over to the schools from 21 – 24 February 2023. An official dissemination event of the project was held in Mafikeng on 27 March 2023.

The University of Pretoria hosted an official project dissemination event on 3 March 2023, where the DBE was one of the main speakers, alongside the University of Pretoria's Vice Chancellor, the Dean of Education, the Director of the Centre for the Study of Resilience; as well as a professor of Leadership and Director of University College London,

**The Education Partnership Group Project (EPG) on School Leadership and Accountability:** The DBE is collaborating with the EPG to implement a project promoting accountability and excellence in school leadership. The project will be implemented in Limpopo and Mpumalanga. The project is in the early stages of implementation, and preparatory meetings between the partner EPG and DBE took place in February and March 2022. Following successful engagements between the DBE and EPG and provinces, a formal proposal was prepared by EPG in July 2022. This paved the way for the conclusion of a partnership agreement.

A draft Memorandum of Agreement was developed and discussed between DBE and EPG in November 2022. The agreement's finalisation was delayed by EPG's compliance documents, which were picked up by the DBE's Legal Services Section during the vetting processes. The agreement will be finalised once all compliance is received, and implementation is expected to commence in the 2023/24 financial year.

**Inter-Provincial Rural Education Committee (IPREC) Meetings:** An IPREC was established to discuss support for rural and multi-grade teaching schools. The Committee comprises officials attached to rural education from the DBE and the nine (9) provinces and social partners. Occasionally, other stakeholders are invited to the meetings to present their projects that support rural and multi-grade teaching schools.

The Committee meets quarterly, and four (4) meetings were successfully convened during the year:

- 23 – 24 March 2022 in Pretoria (at the DBE);
- 23 – 24 June 2022 in Mpumalanga Province;
- 22 – 23 September 2022 in Western Cape; and
- 17 – 18 November 2022 in the North West.

At these meetings, provinces shared progress on programmes and projects aimed at supporting rural schools and good practices.

**Rural Education Study Tour:** The DBE and Rural Education in all provinces embarked on a Study Tour in the Western Cape from 19 – 21 September 2022. During the Tour, officials visited a total of eight (8) schools in the three (3) mostly rural districts of the Western Cape Education Department (WCED); namely:

- Eden and Central Karoo district;
- Overberg district; and
- Cape Winelands.

The five (5) schools visited were two (2) multi-grade teaching schools, an Agricultural High School and two (2) schools focussing on skills. Officials observed and learnt about different strategies for supporting rural and multi-grade teaching schools, partnership models for infrastructure provision, and lessons for running Schools of Skill and Agricultural Schools.

#### **Under-achievements:**

The Department could not monitor and support the projects implemented due to insufficient funding during the last quarter of the financial year.

**Conditional Grants:** Non-financial performance for the 2022/23 financial period.

**Table 18: MST Conditional Grant**

Grant Outputs	Progress on Grant Outputs during the Third Quarter by Provinces
Information, Communication and Technology (ICT) Resources	758 MST Schools (40: Eastern Cape, 0: Free State, 143: Gauteng, 5: KwaZulu-Natal, 158: Limpopo, 162: Mpumalanga, 176: Northern Cape, 49: North West and 25: Western Cape) were supplied with Information, Communication and Technology (ICT) resources such as laptops, tablets and software for Mathematics, Science and Technology curriculum to support curriculum and teaching methodology at FET level.
Workshop Equipment, Machinery and Tools	184 MST Schools (15: Eastern Cape, 41: Free State, 0: Gauteng, 8: KwaZulu-Natal, 24: Limpopo, 54: Mpumalanga, 10: Northern Cape, 0: North West and 32: Western Cape) were supplied with equipment, tools and machinery for Technology to support the curriculum and practical teaching methodology at FET level.
Laboratories and Workshop Equipment Apparatus and Consumables	524 MST Schools (100: Eastern Cape, 96: Free State, 0: Gauteng, 30: KwaZulu-Natal, 83: Limpopo, 24: Mpumalanga, 71: Northern Cape, 0: North West and 120: Western Cape) were supplied with consumables and subject related apparatus to support the curriculum and practical teaching methodology at FET level.
Learner Support	90 723 Learners (8850: Eastern Cape, 30000: Free State, 573: Gauteng, 7377: KwaZulu-Natal, 6127: Limpopo, 5000: Mpumalanga, 4 257: Northern Cape, 5 804: North West and 22 735: Western Cape) were funded to participate in Mathematics and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations.
Teacher Support	9 504 Teachers (450: Eastern Cape, 500: Free State, 0: Gauteng, 1036: KwaZulu-Natal, 2001: Limpopo, 2 835: Mpumalanga, 597: Northern Cape, 470: North West and 1615: Western Cape) were trained during 2022/23 financial period.

The following table indicates the number of Mathematics, Science and Technology schools visited in each province during the 2022/23 financial year:

**Table 19: MST schools' visits**

PED	FIRST QUARTER		SECOND QUARTER		FOURTH QUARTER	
	TARGET	ACHIEVED	TARGET	ACHIEVED	TARGET	ACHIEVED
Eastern Cape	8	8	8	8	8	0
Free State	8	8	8	8	8	8
Gauteng	8	8	8	16	8	8
KwaZulu-Natal	8	6	8	8	8	8
Limpopo	8	8	8	8	8	6
Mpumalanga	8	8	8	8	8	8
North West	8	8	8	16	8	8
Northern Cape	8	6	8	16	8	8
Western Cape	8	8	8	8	8	8
<b>Total</b>	<b>72</b>	<b>68</b>	<b>72</b>	<b>96</b>	<b>72</b>	<b>62</b>

## CURRICULUM, IMPLEMENTATION AND MONITORING

### Three Stream Model

**Three Stream Model - Education for Employability Project Administration and Management:** The Three Stream Model (TSM) Education for Employability (E4E) programme supported the Learning and Teaching Material.

The Department is sourcing suitably qualified material developers/writers for the Vocational/Occupational subject in Ancillary Health Care for Grades 8 and 9 in the GET Phase. Seven (7) potential developers were identified.

The Department conducted a workshop from 21 - 29 November 2022 in Ekurhuleni, Gauteng. This workshop was on developing final learning and teaching material in various subjects, which could not be completed during the previous material development sessions. Material outstanding in specific subjects in the Vocational Stream – Grades 8 and 9 was completed.

Following the approval of a Director-General (DG) submission, communication was developed in the form of Circular 1 of 2023 to inform schools participating in the E4E pilot and other interested parties on the “availability of Grade 8 and 9 Vocational oriented and Years 1 to 4 Occupational subjects’ Learner Books and Teacher Guides on the DBE website.”

Information and supporting documentation on teacher and Subject Advisor training in the theoretical aspects of Vocational and Occupational subjects at Grades 8 and 9 in the General Education and Training (GET) Phase and Years 1 to 4 in the Schools of Skill were collected.



In promoting the prospects of the development of career development for learners in the Basic Education Sector, as part of the E4E programme, the PMU assisted the Department of Higher Education and Training's (DHET) seconded official at the DBE in developing a plan for envisaged career development exhibitions in selected provinces.

The General Education Certificate (GEC) workstream was provided with the E4E Business Plan for clarity concerning the availability of an appropriate budget for various aspects, including Event Management and Stakeholder Engagement.

The Department prepared and delivered various presentations to different fora with respect, especially to the implementation of the TSM, as well as coordination of the E4E programme within the DBE. The DBE supported preparations and arrangements for the practical training of teachers and Subject Advisors in the Eastern Cape Province who deliver Vocational and Occupational subjects at ordinary public schools and Schools of Skill in the GET Senior Phase.

**Three Stream Model – Education for Employability Meetings:** Collaborated with the National Education Collaboration Trust (NECT) Education Technical Assistance Office (ETAO) to arrange and manage workstream meetings and related activities. Participated in three (3) DBE TSM Project Steering Committee (PSC) meetings, two (2) ETAO Reference Group (RG) meetings, two (2) E4E RG meetings, two (2) E4E PSC meetings, two (2) ETAO PSC meetings, and three (3) Teacher Development and Curriculum Management (TDCM) meetings. A meeting with a Non-Profit Organisation – INANI Incubation Accelerator - on the possible development of a Memorandum of Agreement (MoA) between the organisation and the DBE.

**EU-E4E Technical Assistant Team (TAT) Engagements and Interventions:** The PMU attended briefing sessions on the E4E programme at the European Union (EU)-E4E TAT office; participated in various preparatory engagements with the Senior Non-Key Expert (SNKE) responsible for Policy Development at the TAT office; attended a briefing session at the National Treasury (NT) office with TAT officials on the development of the E4E "Payment File 3" for funds disbursement from the EU to the NT for the E4E programme.

The DBE further participated in the E4E Integrated Business Plan (BP) workshops arranged by the TAT office and participated in capacity building workshops hosted by the TAT Junior Non-Key Experts (JNKE) - as arranged by the TAT office from time to time, for example, The TSM Monitoring and Evaluation (M&E) Framework, development of the TSM Implementation Plan (IP), etc.; took part in the integrated Policy Dialogues engagements involving the TAT and the three-beneficiary partner departments in the E4E programme – the DBE, the DHET and the Department of Employment and Labour (DEL). The PMU attended a meeting and provided an overview report to the newly appointed EU Director responsible for the E4E programme in South Africa.

A presentation on the TSM and E4E programme was delivered during the quarterly session of the Inter-Departmental Career Development Committee (ICDC), which has the following National Government Departments as members: DBE, DHET, DEL, the Department of Public Service and Administration (DPSA) and the DSD. The DBE participated in the E4E Policy Dialogue engagement, where the initially planned 2023 Quarter One international conference was pushed back significantly to allow for appropriate input by the participating departments. The EU-E4E TAT office led the session. The DBE coordinated an intervention by the TAT office to capacitate officials on Instructional Design and Material Development.

**Reports and Presentations on the TSM-E4E Project:** Presentations on the TSM-E4E project were prepared and delivered at various platforms, including RGs, PSCs, the TDCM, Funza Lusaka Annual General Meeting, Career Development Government Forum (CDGF) and Career Development Sector Education and Training Authority Forum (CDSETAF) meeting, Gauteng Department of Education (GDE) Quality Assurance Chief Directorate meeting, and other fora.

The DBE developed activity, budgetary and expenditure reports for the TSM workstreams on the Three Stream Model. The DBE collected and analysed information on subject frequency choices from Schools of Skill.

**Development of TSM Management Tools:** The DBE developed monitoring/audit tools for use by schools participating in two (2) pilots of the TSM-E4E project. The instruments were designed to solicit data and information, which would assist the DBE in appropriately supporting each school in properly implementing the TSM curriculum.

The DBE developed Planning and Reporting templates to be used by the different workstreams in the TSM project. Seven (7) different workstreams would use these tools to plan, budget and report on activities and expenditures in line with the relevant 11 components in the approved EU-E4E DBE Business Plan.

**Policy Development:** The DBE developed a concept note on the E4E policy dialogue on Articulation. The DBE participated in the activities of the E4E Policy Dialogues Coordinating Committee and in conceptualising the TSM Occupational stream implementation at Grades 10 -12 in the FET phase.

**Conferences, Seminars and Workshops:** The DBE attended the GEC Sector Workshop on *Advancing General Education Further for a Brighter Future for 21<sup>st</sup> Century Learners* (2022-07-22 to 23); attended two (2) workshops on the development of a TSM Monitoring and Evaluation Framework (11 August 2022 and 09 September 2022); participated in the TSM Funding Model Framework workstream workshop led by the Government Technical Advisory Centre (GTAC) in the NT (14 September 2022).

#### **Under-achievements:**

Monitoring and Evaluation (M&E) in TSM pilot schools is not yet occurring. This is due to the unavailability of appropriate instruments for the purpose. Refinement and finalisation of recently developed baseline audit tools for use in the M&E function in Vocational and Occupation streams' pilot schools are underway.

#### **Curriculum, Implementation and Quality Improvement (GET)**

The revision of the 2023-24 Annual Teaching Plans, versioning, quality assurance and mediation in all the Intermediate and Senior Phase subjects.

Presentation of the status of the Social Cohesion programmes, such as the Incremental Introduction of African languages (IIAL), was made at a meeting organised by the Commission for the Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities (CRL Rights Commission), an independent chapter nine (9) institution.

The DBE coordinated the National Curriculum and Assessment Task Team (NCATT) meetings and meetings to validate data from the Language in Education Policy (LiEP) rapid assessment.

The DBE facilitated the establishment of the National Language Unit and coordinated the rapid assessment of the LiEP implementation in sampled schools in the nine (9) provinces.

The DBE also participated in coordinating SILN meetings with partners (PILO and Zenex Foundation), the DBE Project Steering Committee and the National Treasury to present updates on the project.

The DBE participated in the preparations for Phase IV of the PYEI, including updating Training Manuals as implemented in Basic Education.

GET participated in various bid committees for the input and approval of Terms of Reference.

**Systemic Improvement of Languages and Numeracy in the Foundation Phase (SILN):** Under component one (1) of the project related to the Provision of a Structured Learning Programme, the Terms of Reference (ToRs) for the provision of manipulatives in Mathematics were approved at the BSC meeting on Friday, 24 February 2023, which also served before the BAC on 8 March 2023.

Under Component four (4) of the project that relates to the provision of Work Opportunities that support the Foundation, the re-worked Terms of Reference for the provision of Classroom Library Boxes was approved on Thursday, 23 February 2023

In relation to the project's Project Finance, the documentation such as the Work plan – Year 1, Gantt Chart, Project Financial Report and the National Treasury Requisition were updated and forwarded to the National Treasury on 19 January 2023.

Other documentation includes a Memorandum of Agreement between DBE and National Treasury to be vetted by Legal Services, a Standing Operating Procedure shared with relevant stakeholders for signature and the Annual Procurement Plan for the SILN project.

**Curriculum Implementation and Quality Improvement Activities:** National Subject Committee Meetings for all the subjects in the three (3) phases, which focused on the implementation of the Recovery Annual Teaching Plans (ATPs), mediation of the 2023-24 ATPs, review of learner performance, plans for the General Education Certificate (GEC) pilot, School Based Assessment and curriculum coverage.

All the Inter-Sen Phases subjects reviewed the ATPs for 2023-24. This included the versioning of the ATPs to all the languages.

Mediation presentations and mediation videos were developed in collaboration with the NECT and to enable.

ATPs for multi-grade schools were also developed and mediated.



## Projects to support Curriculum Implementation:

**Teacher capacity building programme for Economic and Management Sciences:** The training of teachers in Economic Management Sciences was conducted in eight (8) provinces during March 2023. The training targeted certain districts in the provinces, which are Buffalo City, OR Tambo Coastal (EC), Lejweleputswa (FS), Gauteng West (GP), Umgungundlovu and King Cetshwayo (KZN), Capricorn South and Sekhukhune South (LP), Bohlabela (MP), John Taolo Gaetsewe (NC), and Dr Ruth Mompati (NW).

**Entrepreneurship In Schools:** A workshop was conducted on 17 May 2022 in KwaZulu-Natal on Project-Based Learning with Life Orientation Subject Advisors from 11 Districts (Ugu, uMkhanyakude, Pinetown, Ilembe, King Cetshwayo, uThukela, Pinetown, Zululand, uMgungundlovu, uMzinyathi, Harry Gwala, and Amajuba).

The DBE-E<sup>3</sup> Programme was presented at the KwaZulu-Natal Provincial Curriculum Management Meeting.

The Life Skills Integrated Projects for Grades 3 and 6 based on Project Based Learning Methodology was developed.

Revision of the sector plan for Entrepreneurship in Education included engaging with representatives on Key Result Area 4 of the Sector Plan: How the DBE-E<sup>3</sup> programme can support foundational learning.

The Department developed a Concept Note on Entrepreneurship Education for the Policy Dialogue process hosted by the European Union Education for Employability Programme in July 2022.

The Annual Performance Plan evaluation tool for monitoring and evaluating 180 schools and management plan was developed, and compiled a draft list of schools to be evaluated.

The following press release topics relating to the DBE-E<sup>3</sup> programme were distributed to media houses. Preparing teachers for project-based teaching, bridging the Home-School Project-Based Learning Connection, growing youth employment for an inclusive and transformed society, and how can our education system prepare our children to flourish?

Interviews were conducted to promote the DBE-E<sup>3</sup> Programme on the following platforms: SA FM on 2 April 2022, with a reach of more than 800 000 listeners; Cape Talk FM on 9 June 2022, with a reach of more than 950 000 listeners; and Jozi FM on 21 June 2022 with a reach of more than 750 000 listeners.

A DBE-E<sup>3</sup>-related online article was published on [www.africa.com](http://www.africa.com) in May 2022. The website has a reach above 190 500 visitors per month.

The DBE-E<sup>3</sup>'s TeacherConnect platform supported the PYEI by providing data-free communications, digital support and training material for PYEI candidates. Communication material regarding the PYEI was developed and shared with the Department for broader use. Other material developed includes SMS messages, WhatsApp messages, emails, Facebook posts, and Images for a Facebook post.

Statistics and feedback on PYEI registrations and training progress were loaded onto an electronic dashboard.

Curriculum training and Reading Champions training were hosted on the TeacherConnectLearn platform. 62 000 potential teacher assistants registered for the courses. 78% of users completed the course and received certificates.

TeacherConnect supported the 2022 GEC field test by developing the proof-of-concept of an integrated, holistic learner scorecard, assisting SA-SAMS in creating a new 'task' to support Competencies capturing and compiling the online training for GEC.

The Introduction to Project-based Learning Training on the TeacherConnectlearn platform (as per Circular S1 of 2022, which was sent to principals) was launched. To date, 12,979 users have started the course; 2639 have completed the course. The overall uptake on the TeacherConnectchat and TeacherConnectlearn has shown an upward trend: TeacherConnectchat: 175,969 users with 140 610 registrations.

In terms of stakeholder engagement towards strengthening partnerships and research and development, the unit initiated planning for a Parent Campaign, participated in a parent-focused radio interview on the 9 June 2022 on Cape Talk., Open-source parent-focused materials and Sesame Workshop materials loaded on the *Teacher Connect* Platform to support parents and collaborated with NECT on the Sandbox Edhub and the Save the Children Programme.

The DBE engaged with the University of Johannesburg, CURA (an online project-based learning platform aligned with CAPs), the Sustainability Institute (SI) and Community Keepers on building school culture to support skills for a changing world.

A contract was signed with the University of Johannesburg to develop an online open-source textbook to support teacher development. The team worked with North West University to develop short learning programmes for lecturers.

The Research and Development team developed materials to embed the DBE-E<sup>3</sup> approach in UNISA's first-year teacher development module.

As per the table below, the training was conducted in provinces during April-June 2022 for teachers and district Subject Advisors on the Project-Based Learning approach.

**Table 20: Training on Project Based Learning**

Province	Teachers Trained	Officials Trained	No Of Training Events	Total Hours Trained April - June
Eastern Cape	102	23	6	26
Free State	45	4	12	24
Gauteng	430	12	3	22
KwaZulu-Natal	125	6	9	24
Mpumalanga	78	7	6	26
North West	72	6	2	26
Northern Cape	34	39	2	16
Western Cape	83	54	7	26
Total	969	151	47	190

The national coaching workshop and training took place from 29 April to 2 May 2022. 15 DBE-E<sup>3</sup> coaches attended this to provide logistical support for the third-term projects.

**Quality assurance of Learning and Teaching Support Materials for Technical Vocational Subjects for the School of Skills:** The development and quality assurance of Learning and Teaching Support Materials of Vocationally oriented subjects (Languages, Art and Design, Art and Craft, Creative Arts and Life Skills for Year 1-4 and Grades 8-9) took place in the financial year, and they were finalised and submitted in January 2023. The resources quality assured includes Teacher and Learner books.

**Amaze Videos Comprehensive Sexuality Education (CSE):** The Department is currently implementing CSE in Grades 4 – 12 through two (2) subjects, Life Skills (Grades 4 – 6) and Life Orientation (Grades 9 – 12). CSE implementation, teaching, and learning are done through the Scripted Lesson Plans (SLPs) aligned to CAPS. The SLPs are designed to assist educators in teaching Sexuality Education that is within the Life Skills and Life Orientation CAPS, and they are Scientifically accurate, Incremental, age- and developmentally appropriate, curriculum-based, based on a human rights approach, based on gender equality; and culturally relevant and context-appropriate.

The implementation of CSE has been further boosted by the introduction of the AMAZE Video series that has been digitally shared with all provinces in February 2023 to be utilised. The Department has introduced these videos in partnership with the United Nations Population Fund (UNPFA). The videos harness digital media's power to provide young adolescents around the globe with accurate, age-appropriate, and honest sex education.

**Remote Digital Learning:** Radio and television broadcast lessons were aired on the SABC Regional Radio Stations and DBE Tswelopele channel.

#### **Special Programmes:**

**Education for Employability Career Development Training:** The Education for Employability (E4E) project is being implemented in partnership with the DBE, the DHET, and the European Union (EU), and the EU is funding the initiative. The project aims to ensure citizens, especially the youth, receive concerted support towards better employability prospects.

The E4E project has undertaken a series of provincial capacitation workshops during February and March of 2023, targeting Subject Advisors, intending to strengthen the value chain from education to work. The workshops have been done in seven (7) provinces, and the last two (2) workshops will be conducted in April 2022 in KwaZulu-Natal and Eastern Cape. The training is on supporting persons with disabilities, the National Careers Week (NCW), employability skills, and the Competency Framework for Career Development Practitioners in South Africa. Materials are provided in each of these areas.

**History Ministerial Task Team (MTT) Meetings:** The History MTT held virtual meetings on the 25 – 26 February and 17–18 March 2023 to facilitate the writing process of the History Curriculum. Presentation and discussions were undertaken to finalise the content outline, and inputs from the reference team were made to strengthen the section. Writing of Section 2 and 4 content for Grades 4-12 is still in progress. The MTT is working on Chapter 2 of the document, which focuses on the essence of the new curriculum. The dates for Consultative meetings with provinces were identified as February and March 2023, but due to unavailability of funding, the meetings are rescheduled for April and May 2023.

**The National Language Unit (NLU) establishment:** The DBE has collaborated with the NECT to establish the NLU. The NLU aims to develop subject terminology and version CAPS for Mathematics, Natural Sciences and Technology in Grades 4-6. It is envisaged that this will facilitate the utilisation of official African Languages as Languages of Learning and Teaching in the targeted subjects in Grades 4-6. The NLU has conducted a rapid assessment of the implementation of LiEP in a sample of schools in the nine (9) provinces and meetings to validate data gathered from the rapid assessment of LiEP.

**University of Pretoria Creative Arts Critical Friends Project:** The DBE established a critical-friends relationship with the University of Pretoria to track and facilitate research in Creative Arts and Curriculum implementation in the Humanities Education Department. The CES for Creative Arts attended the Education Policy seminar of the Humanities Education Department webinar on 22 September 2022.

**Presidential Youth Employment as Implemented in Basic Education:** Manuals and mediation presentations for the training of curriculum teacher assistants were strengthened for the designated subjects and phases, i.e. Languages and Mathematics in the GET band and Languages and high enrolment subjects in the FET phase. The Training manuals have been uploaded to the Teacher Connect portal.

#### **Under-achievements:**

Under component one (1), which focuses on providing a Structured Learning Programme, the non-appointment of a service provider for the printing resources, even though all Supply Chain Management processes were followed, is deemed an under-achievement.

Under Component Four, relating to the provision of work opportunities (Teacher Assistants) that support Foundation Phase Literacy, no appointment for a service provider was made due to budget constraints despite the ToR being advertised.

#### **Curriculum, Implementation and Quality Improvement (FET)**

**Monitoring Curriculum Implementation:** The DBE conducted Curriculum Implementation oversight visits to 15 districts in five (5) provinces: Limpopo, Eastern Cape, Northern Cape, KwaZulu-Natal, and Mpumalanga. The following districts were visited:

1. Limpopo: (Capricorn North, Mopani West, Vhembe West, Mopani East, Sekhukhune South and Sekhukhune East);
2. Mpumalanga: (Bohlabela and Elhanzeni);
3. Eastern Cape: (Chris Hani East, Joe Gqabi and OR Tambo Coastal);
4. Northern Cape: (Frances Baard, Pixley ka Seme and JT Gaetsewe); and
5. KwaZulu-Natal: (Pinetown).

In all, a total number of 124 schools were monitored.

**Monitoring of Extra Support Classes:** The Department monitored 115 schools/centres programmes in seven (7) provinces, Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Mpumalanga, North West and Western Cape, from 1 July to 14 July 2022. The purpose of the Grade 12 Winter Support Classes was to revise Terms 1 and 2 content, ensure curriculum coverage, strengthen and improve knowledge and understanding of the content, develop and strengthen higher cognitive thinking skills, support learners with learning barriers, and provide motivational support to learners.

Most centres ran for ten (10) days with a contact time of 6 hours daily. About 31.6% of these centres offered more than ten (10) subjects (e.g. English FAL, African Languages, Accounting, Agricultural Sciences, Business Studies, Geography, History, Mathematical Literacy, Mathematics, Physical Sciences, Life Sciences, Physical Sciences and Tourism). It was encouraging to note that smaller subjects, such as Dramatic Arts, Design, Technical Mathematics and Technical Science, were offered in some cases.

The DBE began monitoring Grade 12 Spring Support and Intervention Programmes conducted in all nine (9) provinces between 2-13 October 2022. Officials managed to visit 91 centres that conducted the support classes. Most centres were found to be functional in terms of both learner and teacher attendance. Districts and provincial offices provided teaching and learning materials to guide teachers on which topics to address in various subjects. Nearly all subjects were supported in various provinces, and some centres offered psycho-social support to learners.

**National Subject Committee Meetings:** 14 subject committee meetings were hosted between the 13-26 April 2022. The primary focus of the second subject committee meetings for the year was on Circular S10 of 2022, provincial education department presentations, the National Strategy for Learner Attainment, review and re-alignment of the recovery annual teaching plans and specific subject-related matters of discussion. All subject meetings were conducted over two (2) days, with all provinces being represented.

A total of 14 FET subject committee meetings were hosted between 17-25 October 2022. The focus of the final subject committee meetings was mediating the 2023/24 annual teaching plans to the teachers and analysing the preliminary results alongside provincial last-push interventions. All subject meetings were conducted over two (2) days, with all provinces being represented.

The final subject committee meetings in all GET and FET phases/ subjects were successfully hosted in October 2022. The DBE specialists apprised attendees of the 2023 Annual Teaching Plans amendments alongside the Programme of Assessment mediation presentations. The primary focus of all PEDs presentations was on the “final-push” interventions for the Class of 2022. Provinces provided valuable insight into the strategies to support learners in the upcoming National Senior Certificate examinations. Attendance in all subjects from the provinces was applauded.

**Review of History Curriculum:** The History Ministerial Task Team, to which the Unit provides secretariat services, hosted five (5) meetings to refine the content in Grades 8-12. Repetitions of certain topics between the Grades and phases were removed to ensure content and difficulty level progression from lower Grades to higher Grades. Furthermore, the History Ministerial Task Team conducted six (6) weekend meetings between July and September 2022. The meeting on 29 – 31 July 2022 was set aside to deal with issues on assessment in History.

The meetings reviewed the History content in Grades 4-6, 7-9 and 10-11. Key questions for each Grade were framed and aligned, the integration of organising content according to themes and chronology was debated, and a mixed approach was adopted. Content focus areas for the teacher and assessment for learning questions were addressed for these Grades. Content overload was addressed in some cases with the use of case studies.

The MTT, through the secretariat’s coordination, also conducted meetings on 1-2 October, 21-23 October 2022 and 28-30 October 2022. On 1-2 October 2022, the committee met to finalise the content topics in Grade 12, did content mapping and addressed the issue of repetitions and content gaps on 21-23 October 2022, and met the Reference Team made up of seven (7) members from provincial subject coordinators and examiners to discuss issues of assessment in various Grades, on 28-30 October 2022. The team managed to identify and discuss possible types of tasks (both informal and formal) in preparation for the writing of Section 4 in CAPS. This process will be followed by the writing up of Chapter 2, which defines the new curriculum’s subject, skills and historical concepts.

The History Ministerial Task Team met on 24-26 February 2023 to discuss the inputs of Section 2 of the new History CAPS Curriculum. The section defines the subject and outlines the specific aims, skills and concepts underpinning the new History curriculum. The report is a work in progress regarding Section 2. The team still needs to meet in consecutive meetings to finalise this section.

**Review of Annual Teaching Plans (ATP):** The DBE managed to conduct the review of the ATPs for 2023 in the Languages, Geography, History, Accounting, Business Studies, Economics, Life Orientation, Religion Studies, Tourism, Hospitality Studies, Consumer Studies, Dramatic Arts, Design, Music, Dance and Visual Arts between 23 August until 02 September 2022. PowerPoint presentations to help mediate the ATPs were also developed. All these documents were quality-assured by members of the NCATT.

**Screening of Vocational and Occupational LTSM:** A total number of three (3) workshops were hosted. They included finalising the CAPS policy, LTSM development and quality assurance. The main focus of the last workshop of 13-17 July 2022 was to quality assure all learning and teaching material developed for Years 1-4 and Grades 8 and 9. A total number of six (6) subject specialists across three (3) subjects, namely, Hospitality Studies, Consumer Studies and Personal Care, were quality-assured successfully. The final quality assurance phase will be conducted in the new financial year.

**Evaluation of 2022 National Senior Certificate (NSC) Question Papers:** The DBE evaluated all NSC Question Papers to prepare for the 2022 standardisation process. To date, 57 Question Paper evaluation reports have been developed. These reports are also used during marking standardisation meetings to improve and standardise the marking guidelines.

**2022 Evidence-Based Report (EBR):** The provincial mid-year feedback meetings were hosted in September 2022 between DBE Project managers and Provincial EBR coordinators. Attendees were cautioned against common errors and misconceptions related to the evidence-based reports. Final reports were due on 14 October 2022 to Basic Education. Provincial subject reports in all required subjects were consolidated into one (1) report supporting standardisation, 2022. The report outlines good support initiatives provided to the Class of 2022. The report was presented to Umalusi, outlining standardisation inputs from DBE.

### **Career Development Services:**

**Enabling environment for the delivery of Career Development Services (CDS):** On 21 April 2022, DBE attended and presented at the SA-EU Dialogue conference in Pretoria. The conference focused on presenting the 'Guidelines for career development tools in South Africa'. A total of 120 participants were reached through the hybrid session. The DBE attended and presented at the E4E Policy Dialogue Coordination Committee meeting. The focus of the meeting was EU support to the DBE, DHET and the DEL in piloting and testing policies and actions that can lead to improved cross-departmental collaboration in critical policy areas for the prospects of education and employability of youth, equality, poverty alleviation and growth. A total of 15 officials from the three (3) departments and the EU attended the meeting.

**CDS capacity building:** A total of two (2) Subject Committee Meetings (SCM) were held virtually with the National Career Advisory Committee (NCAC). The purpose of the meetings was to build capacity for an integrated national career service. A total of eight (8) and seven (7) provincial officials attended two (2) meetings, respectively. They have collaborated with the FutureMe official, who presented the Curriculum Vitae (CV) builder and career portfolios to Life Orientation (LO) provincial coordinators during the Subject Committee Meeting (3). A total of eight (8) officials attended the session. CDS exhibited and participated in the three (3) day Strategic Workshop at DBE. The workshop aimed to enrich the Representative Council of Learners (RCLs) towards a stronger Peer Education machinery in South African (SA) schools within a Child and Youth Agency Framework. 60 provincial Educational Management and Governance Management (EMGD), Quality Learning and Teaching Campaign (QLTC) and Youth organisations' stakeholders attended the workshop.

**Provision of career information, advice, and guidance:** A total of two (2) career exhibitions were conducted in Gauteng on 6 May 2022 at Wordsworth Secondary School: Benoni and on 19 May 2022 at Thornridge Secondary School: Montana. The focus of the two (2) career exhibitions was the Apply, Now! campaign (Grades 11 and 12), Subject choices (Grades 8-10), and an advocacy campaign for the 'Three Stream Model'. A total of 1 200 and 805 learners were reached, respectively.

A total of 12 clients were assisted via Telephone, WhatsApp and Email. This service focused mainly on applications for admissions and financial opportunities for the 2023 academic year. The DBE-CDS attended and exhibited at Randburg's Southern African Society for Cooperative Education (SASCE) National Championships. The event aimed to raise awareness and expose learners to different services, including Career guidance as part of The Bullying Prevention Campaign. Over 6 000 participants attended the event.

In collaboration with E-cubed, the Department attended and exhibited the FutureMe World of Work Career Festival at Grand West, Cape Town. The festival was about broadening the career horizons of Grade 10 learners by sharing the job and career opportunities of the Green Economy. Over 4 000 learners from across the Cape Town Metropolitan attended the event.

A total of 16 clients were assisted via telephone, WhatsApp and Email. This service focused mainly on applications for admissions and financial opportunities for the 2023 academic year. Two (2) clients were prepared for interviews, and two (2) other clients were continuously mentored and coached.

**Stakeholder relations:** Two (2) meetings were held with officials from the Department of National Treasury (NT) on 13 May and 20 May 2022 to discuss possible collaboration and explore the possibility of hosting a webinar targeting Grades 10-12 learners. The proposed webinar focuses on educating and engaging learners on the role and possible career opportunities available within the NT. Three (3) provinces, Western Cape, Free State and Mpumalanga, are scheduled to participate in the webinar on 21 July 2022.

**Diagnostic report:** 14 reports covering languages, including South African Sign Language, and 16 selected key gateway subjects, including technical subjects, were developed. They collectively amount to a total of 30 Diagnostic Reports. They covered common misconceptions made by candidates and remedial teaching strategies. These were distributed and mediated at the commencement of the 2023 academic year.



**The Basic Education Sector Lekgotla:** The DBE attended the basic Education Lekgotla held at the Sandton Convention Centre. The officials were invariably appointed as scribes, moderators, and resource persons in the various commissions. The scribes contributed to developing the commission presentations, while the moderators responded, in real-time, to the online questions and comments on the chat box. The resource persons provided valuable information, which enabled commissions to respond appropriately to the tasks.

**Director-General (DG) PEDs' Engagements:** The Director-General conducted engagement sessions with all nine (9) provinces. This comprised a session with office-based officials in the morning and principals in the afternoon. In these sessions, the Curriculum Specialists were appointed in different slots as moderators. In this role, the officials responded to online enquiries or, where they could not respond, alerted the presenters to such questions or enquiries.

### **Inclusive Education**

**Monitoring of the implementation of Inclusive Education:** The DBE conducted oversight visits on the Implementation of Education White Paper six (6) in seven (7) provinces: Limpopo, Mpumalanga, Western Cape, Free State, Northern Cape, KwaZulu-Natal, and Eastern Cape. Two (2) districts were selected per province, making 14 districts visited. The sample of institutions visited constituted one (1) ordinary school, one (1) Full-Service School, one (1) Special School, one (1) Special Care Centre (SCC) and one (1) Child and Youth Care Centre (CYCC) per district. Some districts do not have Special Schools or CYCCs. A total of 59 institutions were visited. A reflection session was held in March 2023 on the oversight visits conducted. The session intended to prepare and consolidate information to compile reports on key findings and recommendations to be shared with the PEDs. Findings suggest that most schools implement Education White Paper six (6) and that provinces and districts support them.

**Coordinating Inclusive Education inter-provincial meetings:** The Department held four (4) inter-provincial meetings for 2022/23.

**Designation, conversion and resourcing of Full-Service Schools (FSS) and the managing of Circular S4 of 2019:** Interprovincial meetings were held in September 2022 and in January 2023 on the progress made in implementing Circular S4 of 2019 on the designation, conversion, and resourcing of full-service Schools. The meeting revealed that there are 760 full-service Schools, of which 656 schools have been assessed as per Circular S4 of 2019, 186 support programmes were provided, and 267 have introduced outreach programmes for their neighbouring ordinary schools. Findings suggest that there are functional full-service schools and those that still require support to fulfil their responsibilities.

**Implementation of the policy on Screening, Identification, Assessment and Support (SIAS), including the management:** The DBE monitored the implementation of the Policy on SIAS. The focus has shifted towards the implementation of the Policy on SIAS. To this end, the monitoring has focused on the following areas: the number of learners screened, learners identified as experiencing barriers to learning, cases successfully resolved by schools, cases referred to the DBST, and cases successfully decided by the DBST by either retaining learner in their current schools or referring them into other schools. For instance, for the period under review, 184 623 learners were screened, 85 168 were identified as experiencing barriers to learning, the schools resolved 45 924 cases resolved 45 924 cases resolved 45 924 cases, 22 826 cases were referred to the DBSTs, 12 885 cases were resolved by the DBSTs, by retaining learners into their current schools and 5 564 cases resolved by the DBSTs, by referring learners to other schools. The reason for focusing on these areas is to ensure that SIAS becomes a mechanism for early identification and intervention.

**Implementing the Policy of Screening Identification Assessment and Support (SIAS) in ECD Centres:** Inclusive Education presented the Policy on SIAS at the ECD Inter-Provincial Meeting to strengthen collaboration between Inclusive Education and ECD. From 16-17 November 2022, a meeting was held in WC to plan to digitise the Policy on SIAS on SA-SAMS operations.

**Management of the Annual Performance Plan (APP) Indicators:** The DBE presented the quarterly and annual reporting tool for approval at the inter-provincial meetings held on 22 July and 21 September 2022, in which seven (7) PEDs were present. After that, an intervention meeting on indicators reporting was held with 17 participants from eight (8) provinces (excluding FS province) in Quarter 3.

**Training of teachers in specialised areas of inclusion disability:** For 2022/23, 53 923 teachers were trained on inclusion. According to training data obtained from PEDs, the Western Cape is the leading province regarding teachers trained in inclusion, followed by the Free State province. Furthermore, the data also revealed that teachers participated in specialised training areas whereby 61 teachers were trained in braille, 305 SASL, 855 in Autism and 52 702 in inclusive programmes such as psycho-social support, accommodations and concessions, reading and numeracy barriers and the strategies for intervention. Notably, the training is beginning to yield positive trends in the provinces, where learners are supported in their current schools.

**Finalisation of the draft procedural manual on accommodations and concessions:** The Task Team on Accommodations and Concessions finalised the procedural manual to assess learners who experience barriers to learning in Grades R-12 during the first term. The amendments were presented to PEDs at the inter-provincial meeting of 22 July 2022 for noting.

**Strengthening special schools by providing ICT platforms and specialised assistive devices:** Liquid Telecommunications supplied and installed ICT and assistive devices in the following provinces: 26 schools in Gauteng and 16 schools in KwaZulu-Natal. Cell-C rolled out to five (5) schools in Eastern Cape, Gauteng, Mpumalanga, KwaZulu-Natal, and North West in the final quarter as part of the Universal Service and Access Obligation (USAO).

**Guidelines for the Resourcing of Inclusive Education:** The DBE completed the Guidelines for Inclusive Education costing. A staggered approach to implementation was developed to guide PEDs towards full implementation by 2030. The costing was presented to PEDs on 22 July 2022, and the 10x10 National Treasury meeting on 03 August 2022.

#### **Monitoring the implementation of the Policy on Home Education:**

**Task Team Meetings on Home Education:** The DBE hosted four (4) virtual Task Team meetings on the development of regulations on home education. In the Task Team meetings, presentations were received on clause 37 of the BELA Bill and the 2019 Draft Regulations on the Policy on Home Education.

**Inter-Provincial Meetings on Home Education:** The DBE hosted four (4) virtual Inter-Provincial meetings where provinces presented on the registration and monitoring of curriculum implementation in home education sites. 1 117 applications were received, of which 743 were approved. To date, 5 967 learners are registered for home education.

An online data management system was developed. The system is hosted in the Learner Unit Record Information and Tracking System (LURITS), enabling the DBE to monitor aspects of implementing the Policy on Home Education.

**Monitoring and supporting:** The monitoring tool, annexure of report cards and schedules were shared with PEDs to support the implementation of the Policy on Home Education.

**Monitoring of the implementation of the Child Justice Act:** A special Inter-provincial meeting was held with all PEDs and CYCCs to discuss conversion process challenges. An audit of the CYCCs was done in seven (7) provinces where CYCCs exist, namely Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Mpumalanga, North West, and Western Cape. Three (3) provinces have finalised the conversion process (Mpumalanga, Gauteng and Western Cape). KwaZulu-Natal was visited to support them on the Newcastle School of Industry conversion process to Newcastle CYCC, and an additional three (3) Provinces (Eastern Cape, North West, and Free State) Youth Care Centre were visited to monitor the implementation of the Child Justice Act. Three (3) CYCCs in Northern Cape, KwaZulu-Natal, and Eastern Cape provinces were monitored for providing the education programme to learners who conflict with the law and those who require care and protection.

Provincial Child Justice Forum Meetings held by the Department of Justice and Constitutional Development were held in Limpopo on 30 November 2022 and in Gauteng on 01 December 2022, where all stakeholders discussed Child Justice Act issues, challenges and training was provided on the National Child Justice Act Framework.

The National Child Justice Forum was attended on 08 November 2022 and 24 January 2023. The main focus was training SGBs of the schools around CYCCs on social ills that might lead to criminal offences to minimise the number of children in conflict with the law.

**Monitoring the capacitation of school management, School Based Support Teams (SBSTs) and District Based Support Teams (DBSTs) on Inclusive Education:** The DBE monitored Free State Province on the 05-06 December 2022 to train, develop and guide Inclusive Education District Officials, Subject Advisors and Special Schools Management from (Motheo, Fezile Dabi, Thabo Mofutsanyane and Lejweleputswa Districts) and special schools (that offer the curriculum for learners with severe intellectual disability) on the Inclusive Education Programmes to strengthen the functionality of DBSTs and SBSTs.

**Strengthening communication in the Basic Education Sector through stakeholder engagements:** The DBE participated in developing a Quality Management System tool for school-based therapists and Psychologists. The DBE participated in the development of the Draft Quality Management development of the Quality Management system for school-based therapists and psychologists, presented at a Webinar on Ethics for Occupational Therapists in Inclusive Education held on 14 June 2022, which was attended by 300 school-based and private therapists and 20 members of the Occupational Therapist Association of South Africa (OTASA) on the 06 March 2023. OTASA focused on Ethics for Occupational Therapists in Inclusive Education, their role in implementing the Policy on SIAS and the intersection of Health, Education, and private practice occupational therapists.

The DBE also virtually presented to 26 Foundation Phase Subject Advisors from all nine (9) PEDs about the Policy on SIAS on 10 March 2023. The presentations highlighted their role in the SIAS process as an early identification and intervention mechanism. The directorate participated in developing the Competency Framework to strengthen the curriculum on 28 March. Several meetings have been held with Assessment, ECUBE and special schools on strengthening assessment practices in special schools.

The DBE met with Afrika Tikkun Foundation on 02, 17 February and 24 March, 2022 regarding developing a concept note to place learners out of school and support youth with disabilities. A programme and services for children with disabilities was presented on 01 March 2023 to the Portfolio Committee on Social Development. Meetings were held with Roger Federer Foundation (Grade R school readiness for 0-4); National Education Collaboration Trust (Occupational Stream); INANI NPC (Incubator Accelerator); Department of Women, Youth and Persons with Disability (economic empowerment framework for persons with disabilities).

#### **Monitoring of the Implementation of the Policy on Home Education:**

**Task Team Meetings on Home Education:** The DBE hosted four (4) virtual Task Team meetings on the development of regulations on home education. In the Task Team meeting, presentations were received on clause 37 of the BELA Bill and the 2019 Draft Regulations on the Policy on Home Education.

**Inter-Provincial meetings on Home Education:** Hosted four (4) virtual Inter-Provincial meetings where provinces presented on registration and monitoring curriculum implementation in home education sites. A total of 1 117 applications were received, of which 743 were approved. To date, 5 967 learners are registered for home education.

An online data management system was developed and is ready for testing and rollout in 2023. The system will be hosted in LURITS, enabling the DBE to monitor aspects of implementing the Policy on Home Education.

**Monitoring and supporting:** The monitoring tool, annexure of report cards and schedules were shared with PEDs to support the implementation of the Policy on Home Education.

#### **Under-achievements:**

There was a delay from provinces regarding data submission on home-educated learners.



Table 21: Report against the tabled Annual Performance Plan

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	**Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.	Schools monitored on implementation of CAPS	2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).	18	18	18	18	No deviation	Not Applicable
	Learner subject passes in NSC/ SC through SCMP obtained	2.1.2 Number of learners obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the Second Chance Matric Programme (SCMP).	60 063	June NSC: 3 649 June SC: 18 973 November: 40 303 Total: 62 925	50 000	71 612	21 612	The overall improvement in national matric results in the mainstream results in more young learners taking the second chance matric to improve their subject passes.
	Children/ Learners with Profound Intellectual Disability supported	2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/ LPID) using the Learning Programme for C/ LPID.	3 423	4 347	3 927	4 381	454	The DBE provided PEDs with additional guidance and documents to support the implementation of the Learning Programme for C/ LPID and there has since been an increase in the number of learners using the Learning Programme in schools.
	Policy on Screening, Identification, Assessment and Support (SIAS) implemented	2.1.4 An Annual National Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention.	Approved National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Draft Annual Sector Report produced on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	Approved Annual National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Draft Annual National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Annual National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	The Annual National Report was approved after the reporting period (3 April 2023) due to various levels of verification and validation of reported performance in the reports

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
	Early Childhood Development fully migrated	2.1.5 An Annual National Report is produced on the development of a new funding model for ECD.	Report on investigation into ECD funding models	Approved National Report on the development of a new funding model for ECD	Approved Annual National Report on the review of the subsidy payment mechanism	Approved Annual National Report on the review of the subsidy payment mechanism	No deviation	Not applicable
		2.1.6 An Annual National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS.	Signed MoU DBE RSA and LEGO Foundation provided. South Africa ECD Census 2021 Request for Tender provided.	Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Approved Annual National Report on the integration of ECD data into EMIS	Approved Annual National Report on the integration of ECD data into EMIS	No deviation	Not applicable
		2.1.7 An Annual National Report is produced on developing an Early Childhood Development (ECD) Human Resource Development (HRD) Plan.	Report on ECD service delivery model and its workforce implications	Approved National Report on the development of a new ECD service delivery model and its workforce implications	Approved Annual National Report on piloting the new service delivery model and its workforce implications	Approved Annual National Report on piloting the new service delivery model and its workforce implications	No deviation	Not applicable
	Implementation of National Curriculum Statement Monitored	2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 -12.	8	15	8	18	10	There were more underperforming districts than the 8 anticipated. As a result, the directorate expanded the number to provide support to the additional districts.
	Increased Bachelor Level Passes	2.1.9 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes.	3	9	9	9	No deviation	Not applicable
	Entrepreneurship education implemented in schools	2.1.10 Number of schools monitored for implementing compulsory entrepreneurship education.	86	135	180 (20 per province)	180 (20 per province)	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	**Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence- driven planning, instruction and delivery.	Implementation of General Education Certificate monitored	2.1.11 An Annual National Report is produced on the implementation of the General Education Certificate (GEC).	Approved Annual Sector Report on the implementation of the General Education Certificate (GEC)	Annual Sector Report on the implementation of the GEC not achieved Approved GEC pilot study report developed	Approved Annual National Report on the implementation of the General Education Certificate (GEC)	Approved Annual National Report on the implementation of the General Education Certificate (GEC)	No deviation	Not applicable
	Technical Occupational Stream piloted	2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21	Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22	Approved Annual Sector Report on schools that pilot Vocational Stream and Occupational Stream, respectively.	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively	No deviation	Not applicable
	Pilot on Coding and Robotics curriculum monitored	2.1.13 Number of schools monitored for piloting the Coding and Robotics curriculum.	-	18	18 schools (2 per piloting Province)	18 schools (2 per piloting Province)	No deviation	Not applicable
	Implementation of reading norms monitored	2.2.1 Number of schools monitored on the implementation of the reading norms.	10	18	18	18	No deviation	Not applicable
	Implementation of Incremental Introduction to African Languages monitored	2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL).	10	18	18	18	No deviation	Not applicable
	Implementation of Early Grade Reading Assessment monitored	2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).	10	18	18	18	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	**Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
	Implementation of multi-grade toolkit monitored	2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.	10	32	32	32	No deviation	Not applicable
	Implementation of National Reading Plan monitored	2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan.	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	No deviation	Not applicable
	Availability of readers monitored	2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers.	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Draft Annual Sector Report produced on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	No deviation	Not applicable
Outcome 4: Advanced development of innovative and high-quality educational materials.	Utilisation of ICT resources monitored	2.3.1 Number of schools per province monitored for utilisation of Information Communication Technology (ICT) resources.	Q1: 0 Q2: 9 Q3: 6 Q4: 12 Total: 27	27	27 (3 per province)	32	5	Northern Cape and North West were selected to monitor five (5) additional schools due to their educational landscape. These provincial education structures did not have the personnel for e-Learning or supporting schools equipped with ICT devices. The increased data collection enables more informed decision-making and targeted interventions by gaining valuable insights into different approaches, best practices, and innovative strategies that can be shared and implemented across schools.
	Workbooks provided to schools	2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6, per year after having placed an order.	100% 17 077/17 077	V1: 100.01% (17 363/17 362) V2: 99.99% (17 007/17 008)	100%	100.21% 16 821/16 786	0.21%	Some schools were closed after the orders were placed and removed from the delivery list. New schools that were opened were added to the list for the language workbooks

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
		2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order.	100% 22 955/22 955	V1: 100% (22 891/22 891) V2: 100% (22 825/22 825)	100%	99.73% 22 631/22 692	-0.27%	Some schools were closed after the orders were placed and removed from the delivery list
		2.3.4 Percentage of public schools with workbooks for learners in Grades R per year, after having placed an order.	100% 16 125/16 125	100% (16 010/16 010)	100%	100.13% 16 110/16 089	0.13%	Some schools were closed after the orders were placed and removed from the delivery list. New schools that were opened were added the list for the workbooks
	Learner textbooks on Mathematics and EFAL provided	2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6 and 9	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	No deviation	Not applicable
	Lesson plans developed	2.3.6 Number of schools monitored for Home Languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4.	10	10	10	10	No deviation	Not applicable
	Special schools' access to electronic devices monitored	2.3.7 Number of special schools with access to electronic devices.	145	13	70	49	-21	49 special schools received ICT equipment, connectivity, and assistive devices, based on the availability of funding from Mobile Network Operators (MNOs). The DBE is the receiving department of a Universal Services Obligations Agreement (USOA) with DCDT and ICASA and the budget does not lie with the DBE.

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
	Provision of ICT devices monitored	2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	-	Draft Annual Sector Report produced on the monitoring of procurement and distribution of ICT devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	No deviation	Not applicable
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	Capacitated teachers in inclusion	2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion.	Approved Annual Sector Report on the number of teachers trained on inclusion	Draft Annual Sector Report produced on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	No deviation	Not applicable
	Learners admitted in public special schools	2.4.2 An Annual Sector Report is produced on the number of learners in public special schools.	Approved Annual Sector Report on the number of learners in public special schools	Draft Annual Sector Report produced on the number of learners in public special schools.	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	No deviation	Not applicable
	Public special schools serving as resource centres monitored	2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres.	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Draft Annual Sector Report produced on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	No deviation	Not applicable
	Focus schools established	2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED.	Approved Annual Sector Report on the establishment of Focus Schools Per Provincial Education Department	Draft Annual Sector Report is produced on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	No deviation	Not applicable

**Table 22: Sub-programme expenditure**

Sub-programme	2022/23			2021/22		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Curriculum Policy, Support and Monitoring	1 848	1 743	105	1 525	1 472	53
Curriculum Implementation and Monitoring	1 575 513	1 593 736	(18 223)	353 706	345 999	7 707
Curriculum and Quality Enhancement Programmes	1 690 159	1 576 654	113 505	1 760 494	1 743 873	16 621
<b>Total</b>	<b>3 267 520</b>	<b>3 172 133</b>	<b>95 387</b>	<b>2 115 725</b>	<b>2 091 344</b>	<b>24 381</b>

**Linking performance with budgets**

The programme Curriculum Policy, Support and Monitoring spent 97.08% of its budget. The programme fell short of spending 2.92% of its allocated budget for the financial year. The remainder of the budget is due to Workbooks projects, where the invoices were submitted late for processing. The late processing of invoices has affected the payments to be made within the year of reporting. The Department has requested roll-over for the remaining funds.

**Strategy to overcome areas of underperformance**

During the reporting period, the programme fell short of three (3) indicators. The first is an annual National Report on monitoring the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention. The annual National Report was approved after the reporting period (3 April 2023) due to various levels of verification and validation of reported performance in the reports. Therefore, the report's performance is received from PEDs and needs to be verified before finalisation and approval. The information will be requested timeously from PEDs to enable the verification and validation within the relevant time frames of approval.

Second is the indicator of the percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9 per year after placing an order. During the implementation and reporting of this indicator, it was noted that some schools were closed after the orders were placed and removed from the delivery list. There would be strengthened communication with PEDs to identify schools that need to have the orders in place to deliver the excess books. The last indicator not achieved entails the number of special schools with access to electronic devices. The indicator recorded that 49 special schools received ICT equipment, connectivity, and assistive devices based on the availability of funding from MNOs. The DBE is the receiving Department of a Universal Services Obligations Agreement (USOA) with DCDT and ICASA, and the budget does not lie with the DBE. Mobile Network Operators will be reminded to continuously comply with the Universal Services Obligations Agreement to ensure that special schools have increased access to electronic devices.



## 4.3. PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

### 4.3.1. PURPOSE

The purpose of Programme 3 is to promote quality teaching and institutional performance through the effective supply, development, and utilisation of human resources.

### 4.3.2. LIST OF SUB-PROGRAMMES

Programme Management: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; and Curriculum and Professional Development Institute and Educator Performance Management and Development and; Whole School Evaluation.

### 4.3.3. OUTCOMES

- **DBE Outcome 2:** Improved information and other systems enable transformation and an efficient and accountable sector.
- **DBE Outcome 3:** Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction, and delivery.
- **DBE Outcome 5:** Enhanced strategic interventions to assist and develop provincial education systems.

### 4.3.4. OUTPUTS

- School Governing Bodies monitored;
- Effective school management process;
- Funza Lushaka bursaries awarded;
- Funza Lushaka graduates placed;
- Qualified teachers aged 30 and below appointed;
- Teacher development monitored;
- Post-provisioning processes assessed;
- Qualifications for Grade R practitioners assessed; and
- Performance management monitored.

### 4.3.5. PROGRAMME OVERVIEW

The Programme: Teachers, Education Human Resources and Institutional Development is responsible for promoting quality teaching and institutional performance through the effective supply, development, and utilisation of human resources in the Basic Education Sector. The work of the Programme is strongly aligned with the imperatives of the Basic Education Sector and as such captured in the *Action Plan to 2024: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals on teacher supply, development, and utilisation:

#### Action Plan Goals on Teacher Supply, Development and Utilisation

Goal 14: Attract a new group of young, motivated, and appropriately trained teachers to the teaching profession every year.

Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.

Goal 16: Improve the professionalism, teaching skills, subject knowledge, and computer literacy of teachers throughout their entire careers.

Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

Goal 20: Increase access among learners to a wide range of media, including computers, which enrich their education.

Goal 21: Ensure that the basic annual management process takes place across all schools in the country in a way that contributes toward a functional school environment.

Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

#### 4.3.6. PROGRAMME PERFORMANCE INFORMATION

##### Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

### EDUCATION HUMAN RESOURCES MANAGEMENT

#### Education Labour Relations and Conditions of Service

**Promoting a climate of labour peace in the education sector through stakeholder relations, including dispute management:**

**Heads of Education Committee (HEDCOM) sub-committee meetings:** The DBE managed and participated in five (5) HEDCOM sub-committee meetings on Human Resources (HR) matters. The purpose of these meetings was to monitor, discuss and share with provinces important Education Labour Relations Council (ELRC) and Public Service Coordinating Bargaining Council (PSCBC) HR-related matters and to provide updates to the provincial Human Resource and Labour Relations officials on all issues that require their attention.

**Vetting of Educators:** The amended Criminal Law (Sexual Offences and Related Matters) Amendment Act 13 of 2021, outlaws sexual exploitation and sexual grooming of children and persons with mental disabilities. It provides that perpetrators of any sexual offence against vulnerable persons be recorded in the National Register for Sex Offenders (NRSO). The DBE managed and participated in four (4) meetings held on the Vetting of Educators against the NRSO and National Child Protection Register (NCPR). A process was put in place to ensure that all educators were vetted.

**Provincial Education Departments (PED) Interventions:** The DBE steered a meeting that was held in the North West province on 4-6 April 2022 between the DBE and NW Department of Education officials to finalise the intervention process requested in the province regarding the performance of the Provincial ELRC.

**Internal Personnel Administrative Measures (PAM) Chapter D (Examination) meetings:** The DBE held two (2) meetings to discuss the proposed amendments of Chapter D of the PAM on Examinations in preparation for the ELRC Task Team.

**Employer Caucus meetings:** The Employer Caucus meetings serve as a springboard for discussing essential matters raised and discussed at the bargaining councils of the ELRC and PSCBC. Six (6) Employer Caucus meetings were held, and four (4) Special Caucus meetings between representatives from the nine (9) PEDs to review Government Notice 44433 on matters related to Section 14(b)(c) and (d), of the Employment of Educators Act relating to the dismissals of educators. These meetings culminated in a legal opinion being sought on how to regulate the re-employment of educators deemed to have been dismissed in terms of the above sections.

**Inter-Branch Committee meetings:** The purpose of the inter-branch meetings is to consider all policy proposals that are likely to impact the conditions of service of educators so that such can be adequately coordinated for tabling at the ELRC for information/consultations/negotiations. The DBE believes that the discussion of the relevant information in this committee will enhance the work done by the Department and eliminate possible disputes.

**Labour Management Partnership (LMP) Programme:** Two (2) meetings on LMP were held, followed by the launch of the Labour Management Partnership programme arranged by the ELRC, which was held in Cape Town on 21 - 22 February 2023. The Minister of Basic Education, Mrs AM Motshekga, MP, presented a keynote address at this inaugural event. ELRC organised the launch. The LMP is a forum for discussing contemporary issues in education. It emphasises stakeholder engagement as an alternative to deal with matters of mutual interest between labour and management, which do not fall within the scope of collective bargaining.

It aims to curb the unavoidable conflict of interest between teacher unions and administration/management. It ensures that public schools are positioned from the inside to improve planning and decision-making in the best interest of teachers, unions, and school administration. The LMP will first be piloted in three (3) Province.

**Joint Labour Relations and Initial Teacher Education meeting with the DHET:** The meeting was convened to discuss relevant qualifications for Grade R Teaching and solicit advice from the DHET on finding ways to assist the under-qualified and un-qualified Grade R practitioners towards obtaining a qualification that will enable them to be appointed as teachers in the mainstream schooling.

## **Dispute Management and Resolution of Queries:**

**Resolution of queries:** 104 Queries were received. Of the 104 queries, 76 were finalised, seven (7) were referred to provinces, 15 required no action, and six (6) were re-routed.

**Disputes Management:** The DBE represented the Department in an arbitration against the Eastern Cape Department of Education on Case No. ELRC 326/22 EC, which was held on 13 April 2022. The case is still pending. The matter concerns the interpretation of Collective Agreements 1 of 2008 and 4 of 2017 regarding the Conversion of Education Development Officers into Circuit Managers.

The DBE attended and assisted in the arbitration at the ELRC for Case No: PSES 125-16/17, Dube and Others vs GDE, dispute on the application and interpretation of Collective Agreement 1 of 2012 regarding the Occupation Specific Dispensation (OSD) for Psychologists and Therapists. The matter is still in progress.

It also attended and assisted in the conciliation of a dispute referred to the ELRC, i.e. ELRC752-22/23 LP, Morema J and Others, regarding the withdrawal of the rural incentives policy and a non-resolution certificate was issued. The matter was set down for 29 March 2023 and postponed by the arbitrator due to issues in determining the jurisdiction.

### **The DBE assisted the following provinces through the investigations on some of the instances:**

- a. **KwaZulu-Natal:** An investigation into circumstances leading to an influx of complaints from parents, School Governing Body (SGB) members and educators in the Clermont area under Pinetown district.
- b. **Free State:** Allegations of discrimination, failure to report death cases of learners who passed away at school and negligence. The school was found to be an Independent School, and there was no evidence to corroborate the allegations.
- c. **North West:** The DBE dealt with two (2) Unfair Labour Practice cases, one of which has been concluded with a positive outcome to the employer, and the second one is still pending.

**Secondments of Union Representatives in Terms of Chapter F of the PAM:** 119 requests for the secondment of Union representatives to the positions of Full Time Shop Stewards (FTSS) and Office Bearers for the 2022 academic year were received from the teacher unions and processed. Of the 119 requests, 77 are for the FTSS and 42 for Office Bearers.

**Submission of (Provincial) Reports and Inputs to Documents:** The third quarter report on misconduct cases from the PEDs has been submitted and analysed. The analysis indicates that the protests did not impact the writing of the final examinations.

The DBE also provided inputs to the DoJ&CD's report on what the Department has done to curb corporal punishment and sexual misconduct in schools. The DBE responded to the DPSA questionnaire on Dispute Management Strategy.

### **Regulating labour relations within the education sector through collective bargaining and consultation in the ELRC and PSCBC:**

**Bargaining Meetings:** Eight (8) bargaining meetings and two (2) special bargaining meetings were held, which dealt with, amongst others, the following pertinent issues:

- a. Management Plan 2022/23;
- b. Examination-related Amendments; and
- c. Conditions of Service for Grade R Educators.

**Finance Sub-Committee (FINCOM) Meetings:** The Council held three (3) regular FINCOM meetings and two (2) special FINCOM meetings to interact with the quarterly reports of the Council and make recommendations to the Executive Committee.

**Executive Committee (EXCO) and Special EXCO Meetings:** The DBE participated in four (4) scheduled EXCO and four (4) Special EXCO meetings. The purpose of the EXCO meetings is to deal with the governance issues related to the management of the ELRC, including receiving and interacting with the reports from sub-committees.

The two (2) meetings held in the fourth quarter interacted and dealt with the following items:

- a. Fourth Quarter Performance and Financial Report of the ELRC for 2021/22 Financial Year; and
- b. Consideration of the Finance Sub-Committee, Human Resource Sub-Committee and Audit Committee Recommendations.

## Public Service Coordinating Bargaining Council (PSCBC):

**Salary negotiations:** The DBE participated in two (2) separate salary negotiation seasons. During the 2022 season negotiations, 12 Employer Caucus and five (5) Special PSCBC meetings were held. The second season commenced in February 2023, and eight (8) Employer Caucus and 12 Special PSCBC wage negotiations meetings were held. The salary negotiations for the latter year were concluded on 31 March 2023 with the signing of Resolution 2 of 2023: Agreement on the payment of a salary adjustment in the public service for the financial years 2023/24 and 2024/25.

**Chamber intervention:** The DBE and the officials representing the DSD and the PSCBC Secretariat were tasked to facilitate the function shift close-up ECD report to ensure that the report addressed the issues raised by National Education, Health and Allied Workers' Union (NEHAWU) on behalf of their members concerning the ECD function Shift. All the PSCBC Provincial Chambers completed their Closed Off Reports.

**Quality Management System:** The process of the ELRC dealing with the Quality Management System (QMS) for School-Based Psychologists and Therapists resulted in a *Collective Agreement 2 of 2022: Quality Management System for School-Based Therapists and Psychologists*.

**Labour Management Partnership:** Collective Agreement 3 of 2023 was concluded to improve learner performance and achievement and to enhance teaching and the working environment for teachers and school management. This partnership is done through institutional partnering of educators and unions in the schooling environment, focusing on the impact of collaborative partnerships on educational quality.

**The National Labour Relations Forum (NLRF):** The DBE attended and participated in two (2) of the three (3) scheduled NLRF. The forums addressed issues such as the Implementation of the Public Service Summit Declaration, review of Resolution 1 of 2003, Disciplinary Code and Procedure for Public Service, draft strategy on Discipline Management in the Public Service, Draft Framework on Management of Disputes, focusing on Joinder and the non-implementation of arbitration awards by some departments based on findings by Public Service Commission (PSC).

## Education Human Resource Planning, Provisioning and Monitoring

**Monitoring and support of the implementation of the educator Post-Provisioning Norms:** The Department monitors the implementation of the educator post-provisioning in PEDs to ensure compliance with the post-provisioning norms policy. Two (2) main aspects are monitored. All PEDs have plans for the annual determination of the post-basket. Secondly, to ensure post-provisioning is implemented in terms of the policy. In 2022/23, all PEDs post-submitted post-provisioning plans for the 2023 school year. All PEDs were monitored for compliance with the post-provisioning policy, and an annual consolidated report was compiled.

**Monitoring and reporting on the number of qualified educators aged 30 years and below:** An Annual National Report on the number of qualified educators aged 30 years and below entering the profession for the first time in 2022/23 was compiled. 19 408 young and qualified educators were appointed to posts in the PEDs, of which 6 651 were permanent, 9 773 were temporary, and 2 984 were substitute/relief appointments. This was approximately 56% of all appointments made during the period.

**Table 23: Number of qualified educators aged 30 years and below**

Province	Relieve	Permanent	Temporary	Total	All New Appointments
Eastern Cape	283	1 154	227	1 664	2 803
Free State	0	579	640	1 219	1 831
Gauteng	0	732	3 425	4 157	7 163
KwaZulu-Natal	459	1 278	385	2 122	4 505
Limpopo	1 017	1 560	70	2 647	4 488
Mpumalanga	468	76	336	880	1 530
North West	202	362	1 037	1 601	2 763
Northern Cape	112	51	583	746	1 660
Western Cape	443	859	3 070	4 372	8 144
<b>Grand Total</b>	<b>2 984</b>	<b>6 651</b>	<b>9 773</b>	<b>19 408</b>	<b>34 887</b>

Source: PERSAL, 2022/23

**Monitoring and supporting the placement of Funza Lushaka graduates in PEDs:** The Department monitors the placement of Funza Lushaka bursary recipients graduates in posts at schools. Reporting on activity is aligned with the school calendar year. Four (4) quarterly reports were produced. 68% (2 954 of 4 348) of graduates eligible for placement in 2022 were placed as of the end of December 2022. PEDs that recorded below-average placement were KwaZulu-Natal (41%), Eastern Cape (56 %) and Mpumalanga (55%). Limpopo (95%), Northern Cape (88%), North West (88%), Western Cape (79%), Free State (72%) and Gauteng (70%) were above average.

**Table 24: Placement of Funza Lushaka graduates in PEDs**

Province	Placed	Unplaced	Total	Placement%
Eastern Cape	393	306	699	56%
Free State	193	76	269	72%
Gauteng	516	217	733	70%
KwaZulu-Natal	277	404	681	41%
Limpopo	591	31	622	95%
Mpumalanga	228	189	417	55%
North West	166	23	189	88%
Northern Cape	69	9	78	88%
Western Cape	521	139	660	79%
<b>Total</b>	<b>2 954</b>	<b>1 394</b>	<b>4 348</b>	<b>68%</b>

Source: PERSAL 2022 and PEDs reports

**Monitoring and reporting on the percentage of schools that had all their allocated educator posts filled:** Four (4) quarterly reports on the percentage of schools that had all their posts allocated filled were compiled. The percentage of schools that had all their posts filled at the end of each quarter averaged 66% . Provinces with percentages above average were Western Cape (84%), Northern Cape (81%), Gauteng (76%), Free State (80%), North West (70%, KwaZulu-Natal (67%),, and. Provinces with percentages below average were EC (60%). and Limpopo (54%), while Mpumalanga (66%) were at average.

**Table 25: Percentage of schools that had all their allocated educator posts filled**

Province	Number of Schools	Percentage All Filled-Q1 2022/23	Percentage All Filled-Q2 2022/23	Percentage All Filled-Q3 2022/23	Percentage All Filled-Q4 2022/23	Percentage All Filled-Annual Average 2022/23
Eastern Cape	5 133	60%	62%	65%	60%	60%
Free State	1 067	83%	79%	85%	80%	77%
Gauteng	2 254	86%	83%	87%	76%	76%
KwaZulu-Natal	5 840	67%	70%	75%	67%	71%
Limpopo	3 702	60%	59%	61%	54%	59%
Mpumalanga	1 676	77%	73%	73%	66%	76%
North West	1 473	74%	76%	75%	70%	70%
Northern Cape	556	90%	90%	92%	81%	73%
Western Cape	1 517	84%	83%	86%	84%	85%
<b>Total</b>	<b>23 218</b>	<b>70%</b>	<b>70%</b>	<b>73%</b>	<b>66%</b>	<b>69%</b>

Source: PERSAL, 2022/23

**Facilitating the resolution of complaints received mainly from educators and members of the public:** The Department receives complaints and queries related to human resources mainly from serving and former educators and, to a limited extent, from members of the public. In 2022/23, 481 cases, an average of 120 cases per quarter were received and processed. Most of the queries were referred to relevant employing PEDs to finalise as they relate to the employer/employee relationship.

**Registration of educators seeking employment in the National Recruitment Database (NRD):** The Department maintains a database of qualified educators seeking employment in public schools. 3 577 new applications were received during 2022/23, of which 3 241 were verified and captured. 136 were found invalid, and letters were sent to the applicants to inform them, while 200 were found to be duplicates.

## **Educator Performance Management and Development and Whole School Evaluation**

**Quality Management Systems:** The QMS are designed to evaluate the performance of all school-based educators as guided by *Collective Agreement 2 of 2020*, while *Collective Agreement 2 of 2022* informs the appraisal of school-based education therapists, counsellors, and psychologists. The achievements for 2022-23 are summarised below:

**Monitoring implementation of QMS:** QMS was monitored at three (3) levels comprising 54 schools, nine (9) districts and all provinces. The monitoring included verifying the availability of QMS management plans, samples of lesson observation reports, and work plans and supporting each school by providing individualised feedback on their status of QMS. In addition, 1 111 work plans of School Management Teams (SMTs) were monitored from 62 districts. An analysis showed that SMTs were following processes to strengthen accountability in the first year of the full implementation of QMS. The 2022-23 monitoring cycle of the QMS implementation indicates acceptance by users of the QMS and of the change model represented by this new performance management system through the collective effort across all provinces, districts, and schools. In this regard, full details are available in the *2022-23 Annual Monitoring Status Report*.

**Training on the QMS.** QMS training for school-based therapists, counsellors, and psychologists, as informed by *Collective Agreement 2 of 2022*, was rolled out for the Core Training Team (CTT) in collaboration with the ELRC on 18 January 2023. The training orientated provincial QMS officials and teacher unions on the implementation of the agreement and to prepare the system accordingly. Subsequently, the CTT conducted two (2) training sessions on 24 and 25 January 2023 with the Provincial Training Teams (PTT) from inland and coastal provinces, respectively. A total of 173 provincial officials participated in the training. An online evaluation of the training showed that 80% of the PTT respondents were ready to offer QMS training to school-based therapists in 2023.

**Development of QMS resources:** Resources were developed and maintained for QMS users to strengthen QMS implementation. These included the following:

- a. QMS content was placed on the online teacher development micro-learning platform to facilitate self-directed learning.
- b. Pamphlets on the *Role of Supervisors*, *Lesson Observation Checklist* and *Conducting the Appraisal of Principals* were circulated to promote efficiency.
- c. A toolkit to support school-based therapists, counsellors, and psychologists in implementing *Collective Agreement 2 of 2022* was developed and placed on the DBE website.
- d. A dashboard for provinces and schools to upload principals' work plans for 2023 was developed and disseminated to PEDs on 07 March 2023. Subsequently, 9 630 principals had uploaded their work plans as of 29 March 2023. QMS officials in provinces will now have online access to quality assure principals' work plans and plan their interventions.

**QMS sector support:** The DBE supported officials in PEDs to enhance capacity to support the implementation of the QMS as follows:

- a. 411 provincial and district officials, including Circuit Managers, across all provinces participated in a series of QMS webinars from 19-27 October 2022. The purpose of the webinars was to strengthen the role of Circuit Managers as principals' supervisors in the implementation of QMS.
- b. August 2022, onsite engagements on the QMS were held with Circuit Managers in the Thabo Mofutsanyane district (Free State) and Frances Baard District, Northern Cape.
- c. In the Eastern Cape, support was provided at the principals' induction programme on 21-22 April 2022, the Circuit Managers' induction programmes 09-12 May 2022 and for newly appointed QMS coordinators 25-26 August 2022.

**QMS sector reporting:** All provinces submitted sector reports on the progress of QMS implementation for each quarter. The sector reports serve as a mechanism to track the implementation of QMS in provinces. PEDs reported that:

- a. 4 909 schools were monitored on QMS implementation.
- b. 3 109 newly appointed educators were trained on the QMS.
- c. 34 366 educators were beneficiaries of in-service training on the QMS.



**QMS Surveys:** To collect additional information on QMS capacity and to receive feedback from implementers, two (2) surveys were conducted as follows:

- a. **ICT environment in PEDs:** This survey aimed to understand the capacity of the current ICT environment in PEDs. The survey illustrated gaps in the ICT environment and the need for PEDs to facilitate the provision of functioning laptops and internet connectivity and training on using digital tools to support and streamline QMS implementation across districts.
- b. **Circuit Managers:** An online survey was designed to share their experiences implementing the QMS. The findings revealed the need to properly position QMS in the sector and strengthen collaboration with key stakeholders such as curriculum, teacher development and district management. There is also a need for continuous capacity building of principals, Circuit Managers and QMS coordinators at district and provincial levels.

#### **Educator Management System: Performance Management and Development System (EMS: PMDS):**

The EMS: PMDS is a performance management system designed to evaluate office-based educators' performance as informed by Collective Agreement 3 of 2017. The achievements for 2022/23 are summarised below:

**Monitoring implementation of EMS: PMDS:** The monitoring of EMS: PMDS implementation was undertaken at two (2) levels in 11 districts and all provinces. Provinces used various mechanisms to strengthen compliance in implementing EMS: PMDS processes. For example, circulars were issued to guide Districts on the finalisation of Job descriptions and signing Performance Agreements of Office-Based Educators (OBEs) for the 2022-2023 cycle. PEDs used face-to-face and hybrid models to support and monitor districts.

The monitoring evidence showed that:

- a. All provinces concluded Annual Assessments for the 2021-22 performance management cycle, although some were finalised beyond the required timeframes.
- b. Moderation was not conducted at the start of the cycle to monitor the results of performance planning and agreement in the Eastern Cape, Limpopo, Mpumalanga, North West, Northern Cape and Western Cape. Only Free State, Gauteng and KwaZulu-Natal indicated that they had conducted Moderation at the start of the cycle.

Recommendations made include the following:

- a. PEDs must conduct Moderation of the EMS: PMDS to monitor the results of performance planning and agreement to ensure consistency in the Department.
- b. Performance agreements of OBEs must be concluded at the beginning of a new performance management cycle.
- c. OBEs must identify the resources required and enabling conditions that will assist them in achieving their targeted goals and performance indicators.

Reports with findings and recommendations were provided for each site monitored. In this regard, full details are available in the *2022-23 Annual Monitoring Status Report*.

#### **Skills Development:**

**Monitoring implementation of skills development:** The monitoring of skills development implementation was undertaken at two (2) levels in 11 districts and all provinces. Virtual monitoring engagements were held with PEDs to mediate the instruments and the evidence required. Subsequently, onsite and virtual monitoring, conducted from 31 May to 02 November 2022, included engagements on the functionality of skills development committees and progress on the work skills plans (WSPs). Reports with findings and recommendations were provided for each site monitored. The findings showed that the training and development offered to educators and support staff focused on providing employees with the requisite skills to improve work performance.

**Sector reporting on skills development:** PEDs submitted their progress reports on implementation, consolidated as quarterly sector reports. PEDs reported that 3 050 Internships (2 064 females and 986 males) were offered in 2022. 12 953 employees were beneficiaries of Professional, Vocational, Technical and Academic Learning (PIVOTAL) programmes. 44 685 employees were beneficiaries of non-pivotal programmes, which are non-credit-bearing learning interventions but do address key priorities.

**Whole School Evaluation (WSE):** The implementation of WSE was guided by the national policy on WSE (*Government Gazette Volume 433, No. 22512*). The accomplishments for the period under review are as follows:



**Monitoring of school evaluations:** The DBE fulfilled its oversight role by monitoring school evaluations in six (6) PEDs. The WSE policy makes provision for external and internal evaluations. External school evaluations were monitored in Eastern Cape, Free State and Mpumalanga. All three (3) PEDs have systems to monitor recommendations made in the school evaluation report. The monitored schools affirmed the utility of the evaluations to contribute to school improvement. Records scrutinised indicate that schools are at various stages of implementing the recommendations. School self-evaluations (SSE) and implementing School Improvement Plans (SIP) were monitored in KwaZulu-Natal, Limpopo, and the Northern Cape. There were some pockets of good practice in implementing SIPs in the Northern Cape. In Limpopo, the schools have not been capacitated to use the revised SSE instrument and amended SIP template. A consolidated provincial report with recommendations was compiled and communicated to the respective PEDs. Also, the online SSE and SIP guideline was provided as support.

**Capacity building of provincial officials:** Officials from eight (8) PEDs were trained on various elements of WSE.

The training sessions focused on theory as well as practical activities. The training contributes to enhancing school evaluations and promoting the trajectory whereby whole school evaluation should lead to enhancing school evaluations and promoting improvement. In compliance with the WSE policy (par. 3.1.7), newly appointed WSE supervisors were trained at the DBE from 14 - 17 March 2023. The training was attended by 14 officials from the Free State and Gauteng WSE units. The participants must undertake post-training tasks and compile a Portfolio of Evidence (PoE). The PoE will be assessed, and successful participants will be issued a certificate of competence.

**Resource innovation:** In addition to maintaining WSE tools and templates, two (2) significant resources were developed and introduced.

**WSE onsite reading assessments** were developed, field-tested and piloted for Grades 3 and 6 in English Home and First Additional Language. During 2023/24, WSE supervisors will be able to assess learner reading ability levels during the onsite school evaluations.

**SSE and SIP data management system.** Schools throughout the country are required to undertake SSE and develop SIPs annually. The SSE and SIP provide important data to inform Districts on best practices and school support. In this regard, an SSE and SIP data management system was conceptualised and piloted in six (6) PEDs (Eastern Cape, KwaZulu-Natal, Mpumalanga, Free State, Northern Cape and North West. During the fourth quarter, SSE data tables and links to access the SIP were provided to these PEDs. The activity's success varied as certain provinces failed to capture the SSE data and upload the SIPs. Most Districts from the Free State, Northern Cape and North West should be commended for their efforts and will reap the benefits of data-driven decision-making.

**Sector activities on WSE:** Reports were received from eight (8) PEDs from 1 April to 31 December 2022. PEDs reported the following:

- a. 745 schools were externally evaluated through mainly focused evaluations;
- b. 491 schools were monitored on SSE completion and SIP implementation;
- c. Teachers from 7 394 schools were trained on SSE and SIP; and
- d. 121 district engagements were undertaken to promote WSE processes.

## **EDUCATION HUMAN RESOURCES DEVELOPMENT**

### **Continuing Professional Teacher Development (CPTD)**

**Implementation of the SACE-led CPTD System:** Based on the information that was sourced from the 2022/23 reports, which are linked to the implementation of the CPTD System, it emerged that the SACE had performed well on several key areas. Such areas include the registration of educators to determine whether they are fit and proper to work in schools, the number of monitoring/statistical reports produced, and the number of teachers who apply for the SACE registration through the online system. Good performance in these areas will enhance quality teaching and learning delivery across the schooling system.

**Teacher Training for Robotics:** The Framework for the project was approved by the Director-General and endorsed by the HEDCOM and describes the delivery of Training of Teachers on Coding and Robotics by the TUC for 2022/23. The TUC comprises the five teacher unions viz. National Teachers' Union (NATU), Suid-Afrikaanse Onderwysersunie (SAOU), Professional Educators' Union (PEU), National Professional Teachers' Organisation of South Africa (NAPTOSA) and the South African Democratic Teachers' Union (SADTU).

The Teacher Union Collaboration (TUC), as part of the Skills for a Changing World project, trained 23 967 teachers, which was 1 467 more than the targeted 22 500 on Coding and Robotics, and Digital Skills.

A Project Steering Committee (PSC) was established and met twice to oversee the strategic management of the project. The National Project Management Team (PMT) was established and met seven (7) times to oversee the operational management of the project. The Close-Out Report was finalised by the five (5) unions, PEDs, and the DBE and approved by the Director-General. A workshop was held on 15 March 2023 to reflect on the project's successes and plan for the next phase.

**Upgrading of Grade R practitioners' qualification:** The Director-General approved the annual sector report on the number of Grade R practitioners with at least NQF level 6 and above qualifications. The report will enable the sector to better plan for the implementation of compulsory Grade R across all primary schools in South Africa.

**Teacher Appreciation and Support Programme (TASP) National Teaching Awards (NTA):** The SHERO Award, sponsored by Woolworths, received 4 625 nominations adjudicated by a panel of Woolworths and DBE representatives from 26-28 September 2022. The ceremony was held on 05 October 2022 at the Houghton Hotel, where 33 finalists for the five (5) categories were presented with certificates and ten (10) winners were awarded.

Adjudications for the National Best Teacher was held on 06 October 2022, with 1 565 entries received. The second and final round of virtual interviews for adjudication was held on 13 October 2022, where two (2) teachers from Limpopo and Gauteng tied for the prize.

The NTA Ceremony was held on 20 October 2022 at the Council for Scientific and Industrial Research (CSIR) in Pretoria, where 40 teachers were awarded in 14 categories.

Three (3) videos profiling teachers on current topics relevant to teachers were produced and uploaded on DBE platforms.

### **Under-achievements:**

**Implementation of the SACE-led CPTD System:** While noting the progress this organisation has covered during the 2022/23 financial year, it is worth mentioning that performance in the following important areas did not go well. Hence, advice has been provided to SACE to put systems in place to reverse the challenge/s that have led to under-achievement on the finalisation of investigations on new misconduct cases that teachers commit that continued to be a big challenge. Investigations were done on new teacher misconduct cases to address the challenge of rolled-over teacher misconduct cases and the number of teachers who earn a minimum of 50 Professional Development points (PD points).

It is imperative that officials from SACE attend to all the performance gaps identified as they carry great potential to negatively impact the services this organisation offers to our schooling system.

### **Initial Teacher Education**

**Teacher Recruitment:** 511 promissory letters were signed and issued to HEIs. Further verifications were made, and certain students awarded bursaries were not registered; as a result, fewer students were admitted.

The 2022/23 screening form was revised and disseminated to all provincial coordinators during the District and Community-Based Teacher Recruitment Programmes 2022. The DBE supported and monitored the Teacher Recruitment Campaigns of the Limpopo and Mpumalanga Provinces. Three (3) Provinces (Limpopo, Mpumalanga, and Northern Cape) submitted their signed Management Plans on time, while the remaining provinces submitted them late.

The DBE further attended Community-based Teacher Recruitment as part of the Ministerial Imbizos. The Ministerial Africa Day celebration in Hammanskraal to recruit current matric (in-school) learners and two (2) Imbizos were attended in Mpumalanga in the Gert Sibande District. Support to the Parliamentary Portfolio Committee led by Honourable Ronnie Moroatshehla in Limpopo at Greater Letaba Municipality in Mopani was honoured in the period under review.

Three (3) applicants for the Chinese Scholarship were recruited and submitted to the DHET for selection purposes. The applicants' online application was finalised through the assistance of DBE officials. None of the students recruited was considered for the scholarship due to the Hanyu Shuiping Kaoshi (HSK) Language proficiency test not being completed and passed. About 20 students were recruited for the Chinese Government Scholarship for the 2022 academic year.

The DBE has supported the provinces with recruitment and ultimately coordinated district selections in all provinces. The provinces completed their District and Community-based selections in 2022 except for Free State, where the selections took place on 24 January 2023. The selections in Eastern Cape, North West and Limpopo were not completed in two (2) phases. The first phase focused on the Post Matric applicants, while the current matric applicants were only subjected to the selection process in North West. Funza Lushaka Information Management System (FLIMS) access forms were disseminated to all the provinces and district-based teacher recruitment coordinators. They were processed on the FLIMS so that backend users could capture the district and community-based recruited candidates for the 2023 academic year.

The SITA was provided with signed provincial priority subject areas to infuse into the FLIMS to direct the online application per provincial subject areas to avoid deviation or manipulation unnecessarily. The Funza Lushaka Bursary website page was updated to prepare for the opening of the online application on 1 October 2022 for 2023 academic year applications. The Funza Lushaka Website page was updated to reflect the correct year of application and current relevant information to assist them with the online application process.

A total of 1 607 applications were received from district and community-based teacher recruitment. For the 2023/24 financial year, about 586 promissory letters have been issued to school-going youth and out-of-school youth recruited through district and community-based teacher recruitment campaigns. The DBE assisted students in registering for teacher education programmes at HEIs, especially at the University of Pretoria, University of Johannesburg, and Cape Peninsula University of Technology.

**Teacher Internship Programme:** 15 and 11 promissory letters were issued for the Thuto Trust and Independent Schools Association of Southern Africa (ISASA) Internship Programme, respectively. A further three (3) promissory letters were issued for the NTA nominated candidates. A Steering Committee meeting for Global Teachers Institute (GTI) was held in Mbombela, while two (2) more meetings were held through the virtual or online platform. Two (2) GTI interns were transferred from the initially identified schools to other schools for their Teaching Practice. The mentorship programme was highlighted as remarkable. Verification of the number of interns provided with the Funza Lushaka bursary was clarified and confirmed to be 13 at the beginning of the first quarter but grew to 19 after awarding the extra identified interns with the Funza Lushaka Bursary.

An orientation session for ISASA interns was held in January 2023. An induction meeting for Principals and District officials to introduce the ISASA project to new Host Schools was held in March. Eight (8) ISASA interns were placed in public schools. Three (3) operational meetings were held on 18 February and 18 and 30 March 2022. Another meeting was held to clarify why nine (9) interns were not considered for the Funza Lushaka bursary. The interns were accepted to the PGCE programme while doing a Non-Degree Purpose (NDP) module to suit the Postgraduate Certificate in Education (PGCE) requirements and for placement and teaching purposes.

The Teacher Internship Collaboration South Africa (TICZA) met thrice during the review period. A MoU was discussed with all role-players for signing by the DBE. A meeting is planned to introduce TICZA to provinces.

**Funza Lushaka Bursary Programme:** The Funza Lushaka bursary allocation from the National Treasury for 2022/23 is R 1 328 953 00, which translated into a target of 11 800 bursaries that could be awarded to students in the 2022/23 financial year for Bachelor of Education (BEd) Degree and PGCE for students across the 24 participating public HEIs. The consolidated 2022 approved list shows that 11 971 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2023. The targeted number of awards is 11 800. The awarded bursaries are above the target by 171. This is attributed to the movement of unused funds to HEIs with unfunded deserving applicants.

Visits to universities were conducted to strengthen the Funza Lushaka Bursary programme's management and to improve student monitoring at universities. Information-sharing meetings were held with new awardees and final-year Funza Lushaka bursars at universities to discuss the practical arrangements around their contractual obligations to serve as teachers at public schools. A placement dataset was compiled of the 5 027 students who graduated and were ready for placement at the end of 2022.

The final selection of new bursars was conducted at 11 institutions by 31 March 2023. The remaining 13 were not possible in the 4<sup>th</sup> quarter due to delays in completing the 2022 Academic Year at these HEIs, the postponement of final examinations, and the extension of registration periods at some HEIs. However, the operational preparation that drives final selection meeting processes has been prepared to finalise selections in the 1<sup>st</sup> quarter of 2023/24.

The 2023 Funza Lushaka Application Dataset with 74 182 records (8 261 returning applicants and 65 921 new applicants) was downloaded from FLIMS and shared with universities in preparation for Funza Lushaka selection meetings, 48 823 of these applicants were females and 25 360 were males.

Three (3) SITA-DBE SLAs were developed, adjudicated before the BAC, and approved by the Director-General for implementation in 2023/24.

The Department continues working with the SITA to enhance the modern Funza Lushaka Information System (FLIMS). Applications were conducted on the modernised FLIMS post-selection activities, such as loading end-of-the-year results, selection outcomes, etc., which will take place in mid-May after the 2023 selections.

**Evaluate Initial Teacher Education Programmes:** Participate in the national monthly Teacher Education Programme Evaluation Committee (TEPEC) meetings to evaluate teacher education programmes. HEIs submit the Teacher Education programmes that must be evaluated before being presented at the Council for Higher Education (CHE).

**New Teacher Induction Programme (NTIP):** On 5 April 2022, a National Steering Committee meeting was convened to discuss the NTI project plan. The DBE, through the New Teacher Induction Programme, supports the implementation of the SACE Standards.

The Department, in partnership with the Flemish Association for Development Corporation and Technical Assistance (VVOB), piloted the NTIP in 2020, whereby the three (3) provinces participated with selected schools in KwaZulu-Natal, Free State and North West. This started around the 2017 period through the DBE collaborating with the DHET, worked with PEDs and partners that include the SACE, JET Education Services, the North West University (NWU), the University of Witwatersrand (WITS) and the VVOB to develop an induction programme for all new teachers that join the teaching profession.

The NTIP was informed by a Concept Document that outlines the New Teacher Induction Framework and the New Teacher Induction Programme materials, both print and digital. The Department then piloted the NTIP in 2020 in three (3) provinces, with a field test done by Benita Williams Evaluations.

Following the results, the Department had two (2) virtual consultative meetings (in September and October 2022) with stakeholders to unpack the results. The recommendation of the meetings was to arrange a roundtable to fully unpack the results. Further, in preparations for the roundtable, the DBE received the Director-General's approval to partner with VVOB. A series of meetings were held with VVOB and the four (4) PEDs implementing NTIP in 2023. Some meetings were to develop content, whilst others were for logistical arrangements.

The DBE, in partnership with VVOB, hosted the roundtable on New Teacher Induction on 7 – 8 March 2023. VVOB funded the roundtable and sponsored 12 officials (teachers, principals, Mentors, and District officials) from the four (4) participating provinces. The roundtable aimed to review the NTIP, programme materials (digital and print), processes, and programme support systems for monitoring and reporting purposes. The review is meant to ensure that the NTI be implemented in a phased-in approach in selected provinces whilst the DBE and PEDs work towards institutionalising the programme for national implementation.

## **CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE**

### **Curriculum Research**

**The teacher needs identification:** Few teachers participated in the self-diagnostic assessments where they tested their content needs in both Mathematics and Physical Science through the Siyavula online platform. The following number of teachers took the assessments in 2022/23:

**Table 26: Teachers assessed in Mathematics**

Mathematics - YTD at 28 February 2023					
Province	Q1 - Apr-Jun	Q2 - Jul - Sep	Q3 - Oct-Dec	Q4 - Jan - Mar	Total
Eastern Cape	8	14	7	7	36
Free State	6	6	2	6	20
Gauteng	109	155	41	62	367
KwaZulu-Natal	22	22	6	8	58
Limpopo	7	2	6	15	30
Mpumalanga	7	4	1	6	18
Northern Cape	1	1	2	3	7
North West	1	4	4	0	9
Western Cape	10	20	12	14	56
<b>Total</b>	<b>171</b>	<b>228</b>	<b>81</b>	<b>121</b>	<b>601</b>

**Table 27: Teachers assessed in Physical Sciences**

Physical Sciences - YTD at 28 February 2023					
Province	Q1 - Apr-Jun	Q2 - Jul - Sep	Q3 - Oct - Dec	Q4 - Jan - Mar	Total
Eastern Cape	3	1	2	0	6
Free State	1	0	0	1	2
Gauteng	14	44	3	17	78
KwaZulu-Natal	1	4	2	3	10
Limpopo	2	3	2	2	9
Mpumalanga	0	0	0	1	1
Western Cape	1	2	2	1	6
<b>Total</b>	<b>22</b>	<b>54</b>	<b>11</b>	<b>25</b>	<b>112</b>

The Department determined the teacher's needs through these diagnostic assessments administered in both online platforms or paper-based using pre- and post-tests. These assessments were analysed to determine teacher content gaps in different topics of the subjects. Based on the identified content, development programmes are designed to address those identified gaps. An analysis report on teacher performance is then developed annually.

The Functionality of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) have been monitored quarterly by PEDs and the DBE. The DBE received nine (9) reports and 36 monitoring tools from all the PEDs for 2022/23. 36 centres, including institutes, were monitored every quarter. The DBE monitored all PEDs in 2022/23.

From the monitoring report, it is evident that Teacher Development platforms are underreporting programmes and the good work that is taking place there. It was noted that DTDCs and PTDIs are trying hard to achieve quality teaching in schools. This is noted due to the number of CPTD programmes offered despite the challenge of resources.

PTDIs and DTDCs were also supported. The following was achieved:

- 22 Teacher Centres were refreshed with ICT equipment;
- 10 Youth Academy Centres (Teacher Centres) were refreshed with ICT equipment;
- Security was strengthened by building strong rooms in six (6) Youth Academy Centres (Teacher Centres); and
- Refurbishment of ablution facilities in 20 Teacher Centres.

The following has been achieved in Teacher Centres through UNISA:

**Connectivity:** Wi-Fi Routers distributed to the 31 e-Learning Labs at Teacher Centres plus 1TB of monthly data with a top-up option.

**Signage:** Specifications of signage installation points (roads and venues) were collected from Centre Managers and handed over to the University Estates Department for implementation.

**Security Upgrades:** The Protection Services Department has yet to conduct the Security Assessment of Teacher Centres. The Department could not visit Teacher Centres to conduct Security Assessments due to protracted labour unrest.

**Minor Renovations:** Specifications of minor renovations were collected from Centre Managers and handed over to the University Estates Department for implementation. University Estates visited the Mokatsane Teacher Centre to benchmark and develop a minimal bill of quantities.

The Public Relations Plan has been developed in collaboration with the Corporate Communication and Marketing Department to advocate centres.

Newly designed pull-up banners were distributed to each site, with a request for old banners to be decommissioned.

40 Video-Based Learning videos were produced as of 23 June 2022 for Teacher Training (Education Students). The videos are also accessible to Professional Educators.

Five (5) vacancies were filled in e-learning Labs as of 1 April: Amajuba, Mbazwana, Bushbuckridge, Emawusheni, and Barberton. Currently, two (2) vacancies are at the advanced stage of being filled out of 39 positions, namely Shongwe and Mokatsane.

Based on this annual achievement, an annual report on the functionality of PTDis and DTDCs monitoring report was compiled.

**Development of teachers and district officials on digital skills:** In 2022/23, all Provinces conducted a digital skills programme for Foundation Phase teachers. The following provinces submitted their reports:

**Table 28: Foundation Phase teachers trained in digital skills programme**

PROVINCE	THE NUMBER OF TEACHERS TARGETED	NUMBER OF TEACHERS TRAINED
Eastern Cape	800	918
Free State	250	484
Gauteng	1 000	2 138
KwaZulu-Natal	1 850	1 200
Limpopo	450	1 391
Mpumalanga	750	0
North West	150	142
Northern Cape	1 000	974
Western Cape	250	0
<b>Total</b>	<b>6 500</b>	<b>7 247</b>

537 additional teachers were trained in digital skills programmes in the Eastern Cape, Gauteng, and Western Cape.

The DBE partnered with SchoolNet to roll out several digital skills programmes, and with this initiative, over 4 000 teachers were trained since April 2022. The Department is collaborating with UNICEF to fund data for Teacher Centres' connectivity to improve the uptake of teacher development in digital literacy. The DBE procured 130 routers for DTDCs to improve connectivity. This will improve the rollout of the digital skills programme to teachers. Over 11 000 teachers were trained in digital literacy programmes in 2022/23.

**Development of Impact Assessment Tool for Monitoring and Evaluation (M&E) and reporting:** In collaboration with the Cape Peninsula University of Technology (CPUT), the DBE orientated all CPTD partners, including PEDs and District officials, on administering the impact assessment tools.

Provinces have been prepared to undertake any impact evaluation study for their CPTD Programmes. This orientation assisted provinces to realise the importance of evaluation and be ready to prioritise programmes to be evaluated. As part of the impact study, the DBE is collaborating with the CPUT to conduct a study on teaching Mathematics in the Foundation Phase in the country. The preparation for the impact assessment study on the Primary Reading for Primary Schools Programme is underway.

The DBE, through the National Institute for Curriculum and Professional Development (NICPD), has completed the development of the cost-effective study proposal and submitted it to the DPME. The next step is for the DPME to establish the viability of the research method based on the draft research proposal and discuss the funding modalities because the sector had not been financially planned for.



**CPTD Online Platform (CPTD Delivery Platform):** The CPTD Online platform went live on 31 January 2022. There are 786 microlearning modules on the platform and over 3 000 users.

**Advocacy:** Members of the NICPD embarked on a roadshow in March and April 2022 to all provinces to introduce and advocate for the platform. Provinces were requested to identify content development teams that would participate in content development after receiving training.

Building content development capacity was regarded as one of the key approaches to advocating for the platform because content can be associated with specific groups of users that would use the content as part of the teacher development programme.

The responses were not forthcoming from all provinces, and the names submitted were not of officials prepared to be committed to content development.

The Department engaged in content training in four provinces during 2022, focusing on alternative groups identified by these provinces.

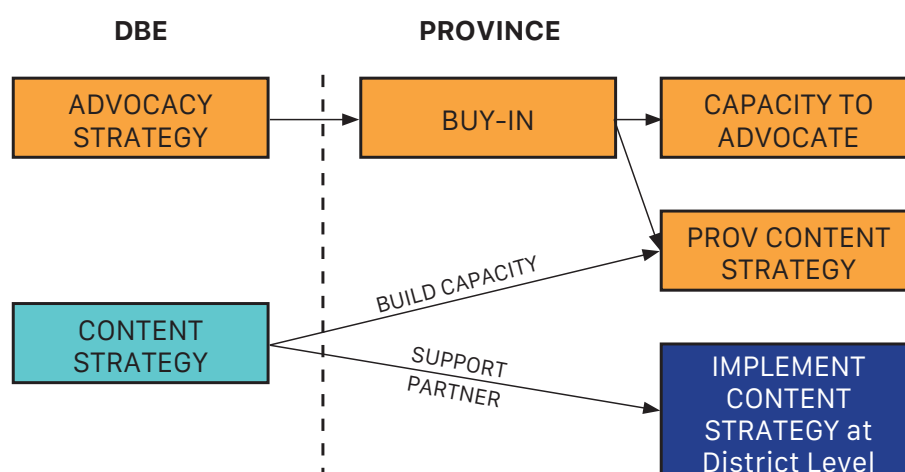
**Advocacy and support for the DTDCs:** District Teacher Development Centre Managers are recognised as key players in supporting and coordinating the platform activities. Online workshops were held in the penultimate week of November in which the following was discussed with Centre Managers:

- Nomination of a district administrator for the platform so that user maintenance and support and organisational maintenance can be performed at the district level in support of district role players;
- How to register office-based educators in bulk and support training by registering teachers in bulk (although this is a task they would nominate to the district administrator);
- Explanation of the district's roles and responsibilities for supporting the use of the platform and coordinating content development through programmes run in the district.

The response to our request to nominate district administrators (reported under Capacity Building) was not strong from provinces, which has led to a rethink of our Advocacy Strategy.

In 2023, we revised our Advocacy Strategy to deliver key messages and secure buy-in at the highest level in each province. The focus is on recognising the most appropriate officials we can support in driving advocacy in the province and with whom we can build provincial content development strategies that can be implemented at the district level (Figure 1).

**Figure 1: Alignment of Advocacy and Content Development**





## Capacity Building:

**Content Development:** Provinces identified potential and interested content creators with the support of the key advocates and arranged with the DBE for training and assessment. The training for content creators was attended by 101 participants represented by four (4) provinces: Eastern Cape, Gauteng, KwaZulu-Natal and North West.

The training materials were developed in the microlearning format so that participants could experience microlearning and various approaches to activities while completing the modules.

The success rate of these workshops was meagre, and after analysis, the following key issues arose:

- Participants were not suitably prepared for the workshop even though we did have a preparatory phase;
- The participants were not appropriate in terms of their willingness to attend and their skill sets;
- Participants did not prioritise their available time to accommodate the follow-up work required of them as content developers; and
- There was no reward for their work, which many regarded as over and above their normal duties.

The content strategy has been revised, including clear criteria for identifying content providers. The workshop material was also revised and included support materials in the self-study E-learning format.

**Provincial and District Platform:** Online training of district and provincial administrators was held in all provinces, training six (6) provincial administrators and 19 district administrators.

**Creating Online Professional Learning Communities (PLCs):** The platform team identified the Reading Champions Programme (a PYEI) as an ideal programme to introduce teachers to platform content of specific interest.

Potentially 1 200 teacher mentors would access nine (9) teacher mentor modules on the platform with the support of Education Library Information and Technology Service (ELITS) district officials. At the RCP workshops, two-hour sessions were facilitated in which the following objectives were met:

- District officials register as basic administrators;
- Learn the procedure for registering Teacher Mentors as verified users;
- District officials create learning pathways;
- District officials were able to invite Teacher Mentors to the online PLC; and
- District officials are aware of how to monitor the PLCs.

At least one (1) district ELITS official from every district in every province (except the Western Cape) was exposed to this workshop session and will create learning pathways and invite teacher mentors to form online PLCs.

A similar workshop was also facilitated for 54 district officials from the Buffalo City district in the Eastern Cape on request from the district.

**Platform hosting:** The consequences of free hosting with MTN are that the concurrent user ceiling has been established at about 75. This has resulted in teachers in workshops being unable to log in to the platform on certain days when several districts were holding workshops concurrently. Sponsorship has been sought from Amazon Web Services for hosting, and the capacity issue will be resolved if this succeeds. A letter was also drafted for Microsoft Azure to follow up with Microsoft for hosting possibilities. The possibility of co-hosting with SACE, which has appointed Microsoft Azure to host their CPTD platform, was explored.

**Maintenance:** Up to 31 January 2023, maintenance was ongoing and focused on bugs and new developments, including:

- greater accuracy and relevance in reports;
- new reports on user status;
- bulk invitations to learning pathways (to create PLCs with large numbers of participants); and
- no-reply email messaging to online PLCs by basic administrators (e.g., district officials).

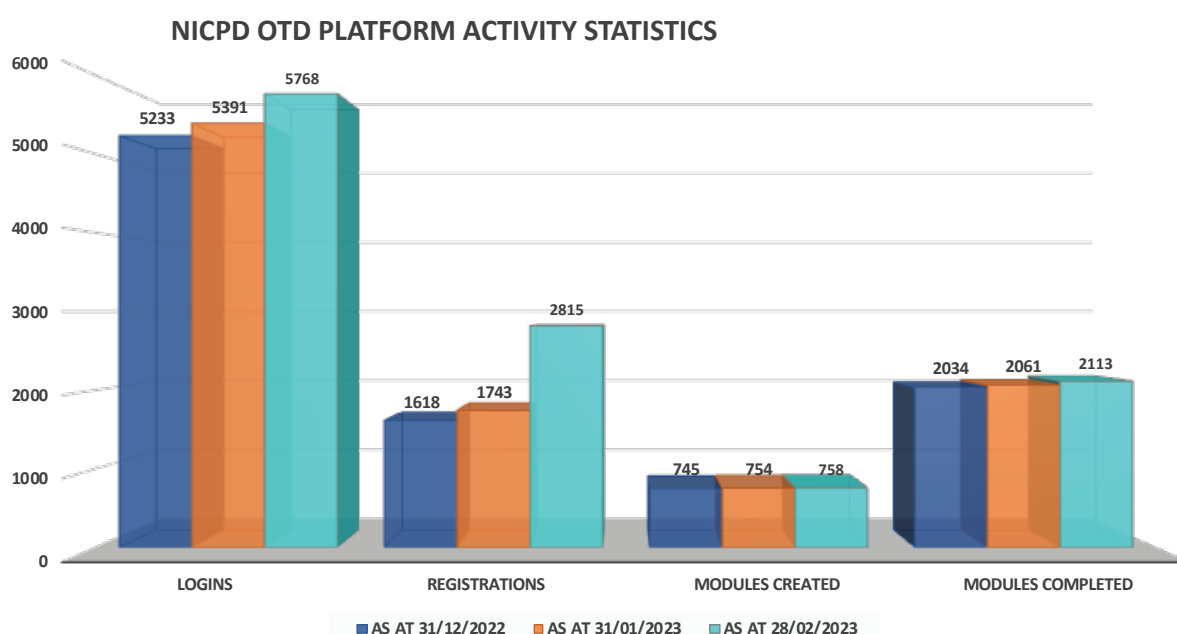
The maintenance contract expired on 31 January 2023, and there has been no further maintenance and development due to the lack of funding.

Some of the consequences of not having a maintenance contract include the loss of the ability to draw activity reports from the platform and the inability to proceed with advocacy in HEIs, for which minor new development is required.

**Platform Activities:** The following statistics were generated on 28 February 2023:

Figure 2 below indicates a month-to-month increase of 377 logins, 1 072 new registrations, four (4) new modules created, and 52 completed. Approximately 35 new modules have been developed in the interim.

**Figure 2: NICPD Activity from 1 December 2022 to 28 February 2023**



**Content Partnerships:** Reading content developed as course content was adapted for microlearning with the support of Funda Wande (Reading Academy), PSRIP, the Reading Champions Programme, and the NECT/DBE content for Comprehension Across the Curriculum.

VVOB has been very supportive of the platform and has recently adapted the content for Learning Through Play in Foundational Mathematics (for which they received support from the LEGO Foundation).

Support content for FET Computer Application Technology (CAT) and IT with the permission of a Subject Advisor in the Buffalo City District in the Eastern Cape, has been uploaded.

These are typical content partnerships, which we hope to pursue more rigorously in the coming year.

**Phase 3 Activity:** Phase 3 of the platform will be characterised by full integration with the SACE CPTD Management System. The SACE Council has approved the project. ETDP-SETA has approved funding for R12 million, and a SLA has been signed with ETDP-SETA and 2Enable.

**Development of Learning Recovery Programme materials and the roll-out preparations:** In May 2022, the Department established a Teacher Development and Curriculum Management (TDCM) HEDCOM Sub-Committee to drive the implementation of the Learning Recovery Programme (LRP). The Committee reached a common understanding of ‘learning loss’ and ‘learning recovery’ and adopted six (6) principles to guide the LRP design process.

The learning recovery programme will be classroom-specific, within clear guidelines. All previous years’ content (either not taught or not learned) may not have to be ‘covered’ in the subsequent year – i.e., it does not have to be all caught up at once. This will be determined by the curriculum goals for the class in that subject in that year and phase (as in the 2023 ATP) and the prior knowledge required. The gap between what the essential content must be covered annually from the loss experienced must progressively diminish – year on year (From the starting point to Grade 12). Grade 9 is a key exit year before entering the FET (with its fixed assessment standard of the NSC). Teachers must have the skills (and appropriate support) to:

- Assess what has been learned by the class in previous years relative to what should have been learned;
- Identify what has not been learnt is essential for the teaching and learning of new content (i.e., what knowledge/skill gaps MUST be closed);
- Adjust teaching plans to teach the necessary ‘requisite’ knowledge and skills to bridge the gaps identified (not all content has to be covered) as non-negotiables;
- Aim to ensure that as much as possible of what is in the ATP for the current year is learned by as many learners in the class as possible in the current year;
- Teachers will communicate to the teacher of the class in the next year what still has to be LEARNED – thus assisting that teacher to identify the learning gaps in that next year; and
- Subject and phase teams need to work together at the school level more closely than ever before – and SMTs are responsible for ensuring opportunities to do so are scheduled, monitored, and supported.

After these principles, guidelines were developed for all role-players in the system, which include teachers, curriculum managers and specialists in provinces and districts, Circuit Managers and SMTs.

On 13 – 14 February 2023, the National Core Training Team was established to finalise the training materials and was entrusted with submitting provincial roll-out plans. PEDs have established Provincial Training Teams comprising Subject Advisors, Provincial and Districts officials, Circuit Managers and Teacher Unions. Seven (7) PEDs have submitted the roll-out plans. Training of all Subject Advisors and SMTs was completed by the end of September 2023.

### **Teacher Development Implementation (TDI)**

**Improve teacher capacity and practices in the General Education and Training (GET) band:**

**LAMAP Project: \*LAMAP: A French acronym for “La main ala pate”, meaning getting your hands in the dough or getting involved when important things happen:** In partnership with the French Embassy, the DBE implemented an Inquiry-based Science Education project in five (5) districts in five provinces. The districts are Buffalo City (Eastern Cape), Motheo (Free State), Pinetown (KwaZulu-Natal), Capricorn South (Limpopo) and Frances Baard (Northern Cape). Two (2) French officials conducted an exploratory visit to the LAMAP project in the Eastern Cape on 3-6 June 2022 in preparation for the formal training later in June 2022. The MEC and the HoD of the Eastern Cape Province interacted with the French officials and formally endorsed the LAMAP partnership project.

The partnership conducted a week-long professional development for 61 participants from five (5) provinces on the LAMAP project and did scientific experiments from 20-24 June 2022 at a central venue in Gauteng. The Senior Phase Natural Science participants, comprising teachers and Subject Advisors, benefitted from the expertise of the French trainers as well as local organisations, exploring inquiry-based science teaching.

**MST Teacher Support in Collaboration with the NECT:** In collaboration with the NECT, the Recovery Planners and Trackers were developed and distributed in May 2022 to five (5) provinces, namely Free State, Gauteng, Limpopo, Mpumalanga and North West. In addition, the training on Structured Learning Programmes occurred in two (2) stages, first to the Subject Advisors who trained the teachers. The following table captures the work done:

**Table 29: Number of Grade 4-9 MST Subject Advisors trained**

Subject	Subject Advisors	Free State Teachers	Gauteng Teachers	Limpopo Teachers	Mpumalanga Teachers	Total
Foundation Phase Mathematics	23	36	17	23	10	109
Grades 4-9 Mathematics	30		33	14	15	92
Grades 4-9 Natural Sciences/ Natural Sciences and Technology	28	14		22	17	81
Total	81	50	50	59	42	282

The MST focus and substance of the professional development was strengthened to cover eight of the nine (9) provinces.

**Table 30: Recovery ATPs work with teachers in PEDS: July 2022**

Subjects	Eastern Cape			Limpopo			Mpumalanga			North West			Free State			Northern Cape			Gauteng			Western Cape			Total
	EXP	ACT	%	EXP	ACT	%	EXP	ACT	%	EXP	ACT	%	EXP	ACT	%	EXP	ACT	%	EXP	ACT	%	EXP	ACT	%	ACT
Foundation Phase Languages	26	25	96	31	26	84	12	12	100	21	23	110	36	34	94	13	12	92	32	28	88	24	19	79	179
Foundation Phase Mathematics	24	23	96	32	26	100	10	10	100	14	14	100	36	34	94	6	6	100	21	17	81	24	19	79	149
Natural Sciences/ Natural Sciences and Technology	26	28	108	22	22	114	17	17	100	14	12	86	12	14	117	10	11	110							104
Grades 7-9 EFAL	27	27	100	12	14	94	14	13	93	12	13	108	13	11	85	8	8	100							86
Grades 4-9 Mathematics	27	30	111	20	19	100	17	19	112	13	12	92	26	25	96	11	10	91	47	33	70				148
District	5	5		5	5		4	4		5	5		5	5		3	3		4	3		2	1		
Head Office	1	1											1	1		1	1								
																									666

**EXP= expected; ACT= actual**

**Support for Grades 8 and 9 Mathematics and Natural Sciences:** Given Senior Phase Mathematics and Science weaknesses, the Department planned and implemented a Grade 8 and 9 teachers' capacity building programme in 14 districts. The programme started in the 2nd quarter of 2021 and continued in September and October 2022.

**Training Manual Development:** The Training Manuals for Grades 8 and 9 Mathematics and Natural Sciences development involved working with subject coordinators led by the DBE specialists face-to-face at the DBE in July 2022. Once developed and quality assured, these resources were sent to the participating districts but were made accessible to other districts through the subject coordinators.

The following concepts, as decided by the subject coordinators, were addressed in the workshops:

- Mathematics: Algebraic Expressions, Algebraic Equations and Graphs.
- Natural Science: Forces and Electric Circuits.

**Support for Economic and Management Sciences (EMS) Teachers:** Given the well-documented issues of declining enrolment and fluctuating performance at the NSC level in Accounting and Economics, a need was identified to support the Grades 8 and 9 EMS subjects. 12 districts were identified for a teacher capacity building programme implemented in February / March 2023.

Manuals and allied resources were developed covering the following concepts:

- **Economy:** Government, National Budget, Markets, Standard of living, Circular flow, and Price Theory.
- **Financial Literacy:** Accounting Concepts, Booking Circle, Service Business-Accounting Circle, and Trading Business-Accounting Circle.

## **Improve teacher capacity and practices in the FET band:**

**Support for Mathematical Literacy:** The DBE has implemented a teacher support programme for ten (10) underperforming districts in Mathematical Literacy. The programme was designed by a team of ten (10) coordinators from PEDs led by the DBE on 27-29 July 2022. The training resources were developed by the team and disseminated to the implementing districts. All provinces opted for a 3-day face-to-face training session implemented in their districts.

- **Focus of the Programme:** The following concepts were identified from the NSC Diagnostic reports, and workshop resources were developed around them: Measurement, Maps and Plans, Finance, and Data Handling.

While the North West province was not part of the bottom ten (10) districts, it requested to do the same programme (with the same focus) for its Subject Advisors and teachers in all four (4) of their districts. Firstly, the national training team trained all their Subject Advisors in January 2023, and secondly, their teachers were trained in February and March 2023. All the sessions were residential. Subject Advisors were trained for five (5) days, while the teachers were for three (3) days.

**Support for Technical Mathematics and Technical Science:** Given the relative newness of Technical Mathematics and Technical Science subjects, the need for support was identified, and its implementation started in 2021 and strengthened further in 2022 for all technical schools.

**Training Manuals:** Teams of material development were established for both subjects by the DBE coordinating specialist. The teams comprising 16 subject coordinators and advisors from PEDs met at the DBE to finalise the focus of the training content and pedagogy, including assessment. The materials were then disseminated electronically to the provinces.

The following concepts were addressed during the workshop:

- Technical Mathematics: Differential Calculus, Integration, Circles, Angles and Angular Movement, and Mensuration.
- Technical Science: Light, Organic Molecules and Electrochemical Cells.

**Monitoring the Implementation of the Teacher Development Programmes:** All provinces submitted quarterly reports collated into an annual sector report on the delivery of teacher development programmes for the 2022/23 financial year.

In addition, onsite monitoring was conducted of TD programmes in Mpumalanga and Limpopo provinces in April 2022 in Eastern Cape, Free State and Northern Cape provinces in August and September 2022. Further, the PTEDC, convened by the DHET in collaboration with the DBE, monitored the delivery of CPTD and ITE programmes. These monitoring sessions were attended by DHET, DBE, PEDs, and stakeholder organisations in the provinces, e.g. HEIs, SACE, ETDP SETA, VVOB and Teacher Unions.

Table 31: Report against the tabled Annual Performance Plan

Programme 3: Teachers, Education Human Resources, and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	**Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	School Governing Bodies monitored	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.	96% 960/1 000	86% 860/1 000	70% of 1 000 sampled schools	94.3% 943/1000	24.3%	The high achievement is attributed to the fact that SGBs are in their second year in office and have there begun to perform their roles and responsibilities with understanding.
	Effective school management process	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.	100% 1 000/1 000	100% 1 000/1 000	100% of 1 000 sampled schools	100% 1 000/1 000	No deviation	Not applicable
	Funza Lushaka bursaries awarded	3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year.	13 085	11 856	11 800	11 971	171	Funds not utilised in one Higher Education Institutions (HEIs), are reallocated to other HEIs that have applicants. More Postgraduate Certificates in Education increased the number of bursaries.
	Funza Lushaka graduates placed	3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies.	Q1: 1 Q2: 1 Q3: 1 Q4: 1 Total: 4	4	4	4	No deviation	Not applicable
	Qualified teachers aged 30 and below appointed	3.1.5 An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers.	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Draft Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	The Annual National Report was approved after the reporting period (20 April 2023) due to various levels of verification and validation of reported performance in the reports

Programme 3: Teachers, Education Human Resources, and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	**Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.	Teacher development monitored	3.2.1 An Annual Sector Report is produced on monitoring the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	No deviation	Not applicable
		3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting.	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	No deviation	Not applicable
	Post-provisioning processes assessed	3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards.	9	9	9	9	No deviation	Not applicable
	Qualifications for Grade R practitioners assessed	3.2.4 An Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced.	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced	No deviation	Not applicable



Programme 3: Teachers, Education Human Resources, and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	Performance management monitored	3.3.1 Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school-based educators.	9	9	9	9	No deviation	Not applicable
		3.3.2 Number of PEDs monitored on the implementation of Education Management Service: Performance Management and Development System (EMS: PMDS).	9	9	9	9	No deviation	Not applicable

**Table 32: Sub-programme expenditure**

Sub-programme	2022/23			2021/22		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Teachers ,Education Human Resources, and institutional Development	1 462	1 437	25	1 709	1 647	62
Education Human Resources Management	68 970	68 438	532	66 758	58 725	8 033
Education Human Resources Development	1 409 541	1 409 132	409	1 364 300	1 360 073	4 227
Curriculum and Professional Development Unit	17 788	17 579	209	16 292	12 677	3 615
<b>Total</b>	<b>1 497 761</b>	<b>1 496 586</b>	<b>1 175</b>	<b>1 449 059</b>	<b>1 433 122</b>	<b>15 937</b>

**Linking performance with budgets**

The Programme Teachers, Education Human Resources and Institutional Development have spent 99.92% of their allocated budget. The budget expenditure reflects the programme's performance as they have met their indicators. There has been an increase in expenditure in the 2022/23 financial year compared to 2021/22. The increase is 1.02%, from 98.90% to 99.92% in the current year. The indicator on an Annual National Report produced on the number of qualified teachers aged 30 and below entering the public service as teachers. However, it was approved after the reporting timelines were not met. The indicator is an oversight indicator and does not have programme funding allocations.

**Strategy to overcome areas of underperformance**

Programme 3 has not met the indicator that measures an Annual National Report produced on the number of qualified teachers aged 30 and below entering the public service as teachers. The DBE is expected to oversee the appointment of young and qualified educators in school posts. Through various instruments in legislation, regulations and guidelines, the sector has ensured that young and qualified educators are prioritised in terms of filling posts at schools. These include section 6A of the Employment of Educators Act (EEA), 1998, which provides for a less arduous process of making first-time appointments; section 6B of the EEA allows for converting temporary appointments to permanent ones. The Personnel Administrative Measures (PAM) and related guidelines require prioritising first-time applicants when selecting and appointing educators for posts. The indicator was not met as the Annual National Report was approved after the reporting period on 20 April 2023 due to various levels of verification and validation of reported performance in the reports. Reporting for the indicator will consider the availability and analysis of PERSAL data available 15 days after the reporting period. The analysis will entail how many appointments were made in the reporting and the proportion of 30 years and below who are appointed as educators.

## 4.4. PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

### 4.4.1. PURPOSE

The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system through monitoring and evaluation, planning and assessment.

### 4.4.2. LIST OF SUB-PROGRAMMES

Programme Management: Planning, Information and Assessment; Financial Planning, Information and Management Systems; National Assessment and Public Examinations; School Infrastructure; National Education Evaluation and Development Unit; and the Planning and Delivery Oversight Unit.

### 4.4.3. OUTCOMES

- **DBE Outcome 1:** Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system.

### 4.4.4. OUTPUTS

- New schools completed;
- School sanitation facilities provided;
- School water facilities provided;
- Test items developed;
- School and learner performance on NSC produced;
- Examination question papers set;
- Effective school administration monitored;
- Learning Outcomes assessed;
- Determination of school readiness reported;
- Officials in districts below the national benchmark mentored;
- Support to school principals rated;
- District Directors capacitated;
- Underperforming Schools Supported;
- Teacher development conducted; and
- District Director forums conducted.

### 4.4.5. PROGRAMME OVERVIEW

The Programme: Planning, Information and Assessment is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation, and assessment. The indicators in this programme are fundamentally directed towards quality improvements, assessments, and physical and financial planning as captured in the *Action Plan to 2024: Towards the Realisation of Schooling 2025*. The Programme contributes to the following sector goals:

#### Action Plan Goals on Physical and Financial Planning

Goal 23: Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

Goal 24: Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to come and teach.

The realisation of these goals is rooted in the work done within this programme in the core policy areas of:

- Assessments;
- School Funding and Infrastructure; and
- Education Information Systems.

The DBE by working collaboratively with provincial education departments in developing policy, providing guidelines, and institutionalising support in these core policy areas, contributes to the improved quality of basic education with a special focus on the physical environment, finances, and assessments. The administration and management of assessments is an important component that measures learner performance within the education sector. A summary of the activities for this programme were elaborated below.

#### 4.4.6. PROGRAMME PERFORMANCE INFORMATION

##### Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

### INFORMATION AND MANAGEMENT SYSTEMS

#### Education Management Information Systems (EMIS)

**South African School Administration and Management System (SA-SAMS): Maintenance:** During the period under review, the following SA-SAMS updates were released after being tested by the business owner and all provinces (excluding Western Cape). The released versions were communicated to PEDs and placed with a notice on the THUTONG National Portal for PED and school download and implementation. The versions released were as follows:

**Table 33: SA-SAMS content and comments**

Version	Date released	Content and Comments
Version 22.0.2	11 May 2022	Updates to align with the National Senior Certificate (NSC) requirements, the Learner Drop Out programme and Data District Dashboard (DDD).
Version 22.1.0	30 September 2022	Updates on the LTSM Module, as well as the inclusion of the Quality Management System (QMS), updates and updates to align with the National Senior Examination (NSC) and the General Education Certificate (GEC).
Version 22.2.0	29 November 2022	Updated to align with the National Senior Examination (NSC) registration forms and the National Assessment Circular 5.
Version 22.2.1	9 December 2022	Contained system updates for 2023 and amendments on schedule and deployment formats.
Version 22.2.2	30 January 2023	Amendments to the validation rules for schools to assign subjects to new learners in the absence of the updated curriculum.
Version 23.0.0	1 March 2023	The 2023 Curriculum setup was verified and signed off by all the GET and FET Subject Specialists as well as Examinations and finally signed off by the Four Chief Directors on 28 February 2023 for release.
Version 23.0.1	15 March 2023	Updates to align with the changed National Senior Examination (NSC) registration forms and QMS module

Operational sessions were held with the SITA to manage and monitor the development and testing process as per the SLA to maintain and support SA-SAMS, ensuring User Requirement Specification (URS) and User Acceptance testing (UAT) documents were prepared for sign-off. Requirements for SA-SAMS updates have been consulted per the governance structure with PEDs and Policy Owners and were logged for development. SA-SAMS status report and change requests received from Provinces and Policy Owners were presented at the Education and Information Systems Technical Committee (EISTC) of the HEDCOM Sub-Committee on e-Education meetings, and the recommendations were presented at the HEDCOM Sub-Committee on e-Education.

The Director-General approved the SA-SAMS Policy Owner Steering Committee, and the first session was held on 2 December 2022. This Committee was constituted to align business processes, roles, and responsibilities between Policy/Programme Owners and SA-SAMS. The status of Version 23.0.0 that included the delayed 2023 Curriculum and the request to align business processes, roles and responsibilities between Policy/Programme Owners and SA-SAMS on the Disciplinary Module, was presented at the SA-SAMS Policy Owner Steering Committee held in February 2023.

**EMIS Systems Support, Advocacy and Training:** During the period under review, the SA-SAMS helpdesk assisted approximately 6 650 schools and districts with SA-SAMS queries and corrected around 727 databases. This included supporting the Care Centres with Learners with Severe and Profound Intellectual Disabilities (LSPID) using SA-SAMS and their Masterlist maintenance and supporting the Department of Correctional Services (DCS) with their SA-SAMS databases and data warehouses. Communication to Provinces via a Director-General letter was provided in April 2022 on the schedule of the Annual SA-SAMS training with the PEDs, the EMIS 2022 Calendar and the EMIS Circular 1 to schools containing information on data quality, data security and data access regarding compliance to the Protection of Personal Information (POPI) Act, including data back-up management for retrieval purposes. The Department also engaged Provinces, Policy Owners and stakeholders on the status of SA-SAMS, the Learner Unit Record Information Tracking System (LURITS), Business Intelligence (BI) and Data Driven Districts Dashboard (DDD) on various platforms including the Education and Information Systems Technical Committee of the HEDCOM Sub-Committee on e-Education and the HEDCOM Sub-Committee of e-Education; and participated in the following for advocacy and alignment: DBE SITA SLA meetings; General Education Certificate (GEC) meetings; Examination System Assessment Committee (ESAC) on the status of using SA-SAMS data for fulltime NSC Grade 12 Learner registrations; National Collaboration Forum (NCF); South African Principals Association (SAPA), Project Management of the ECD Registration Management System, Vangasali; as well as the HEDCOM Sub-Committee of Independent Schools' meetings.

SA-SAMS was also showcased to a delegation from Kenya as part of the end-to-end data solution for the education sector used for school administration, data collection for planning, monitoring and reporting in the Tswelopele Primary School. Engagement and consultation with the following policy owners on the alignment for SA-SAMS were completed: Learners with Severe and Profound Intellectual Disability (LSPID) support project; Human Resource on Educator data information, School Management and Governance on learner attendance, school finances and the school management reports; Inclusive Education and School Management and Governance Directorate (SMGD) and on the use of SA-SAMS e.g. as a data source for the PYEI-BEEI project.

The DBE supported the Gauteng Department of Education (GDE) by participating in testing sessions of the GDE SA-SAMS Citrix solution that hosts the SA-SAMS databases centrally with online accessibility. The Department also participated in the GDE's SA-SAMS Steering Committee sessions on issues with the provincial Inclusive Education Directorate and the Planning unit on reporting and monitoring Learner Attendance.

The DBE showcased the EMIS systems to the DSD at their Monitoring and Evaluation and Learner Support meetings and the National Student Financial Aid Scheme (NSFAS). The Department further provided data from SA-SAMS for the General Education Certificate (GEC) Project and supported the KwaZulu-Natal province in the flood relief intervention. This was done by identifying documents to be reconstructed and the source thereof for flood-affected schools by using SA-SAMS data. The Department also visited Brettenwood Secondary School, Ugo, Umlazi and Pinetown districts to establish the support and interventions required.

The SA-SAMS annual refresher training was conducted in six (6) provinces at contact sessions.

**Public Schools using SA-SAMS for Reporting (all provinces excluding the Western Cape):** Extensive communication was provided to PEDs during 2022 to submit the number of public schools using SA-SAMS. Provinces reported and submitted responses with the list of schools collected as evidence for reporting. The progress reports received quarterly from Provinces reported 98%+ of constant and regular collections of the school's databases per quarter. The final report indicated that 99.4% of public schools that submitted data, i.e. 21 326 schools, sent data via SA-SAMS for Term 4 from 21 497 of the expected schools as reported by the PED.

**SA-SAMS Modernisation:** In March 2022, a limited-scope project review was conducted by an entity that had an interest in participating in the development of Open EMIS. The review outcome report highlighted various strategic, technical and resource challenges in the project. This subsequently prompted the NECT, the organisation managing the project for the DBE, to issue a directive on 21 April 2022 for due diligence and a deep-dive assessment of the project's lifespan (2017 to date), including the solution's aspects.

Following a bid process, Psybergate, a software company, was appointed in June 2022 and completed the report on 31 October 2022. The report was subsequently quality-assured through various consultative and feedback engagements between NECT Management and Psybergate and further interrogation by a team of industry experts, DBE and PEDs in November 2022.

The following were key highlights and observations of the deep dive report:

- The OpenEMIS solution is suitable and has sufficient scaling capability to handle large volumes of data and provide a secure and stable solution. The solution's application architecture, technologies, frameworks, and components were assessed to arrive at this conclusion.
- The NECT is in the best position, as it was at the initialisation, to deliver the project compared to any other organisation due to the collaborative approach, the institutional memory built and its non-profit status;
- A few issues were identified, which will increase the project's success rate if addressed. These key elements crucial for the project's success include a clear business case, funding, experienced human resources, improved governance, future-proofed architecture, fully tested and implemented solution, data fully migrated, and users adequately readied and trained for a sustainable solution.

The highlighted recommendations enabled the Project Management Office (PMO) and the NECT to establish an action plan to address the results and develop detailed recovery plans shared with the Project Steering Committee (PSC), the DBE and SITA. The project has made significant progress in the following areas:

- The establishment of the NECT IRG Sub-Board committee has been completed, and the Committee has held three (3) successful meetings. This Committee has representation from the NECT Board of Trustees, the DBE, PEDs, the SITA and private sector Information Technology and Communication (ITC) experts.

- Release 1 (OpenEMIS baseline solution) and Release 2 (Manage School and Learner) have been tested and rolled out to the sandpit for all provinces to access. Training has been made available to all provinces. The Free State, Northern Cape, and KwaZulu-Natal have completed virtual training.
- The capacitation of the project is progressing well, with five (5) of the ten (10) vacancies filled, four (4) in the approval stage and one (1) in the final interview stage, as well as the restructuring to be more delivery focused through the creation of Deputy Project Executive role.
- The project has, via the Office of the Minister, sent a communique to the UNESCO Assistant Director-General for Education requesting a meeting to discuss the establishment of the OpenSource Community of OpenEMIS and for UNESCO to facilitate with all the member states for a collaborative approach to funding the development of the OpenEMIS solution.
- Focus has also been on the outstanding funding from Eastern Caps and KwaZulu-Natal with a follow-up communique to the MECS and HODs as well as the early release of the final tranche payment from the First Rand Empowerment Fund (FREF).

**Manage data uploads to the Learner Unit Record Information and Tracking System (LURITS):** In 2022/23, the LURITS uploads comprised over 12.8 million learners and over 438 000 educators from 25 149 schools.

Provincial data that were uploaded four (4) times for the first time during the year were as tabled below:

**Table 34: LURITS data uploads**

Upload	Date Completed	Upload Comments
2022 Enrolment	1 April – 15 May 2022	Only 3 Provinces were ready with 2022 collections and uploaded with quality-assured data
Term 1 Enrolment	20 May to 30 June 2022 with final data processed on 8 July 2022.	Term 1 upload included approximately 12,5 mil learners and 402,000 Educators from 25,074 schools.
Term 3	30 December 2022	All provinces, except Limpopo, uploaded. Data uploads contained feedback files that reduced learner rejections from 600,000 in the first upload to 60,000, reducing correction uploads.  Term 3 upload was completed with approximately 12,6 mil learners updated from 25,157 schools (99% of schools).
Term 4	Uploads were completed on 30 March 2022, with LP and WC still being processed.	All PEDs were uploaded and challenges were experienced with WC receiving promotion data late, and DBE was required to process LP school databases into a warehouse as the province experienced challenges.

SITA provided support to assist the PEDs with uploads under the DBE Service Level Agreement. Enhancements to the Provincial quality assurance tool and the upload engine improved the speed of the data uploading process. The Department assisted the Western Cape PED in completing mapping their Western Cape Provincial Data Warehouse (CEMIS) with LURITS in preparation for the 2022 uploads. Term Four (4) upload commenced, pending complete data collection by the provinces and load shedding. The Automation-of-the-daily-upload reports were developed, tested, completed, and used for the Term Four upload. The feedback files were generated in August 2022 to align assigned LURITS numbers and shared with provinces for distribution to all schools. Provinces were monitored on the progress of distributing the feedback files to schools that aimed to synchronise the LURITS numbers with the SA-SAMS databases and support learner tracking.

The PEDs were trained on the Masterlist functionality to allow for self-service maintenance by Provinces. Onsite visits were conducted in six (6) provinces on the outcomes and the maintenance of the LURITS Masterlist to ensure synchronisation with the Provincial Masterlists in preparation for the subsequent upload.

The Department of Home Affairs (DHA) online link that verifies the captured Identity Number (ID) was in the process of restoration after new firewalls were installed in the DHA data warehouse, which delayed automated LURITS / National Population Register (NPR) linking for learner data verification. All provinces implemented the Provincial user access process, and the confirmed list of users was monitored and reviewed, and users were reregistered for 2023.

**Data Management and Quality Assurance:** The LURITS data verification process was completed for all provinces, and the Provincial Data Warehouse backup was restored to the DBE server environment. Data Management support was provided to the School Rationalisation Project to illustrate EMIS's compliance with the POPI Act with the Information Regulator.

**Monitoring of PEDs on the EMIS/LURITS Readiness Processes and Implementation:** During the period under review, planning and preparations were completed to conduct the monitoring of PEDs on the EMIS/LURITS Readiness Processes for the 2022/23 financial year, which included the process monitoring schedule, the criteria and monitoring instruments that were consulted with the Education Information Systems Technical Committee of e-Education HEDCOM Sub Committee and HEDCOM Sub



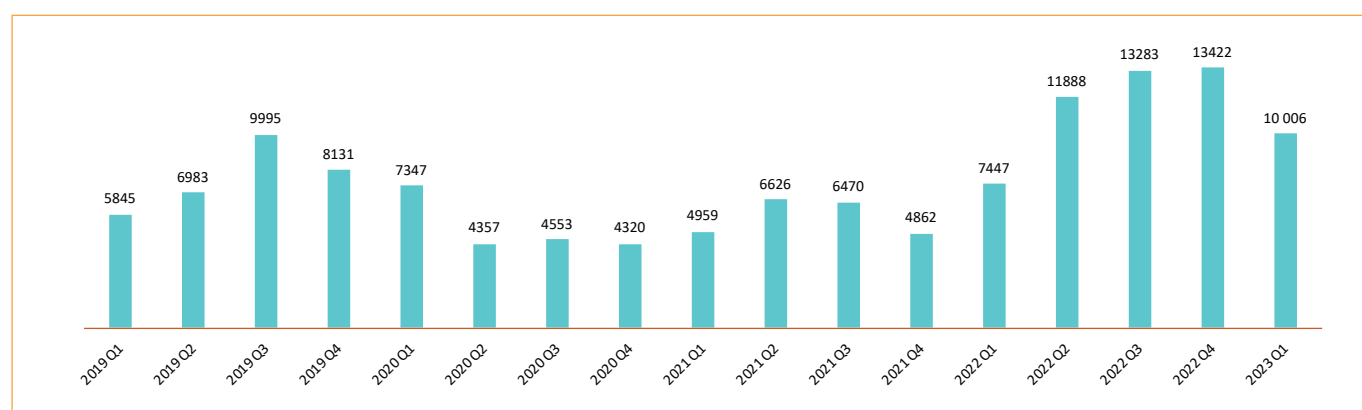
Committee of e-Education. The Director-General communique formally alerted PEDs to conduct the monitoring exercise, and all PEDs were monitored between October 2022 and December 2022 on the implementation of EMIS priorities. LURITS Readiness and technical assessments were conducted on the Provincial Data Warehouses. Feedback on the outcomes, observations, and recommendations from monitoring the implementation of LURITS and EMIS priorities were presented to all provincial EMIS Heads and provincial HoDs or delegated officials and were accepted. The National Audit Report on Monitoring LURITS and the Provincial EMIS State of Readiness were finalised to gain the Accounting Officer's approval and submitted to PED HoDs via formal communique. PEDs are expected to implement the recommendations, which will be further monitored for improved EMIS and LURITS processes in the DBE Sector.

**Other e-applications:** The DBE continued supporting the Care Centres for Learners with Severe and Profoundly disabled learners (LSPID) project by maintaining the master list and supporting centres on using SA-SAMS. This assisted the project with placing learners at available schools. The Home School Online Management System was presented to the Provinces at their Interprovincial meeting for final review. A user request session was held with the Department to support the development of a possible Digital Visit Management Application to assist the DBE in tracking and monitoring the activities related to international travel preparations and the monitoring and tracking of officials.

**Business Intelligence (BI):** The LURITS and PERSAL data marts were updated with the latest information, including validity and integrity checks to confirm functionality. The newly developed EMIS Publications Data Mart, containing data from 2009 to 2014, was tested and moved to the production server, where EMIS Officials received refresher training to utilise the reporting functions. Development of Phase 2 of EMIS Publications Data Mart on 2021 and 2022 EMIS data, as well as the readiness for refresher training of the units in the DBE, was in progress. However, the EMIS Publications Data Mart was delayed due to data completeness and anomaly challenges. Beta testing on the technical operation was concluded after the DBE Virtual Private Network (VPN) issues were resolved. The BI server was improved and upgraded with the latest version of Crystal Reports. Training on utilisation of the BI was conducted for two (2) business units in the DBE and four (4) PEDs. User reregistration in 2023 to comply with the User Access policy is underway.

**Data-Driven Districts (DDD) Dashboard Project:** 21 306 Schools have uploaded their SA-SAMS data to the DDD Dashboard for Term 4 in 2022, with similar trends for all other school terms in the year. Campaigns to assist, monitor and support low-performing subjects per phase based on Term 1 results and progressed learner support took place. This all improved the usage of visualised SA-SAMS data, as seen in the graph below, with over 10 000 unique active users detected to have logged on to the DDD Dashboard in Term 1 of 2023 and 13 422 in Term 4 of 2022, according to the National usage per week and is increasing its uptake according to the comparative trends as illustrated below:

**Figure 3: Data-Driven Districts (DDD) Dashboard Project**



Stakeholder sessions were held bi-weekly to monitor alignment and support between the DBE and the Michael and Susan Dell Foundation (MSDF), focussing on project status reporting, changes, and risks. Webinars were conducted monthly to support reporting and workshops for Provinces to provide updates on the DDD switchover to DDD 2.0 as DDD 1.0 is set to be gradually decommissioned and transitioned on a phased approach. DDD 2.0 business rules have been refined to ensure the data makes sense and gives meaningful insights. Training for DBE EMIS and DCS officials on DDD 2.0 was conducted. Sessions were held with the GITO office, and SITA sought advice on data residency and security compliance about data hosting of the DDD 2.0.

The MoU between the DBE and the MSDF was updated, vetted by Legal Services, and approved by the Director-General to continue with the collaboration in support of making SA-SAMS data usable for monitoring purposes to schools, districts and PEDs. The Department, via the DDD, supported the Minister's meeting with District Directors on 10 March 2023 to demonstrate



insights from SA-SAMS data on DDD. Support was also provided to the Director-General's Provincial Engagements to promote the effective use of SA-SAMS and the Department in preparing data on learner performance and other Sections for monitoring purposes.

**EMIS Statistical publication:** The Table below illustrates the number of ordinary public and independent schools, learners, and educators in 2022. It further shows that the highest and lowest percentages of learners, educators and schools in the ordinary school sector occurred in KwaZulu-Natal and the Northern Cape, respectively. Most independent schools were in Gauteng, with 935 schools, followed by the Western Cape, with 302 schools.

**Table 35: Number of ordinary public and independent schools, learners, and educators, in 2022**

Province	PUBLIC			INDEPENDENT			PUBLIC AND INDEPENDENT					
	Learners	Educators	Schools	Learners	Educators	Schools	Learners	As % of National Total	Educators	As % of National Total	Schools	As % of National Total
Eastern Cape	1 751 496	57 509	5 046	74 654	3 895	265	1 826 150	13.6	61 404	13.6	5 311	21.4
Free State	707 664	23 114	946	21 180	1 229	83	728 844	5.4	24 343	5.4	1 029	4.1
Gauteng	2 254 391	71 966	2056	357 250	21 487	935	2 611 641	19.5	93 453	20.7	2 991	12.0
KwaZulu-Natal	2 822 526	91 298	5 801	60 828	4 352	220	2 883 354	21.5	95 650	21.2	6021	24.2
Limpopo	1 715 130	50 599	3 646	83 516	3 993	201	1 798 646	13.4	54 592	12.1	3 847	15.5
Mpumalanga	1 109 466	35 119	1 649	35 821	2 460	135	1 145 287	8.5	37 579	8.3	1 784	7.2
Northern Cape	299 014	10 127	545	7 042	540	41	306 056	2.3	10 667	2.4	586	2.4
North West	847 044	27 232	1 448	28 051	1 691	100	875 095	6.5	28 923	6.4	1 548	6.2
Western Cape	1 178 155	38 662	1 452	66 743	5 720	302	1 244 898	9.3	44 382	9.8	1 754	7.1
South Africa	12 684 886	405 626	22 589	735 085	45 367	2 282	13 419 971	100.0	450 993	100.0	24 871	100.0

The School Realities 2022 report was approved, and the layout and design of the School Realities 2022 report was completed and published on the Department's website. The DBE has completed the 2020 Education Statistics in South Africa and is awaiting logistics processes to publish on the Department's website for finalisation.

**Disseminate Education Information:** The 2022 learner enrolment figures were finalised and submitted to the National Treasury for equitable share allocations for the Basic Education Sector. The Department responded to 13 Parliamentary questions and over 235 other data requests from line managers internally, researchers, parents, other governmental departments, and other organisations, e.g. the Equal Education Law Centre (EELC). The Education Management Information System responded to various Director-General memorandum requests supporting the provision of data and implementation of the Promotion to Access to Information Act (PAIA). Support was also provided by data provision for the PYEI and to the SACE.

The DBE was instrumental in providing the Department of Home Affairs (DHA) with unit-level data on learners with and without IDs to support their Project to provide Smart ID Cards. Support was also provided to PEDs to facilitate verification of learner data collected via SA-SAMS and stored in the Provincial Data Warehouses against the National Population Register of the DHA. Support was also provided to Initial Teacher Development for verification of Grade R practitioner's ID numbers and learners with disabilities in care centres for the same exercise.

There were 25 701 downloads of the 2021 Master List and 2 134 downloads of the 2020 and 2021 School Realities Reports. The electronic Query Logging System is finalised and ready to be tested and used.

**Table 36: Number of downloads for the 2021 Masterlist, in 2022**

Province	Total Number of Downloads
Eastern Cape	3 045
Free State	1 996
Gauteng	5 518
KwaZulu-Natal	3 233
Limpopo	2 103
Mpumalanga	1 813
National	1 580

Province	Total Number of Downloads
North West	1 911
Northern Cape	1 279
Western Cape	2 055
SNE	1 168
Total	25 701

**International Collaboration and Reporting:** The UNICEF EMIS Technical Platform data processing and usage online survey was completed and submitted. The DBE finalised the quarterly report on implementing the bilateral agreement between South Africa and Kenya in basic education and participated in the international EMIS Community of Practice working group 2. The UNESCO Institute for Statistics (UIS) questionnaire was finalised, and responses were consolidated with the DHET and submitted to UIS. The EMIS self-assessment on SADC Norms and Standards was finalised and submitted for approval. The UNESCO 4<sup>th</sup> Iteration of the Survey on National Education Responses to COVID-19 School Closures was consolidated with the DHET and submitted to UNESCO. The Department received requests from the UIS to complete the 2023 Survey of Formal Education, which was attended. The DBE contributed to a UNESCO engagement on Our Rights, Our Lives, Our Future (O3) phase 2 regional dialogue and is an active member in the Steering Group of the International Community of Practice on the future of EMIS and Data Systems in Education.

**EMIS Policy:** During the 2022/23 financial year, provincial officials were trained on the EMIS policy.

**ECD Masterlist:** The 2021 ECD Census data was technically assessed, verified, and transferred in the EMIS environment as a baseline Masterlist of Early Learning Programmes in the country and published on the DBE website. Provincial ECD Census datasets were shared with all provinces.

**Geographic Information System (GIS):** Received the COVID-19 database from the National Institute for Communicable Diseases (NICD) until 7 May 2022 and updated the School level risk dashboard on the GIS system. The DBE participated in the World GIS Day exhibition hosted by the Free State DBE with the Free State University and also advocated the GIS to DBE to build awareness. The Education districts' shape files were updated and shared internally and with stakeholders.

**Registration of National Senior Certificate (NSC) Grade 12 learners for 2021:** The Department developed, tested, and released the 2022 Structured Query Language (SQL) script with support from the SITA for the National Senior Certificate (NSC) registration via Provincial Data Warehouses, where SA-SAMS is the source of the data from schools. The 2022 NSC Registration data dataset was provided to SITA for upload to the Examination mainframe for eight (8) PEDs (excluding the Western Cape), which was completed successfully.

**Learner Performance Data per Learner and Grade:** An automated script to extract and collect learner performance data every quarter from Provincial Data Warehouses was updated, tested, and provided to PEDs. The data is sourced from schools via the SA-SAMS, consolidated at the Provinces in their Data Warehouses and eventually extracted, collected, and provided to Examinations and Assessments as policy owners for analysis.

Learner Performance Information was provided to the Policy Owner (Examinations and Assessment) for Quarter 1 and 2 from all provinces for analysis in full compliance with the POPI Act by following the approved DBE guideline in providing unit-level data. Learner Performance data for Quarter 3 was received from seven (7) PEDs and six (6) PEDs for Quarter 4. Provincial departments that failed to comply were sent communications to share outstanding datasets to ensure a full submission for a national picture.

**DBE Warehouse Administration:** Users for data access to protect data from editing were adequately managed. Database turning for all datasets collected in this financial year was also performed.

**Internal EMIS Process Improvement and Data Standards:** The EMIS Standards Committee is being revived. Internally, the first workgroup session was held within DBE, and the various units' priority standards were identified. The Process Document defining the roles and responsibilities within the Curriculum, Examination and EMIS processes has been compiled and presented to PEDs and at the first SA-SAMS Policy Owners Steering Committee on 2 December 2022, highlighting its purpose and how it can be adapted to different processes (on SASAMS) of different functional units within the DBE.

Compilation of the "EMIS Process Mapping" document is in progress to define the current state processes of EMIS to improve and reengineer the process and systems.

**Memorandum of Agreements/Understanding/Service Level Agreements** with the following were implemented:

- a. SITA: Application Maintenance, Functional Support, and hosting of LURITS, BI and the SA-SAMS were implemented for the reporting period via the SLA with SITA, and progress was monitored in operational and SLA meetings. The renewal of the SLA for Functional Application and Support was approved to continue with the service from SITA until 2026.
- b. Michael and Susan Dell Foundation (MSDF): On the Data-Driven District (DDD), the Director-General has approved the continuation of the collaboration by signing the addendum and extension of the MoU. The MSDF's approval process has commenced.
- c. NECT and Funders on the SA-SAMS Modernisation Project.
- d. Intergovernmental Protocol Agreements with the DHA, DSD, and the South African Social Security Agency (SASSA) to verify and provide data.
- e. The MoU and associated SLA with StatsSA for sharing data amongst the Departments has been confirmed to be the presiding document where inputs from the various Branches of the DBE were obtained for approval. Engagements were held with the relevant StatsSA and DBE colleagues to define the data to be shared.

#### **ECD Registration Management System (ECD RMS) Project:**

Following CEM approval of the adoption of the ECD module of the WC DSD Non-Profit Organisation (NPO) Management System (NPOMS) for use in the Education Sector on 3 March 2022, the period under review was used to set up the legal and preparatory work for the three (3) year ECD RMS project.

Three (3) legal agreements were put in place, with two (2) of these being signed, which include:

- a. An overarching MoU between the DBE and Ilifa Labantwana for technical and advisory support across several support areas, including technical systems;
- b. The Deed of Donation from the ECD DSD, donating the source code for functionality on the NPOMS that would allow the Department to be able to customise and enhance the system to meet the needs of the education sector; and
- c. The agreement to set out the terms for the tripartite partnership between the DBE, Ilifa Labantwana and the Western Cape Government (WCG) Center for e-Innovation (CEI) is under advanced legal review. The latter is the final agreement that will allow for developing and enhancing the NPOMS into the DBE ECD RMS.

Funding for the development and change management requirements was secured in the 1<sup>st</sup> quarter from the LEGO Foundation. This funding will flow through Ilifa Labantwana and allow for the secondment of resources to the DBE to support the capacity required to manage and implement the Project. A project lead joined the team in the 3<sup>rd</sup> quarter and recruitment for two (2) additional resources is planned for the next financial year once the development of the system gets underway.

A Project steering committee was established for the Project with representatives from EMIS, ECD (as co-chairs), the LEGO Foundation as the funder and Ilifa Labantwana as the advisory partner. Provincial representatives will be added to the steering committee once the pilot provinces have been finalised. Approval has been received for the Project to conduct a provincial operational model situation analysis in three provinces. This work will support the project team's understanding of the key ECD business and operational processes as they have translated into the DBE environment post the transition from DSD. The focus will be on the processes to be enhanced in the first and second phases of development: organisational profiling, registration, funding, payment, and reporting,

To ensure that the system's requirements align with these processes, policy and regulatory developments, the team has worked closely with various internal task teams to drive these changes. This includes, but is not limited to:

- Submission of inputs into the drafts for the Children Act and Regulations amendments;
- Input into the draft forms and templates for the standardised funding guidelines;
- The development of ECD Data Standards recognises the difference between requirements for ECD and existing Education Data Standards. These standards will need to be in line with the policy and regulatory changes currently at play; and
- Representation in the steering committee for developing the QASS.

The 2021 ECD Census Data was uploaded onto the RMT to serve as a baseline for the ECD data across the provinces. An ECD Masterlist based on this data was compiled and published on the DBE website. This solution's rollout and slow adoption have highlighted key resource and capacity gaps in the provinces that must be addressed for the Department to deliver quality service and benefit from any technology solutions that can be implemented to support the ECD business processes. These resource gaps include human resources, tools of trade, vehicles and, in some instances, office space. These gaps were confirmed in a Resource Readiness survey conducted across the provinces.

The objectives of the Project and progress on the Project have been presented at various internal department forums and interprovincial and ECD intersectoral forums to broaden awareness around the Project and gather buy-in where relevant.

#### **Under-achievements:**

**SA-SAMS Support:** The SA-SAMS Curriculum 2023 release, Version 23.0.0, was delayed pending the information received from the Policy/Business owners of Curriculum, Examinations and Assessment, which was in February and eventually the availability of Subject Specialists to verify and sign. The risks of late releases were mitigated by establishing the SA-SAMS Policy Steering Committee Meeting and escalation to senior management.

**LURITS uploads:** All provinces, except Limpopo, prepared and uploaded Term 3 and Term 4 data onto LURITS as their Provincial data warehouses were attacked by ransomware. Uploads were delayed as the PEDs did not complete school data collection on time, which was mitigated with PED individual support and preparation sessions. The uploads were also severely affected by the load shedding and DBE VPN challenges that negatively affected the upload process's upload speed. Load balancing is currently done manually to speed up the process.

#### **Government Information Technology Services (GITO)**

**DBE SLA Meetings:** The DBE have 30 SLAs with SITA. Six (6) SLAs were renewed, and two (2) SLAs were cancelled in this financial year. The purpose of the SLA meetings is to review and report on the services provided by SITA through the signed SLA for each month. 11 DBE SLA Meetings took place on 20 April 2022, 17 May 2022, 21 June 2022, 19 July 2022, 16 August 2022, 20 September 2022, 18 October 2022, 15 November 2022, 18 January 2023, 15 February 2023 and 15 March 2023. There was no SLA meeting in December 2022. A report was presented on incidents recorded, systems changes, project progress, audit findings action plan updates. Resolutions on services rendered to the DBE by the SITA were taken, of which some were implemented and others are in progress.

All SLAs between SITA and the DBE were signed and are in line with the Business Agreement until 2027. 24 SLAs, including a Business Agreement, were re-signed for five (5) years and three (3) years. These were the SLAs expiring at the end of March 2023. The following SLA Addendum, 04 to 1068\_002 ver 2.0 (Annexure 1068\_002 - Previously 1068\_AX), were modified. This SLA is for Mobile/Desktop video conferencing.

**ICT Steering Committee Meetings:** The purpose of the meetings is to present a progress report on ICT services to the ICT Steering Committee members. SITA was invited to present their cloud hosting strategy and plan to improve DBE services. On 26 April 2022, the Department of Public Service and Administration (DPSA) presented its Corporate Governance of ICT Policy Framework to the ICT Steering Committee. In May 2022, SITA presented on business process improvement, and this presentation was also recommended to the Senior Management Meeting. The last meeting of Quarter 1 took place on 15 June 2022. Progress updates were presented on the Director-General's engagement and the Basic Education Lekgotla, SA-SAMs Modernisation, ECD launch and Census, and the Virtual classroom projects.

GITO presented the draft Auditor-General report and the new findings raised in Cybersecurity. IT infrastructure Risks and the proposed plan to mitigate the risks were also presented.

**DBE Network Infrastructure upgrade:** Funds were approved to upgrade the current Network Infrastructure. The request was sent to SITA, and SITA is busy with its Bid specification procurement process. The current status is that SITA must submit this Bid to their Bid Specifications Committee (BSC).

**DBE Server Infrastructure upgrade:** Funds were approved to upgrade the current Server Infrastructure. The Server Infrastructure upgrade request to advertise the tender for the appointment of a suitable service provider to provide the Server Infrastructure upgrade for the DBE was approved.

**DBE Cyber Security:** Funds were approved to upgrade the current Cyber Security. The Cyber Security request to advertise the tender for the appointment of a suitable service provider to provide Information, Communication and Technology Cyber Security Services to the DBE was approved.

#### **Under-achievements:**

Some audit findings could not be resolved due to old infrastructure and lack of Information Security function/role within the Department. Ms Windows 7 workstations and other outdated equipment (like switches and SAN) must be replaced. Out of 24 audit findings, 12 findings were resolved and closed. The removal of the MS Windows 7 workstations is in progress. 36 old Windows machines are still running on the Network belonging to the Department and the DHET.

## **PUBLIC EXAMINATION AND ASSESSMENTS**

### **Public Examinations**

**Setting and moderation of NSC question papers:** 158 were required for the June 2022 Examinations. These question papers were set, moderated and approved by Umalusi. Of the 158 question papers, 18 were approved in a previous examination by Umalusi and used for the June 2022 examinations. The approved question papers were sent to PEDs for printing, packing and distribution. In addition, six (6) non-official language question papers sourced from the IEB were finalised. A total of 38 question papers were adapted for deaf people. A total of 55 question papers were adapted for blind candidates. A total of 61 question papers were offered in large print.

In addition, 162 question papers were required for the November 2022 Examinations. Umalusi approved 138 question papers set for the November 2022 examinations and approved using 24 question papers from the question paper bank. All 162 question papers were duly approved by Umalusi. After approval, the papers were sent to PEDs for printing, packing and distribution. In addition, 38 question papers for non-official languages, Nautical Sciences, Maritime Economics, Equine Studies and Sport and Exercise Sciences were sourced from the IEB. 58 question papers were adapted for deaf people. 63 question papers were adapted for blind candidates. 84 question papers were also adapted into large prints.

158 question papers for the June 2023 examination have been set, internally moderated and approved by Umalusi. These were released to PEDs on 31 March 2023 for printing. 162 question papers are required for the October/November 2023 examinations. 131 have been set and internally moderated. 31 question papers are in various stages of setting and internal moderation.

A total of 24 Practical Assessment Tasks (PATs) for 2023 were developed by the DBE examining panels, externally moderated by Umalusi and released to PEDs.

**Quality Assurance of School-Based Assessment:** School-Based Assessment (SBA), Practical Assessment Tasks (PATs) and Oral Assessment were monitored and moderated by the DBE. The moderation modality implemented is a combination of deployment of SBA National Moderators to conduct on-site moderation and off-site moderation via sampled portfolios using uploaded or scanned images of learner evidence. Moderation was conducted in two (2) phases. Phases 1 and 2 moderation of SBA in all provinces was conducted in the following selected gateway subjects: Accounting, Business Studies, Geography, History, Life Sciences, Life Orientation, Mathematics, Physical Sciences and Technical Mathematics. Districts were sampled per province during the moderation. Ten (10) schools per district were sampled, and ten (10) learner portfolios per school were sampled in the selected gateway subjects per province.

PAT subjects, including Agricultural Technology, Mechanical Technology, Engineering Graphics and Design and Visual Arts, were moderated. Each PED had to submit ten (10) learner evidence per school. The DBE conducted centralised moderation of the South African Sign Language Home Language of all schools offering this subject. The DBE conducted a centralised moderation of the International College Group (ICG) examination centres, a Distance Education Institution. Re-marking of candidates' scripts commenced in PEDs from 17 January 2023, including the remarking of centralised marking subjects done at the DBE from 18 to 21 February 2023.

**Monitoring, Coordination and Provincial support:** The DBE conducted several activities to ensure that the national examination system is well prepared and ready to manage the conduct and administration of the 2022 May/June and the 2022 November National Senior Certificate (NSC) examinations. The Examination System Review was conducted from 12 April to 18 May 2022 using virtual and face-to-face modalities. A total of six (6) provinces were visited for a face-to-face engagement, whilst three (3) provinces were engaged virtually.



The State of Readiness to manage the conduct and administration of the November 2022 examination was conducted from 6 to 23 September 2022. This process was also conducted using both virtual and face-to-face modalities. The examination system review and the state of readiness were successfully conducted, leading to an update of the Provincial Improvement Plans. It was also established from the state of readiness that all PEDs were ready to administer the November 2022 NSC examination. Risk areas were highlighted and brought to the attention of the respective PEDs for mitigation purposes.

The DBE successfully monitored the writing and marking of the May/June and November 2022 examinations. A total of 54 part-time monitors, 24 School Improvement System Coordinating Officers (SISCO) and more than ten (10) DBE-based officials monitored the writing of the November 2022 examinations across the nine (9) provinces. A total of 18 part-time monitors were selected to monitor both the marking and the capturing of marks in the nine (9) provinces.

**Conduct of the November 2022 NSC Examinations:** The November 2022 Grade 12 examinations commenced on Monday, 31 October 2022 and concluded on Wednesday, 7 December 2022. 893 900 candidates enrolled for the November 2022 Grade 12 National Senior Certificate (NSC) examinations. This number comprises 752 265 full-time and 168 635 part-time candidates.

**Hosting of 2022 NSC Marking Standardisation Meetings:** 147 Marking Standardisation Meetings (MSMs) were hosted to standardise Marking Guidelines from 1 November 2022 to 11 December 2022 using virtual and face modalities. The MSM lasted three (3) days, consisting of a Pre-meeting for the Panel, Marking Guideline discussion, training, and authorisation. The DBE panel facilitated the meetings with PED Chief Markers and Internal Moderators.

**Marking and Hosting of 2022 NSC Centralised Marking of Selected Small Enrolment Subjects:** The Marking of the 2022 NSC examinations was conducted in 187 marking centres across nine (9) provinces.

The quality of the marking of the 2022 NSC Examinations was ensured through internal moderation processes at each of the 187 marking centres, as well as the external quality assurance conducted by the DBE via deployed marking moderators. The General Organisation of the Marking Centre was monitored. Marking moderators were deployed to PEDs to moderate a sample of scripts in identified subjects and monitor the per-question marking approach.

The centralised marking of small enrolment subjects was successfully administered at Hoërskool Waterkloof from 8 to 21 December 2022. Centralised marking of identified subjects was done in three (3) provinces: Siswati (Mpumalanga), IsiXhosa SAL (Western Cape) and Marine Sciences (Western Cape). Centralised marking included the e-marking pilot of Accounting P1 and P2 and Music P2 for the November 2022 examination. The marking of scripts for blind and deaf candidates was centralised in Gauteng and the Western Cape.

**Management of 2022 National Senior Certificate Irregularities:** The DBE managed through the National Examinations Irregularities Committee (NEIC) the examination irregularities detected in the June 2022 and November 2022 examinations. The Provincial Examination Irregularities Committee (PEIC) conducted the investigations and the hearings and made recommendations to the NEIC regarding the final verdict and the sanctions to be imposed.

In the case of the November 2022 examinations, there were cases of group copying which needed further investigations. The DBE conducted these in conjunction with the PEDs, and a second NEIC meeting had to be convened to finalise these irregularities.

**The Standardisation of the 2022 November Examination Results:** To ensure that learners are not unduly advantaged or disadvantaged by factors that are other than their knowledge of the subject, abilities, and aptitude and to achieve comparability and consistency of the results from one (1) year to the next, a process of Standardisation of results are conducted by Umalusi. On 4 to 5 January 2023, a two-day pre-standardisation meeting was hosted by the DBE involving provincial examination managers to prepare standardisation proposals that were presented to Umalusi on 6 January 2023.

**The 2022 November Examination Results and Feedback:** Despite the challenges posed by the COVID-19 pandemic, the Class of 2022 persevered and ensured that 80.1% of candidates attained the National Senior Certificate. There was a 3.7% improvement in the overall performance for the Class of 2022. The performance of the Class of 2021 was 76.4%.

The 2022 November results were released to candidates on 20 January 2023. To adequately consolidate all the data to be presented to the PEDs and the education and media stakeholders, four NSC reports were produced and released as part of the Ministerial announcement of the results. These reports were uploaded on the DBE website.

## **National Assessment**

**Early Learning National Assessment (ELNA):** The ELNA programme focuses on early basic and emerging literacy and numeracy skills, providing a solid foundation for learners to learn to read, write and solve problems as they continue developing their speaking, listening and mental processing skills. The programme was successfully administered in 2022 in 287 schools. An annual report was compiled on the administration of the programme. A tender to acquire a newly enhanced ELNA system was successfully advertised in January 2023. The Bid closed in February 2023 and was evaluated by the Department on 27 March 2023. A service provider will be appointed in April 2023. The 2023 ELNA programme commenced in March 2023. An ELNA training workshop was conducted in March 2023, and 76 assessors were trained to conduct the assessment in the nine (9) provinces.

**General Education Certificate (GEC):** The GEC pilot study was successfully administered in 277 sampled schools during the third quarter. An annual report on the GEC 2022 administration was compiled. The report outlines the processes followed in piloting the assessment model and its impact on the learner's assessment programme. In 2022, some of the administrative processes included appointing additional test development panel members for Social Sciences, Creative Arts, Technology and Life Orientation; developing terms of reference for the printing of GEC material for Limpopo and Eastern Cape; sampling schools and communicating the sample to provincial education departments and participating schools. A GEC activity plan for 2022 was formulated and forwarded to PEDs.

**Systemic Evaluation (SE):** The administration of the SE data collection was completed in almost 3400 schools across the nine provinces by an independent service provider. The Australian Council for Education Research (ACER) cleaned and verified nine data sets. ACER commenced with the primary data analysis on learner achievement and contextual scaling in January, and analysis tables were developed and presented to the DBE in March 2023. The primary cognitive and contextual data analysis will be completed in the first quarter of the 2023/24 financial year.

**Diagnostic Assessments:** Almost 500 test items for Grades 3, 6 and 9 Language and Mathematics items were developed into testlets, and these were versioned into applicable official languages. For each of the three (3) grades, a test booklet comprising testlets on selected topics linked to the revised annual teaching plans and a user manual was developed.

**Teaching and Learning International Survey (TALIS):** In 2022, South Africa finalised its participation agreement with the TALIS consortium and developed a work programme for a field trial in 2023 and the main study in 2024. During February and March 2023, South Africa successfully participated in the TALIS field trial. In December 2022, provincial coordinators were provided with a sample of schools for their province for the field trial. Five hundred teachers participated in the survey administered online in 29 sampled schools.

**School-Based Assessment:** In 2022, seven (7) national assessment circulars/instructions were distributed to PEDs, after which PEDs were submitted to schools. The circulars covered key assessment processes and principles, administrative directives on specific projects, communication to school principals and coordinators, and end-of-year promotion and progression guidelines. At the start of the academic year, the programme of assessment (PoA) for 2023 for all subjects from Grade 1 - 9 mainstream schools was developed and quality assured. The 2023 PoA was developed to give schools direction on the expected tasks to be administered and captured onto SA-SAMS. The PoA also outlines key assessment principles and processes to be followed by teachers and Subject Advisors for the Foundation, Intermediate and Senior Phases. The PoA was submitted to provincial education departments through National Assessment Circular No. 01 of 2023 on 28 March 2023.

**SACMEQ V study:** The SACMEQ V study in South Africa involves almost 7000 learners from a sample of 314 schools. In 2022, South Africa completed six (6) out of the seven (7) data cleaning steps required by the SACMEQ Coordinating Centre (SCC). The data cleaning involved data management entry checks and data cleaning checks through SPPS. The SCC checked and approved this dataset for South Africa to proceed with the final data-cleaning step. The SACMEQ dataset on the national options for Tuberculosis knowledge levels was provided to an independent analyst.

**TRENDS IN INTERNATIONAL Mathematics AND SCIENCE STUDY (TIMSS):** In 2022, the TIMSS Mathematics and science diagnostic learner achievement reports were developed. These were mediated at several fora and distributed to PEDs. South Africa finalised its TIMSS 2023 participation agreement with the International Association for Educational Achievement (IEA) in 2022 and commenced with the instrument preparation and sampling for administration in 2023. South Africa agreed to participate in paper-based testing, and the terms of reference for printing, packing and distribution were approved to be done by an external service provider.



### **Under-achievements:**

Planned dissemination of Progress in International Reading Literacy Study (PIRLS) 2021 report could not take place in Quarter 4 as the release of the PIRLS 2021 international report was delayed to 16 May 2023 by the International Association for Evaluation and Assessment (IEA).

### **Exams and Assessment Systems Administration**

**Management and Maintenance of the Integrated Examination and Computer System (IECS):** The Integrated Examination and Computer System is managed by the SITA and the nine (9) Provincial Administrators. System developments and enhancement were processed in the conduct of the National Senior Certificate (NSC) 2022-06 and Senior Certificate (SC) 2022-06 examinations and the National Senior Certificate 2022-11 examination. All system enhancements, changes and new developments were successfully concluded and implemented.

**Data Management for the Integrated Examination Computer System:** The registration, written mark capturing, School Based Assessment (SBA) marks, Standardisation, statistical moderation, and results for the NSC 2022-06, SC 2022-06 and NSC 2022-11 were all successfully concluded. All requests for data have been attended to during this year. The NSC 2022-06, SC 2022-6 and NSC 2022-11 Remark / Recheck was successfully concluded. Data consolidation and analysis for the Ministerial reports and curriculum interventions were completed. The Business Intelligence (BI) system is being used to implement and supplement our reporting processes.

**Certification:** The core functions performed by certification are to issue Statements of Results, Confirmation letters, Replacement Certificates, the Combination of Results, and the Verification of Pre-1992 certificates. All these functions were performed in line with requests received within two (2) weeks.

**Table 37: Certifications received and processed**

Applications	Received	Processed	Outstanding
Applications for Statement of Results and Certificates	9 290	9 290	0
Certificates	Requested	Printed	Rejected
Certificates	9 097	8 600	497
Verifications	Received	Processed	Outstanding
Private companies	58 441	58 441	0

**New technologies to improve Assessment and Examination Systems:** New technologies are working effectively, including E-Registration, E-Reissue, and E-Remark/Recheck. Major enhancements include:

- Implemented the New Open System NSC for the first time during the NSC 2022/6. It allowed learners to rewrite from 2008.
- Updated the system with the POPIA consent indicator.
- Combination of results and certification across exam bodies.
- Develop a USAF data download for SC(a) exams so that universities can also have the results of adult candidates on their systems.

These systems are continually being tested and enhanced to improve user functionality and implementation across provinces. Enhancements are constantly refined to improve user interaction and system interaction. The June open Examination system replaced the Supplementary examination and allowed all previous NSC candidates from 2008 to rewrite any subject previously registered for. The system is a completely new Examination System for the June examination. Business Intelligence is integrated into the Examination System and has contributed to improved data management across the system. It is actively used in the resulting process.

### **Second Chance Matric Programme (SCMP)**

Working in collaboration with the PEDs, the SCMP facilitated the support of second-chance learners at 230 face-to-face centres throughout the country. The classes started for Phase I on 01 February 2022 and ended on 30 June 2022. Phase II started on 01 July 2022 and ended on 30 November 2022.

Among the 460 100 learners who registered to rewrite the National Senior Certificate/Senior Certificate (NSC/ SC) matric exams in May/June 2022 and October/November 2022, 151 022 achieved their subject passes in both.

More than 4 300 teachers and 230 Centre Managers, who offered classes to second-chance learners at the selected centres after school hours and over the weekends, were paid stipends. There were more than 50 000 learners who attended the face-to-face classes.

The Programme also supported second-chance learners through these four platforms: face-to-face classes at the centres, broadcasting through radio and television, online and offline support and provision of LTSM resources.

The Programme funded and facilitated the development of the Self-Study Guides for these subjects: Civil Technology, Electrical Technology, Mechanical Technology, Technical Mathematics and Technical Science and Literature Self-Study Guides in all 11 languages focusing on poems, drama, and poetry.

The Department procured and donated the COVID-19 essentials and delivered them to the 230 centres. The Centre Managers, who served as principals of the centres, were assigned to manage the distribution and usage of the essentials. They were also tasked to implement and monitor the COVID-19 standard operating procedures (SOPs) and no infections were reported. The 360 unemployed youth were contracted to administer the COVID-19 SOPs before, during and after the SCMP classes at the centres.

The programme facilitated seven (7) ministerial roadshows throughout the country to raise awareness about the SCMP amongst youth. During the roadshows, other departments and organisations within the public and private sectors were invited to share the available training opportunities for unemployed youth.

**Table 38: SCMP Intervention**

Budget Programme	Intervention	Geographic location (Province/District/local municipality)	No. of beneficiaries	Disaggregate on of Beneficiaries	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Earmarked funding	Second Chance Matric programme	230 centres across all Provinces	460 Unemployed Youth	290 Women and Men	R 1 397 480	R 1 397 480	N/A	Creating job opportunities addressing unemployment, alleviating poverty – curbing the spread of COVID-19

The Department procured and delivered stationery to 230 schools that hosted the face-to-face centres in all Provinces. The donation served as a reimbursement for the costs incurred by the schools. The hosting schools pay for item costs, including electricity, water, and consumables, hence the Programme's reimbursement.

Additional support to learners was provided through the following platforms:

- 12 SABC Regional radio stations and ten (10) local radio stations were used to broadcast educational programmes to support the learners;
- Provision of broadcasting programmes in the Mindset TV on DSTV and Openview HD;
- The Department has placed on the website LTSM multimedia and examination resources to be accessed by learners and teachers who have access to the Internet. Learners and teachers could access these available resources before and during the exams. All these materials are available on this website:

<https://www.education.gov.za/Programmes/SecondChanceProgramme.aspx>

- Support to learners through established partnerships;
- 67 Department of Higher Education and Training community centres were provided with DVDs containing selected content. The Programme also donated LTSM for 20 000 learners studying through the DHET Community of Learning Centres;
- Through partnerships, the DBE website was made available online at the 131 Vodacom Teacher Centres and 43 UNISA centres, and the online resources were made available through the 700 Mzansi Public Libraries; and
- The programme facilitated sponsorship to support 871 learners to apply and get admissions at institutions of higher learning.

The Department held four (4) Inter-Provincial meetings to discuss the planning and implementation of the Programme in the 2022 academic year. The meeting discussed the plans and implementation of classes during the lockdown period. When necessary, meetings were held with each Province to discuss the implementation of the Programme.

#### **Under-achievements:**

Printing: The tender was cancelled due to the Supply Chain process delay. The Directorate: SCMP is finalising the amended tender specifications in the financial year 2023/24.

## **UNESCO, INTERNATIONAL RELATIONS, AND PARTNERSHIPS**

### **International Relations and Multilateral Affairs**

#### **Bilateral Cooperation:**

**Cooperation with the Republic of Angola:** The DBE coordinates the implementation of the Cooperation Agreement between the Government of the Republic of South Africa and the Government of the Republic of Angola in the Field of Basic Education, signed on 29 March 2019.

The DBE participated in the International Conference on the Languages of Angola in the Education and Teaching System on 13 December 2022.

The DBE hosted a delegation from Angola. The visit aimed to learn best practices in examinations, assessments, certification and quality assurance. The DBE coordinated meetings with Umalusi, where the focus was quality assurance; a meeting with the DHET, which focused on examination in the Technical and Vocational Education and Training (TVET) colleges; a meeting with the Gauteng Department of Education (GDE), with a specific focus on examination printing, writing, and marking, as well as e-marking; and a workshop on systems administration. The delegation visited the Government Printers, Lebone Litho Printers, DBE Certification, and Item Development sites at the DBE. The outlined activities took place from 14 to 17 March 2023.

**Cooperation with the Republic of Cuba:** The Department coordinates the implementation of the Cooperation Agreement between the Government of the Republic of South Africa and the Government of the Republic of Cuba on professional services in Basic Education. The agreement was signed in November 2016, allowing the DBE to recruit subject specialists in Mathematics and Science from Cuba. The DBE and the Cuban Government agreed that the Agreement would be renewed in its current form. A Note Verbale was received from the Cuban Embassy, formally requesting that the two governments renew the Agreement. The Minister approved the renewal to be completed by exchanging diplomatic notes. A Note Verbale with the Minister's response was sent to the Cuban Embassy, renewing the partnership until August 2027. Currently, 14 Education Specialists in South Africa are deployed in the DBE, Limpopo, Gauteng, Eastern Cape, KwaZulu-Natal, and the Free State.

The DBE held an internal meeting to discuss new areas of cooperation. The areas include Information and Communications Technology (ICT), ECD, and Vocational and Technical Education. After completing legal consultations, it was agreed that inputs would be made on the new areas to share with the Cuban Government. After being scrutinised by the DBE legal team, an addendum to the Agreement was drafted and shared with the Department of Justice and Constitutional Development (DOJ&CD) for vetting. The DOJ&CD provided their opinion. Following this, the DBE held an internal discussion, where the decision to draft an addendum was reconsidered, and legal advice was sought from the DOJ&CD on the matter. The opinion has not been received yet.

The DBE met with relevant PEDs on 29 July 2022 to discuss the continuation of the collaboration and an extension of contracts for specialists. It was agreed that all the contracts would be extended for five (5) years. Letters were written to participating HoDs to make the request, based on the Minister's approval of the extension of cooperation for a further five-year period. The DBE informed the Cuban Ministry of Education (MINED) that the same cohort in South Africa will continue in the programme until 2027. The DBE will also hold interviews to get replacements for the six (6) vacant specialist positions. The Director-General approved inter-province transfers to support provinces implementing the Agreement with Cuba equally. Letters to relevant provincial HoDs were sent for transfers in the Eastern Cape, Limpopo, and the Free State.

**Cooperation with the People's Republic of China:** The Department coordinates the implementation of the Cooperation Agreement between the Government of the Republic of South Africa and the Government of the People's Republic of China on Cooperation in the field of Basic Education, signed in March 2013.

On 1 February 2022, DBE received notification about the outcomes of the 8<sup>th</sup> Forum on China-Africa Cooperation (FOCAC) meeting of Ministers, which took place from 29 to 30 November 2021. The DBE was requested to make a proposal for funding made available by China. The DBE submitted a Mega Focus Schools proposal developed by the Curriculum Policy, Support and Monitoring (Branch C). A meeting took place on 17 March 2022 with the Chinese Embassy, where they were explaining how South Africa will be supported to compete for the funds. A feedback meeting took place with DBE officials on 22 March 2022. It was agreed that the Chinese Embassy would be engaged further, and a meeting took place on 12 May 2022 to discuss strengthening the proposal by the DBE. A Note Verbale was submitted to the Chinese Embassy on 31 May 2022 to indicate the DBE's interest officially. The DBE awaits a response from the Chinese Embassy.

The DBE submitted inputs towards the outcomes of the 8<sup>th</sup> South Africa-China Bi-National Commission (BNC) on 18 August 2022 and further requested an update on the DBE's outstanding request for funding of three Mega Focus Schools. The update is still outstanding from the Chinese Embassy.

The DBE met with the Embassy to discuss China scholarships, especially the two (2) scholarships awarded annually to the DBE. The meeting discussed all the requirements of the scholarships and how to overcome some challenges that may hinder potential candidates. The DBE was invited to submit two (2) scholarship applications to study in China for 2023. The Branch for Teachers, Education Human Resources and Institutional Development have been requested to commence with recruitment and processing.

The DBE received information from the Chinese Embassy about scholarships from the Chinese Ministry of Commerce on courses in various fields of study for 2022. The Director-General approved sharing information with all provincial departments and DBE officials. After several enquiries, one (1) official from the DBE and one (1) official from KwaZulu-Natal submitted their applications. However, they did not fully meet the requirements. The DBE will continue to encourage officials to take such opportunities.

On 29 May 2022, the DBE was invited to attend the 15<sup>th</sup> Chinese Bridge Competition for secondary school learners. DBE official was among the speakers for 2022 and shared experiences about China and motivated the learners. The Department of International Relations and Cooperation (DIRCO), the Durban University of Technology, the Chinese Embassy, and schools attended the event.

In 2021, DIRCO started negotiations on renewing the 10-year China-South Africa Strategy. This Strategy was signed on 11 March 2022. An interdepartmental meeting took place on 12 September 2022 to discuss implementing the strategy. The meeting agreed that separate sectoral meetings would be arranged for focused discussions in each sector. DIRCO hosted an interdepartmental meeting on 13 October 2022 to discuss the strategy towards relations with China. This is part of ongoing conversations led by DIRCO on the partnership with China. The meeting also discussed feedback that was received, based on the proposal DBE submitted for China to fund three (3) mega Focus Schools. The Chinese Government could not yet provide a positive response. The DBE raised the visa challenges experienced by Chinese language Subject Advisors and Chinese language teachers in China due to travel to South Africa, and DIRCO committed to assisting.

The DBE received an offer for online short courses on education. The following invitations were received:

- Seminar on International Education Cooperation for Officials; Introduction of the Art Education Teacher Training Programme for Primary and Secondary Schools;
- Seminar on International Education Cooperation for Officials from Belt and Road Countries;
- Seminar on Management Competence Development in Basic Education for Developing Countries;
- Seminar for Leading Members of Journalist Organisation; and
- Seminar for Education Administrators from Developing Countries.

The invitations were shared with all Branches within the DBE. The two (2) DBE officials attended the Seminar on International Education Cooperation for Officials from Belt and Road Countries from 12 October 2022 to 1 November 2022. Furthermore, the DBE officials participated in the Seminar on Management Competence Development in Basic Education for Developing Countries.

South Africa hosted the third People-to-People Exchange Mechanism (PPEM) meeting on 16 February 2023, led by the Minister of Sport, Arts and Culture. China and South Africa presented progress in the partnership relating to Higher Education, Science and Technology, Basic Education, Youth, Culture, Sports, Tourism, and Communications. Written input was submitted to the Department of Sport, Arts and Culture to be consolidated into one final country report.

The DBE welcomed the new Chinese Language specialist to the Department on 22 February 2023. This is part of the continuing partnership between the DBE and the Chinese Government in improving the uptake of Mandarin as an elective subject in public schools.

The Department hosted officials from the Chinese Embassy on 29 March 2023. The purpose of the meeting was to discuss the cooperation at large and agree on the work plan for 2023/24. The DBE official led discussions on a proposed partnership in constructing three (3) Mega Focus Schools, wherein the Chinese Government would assist the DBE in setting up the schools from the ground up. The DBE official led discussions on South Africa's technical and vocational education, wherein the DBE would invite discussions with Chinese counterparts, including a study tour to China. The meeting also agreed that the Chinese Language would be elevated into a separate Declaration of Intent, while the DBE would propose a renewed MoU on broader cooperation.

**Cooperation with the Republic of France:** The Department coordinates the implementation of the signed Cooperation Agreement Between the Government of the Republic of South Africa and the Government of the French Republic in the field of Basic Education. The agreement was concluded on 28 February 2019. The Implementation Plan was signed on 6 June 2022.

On 22 April 2022, the DBE met with the Embassy to discuss unintended learner pregnancies. The Embassy indicated it was ready to assist the DBE in tackling the issue and would work with the relevant partners.

On 28 April 2022, schools were invited to view the Tara Schooner, a vessel that travelled from France circumnavigating the globe to study microbiomes. The vessel stopped in Cape Town, South Africa, and allowed schools to interact with the crew and learn about microbiomes.

The DBE and the Embassy of France have been working on a proposal to support schools in the Enquiry-Based Science Education, La Main à la pâte (LAMAP). The partnership aims to transfer skills to Subject Advisors and educators on Science Teaching. The Teacher Development Implementation Directorate developed a project plan, and orientation was conducted in five (5) districts identified for the LAMAP training. A pre-training mission took place in the Eastern Cape and the DBE from 2 to 6 May 2022, where two (2) officials from France engaged with South Africa to prepare for the training from 20 June to 4 July 2022.

A meeting with LAMAP took place on 7 February 2023 to discuss plans for 2023. A meeting was held to discuss the 2023/24 project plan between the French Embassy, LAMAP and DBE officials on 30 March 2023. The meeting agreed on the dates for training Subject Advisors and teachers on enquiry-based science education, identifying expert trainers, and providing training manuals. The next training session to be conducted by LAMAP to South Africa will be from 19 to 23 June 2023. Discussions also took place regarding possible support towards the National Science Week (July 2023) and incentives for learners for consideration by the French organisations.

The DBE and some of the PED nominated officials were part of the delegation visit to review the bilateral cooperation; explore cooperation on vocational education and training, with a specific focus on technical cooperation towards the development of aviation and hospitality schools in provinces; explore cooperation on ECD; and explore cooperation on learner wellbeing, including bullying and gender equity matters.

The French Embassy informed the DBE that a French language expert was appointed to be seconded to the DBE in 2023. The expert will be placed in the Curriculum Implementation and Monitoring branch. The Director-General approved the expert to be placed at the DBE and work closely with the curriculum team. The DBE is awaiting the arrival of the expert.

**Cooperation with the Republic of Kenya:** The Department coordinates the implementation of a Cooperation Agreement with Kenya. The Cooperation Agreement was signed on 17 May 2019 by the Minister and her counterpart in Kenya. The DBE coordinated the Implementation Plan's development, which was virtually signed and officiated on 18 November 2021.

The progress on the implementation plan entails the Director-General inviting the Kenyan Principal Secretary to South Africa for a review meeting for the two (2) parties to assess and take stock of the activities being implemented thus far. The visit took place from 18 to 22 July 2022.

The DBE was represented at the South Africa-Kenya Mid-Term Review of the Joint Commission for Cooperation and State Visit, which took place in Nairobi from 6 to 9 November 2022. The Mid-Term Review aims to take stock of activities between South Africa and Kenya.

**Cooperation with the United Republic of Tanzania:** The Department coordinates the implementation of the signed Cooperation Agreement between the Government of the Republic of South Africa and the Government of the United Republic of Tanzania on Cooperation in the field of Basic Education.



The Minister met with the High Commissioner of Tanzania to South Africa on 10 May 2022. As part of their discussions, it was agreed that the MoU should be signed once legal processing is concluded. The Tanzanian Minister of Education, Science and Technology invited Minister Motshekga on an official visit to Tanzania. The Minister undertook an official visit from 3 to 9 July 2022.

The Ministerial visit was followed by a technical visit of senior officials from 25 to 29 July 2022. The delegation began work on the implementation plan with Tanzania and Zanzibar. The Director-General finalised the implementation plans on 1 September 2022. The Department submitted the respective Implementation Plans to Tanzania and Zanzibar through the diplomatic channel.

On 23 February 2023, the DBE met with the Tanzanian High Commission to discuss how to finalise the Implementation Plans.

South Africa hosted the South Africa-Tanzania Bi-National Commission (BNC) from 13 to 15 March 2023. The BNC culminated in a State visit on 16 March 2023. The DBE participated in the BNC senior officials' meetings. On the side-lines of the BNC, the DBE hosted the delegation from Tanzania and Zanzibar on 13 March 2023. Mr Khamis Said, the Principal Secretary of Education and Vocational Training in Zanzibar and the Deputy Permanent Secretary of Education, Science and Technology in Tanzania, led the delegation. The meeting agreed to have further exchanges on early childhood education, inclusive education, recovery from learning losses, school nutrition, and ICT in the education sector. The implementation plans with Tanzania and Zanzibar were finalised, and it was agreed that the Director-General and his counterparts would sign the plans through the diplomatic channel.

**Cooperation with the United States Agency for International Development (USAID):** The Department is coordinating the implementation of education programmes with the United States Agency for International Development (USAID).

The DBE met with the USAID, the United States Office of Defense Cooperation, the United States Public Affairs Office and the DHET. The USAID led discussions on the American side. The meeting discussed cooperation between the DBE, DHET and American agencies. The meeting aimed to coordinate activities for the South Africa-United States Annual Bilateral Forum.

The Department negotiated support for the National Teaching Awards (NTA), which took place on 20 October 2022. The USAID sponsored three (3) winners with a round trip to the United States of America (USA).

A Senior United States (US) Congressional delegation visited South Africa to assess the effectiveness of the US Government's investment made through the US President's Emergency Plan for AIDS Relief (PEPFAR). As part of the visit, the DBE was invited to form part of the visit to Ratang Bana and Itireleng Centres in Gauteng on 23 February 2023.

**Cooperation with the United States Office of Defence Cooperation (USODC):** The DBE was informed that the USODC would be donating 2 672 Mathematics Dictionaries to the DBE as part of the Africa Aerospace and Defense Expo, which took place in September 2022. The Directorate will facilitate handing these to the KwaZulu-Natal province for school distribution.

The USODC has approved renovations and additions for two (2) schools in the Eastern Cape, Southernwood Primary School and Ntsasa Primary School. Site visits took place at the two schools on 8 November 2022 for contractors' pre-appointment briefing. The DBE will follow the process to provide support where necessary and brief the Director-General about progress when required.

**Cooperation with the Flemish Association for Development Cooperation and Technical Assistance (VVOB):** The DBE is implementing the Memorandum of Agreement between the VVOB and the DBE for Cooperation in the Multi-Year Support Programme in the field of Basic Education 2022-2026, concluded on 14 March 2022.

The DBE was invited to participate in the Symposium on Climate Change Education, "Keep it Cool", from 2 to 3 August 2022. Senior Managers, Chief Education Specialists, and other officials represented the DBE. Following the conclusion of the "Keep it Cool" project, the DBE was invited to participate in the project evaluation meetings, which took place between 19 and 26 September 2022.

The VVOB held a meeting with the DBE on 25 October 2022 to present and discuss strengthening the Early Grade Reading Instruction in IsiZulu in KZN. The VVOB is planning to undertake a research Pilot in KZN. The research will focus on strengthening early-grade reading instruction in the Home Language in the Foundation Phase. The project will take place in six (6) districts. The schools are yet to be selected. The project is expected to commence in 2024 and may roll over into the first quarter of 2025. The VVOB and the DBE will collaborate and share lessons to strengthen the project.

An Early Grade Reading National Steering Committee Meeting occurred on 23 November 2022. The purpose of the meeting was to bring together all stakeholders who are implementing education programmes supported by the VVOB, as well as to receive progress made in the implementation. Support has been secured for VVOB projects from 2022-2026, mainly implemented at the national level and in KZN. The meeting discussed Learning Through Play, Early Grade Reading Instruction, BLEND, the Teacher Induction Manual, and the Handbook for Teacher's Rights, Responsibilities and Safety.

The VVOB met with the DBE on 27 January 2023 to discuss an incoming visit by the Royal Family of the Kingdom of Belgium in March 2023. As part of their visit, Queen Mathilde visited an ECD Centre in Soweto to observe "Learning through Play". The identified date was 24 March 2023. Emuseni Day Care Centre in Orlando East was identified by the Gauteng Department of Education (GDE).

**Cooperation with the Republic of Zimbabwe:** The DBE coordinates the implementation of the Memorandum of Understanding Between the Government of the Republic of South Africa and the Government of the Republic of Zimbabwe in the field of Basic Education.

The DBE was invited to participate in the Mid-Term Review of the BNC between South Africa and Zimbabwe. The Senior Officials' Meeting occurred on 9 May 2022, followed by the Ministerial Meeting on 10 August 2022. The DBE used the opportunity to indicate its readiness to finalise the partnership with the Zimbabwe Ministry of Primary and Secondary Education.

On 25 May 2022, the Minister of Basic Education met the Zimbabwean counterpart on the side-lines of the Education World Forum and invited her counterpart to South Africa from 18 and 19 August 2022 to be able to sign the MoU. The official visit took place on the agreed dates, and the MoU was signed during a ceremony held on 18 August 2022 at the DBE. Ministers also visited schools and the Sci Bono Discovery Centre during this period.

The DBE coordinated the development of the Implementation Plan of the MoU, which the Director-General subsequently finalised on 1 September 2022.

The DBE invited Zimbabwe's Permanent Secretary of Primary and Secondary Education to visit South Africa from 12 to 16 December 2022. The visit aimed to sign the Implementation Plan and learn about the South African Basic Education Sector. During the visit, meetings took place with Umalusi, the SACE, and Sci-Bono. The delegation also received a demonstration on the South African Schools Administration Management System (SA-SAMS). The Director-General and his counterpart signed the Implementation Plan on 13 December 2022 and directed officials on both sides to implement the agreed-upon activities.

**Draft Memorandum of Understanding with the State of Qatar:** The DBE is negotiating a draft Memorandum of Understanding between the Government of the Republic of South Africa and the State of Qatar on cooperation in Basic Education. The proposed cooperation focuses on the following areas:

- School management and leadership;
- Learning and teaching;
- Curriculum standards;
- Teachers' professional development;
- Needs additional support for students;
- Evaluation of the performance of teachers and school leaders according to quality controls;
- Assessment of student performance;
- Technologies used or developed by South Africa or Qatar to teach foreign languages;
- Exchange of information and experiences on policies and solutions adopted by South Africa or Qatar;
- Organisation of joint training courses and workshops;
- Exchange of visits of student delegation and school sports teams; and
- Organisation of educational, scientific, artistic, and literary school exhibitions.

Several negotiating engagements have taken place towards finalising the draft MoU. The draft MoU underwent legal processing and was shared with the Qatari Ministry of Education for concurrence. The draft MoU was sent to the DOJ&CD in December 2022 for a legal opinion on domestic law. The MoU was received back from DOJ&CD on 15 March 2023 and was shared with DIRCO for a legal opinion on international law.



**Draft Memorandum of Understanding with the United Arab Emirates (UAE):** The DBE is negotiating a draft Memorandum of Understanding between the DBE in the Government of the Republic of South Africa and the Government of the State of the United Arab Emirates on cooperation in the field of basic education. The draft MoU focuses on the following areas:

- Teacher development;
- Curriculum development;
- Infrastructure; and
- Educational Exchanges.

The draft MoU underwent all the legal requirements. However, there are outstanding matters yet to be agreed on. Once concurrence is received, the Presidential Minute will be requested from The Presidency for the MoU to be signed.

**Draft Memorandum of Understanding with the Kingdom of Spain:** The DBE is negotiating a draft Memorandum of Understanding between the DBE in the Government of the Republic of South Africa and the Government of the Kingdom of Spain in Basic Education. The partnership, focused on the learning and teaching of Spanish and English languages, was proposed by the Kingdom of Spain.

The draft MoU was sent to DoJ&CD and DIRCO for a legal opinion on domestic and international law. Legal opinions received from both DoJ&CD and DIRCO stated that it is a non-binding MoU and is not an international agreement. The Director-General can sign the MoU. In November 2022, the draft MoU was sent to the Spanish Embassy for final concurrence. The DBE has not received feedback from the Spanish Embassy.

**Draft Memorandum of Understanding with the Republic of Portugal:** DIRCO informed the DBE that the Government of the Portuguese Republic proposed a partnership with DBE on the learning and teaching the Portuguese language. Negotiations towards the finalisation of the MoU are ongoing.

On 23 May 2022, the DBE participated in the interdepartmental meeting at DIRCO. The purpose of the meeting was to discuss the 7<sup>th</sup> Bilateral Consultations in Lisbon on 24 June 2022.

**Draft Memorandum of Understanding with the US Peace Corps:** The DBE is negotiating a draft Memorandum of Understanding between the DBE in the Government of the Republic of South Africa and the Peace Corps in the Field of Basic Education. The proposed cooperation is focused on the Literacy Enrichment Project and the Reading Champions. The MoU is undergoing internal consultations, including a legal review. Once this process is finalised, the draft MoU will be shared with the DoJ&CD and DIRCO for legal opinion on domestic and international law. The Director-General and the Peace Corps Country Director will sign the MoU.

**Cooperation with the Embassy of the Republic of Finland:** On 13 May 2022, the DBE received a letter from DIRCO informing the Minister about the incoming visit by Ms Andersson, the Finnish Minister of Education, to South Africa from 10 to 12 October 2022. In preparation for the visit, the DBE developed terms of reference to request support from the Finnish Centre of expertise in Education and Development (FinCEED) to get experts to assist the Department with ECD and teacher development. The proposals were submitted to FinCEED in August 2022.

On 24 August 2022, the DBE met with the Embassy to discuss the proposals and start preparations for the Minister's visit. The DBE further had an internal meeting to discuss the programme and the DBE's involvement. The meeting took place on 5 September 2022. On 15 September 2022, a Ministerial briefing was held, where the Minister and the Deputy Minister were briefed on the programme and plans for the Finnish Minister's visit. The Ministry of Basic Education South Africa hosted a bilateral meeting with the Finnish Minister on 10 October 2022. The Ministry also co-hosted an ECD high-level event on 12 October 2022.

On 3 November 2022, the Embassy of Finland informed the DBE that the FinCEED had approved both DBE proposals for ECD and Teacher Development. FinCEED appointed experts to work on ECD. The experts were appointed to support the early learning curriculum and design short learning programmes to upskill practitioners in ECD. The DBE was informed that the experts will be on a mission to South Africa on 27-31 March 2023. The experts are the Senior Ministerial Adviser at the Ministry of Education and Culture, the Chief Specialist at the Finnish Institute for Health and Welfare, and the Counsellor of Education at the Finnish National Agency for Education.

The FinCEED experts arrived on 27 March 2023. The mission had an inception meeting at the DBE. The DBE used the meeting to induct the experts on the QASS, the early learning curriculum and ECD training. The experts also visited the SmartStart sites. The sites started as day mother programmes and have grown to become SmartStart ECD Centres. On 29 and 30 March 2023, the experts were in KwaZulu-Natal to better understand the South African context and implementation of the ECD Programmes.

On 28 March 2023, FinCEED informed the Department that the experts for Teacher Development had been appointed. The experts will commence their work in April 2023, and the assignment will end in July 2023. The experts are from Jamk University of Applied Sciences

**Cooperation with the British Council:** The Minister met with the British Council on the side-lines of the 2022 Education World Forum in London. The engagement aimed to discuss cooperation on Basic Education priorities. The Minister was informed of the Master's scholarships in Digital Technologies with the University of Edinburgh for officials in South Africa, Kenya, and Ghana. The DBE was allocated four (4) spaces, eight (8) officials applied and four (4) were invited to take the English Language Testing System (IELTS) academic test in December 2022. Four (4) officials were awarded the scholarships. The online classes started on 9 January 2023.

His Excellency, President Ramaphosa, undertook a State Visit to the United Kingdom from 22 to 24 November 2022. A communique by the British Council highlighted education and skills as one of the expected outcomes of the visit. Continued cooperation on teaching and learning English, coding, digital skills education, and physical education training were some identified areas of co-operation under education. The Director-General approved the draft communique, which was subsequently shared with the British Council.

On 27 January 2023, the Director-General met with the new Country Director, the Deputy Country Director of the British Council, and a DBE official. The purpose of the meeting was to introduce the new British Council Officials. In this meeting, the British Council also informed the Director-General about the new Standards for Digital Teaching and Learning Project programme. The project aims to develop standards that will enable the efficient use of technology in schools. The Director-General and his counterpart at the British Council agreed to incorporate the Standards for Digital Teaching and Learning in the Implementation Plan between DBE and the British Council in their subsequent meeting on 6 February 2023. The DBE and British Council officials met on 20 February 2023 to discuss the project and outline plans for 2023.

**Engagements with Germany:** On 16 August 2022, the DBE met with the First Secretary and Head of Cultural Affairs of the Embassy of Germany. The purpose of the meeting was to share the priorities of the DBE with the Embassy and explore other possible areas of partnership beyond the language programme. The DBE manager for Curriculum Implementation and Quality Improvement (FET) briefed the First Secretary on the Three Stream Model and requested to meet with technical vocational education and training experts who work on curriculum design. The First Secretary committed to facilitating a meeting with relevant German officials. The DBE was also requested to facilitate meetings with the SACE and Umalusi.

A meeting between the DBE, the German Embassy and the Federal Institute for Vocational Education and Training took place on 26 October 2022, where the DBE requested support in developing the curriculum for the Three Stream Model. The German Embassy informed the DBE of the funds set aside through Development Cooperation for skills development from which the required support can come. The DBE was advised to meet with the DHET to see what they are doing regarding the TVET sector and the kind of support the German Embassy provides. Furthermore, the DBE was advised to engage with the National Treasury to discuss the required support provided through the GIZ.

The Department coordinated a meeting between the German Embassy with Umalusi, the South Africa Council of Educators (SACE), and the South Africa Qualifications Authority (SAQA) on 17 November 2022. The purpose of the meeting was to discuss timelines for accreditation to receive authorisation from German educators who teach at German International Schools in South Africa. The meeting also resolved that the existing Cooperation Agreement needed to be reviewed as there have been changes in the Education policies since 1998. The DBE received a formal letter from Umalusi requesting the Cooperation Agreement with the Federal Republic of Germany to be reviewed. A legal opinion was requested from DoJ&CD on the validity of the Agreement with Germany. A legal opinion was received from DoJ&CD on 24 February 2023 stating that the Agreement is valid and all the legislation signed after 1998 is catered for in the clauses of the Agreement. A response letter to this effect was sent to Umalusi in this regard.

**Engagements with the Russian Federation:** The Department was invited to attend the 17<sup>th</sup> Session of the South Africa – Russia Inter-Governmental Committee on Trade and Economic Cooperation (ITEC) from 27 to 30 March 2023. Minister of International Relations and Co-operation and Minister of Natural Resources and the Environment co-chaired the ITEC. The priority areas for the 2023 ITEC were co-operation on trade and investment, energy cooperation, mineral resources, science, innovation, agriculture and fisheries, education, and water resources. The meeting committed to exploring collaboration in Basic Education specifically cooperation on In-service teacher development, Vocational education and training in secondary/high schools, Learning and teaching of the Russian language, School health promotion, Sports and cultural exchanges, and Exchange of teachers and education representatives. The commission recognised that the Russian Federation initiated a draft MoU on various areas of possible cooperation in the education sector for consideration by the Ministry of Basic Education in South Africa. The Commission urged the Parties to finalise a draft MoU on Basic Education to be ready for signature in 12 months.

**Engagement with Turkey through TIKa:** The Turkish Cooperation and Coordination Agency (TIKA) had committed to supporting two (2) schools in KwaZulu-Natal that were damaged during the floods in April 2022. The identified schools were Sankontshe Primary School and Maphephetheni Secondary School. In Sankontshe Primary School, TIKa donated material for the Assembly Area; in Maphephetheni Secondary School, TIKa committed to donating material for the Workshop Space. The DBE coordinated a meeting between TIKa and the Infrastructure Branch on 26 September. TIKa informed the DBE that the available funds are for one (1) school, Sankontshe Primary School and that the project should be closed by 15 December 2022 as it is TIKa's financial year-end. TIKa stated that Maphephetheni Secondary School will receive its donation in 2023. In October 2022, TIKa informed the DBE that its Headquarters in Türkiye has resolved to start both projects in January 2023 as they are of the view that the scope of the work at Sankontshe is too big and won't be completed by 15 December 2022 as per their financial year-end. The project has not commenced.

**Engagements with Botswana:** The DBE hosted a delegation from the Ministry of Education of Botswana from 22 to 24 March 2023. The Botswana Ministry requested a visit to benchmark work-loads for teachers and student contact time. The DBE further arranged engagements with Gauteng and North West Provinces. The Gauteng Department of Education (GDE) shared a presentation on the Gauteng post-provisioning process with schools. This included the budget process for schools and secondary schools in Gauteng. The delegation visited Bohlabasatsi Primary School and Stanza Bopape Secondary School in Mamelodi. In North West Province, demonstrations were made on allocating workload for the teachers regarding subjects taught. The schools visited in North West were Tlhabane West Primary School and HF Tlou Secondary School.

**Engagements with Nigeria:** The DBE hosted a Joint Virtual Seminar on COVID-19 and Basic Education with the Ministry of Education for the Republic of Nigeria on 4 November 2022. The webinar's objective was to discuss and share experiences on the implications for learning and achieving the SDGs in the context of learning losses resulting from COVID-19 with Nigeria. The webinar further engaged on the lessons learned during the pandemic and ways to strengthen system resilience to achieve SDG4. Due to the disruption of normal schooling, Nigeria had to find alternative teaching methods with a high poverty rate. The uptake of technology by the Nigerian population is moving at a fast pace. A shortage of IT skills for administrators and teachers was highlighted. The Nigerian Ministry is developing a digital learning policy framework.

Furthermore, the Nigerian Ministry is working on the access to devices policy, as the major challenge is the learners and the teachers are struggling to afford to purchase devices. The Ministry of Education of Nigeria was keenly interested in the digital framework, ICT policy, Teacher Development, and Curriculum Competency Framework. Following this webinar, the Nigerian Ministry and DBE will schedule further meetings to exchange lessons on ICT in education, teacher training, and curriculum competency framework.

## **Multilateral Cooperation:**

### **Association for the Development of Education in Africa (ADEA):**

**Study of Remote Learning in Secondary Schools:** In April 2022, ADEA designed a pilot on remote education bench-marking toolkit (REBTK) to guide policy decision-makers towards more crisis-responsive, resilient pathways in the event of future crises. This was in response to the COVID-19 pandemic. The Department coordinated the participation of the Department in this study. ADEA and the units responsible for Mathematics, Science and Technology (MST) and Curriculum Enhancement Programmes finalised a pilot study on remote learning in secondary school. The pilot was conducted by the National Education Collaboration Trust (NECT) and was concluded on 27 July 2022, when the project had a final workshop. A final report was submitted to ADEA and shared with the Ministers during the ADEA 2022 Triennale in Mauritius from 19 to 21 October 2022.

**Early Childhood Quality Assurance Systems in African countries:** On 23 August 2022, IR&MA coordinated DBE's participation in the survey of the Early Childhood Quality Assurance Systems in African countries. The Senior manager for Foundations for Learning completed the survey.

**ADEA Executive Committee Meeting:** The 49th Session of the ADEA Executive Committee took place on 07 December 2022. The DBE coordinated the participation of the Deputy Director-General for Teachers, Education Human Resources, and Institutional Development as the DBE representative at the ADEA Executive Committee. The meeting reported that the 2022 Triennale in Mauritius was successful and organised in a hybrid mode. The meeting was also informed about the ADEA's pilots for 2022, which include Remote Education Benchmarking Toolkits in the following:

- Basic Education in South Africa, Botswana;
- Technical and Vocational Skills Development in Mauritius, Rwanda, Tunisia, and Côte d'Ivoire; and
- Higher Education in Senegal and Morocco.

The meeting was informed that the toolkits would increase the level of readiness by African countries to deliver remote education, either as a stand-alone or in a hybrid approach with face-to-face teaching and learning.

**The Launch of the ADEA African "High Level" Foundational Learning Coalition, 16 February 2023:** The Minister was invited to launch the ADEA High-Level Foundational Learning Coalition. The Minister could not attend the meeting. The DBE coordinated the participation of the Senior manager for Foundations for Learning, who was delegated to represent the Minister. The Coalition is a community of policymakers pioneering interventions to solve the learning crisis in Africa.

**Africa Code Week 2022, October 29th to November 1st, Rabat, Morocco:** ADEA organised the Africa Code Week with the Moroccan Education Ministry. The Senior Manager for Mathematics, Science, and Technology (MST) Curriculum Enhancement Programmes was nominated to attend the meeting. However, the Senior Manager could not travel to Morocco due to the nature of relations between the Kingdom of Morocco and the Republic of South Africa. The Ministry of Education of the Kingdom of Morocco hosted the event and stated that they could not accept South Africa's participation at the Africa Code Week.

**ADEA Triennale, Mauritius, from 19 to 21 October 2022:** The Minister was invited to the ADEA Triennale in Mauritius from 19 to 21 October 2022. The Minister could not attend and requested the Deputy Minister to attend the meeting. However, the Deputy Minister subsequently could not attend the Triennial. The Deputy Director-General for Delivery and Support, Chief Director for Foundations for Learning, Acting Deputy Director-General for Business Intelligence, Director for Curriculum Research, and Director for Curriculum Implementation and Quality Improvement (FET) attended.

#### **Southern African Development Community (SADC):**

**Joint meeting of SADC Ministers of Education and Training and Science, Technology, and Innovation on 14-17 June 2022:** The Minister participated in the hybrid Joint meeting of SADC Ministers of Education and Training and Science, Technology and Innovation (ETSTI) hosted by the Republic of Malawi. The meeting was attended by delegations from Angola, Botswana, the Democratic Republic of Congo, Lesotho, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe. International partners such as the United Nations Educational, Scientific and Cultural Organisation, African Union Development Agency and the United Nations were also in attendance. Malawi as the 2022 host nation and, therefore, chaired the Joint Meeting of SADC Ministers responsible for ET-STI.

Deliberations at the Minister's Meetings focused on key sectoral policy measures on science, technology, and innovation. The meeting also discussed the reports on the Education Sector's response to COVID-19 and Open Distance Learning, which looks at the tools to ensure continuity in the education and training system during times of crisis. The Ministers' meeting took place on 17 June 2022, preceded by a three-day preparatory meeting of senior officials from 14 to 16 June 2022. The focus of the meeting was to review the progress of the implementation of programmes within the context of the revised SADC *Regional Indicative Development Plan* (RISDP) and the SADC *Industrialisation Strategy* (2015 – 2063).

**SADC 2022 Essay Competition:** The DBE annually facilitates the participation of South African learners in the SADC Secondary School Essay Competition. The Curriculum Policy, Support and Monitoring Branch assisted with the 2022 adjudication process, and the top three (3) essays were subsequently sent to DIRCO for further transmission to the SADC Secretariat. The DBE received communication on the outcomes of the competition, and two (2) learners, namely, Mr Mlalazi and Ms Mokulubete, were amongst the top ten (10) winners in the regional leg of the competition. The two (2) learners received certificates from the Secretariat. The Department facilitated the conversion of the prize money and coordinated the payment of the learners. In addition to the prize money from SADC, the learners were awarded laptops sourced through the Branch for Teachers, Education Human Resources, and Institutional Development.

The following learners were the national winners of the competition:

- 1st place: Mpho Mokulubete, Gauteng Province-US \$ 500;
- 2nd place: Siboniseni Mlalazi, Gauteng Province-US \$ 300; and
- 3rd place: Masego Mawela, North West Province-US \$ 200.

**STEM Boot Camp with Southern African Development Community and United Nations Educational, Scientific and Cultural Organisation:** The Department of Science and Innovation (DSI) hosted the World Science Forum from 6 to 9 December 2022 at the International Convention Centre (ICC) in Cape Town. SADC and UNESCO-ROSA approached DSI to convene a side event during the Forum on the youth STEM boot camp from 5 to 9 December 2022. The boot camp targeted high school learners and teachers to capacitate them on Artificial Intelligence, Robotics, 3D Printing, and Micro science training subjects. There were 50 learners and teachers who attended the last day of the World Science Forum and contributed towards the outcome statement of the World Science Forum. The University of the Western Cape hosted the boot camp.

The DSI requested the Department to assist in implementing the boot camp. The Directorate worked with the Chief Directorate for Mathematics, Science, and Technology (MST) and Curriculum Enhancement to plan the boot camp in collaboration with the Western Cape Education Department. The Western Cape Education Department identified learners from different underprivileged schools to participate in the boot camp and their teachers. The Western Cape Education Department secured 226 learners and 22 teachers who were transported to the venue daily. The Nelson Mandela Foundation provided funding for the transportation of the learners, and UNESCO provided catering for the learners and facilitators during the boot camp. The DBE Official was nominated to attend the boot camp and delivered the opening remarks on the first day.

**African Federation of Teaching Authorities (AFTRA):** The DBE attended the AFTRA Executive Board Meeting in Windhoek, Namibia, 6-9 February 2023 with officials Ms Maje, Acting Chief Director for Education Human Resource Management; Mr Dhladhla, Chief Education Specialist. The purpose of the meeting was to finalise the preparations for the AFTRA 10<sup>th</sup> Teaching and Learning Conference and 12<sup>th</sup> Roundtable, which will be held in Windhoek, Namibia, on 8-13 May 2023. The Minister has received an invitation to the Ministerial Meeting. The Deputy Minister will attend the meeting.

The Department coordinated a meeting between SACE in their capacity as AFTRA Secretariat and ADEA on 24 March 2023. AFTRA is on a mobilisation drive to get other Education Ministries in the continent to join the organisation. In the meeting, ADEA invited AFTRA to the next Steering Committee Meeting, where AFTRA will present to the Ministers.

**The World Bank:** The DBE coordinated a meeting between the Director-General and the World Bank on 4 October 2022. The meeting provided an update on the DBE-World Bank projects. The projects are ending, and the World Bank also requested the DBE to indicate how the Bank can support the Department from now on. Project Managers were requested to submit proposals for potential areas of engagement between the DBE and the World Bank as we advance. A submission for the Director-General to approve the new areas for support was drafted. The areas of support included the following:

- ECD;
- Infrastructure;
- Technical Assistance on Three Stream Model; and
- National and Regional Reading Dialogue Series and Early Grade Mathematics/Numeracy.

The support from the World Bank produced the following reports for the DBE in the 2022/23 financial year:

- Early Grade Reading in South Africa; and
- Public Expenditure and Institutional Review on ECD launched on 30 March 2023.

The Department also assisted the World Bank in coordinating the Infrastructure Workshop on 25 October 2022. The Workshop reviewed the draft report “Going beyond the Infrastructure Funding Gap: A South African perspective Basic Education Report”.

On 15 November 2022, the DBE met with the World Bank to discuss the request to support work on ECD, Early Grade Reading, Infrastructure, and the Three Stream Model. The World Bank indicated funding constraints for the financial year ending in June 2023. However, it will likely support all the areas. The Bank committed to submit an official response in December 2023. However, the letter of response has not been received as the Bank is sourcing funds to support the projects.



In November 2022, the World Bank requested meetings with Project Managers of ECD, Early Grade Reading, and the Three Stream Model to understand better the nature of the support required. The Department coordinated these meetings. On 28 November 2022, the World Bank met with the Learning Recovery and Curriculum Strengthening to discuss the Three Stream Model. The DBE requested the World Bank to facilitate dialogues with countries with a similar model, and a list of targeted countries was shared with the World Bank. The World Bank was further requested to provide a technical expert to assist with the Three Stream Model. The World Bank indicated that the request could be considered from July 2023 and after the dialogues due to financial constraints in the current financial year.

The World Bank met with the Department on 22 November 2022. The meeting agreed that between January and June 2023, the World Bank will support DBE by coordinating the regional Early-Grade Mathematics Dialogue. Post-June 2023, the World Bank will support the work of the desktop research on studies on Early-Grade Mathematics, while the contract of the technical assistant will be for a year and 150 days as per WB procedures.

The World Bank also met with the ECD manager on 22 November 2022. The World Bank was informed that ECD will need support in capacitating the Capacity needs assessment and Capacity of the ECD practitioners and M&E capacity development for Provincial Department Officials in ECD. The DBE will provide Terms of Reference for the needs assessment expert. The World Bank also pledged to support the following:

- The World Bank's global ECD measurement team can help with the Graded Quality Standards and Assessment Tools (QASS), reviewing domains and scoring plans.
- The World Bank can assist in facilitating Cross-country exchanges and TA around the overall development of the QASS.
- The World Bank can assist with costs and develop a staffing plan. This would align with the broader PEIR recommendation around a human resources assessment in the context of the transition.

Regarding Infrastructure, the World Bank stated that the support was approved unofficially and will commence in January 2023 and end in June 2023. The World Bank requested a dedicated official from the Infrastructure Branch who will be the contact person for the project. The Deputy Director-General for Infrastructure was nominated as the dedicated official for the project. In January 2023, the World Bank informed IR&MA that it still supports the DBE. However, it is waiting for the realisation of funds from its Headquarters in Washington.

**Cooperation with the World Economic Forum (WEF):** The DBE met with the World Education Forum (WEF) on 15 August 2022 to discuss the proposed Education Accelerator Programme. The meeting was informed that the DHET was not interested in the Accelerator. WEF informed the meeting that DBE could proceed with the Basic Education Accelerator without the DHET. An interdepartmental meeting with DHET to discuss how to implement the Education Accelerator jointly is planned for April 2023.

**The African Union (AU):** The DBE was represented in an interdepartmental Workshop on African Union Affairs on 26 April 2022. The purpose of the meeting was to discuss the need to develop a framework for engagement between DIRCO and partner Departments to systematically increase South Africa's influence in multilateral forums, especially the African Union. Furthermore, DIRCO also wanted to consolidate South Africa's engagement with the African Union by utilising inputs from the Heads of Mission Conference. DIRCO shared its concerns over the Rwandan influence in the AU and pleaded with Departments to second officials to ensure South African and the SADC interests are taken on board.

On 24 August 2022, the DBE participated in the preparatory meeting for the Fourth Ordinary Session for the Specialised Technical Committee Meeting on Education, Science and Technology (STC-EST 4) from 29 to 31 August 2022, chaired by DIRCO. The DBE sits in the Continental Education Strategy for Africa (CESA) Curriculum Cluster at the African Union, and a report of the committee would be provided to the AU. The DBE participated in the Senior Officials for STC-EST from 29 to 31 August 2022. The meeting discussed and approved several education-related reports, including:

- Continental teacher development frameworks;
- Guidelines and teachers' mobility protocol; and
- African Continental Qualification Framework.

**The Commonwealth:** The DBE participated in the Informal Consultations and Policy Briefing Sessions for Commonwealth High Commissioners held on 13 April 2022 at DIRCO. The purpose of the meeting was to discuss the following:

- Commonwealth Living Lands Charter;
- Declaration on Sustainable Urbanisation;
- Kigali Declaration on Child Care Reform and Protection; and
- Declaration on Climate Change.

#### **The G20:**

**Indonesia Presidency:** The G20 was under the Indonesian Presidency in 2022. The Presidency's education agenda aims were to create Universal Quality Education during the COVID-19 pandemic through discussions on the following issues:

- Utilisation of digital technologies in education;
- The need to strengthen solidarity and partnerships to rebuild a more resilient and effective education system and
- Students' preparedness to face the future of work post-COVID-19.

The DBE and the DHET participated in the Education Working Group Meetings. These meetings were held from 8 to 18 May and 27 to 28 July 2022. The IR&MA Directorate coordinated the DBE's participation in the working group meetings. The DBE was represented by the Chief Director for MST, Curriculum Innovation and E-Learning, Director for Curriculum Research, and Director for Learning Recovery and Curriculum Strengthening. Working with the mentioned Managers, the DBE contributed towards the G20 Education Working Group Report and the 2022 Education Ministers' Declaration.

**India Presidency:** India is the G20 President for 2023 with the following priorities;

- Ensuring Foundational Literacy and Numeracy, especially in the context of Blended Learning;
- Making Tech-Enabled learning more Inclusive, Qualitative and Collaborative at every level;
- Building Capacities, promoting Life-long Learning in the context of the Future of Work; and
- Strengthening Research and promoting Innovation through richer collaboration.

The Department participated in the G20 meetings. The DBE is represented by the Chief Director for MST, Curriculum Innovation and E-Learning, Chief Director for Foundations for Learning, and the Department facilitated the position of South Africa in the first Education Working Group (EWG) meeting. The Senior Manager for MST, Curriculum Innovation and E-Learning represented the DBE at the first EWG meeting held from 1 to 2 February 2023 and 15 to 17 March 2023 in India.

**Cooperation with Japan International Cooperation Agency (JICA):** The DBE facilitated the participation of Provincial Department officials in the training on School-based Improvement and Support from the Education Administration that took place from 18 October to 10 November 2022 in Japan. The Director-General sent letters addressed to the HoDs to request nominations. The following officials were nominated:

- Ms Kolobe, Gauteng Province; and
- Ms Bula, Eastern Cape Province.

On 29 August 2022, the Director-General met with the JICA technical experts, Ms Funaki and Mr Oshima, working on Mathematics Teaching and Learning Framework for South Africa: Teaching Mathematics for Understanding. The purpose of the meeting was to provide an update on the JICA and DBE partnership, where JICA is providing technical support in strengthening Mathematics Education in primary schools. JICA is piloting with the National Education Collaboration Trust (NECT) in Limpopo and KwaZulu-Natal.

**Organisation for Economic Co-Operation And Development (OECD):** During the period under review, the IR&MA Directorate coordinated the participation of DBE officials at the following OECD meetings:

- 4th Global Forum Workshop on the Future of Education and Skills 2030, 31 May, 1 and 2 June 2022. Manager for MST, Curriculum Innovation and E-Learning and Manager for Curriculum, Implementation, and Quality Improvement: General Education and Training attended;
- 11<sup>th</sup> TALIS Governing Board Meeting on 7-8 July 2022. The meeting was attended by the Deputy Director-General for Teachers, Education Human Resources, and Institutional Development and



- 32nd session of the Education Policy Committee on 15-16 November 2022. The Deputy Director-General for Teachers, Education Human Resources, and Institutional Development attended the meeting.

**Trends In International Mathematics and Science (TIMSS):** The DBE facilitated the signing the TIMSS Study Agreement. This included requesting a legal opinion from the Department of Justice and Constitutional Development (DoJ&CD) as well as facilitating meetings between the Senior Manager for National Assessments and the International Association for the Evaluation of Educational Achievements to agree on text as proposed by the DoJ&CD. The Director-General signed the Agreement on 19 November 2022.

**United Nations Women South Africa:** The United Nations Women South Africa met with the Departments of Basic Education and Science and Innovation on 1 February 2023. The purpose of the meeting was to inform the DBE of the Coding camps for girls in South Africa planned for 2023. These Camps are envisaged to run for two weeks during school holidays. The budget per camp is USD 30 000. UN Women sent a letter to the Director-General informing the DBE about the African Girls Can Code Initiative and requesting support from the DBE. The Director-General approved the request for DBE to coordinate the coding camps and sent letters to the Provincial Departments to participate.

The first camp, which the Limpopo Provincial Department of Education will host, is scheduled for the 2023 June school holidays. Gauteng, North West, Limpopo and Mpumalanga Provincial Departments will participate in the first camp. The Provinces have been requested to identify two (2) rural schools and five (5) girl learners per school, and they will be accompanied by one (1) female teacher per group. The total number of learners will be 40 girls. The second camp is scheduled for the 2023 September school holidays.

#### **Ministerial engagements with international partners:**

**21<sup>st</sup> Conference of Commonwealth Education Ministers:** The Minister participated in the 21<sup>st</sup> Conference of Commonwealth Education Ministers in Kenya from 27 to 28 April 2022. The conference's purpose was to review and assess progress towards SDG4 at regional and national levels, identify persistent bottlenecks preventing the achievement of the goal, and have implications for the future of the education sector, including for learners and the workforce.

**Ministerial Forum: Harnessing Technology to Build Resilient Education System: 10 to 11 May 2022 in Kigali, Rwanda:** The Deputy Minister participated at the Mastercard Foundation Ministerial Forum in Kigali from 10 to 11 May 2022. This Ministerial Forum was organised by the MasterCard Foundation's Regional Centre for Innovative Teaching and Learning in ICT (CITL). As part of its mandate, CITL helps EdTech entrepreneurs scale up technology innovations that improve teaching and learning. CITL invests in the design, testing, and validation of innovations with learners and educators and subsequently shares information and research on best practices. CITL also acts as a platform for collaboration among governments, investors, and entrepreneurs, exploring the potential to scale solutions across Africa.

**Education World Forum (EWF), 22 to 25 May 2022:** The Minister participated in the Education World Forum (EWF) in England from 22 to 25 May 2022.

**9<sup>th</sup> Africa Federation for Teaching Regulatory Authorities Conference (AFTRA), 30 to 31 May 2022:** The Minister led a delegation to participate in the 9<sup>th</sup> Africa Federation for Teaching Regulatory Authorities Conference (AFTRA) from 30 to 31 May 2022 in Ghana. The Minister addressed the Annual Ministerial Session on 30 May 2022. Ministers of Education from Ghana, Nigeria, Angola, and Cameroon were in attendance. The Minister of Basic Education South Africa was recognised as one of the two founding Ministers (alongside Nigeria) of AFTRA in 2012.

During her address, the Minister shared *"South Africa's teacher policies and recommendations for best practices in Africa"*. The Minister reflected on the South African experience in reacting, responding to, and recovering from COVID-19 from the perspective of learning and teaching during the pandemic.

**Official Visit to the United Republic of Tanzania, from 3 to 9 July 2022:** The Minister undertook an official visit from 3 to 9 July 2022 to solidify cooperation with Tanzania in Basic Education.

**Official Visit to Cuba, from 20 to 23 September 2022:** The Minister led a delegation to Cuba from 20 to 23 September 2022, comprising three (3) DBE officials, two (2) HoDs from Limpopo and Mpumalanga, and three (3) MECs from KwaZulu-Natal, Limpopo, and Free State. The purpose of the visit was to cement the partnership on the newly identified areas and agree on a way forward.

**International Pedagogy Congress in Cuba, from 30 January-3 February 2023:** The Minister led a delegation to Cuba to attend the International Pedagogy Congress from 30 January to 3 February 2023. The theme for the 2023 instalment of the congress was “Meeting for the Unity of Educators”. The Minister participated in the G77+China meeting, where 35 Ministers from Africa, Latin America, and Asia gave their perspective on the challenges they faced in the wake of the COVID-19 pandemic, learning and digital transformation competencies required for life and sustainable development, and science and innovation in teaching, teacher training and the teaching profession to produce quality education.

**Engagement with the Ambassador of Qatar to South Africa:** On 21 April 2022, the Minister met with His Excellency, Mr Tariq Al-Ansari, Ambassador of the State of Qatar. The Minister and the Ambassador discussed the draft MoU between DBE and the Ministry of Basic Education and Higher Education of Qatar. The Ambassador informed the Minister that Qatar would send assistance to the people of KwaZulu-Natal affected by floods.

**Engagement with the Minister of Education for Qatar:** On 10 May 2022, the Minister met with the Minister of Education and Higher Education of Qatar. The purpose of the meeting was to discuss the draft MoU and agree on areas of cooperation. The Ministers agreed that the ministries meet and agree on a common language of the draft MoU.

**High-Level Ambassador’s Briefing on the People’s Republic of China:** The Minister was invited to a High-Level Ambassador’s briefing at the 20<sup>th</sup> National Congress of the Chinese Communist Party on 27 October 2022. The briefing was attended by Ministers, senior members of political parties, unions, academia, and the media.

**Chinese 2023 New Year Celebration:** The Minister was invited to the Chinese New Year Celebration reception on 18 January 2023. The event was hosted by the Chinese Ambassador, H.E Mr Chen Xiaodong and was attended by H.E Mr K Motlanthe, the Former President of South Africa, several cabinet Ministers and Deputy Ministers, and the diplomatic community. The Minister made a speech, sharing her best wishes for the coming year. China celebrated the Lunar New Year on 22 January, which marked the beginning of the Year of the Rabbit.

**Engagement with the Minister of Education of the Republic of Finland:** The Minister held bilateral engagements with the Finnish Minister of Education in the DBE on 10 October 2022. The two (2) Ministries shared experiences on overall education systems, ECD, and Teacher Development. As part of the visit, the Deputy Minister and the Minister of Education in Finland, visited a school in Orlando West, Mbuyisa Makhubu Primary School, where the MEC for Education in Gauteng, Mr M Chiloane, was also in attendance.

**Engagement with the Minister of Education of the Republic of Zimbabwe:** The DBE hosted the Zimbabwean Minister of Primary and Secondary Education from 18 to 19 August 2022. The purpose of the engagement was to sign the MoU of cooperation between the two (2) countries. The MoU was signed during a ceremony held on 18 August 2022.

**Engagement with Queen Mathilde of Belgium:** The Minister hosted Her Majesty, the Queen of the Belgians, on 24 March 2023 at Emuseni Day Care Centre in Soweto. The MEC for Education in Gauteng, Mr M Chiloane and the HoD, Mr E Mosuwe, officiated the event with the Minister. Representatives from the LEGO Foundation and the VVOB also attended the event.

#### **Support to Branches:**

**Basic Education Sector Lekgotla:** The Department facilitated international speakers for contribution to the annual Basic Education Sector Lekgotla, which took place from 26 to 28 January 2023. The speakers were:

- Mr Nsengiyumva, Executive Secretary for the Association for the Development of Education in Africa;
- Prof Schleicher, Head for Education and Skills: Organisation for Economic Cooperation and Development; and
- Prof Ongondo, Chief Executive Officer: Kenya Institute of Curriculum Development.

**Thailand:** The Branch for Teachers, Education Human Resources and Institutional Development has started a project which will facilitate the employment of young people in non-English speaking countries for the young people to teach English. A project plan was developed, and Thailand was identified as one of the countries. Further meetings are to take place for the project to take shape.

**Government of Equatorial Guinea:** The DBE was informed that the Government of Equatorial Guinea wants South African teachers to teach English in Equatorial Guinea. South Africa's Ambassador to Equatorial Guinea made this proposal during an inter-departmental meeting hosted by DIRCO on 14 February 2023. Partner departments were informed that Equatorial Guinea was ready to partner with South Africa on basic and higher education, agriculture, energy, science and technology, tourism, and trade. The DBE informed the meeting of the PYEI that was used to temporarily employ teacher assistants, some of whom have gained an interest in becoming teachers. The DBE would look into possibly recruiting teachers from the PYEI participants. The DBE will await a response from the South African Embassy in Equatorial Guinea to draft an MoU.

#### **Support from international partners:**

**The Jamaican High Commission:** The Jamaican High Commission undertook an outreach programme in support of two (2) schools in Tshwane. In this regard, a visit to Makhosini Secondary School and MH Baloyi Secondary School took place on 7 September 2022. The High Commission plans to support the schools with coaching in Athletics, Netball and Soccer.

**Embassy of Japan:** The DBE wrote to the Japanese Embassy requesting support for schools damaged during the April 2022 floods in KwaZulu-Natal. The Embassy informed the DBE about the Grant Assistance for Grassroots Human Security Projects (GGP). The application cycle runs from November to February of each financial year, with funding for successful applications made available by the end of March (in this year's case, it would be by 31 March 2024). However, as the request was for schools damaged during the floods, GGP made an exception and allowed schools to apply for 2022-2023 to receive funding in April 2023 if successful. Three (3) schools were identified to submit funding proposals of R1.1 million to the GGP. The PED identified Mafukuzela Primary School in the Umlazi District, Isipingo Hills Primary School in the Umlazi District, and Asande High School in the uMgungundlovu District. The following schools successfully submitted their proposals:

- Isipingo Hills Primary School - Umlazi District: Renovations for the roof and floors; and
- Asande High School - uMgungundlovu District: Rebuilding a block of classrooms.

The DBE is awaiting a response to the proposals submitted.

**Embassy of China:** Following the floods that affected KwaZulu-Natal and destroyed school infrastructure, the Minister requested the Department to seek assistance from Embassies in the country to support rebuilding the Province. The Embassy of the People's Republic of China donated R200 000.00. The Minister requested that these funds be used to transport the school furniture donated by the Department of Forestry, Fisheries, and the Environment. The Director-General requested assistance from the NECT to transport the furniture using the donation from the Chinese Embassy. On 24 July 2022, the furniture was delivered to the 30 schools through the NECT.

**Embassy of the United Arab Emirates:** The Embassy of the UAE donated school furniture, including uniforms and sporting equipment, to 20 schools (10 primary schools and 10 secondary schools) through the UAE Back to School Project. The donations were handed over to schools between 3 June and 22 August 2022.

#### **United Nations Educational, Scientific and Cultural Organisation (UNESCO)**

**UNESCO Executive Board meeting, 30 March to 13 April 2022, Paris, France:** South Africa, as a member of the UNESCO Executive Board, is expected to attend and participate in all sessions of the Board during its four-year (2021-2025) tenure. Membership to the Executive Board enables South Africa to play an influential role in the direction of UNESCO, including preparing the agenda of the General Conference and examining the programme of work for UNESCO and corresponding budget estimates submitted to it by the Director-General; appointment of the new Director-General; and also influences the execution of the programme adopted by the General Conference.

**International Co-ordinating Council of the Man and the Biosphere (MAB) Programme, 13 to 17 June 2022:** The DBE participated in the International Co-ordinating Council of the Man and the Biosphere (MAB) Programme on 13 to 17 June 2022, Paris, France. The MAB programme is an intergovernmental scientific programme that aims to establish a scientific basis for enhancing the relationship between people and their environments. It combines the natural and social sciences to improve human livelihoods and safeguard natural and managed ecosystems, thus promoting innovative approaches to economic development that are socially and culturally appropriate and environmentally sustainable.

The World Network of Biosphere Reserves currently counts 738 sites in 134 countries worldwide, including 22 transboundary sites. The network is expected to reinforce biodiversity research and conservation in mountain Biosphere Reserves worldwide.

The South African National Commission for UNESCO and the Department of Water and Sanitation undertook a study tour to SADC-GMI and Ramotswa Transboundary Aquifer from 16 to 20 May 2022. The UNESCO - Intergovernmental Programme (UNESCO IHP) has been implementing the project, 'Governance of Groundwater Resources in Transboundary Aquifers' (GGRETA), commencing with Phase 1 (2013-2015) and Phase 2 (2016-2019) and is currently in Phase 3 (2019- 2021).

The project, funded by the Swiss Agency for Development and Cooperation (SDC), addresses key targets on reforming/updating legal, policy and institutional arrangements, strengthening capacity and implementing collective measures at a national and regional level to develop sustainable management and governance of transboundary aquifers and associated ecosystems. One of three (3) pilot transboundary aquifers (TBAs) of the project focused on the Stampriet Transboundary Aquifer System (STAS) in Southern Africa, shared between Botswana, Namibia, and South Africa. The main objective of the Ramotswa Project was to support a long-term joint vision and cooperation on shared groundwater resources of the upper Limpopo region. The project aimed to facilitate joint management and better groundwater governance focused on coordination, scientific knowledge, social re-dress, and environmental sustainability to reduce poverty and inequities and to increase prosperity, livelihoods, and food security in the face of climate change and variability.

**Natural Sciences Sector Committee meeting, 27 July 2022:** The South African National Commission for UNESCO coordinated the Natural Sciences sector meeting. The Social and Human Sciences induction workshop was held on 28 – 29 July 2022 at Hatfield, Pretoria. The South African National Commission for UNESCO coordinated the Social and Human Sciences Sector Meeting.

The South African National Commission for UNESCO held its second SANATCOM meeting on 29 July 2022. As per the constitution of the South African National Commission for UNESCO, the National Commission should meet at least three (3) times yearly. The Secretariat convenes the meetings.

**Regional Man and Biosphere (MAB) -workshop Eswatini 23 - 25 August 2022:** The Regional MAB workshop, co-organised by the German Commission for UNESCO and the Eswatini National Commission for UNESCO, is aimed at providing an opportunity for mutual experience sharing, learning, and networking among the MAB stakeholders in the Southern Africa region. The workshop brought together experts responsible for national MAB implementation in the respective countries, MAB national committees, national commissions, and other relevant organisations. The workshop discussed cutting-edge topics and identified key issues for the MAB programme in Southern Africa. South African National Commission for UNESCO participated in the Regional activities.

**Social and Human Sciences Strategic Session Planning, 01 September 2022:** The Social and Human Sciences Sector arranged a strategic retreat to plan for the coming year. The purpose of the meeting was to reflect on the 2022 activities and plan for 2023 activities.

**UNESCO-Southern Africa Sub-Regional Forum on Artificial Intelligence (AI), 07-09 September 2022, Windhoek Namibia:** The Forum aimed to provide a platform for Member States, international organisations, civil society, academia, the AI industry, and other stakeholders to:

- Convene a multi-stakeholder platform to discuss the different dimensions of the applications of AI, its challenges and opportunities, and share best practices in Southern Africa with a view of strengthening cooperation and partnership for promoting the ethical, equitable, inclusive, and transparent use of AI;
- Unpack the profound complexity of the use of AI in Southern Africa in critical areas such as data governance and protection of fundamental freedom, education, science and engineering, climate change, media and cultural industries; and
- Discuss the effective implementation of the UNESCO Recommendation on Ethics of AI in Southern Africa by exploring the AI policy options and strategies that could guarantee all equality, justice, and freedom.

**International Literacy Day 2022 Transforming Literacy Learning Spaces, 08-09 September 2022, Abidjan, Côte D'Ivoire:** The South African National Commission for UNESCO assisted the Molteno Institute for Language and Literacy apply for the UNESCO Confucius Prize for Literacy 2022. Molteno won the Prize and travelled to Abidjan, Côte D'Ivoire, to receive their award.

**Regional Meeting of African National Commissions for UNESCO, 11 - 14 September 2022, Accra, Ghana:** The meeting provided the platform for UNESCO National Commissions in Africa and other important stakeholders to strategise on how to roll out the operational strategy for the benefit of Africa. Further, the meeting allowed experience-sharing and cooperation among the National Commissions and strategic partners.

**Transforming Education Summit, 16-20 September 2022, New York:** The Transforming Education Summit provides an opportunity to mobilise public and political commitment around a new path for education. The Summit is being prepared through a focused, intensive, and inclusive preparatory process built from the ground up, responds to member state priorities and ensures the meaningful engagement of young people and the full set of education stakeholders. The Summit's Thematic Action Tracks places a spotlight on the following areas that require greater attention and action and that can accelerate progress on education as part of the 2030 Agenda and transform education:

- Inclusive, equitable, safe, and healthy schools;
- Teachers, teaching and the teaching profession;
- Learning and skills for life, work and sustainable development;
- Digital learning and transformation; and
- Financing of education.

**International Literacy Day (ILD), 22 September 2022:** Since 1967, International Literacy Day (ILD) celebrations have taken place annually around the world to remind the public of the importance of literacy as a matter of dignity and human rights, and to advance the literacy agenda towards a more literate and sustainable society.

**Training Programme for Secretaries General and Representatives of National Commissions for UNESCO in African countries, 24 September – 8 October, Baku, Azerbaijan:** The training programme was dedicated to upgrading the knowledge and capacity of representatives of National Commissions for UNESCO in African countries. The purpose of the training programme was to contribute to the efforts and activities of UNESCO regarding promoting sustainable development and management, as well as a culture of peace and non-violence in the African region. It also improved cooperation and bilateral relations between the National Commission of the Republic of Azerbaijan and the National Commissions of the African countries for UNESCO.

**Virtual International Conference on Global Citizenship Education, 03-04 November 2022:** The purpose of the conference was to discuss the mixed effects of technological innovations and how GCED should be implemented to address the digital divide, which brings inequality and exclusion issues, and enhance digital as well as media and information literacy to secure just and peaceful societies through education while making good use of the digital technologies. South Africa effectively participated in UNESCO International activities.

**Virtual World Conference on Early Childhood Care and Education (WCECCE), 14-16 November 2022:** The WCECCE will adopt an outcome document, tentatively called "Tashkent Framework for Action" comprising agreed-upon, concrete and feasible strategies, priorities, partnerships, and benchmarks for financing, actions and results required to achieve the SDG4.2 and other early childhood-related SDGs targets.

**UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) Decennial celebrations from 05-07 December 2022 in India:** The decennial celebrations allowed participants to dialogue, exchange best practices, and establish connections and contacts.

**World Science Forum from 06-09 December 2022 in Cape Town:** The Forum provided the scientific community and public policymakers with a global platform to exchange, discuss and harmonise their ideas regarding the growing interdependence of Science within society.

**Capacity-building workshop on UNESCO global geoparks in Africa, 13-16 December 2022 in Kenya:** The workshop focussed on the concept and fundamental principles of Global Geoparks to show the importance of geo-heritage from sustainable development.

The South African National Commission for UNESCO participated in the regional annual consultation meeting between ROSA and the Secretaries-General on 15 February 2023.

The South African National Commission for UNESCO convened the education sector meeting on 16 February 2023.

The Social and Human Sciences Sector Meeting took place on 20 February 2023. The South African National Commission for UNESCO coordinated the Social and Human Sciences Sector Meeting.



**International Mother Language Day 2023 was celebrated on 20-21 February 2023 in Limpopo:** While mother-tongue-based education is essential to the full development of individuals and the transmission of linguistic heritage, 40% of the world's students do not have access to education in the language they speak or understand best. Such a situation severely undermines learning, cultural expression, and the building of social relations and significantly weakens the linguistic heritage of humanity. International Mother Language Day celebrating is a way of expressing the world in its multiplicity, committing to preserving the diversity of languages as a common heritage, and working for quality education – in mother tongues – for all.

**The SADC Regional ICT Competency Framework for Teachers Webinar occurred on 22 February 2023:** The Objectives of the webinar were to assess UNESCO's ICT Competency framework for teachers in SADC countries in terms of its relevance for the SADC context, thus enabling teacher educators to use ICT to teach more efficiently. It was also to review the draft report to explore alignment and support for the integration of an SADC ICT CFT in their respective national teacher education and ICT competency development processes and systems and identify potential linkages between the SADC frameworks for CPD for teachers and the SADC Regional framework for teacher professionals' standards and competencies.

The Natural Sciences Sector Meeting was held on 23 February 2023. The South African National Commission for UNESCO coordinated convening the Natural Sciences sector meeting.

**SA NATCOM Culture Sector Committee Strategic Planning Session was held on 27 and 28 February 2023:** Through its Culture Sector, the South African National Commission for UNESCO convened a Culture Sector Committee Strategic Planning Session.

South African National Commission for UNESCO, in collaboration with the QLTC, arranged the Deputy Minister's oversight and school monitoring visit to address and motivate Grade 12 learners and award 2022 top achievers of Hlanganani Circuit in Limpopo Province on 01 March 2023.

The Strategic Retreat of the South African National Commission for UNESCO occurred on 10 March 2023. The South African National Commission arranged a Strategic retreat to plan for the coming year. The purpose of the meeting was to reflect on the 2022 activities and plan for 2023 activities.

The South African National Commission for UNESCO, in collaboration with the UNESCO Regional Office for Southern Africa (ROSA), coordinated a National Policy Dialogue on Education for Sustainable Development (ESD) and climate action on 14-15 March 2023 in South Africa. The purpose of the national dialogue was to engage policy actors, educational leaders, CBOs, and NGOs involved in ESD initiatives (climate change, Education, Environmental Education, and sustainability initiatives), to advocate for the integration and mainstreaming of ESD into policies, curriculum, and institutional leadership activities as well as to support South Africa to develop a national Strategic Framework for ESD in the context of the ESD for 2030 framework.

The South African National Commission for UNESCO led a trip to the UNESCO Headquarters with DBE officials regarding South African Rented Office and Parking Space, Annual Assessed Membership Contributions, and Participation Programme Payments on 17-25 March 2023.

Collaboration meeting between the Nelson Mandela School in Germany and St. Johns College 24-29 March 2023. The Nelson Mandela School in Germany, part of the Associated Schools Network Programme (ASPNet), requested to partner with a school in the country. St. Johns College in OR Tambo Inland was suggested to the programme coordinators.

**The Webinar on 'Building Sustainable Resilience: Post-COVID-19 Recovery and Coping Strategies in Southern Africa** took place on 29 March 2023. The webinar provided a platform for disseminating the ECA study's findings and recommendations, encouraging the sharing of experiences and lessons learned from past crises and developing policy recommendations for governments and organisations to accelerate recovery and promote resilience in Southern Africa. The session will explore ways of promoting mental health and well-being, building social support networks, and strengthening community resilience in the face of pandemics. The South African National Commission for UNESCO coordinated South Africa's participation in UNESCO Regional activities.



## Partnerships

**The formalisation of partnerships:** The DBE is responsible for initiating new partnerships and monitoring the implementation of existing DBE partnerships by signing Collaborative Agreements and the opinion and confirmation of compliance on the formalisation of agreements (vetting of potential partnerships).

During the Financial Year 2022/23, the Department facilitated the formalisation of four (4) partnership agreements, which were approved and signed by the Director-General. The list is the National Treasury, AVBOB Mutual Society, Nelson Mandela Foundation, the Data Innovators Group and Green Outdoor Gyms (Pty) Ltd.

During the Financial Year 2022/23, the Department submitted 21 proposals for formalising of partnerships (Agreements) for vetting concerning compliance and they are as follows: Digify Africa (DA), NAPTOSA, PEU, INTEL, SmartStart Early Learning NPC, NECT and The Old Mutual Insurance Company (SA) Limited, PEPSICO, Harambee Youth Employment Accelerator (HYEA), Tirisano Construction Fund, Regenesys, Superiate marketing (Pty) Ltd, AVBOB Mutual Assurance Society, Standard Bank, NEMISA, Nelson Mandela Foundation (NMF) and Data Innovators Group (Pty) Ltd (Dig), Ngangezwe Foundation (NF), Ilifa Labantwana, Green Outdoor Gyms (Pty)Ltd (GOG), Sanlam Foundation, PepsiCo Foundation, Vodacom (Pty) Ltd, SADTU, NATU, South African Onderwysers Unie, Professional Educators Unions (SAOU), and Ilifa Labantwana Foundation (RF) NPC, the Western Cape Government via its Department of the Premier: Corporate Services Centre.

**Partnerships on sustainable educational programmes:** During April 2022, severe flooding in KwaZulu-Natal affected an estimated that over 270 000 learners and over 600 schools have been damaged. 16 of these schools could not be accessed due to damage to connecting roads and bridges. The partners pledged to support the provinces with monetary support, food parcels, school uniforms, water, clothing, blankets, shoes, sanitation products, and building materials.

15 organisations assisted in mobilising more resources, capabilities, and technical expertise in providing relief, recovery, and rehabilitation to affected schools.

The DBE was able to facilitate sponsorships and donations from various partners to support the Department's sustainable Educational Programmes, namely Anglo American, PepsiCo, Multinational organisation - Procter and Gamble (P&G), and AVBOB:

**Estimated number of Schools benefited: 332**

**Estimated number of learners benefited: 122 674**

**Estimated number of Teachers benefited: 4375**

**Estimated monetary value: R 540 275 995.83**

**Partnerships on Ministerial programmes:** During the Financial Year 2022/23, the DBE facilitated sponsorships and donations from various partners of the DBE to support the various DBE Ministerial programmes such as the National Teaching Awards and NSC Exam Results Announcement. The following partners contributed: Woolworths, Via Afrika, Vodacom, ECUBED, Massmart, Zenex Foundation and Sasol Foundation, MTN, Kagiso Trust, AVBOB, Fundi, Vodacom Foundation, Massmart-Walmart, and IDC.

**Estimated number of Schools benefited: 68**

**Estimated number of learners benefited: 21 033**

**Estimated number of Teachers benefited: 40**

**Estimated monetary value: R 4 630 853.06**

**Partnerships on literacy intervention:** In support of the 1 000 School Libraries Provision and Read to Lead Campaign, the DBE is currently working on implementing and delivering the pledges made by DBE Partners to support the literacy intervention.

During the Financial Year of 2022/23, the following partners of the DBE sponsorship supported the literacy intervention programme and delivered fully equipped Mobile Libraries to various schools and respective provinces: AVBOB; New Africa Education Foundation in partnership with MANCOSA and The Yusuf Karodia Foundation.

**Estimated number of Schools benefited: 192**

**Estimated number of learners benefited: 116 417**

**Estimated number of Teachers benefited: 3574**

**Estimated monetary value: R 14 320 000.00**

## PLANNING AND IMPLEMENTATION SUPPORT

### Provincial and District Planning and Implementation Support

**Amended Policy on the Organisation, Roles, and Responsibilities of Education Districts:** Monitoring and support for implementing the Policy were provided to Gauteng province on 4 August 2022 and 13 April 2023 and the North West province in March 2023. Free State, Limpopo, Mpumalanga, and Eastern Cape, have been identified for support and will be prioritised during the first quarter of the 2023/24 financial year. Progress reports on the implementation process were due on 31 March 2023, and only Gauteng has submitted them.

**Mentorship programme:** Six (6) mentors supported 12 districts from three (3) provinces: Eastern Cape, Limpopo, and Northern Cape. The participating districts were supported on management, inclusivity, and use of the DDD Dashboard for planning, management, monitoring and tracking learner performance. The mentors collaborated with the National Leaders' Foundation and NECT.

All the participating districts showed an increase in the NSC pass rate. The lowest increase of 0.8% was recorded in John Taolo Gaetsewe, while Pixley Ka Seme recorded 9.5%, Mopani West attained 9.6%, and the highest increase of 10% was recorded in Chris Hani East.

**District Development Model (DDM):** Provinces were supported through a DDM Lekgotla convened for the entire sector in August 2022. Subsequently, they were supported through a virtual workshop that was used to standardise the reporting templates.

Coordination with the Political Champions has also been strengthened through meetings with the Sedibeng Municipal Manager and DDM Team, including the local Political and Technical committees, on 30 March 2023. An advocacy plan was proposed that could be implemented nationally to re-invigorate the DDM, as coordination and uniform implementation still present a challenge. Reports from the two (2) Political Champions, the Minister and Deputy Minister, were submitted to the Director-General.

**Minister's meeting with District Directors:** Three (3) meetings were held virtually, in June and December 2022 and March 2023, during the 2022/23 financial year. The presentations were from various stakeholders, including the Government Pensions Administrative Agency, the National Education Collaborative Trust, and the National Leaders Foundation. Departmental officials also shared numerous key programmes with the District Directors.

**Capability building of district officials:** In July 2022, the DBE and the NECT conducted a workshop for 12 districts from the Eastern Cape, Northern Cape, KwaZulu-Natal, and Limpopo provinces. Officials were capacitated on Policy, Data Management and Strategic Leadership, among other topics.

An integrated district development and support model has been developed and presented at the Senior Management meeting on 17 March 2023. The model will be presented to HEDCOM for approval and implementation in 2023/24.

**Competency Assessment of newly appointed District Directors:** Three (3) provinces, Gauteng, Northern Cape, and Western Cape, appointed new District Directors and provided evidence of competency assessments for the four (4) newly appointed District Directors.

**Fundamentals of Performance for Districts:** A total of ten (10) districts were visited for Fundamentals of Performance self-assessment workshops. Two (2) workshops in each district were conducted in Gauteng, Limpopo, Western Cape, Northern Cape, North West, Mpumalanga, and Eastern Cape. A total of 440 participants were reached. The remaining districts will be trained during the 2023/24 financial year.

**Principals Satisfaction Survey:** The 2022/23 survey implementation plan was approved, and letters were sent to PEDs requesting support on the administration of the School Principals Satisfaction Survey. A sample of 1080 schools was drawn from ordinary primary and secondary schools in all provinces. Data collection for the current survey cycle was done through Google Forms. 874 sampled schools responded to the survey instrument, thus a response rate of 80.92%. The percentage of principals rated the support received from district offices in 2022 as satisfactory at 82%. This exceeded the set target of 75% largely due to improved school support.

**District Improvement Plans:** Letters were sent to 75 education districts to request the 2022 District Improvement Plans on 15 September 2022. A total of 65 District Improvement Plans for 2022 were submitted. The 65 District Improvement Plans indicate that teacher development has been conducted in these districts.

**Celebration of the National Education Excellence Awards (NEEA):** The 7<sup>th</sup> National Education Excellence Awards (NEEA) ceremony was conducted on 07 April 2022 at Coastlands Hotel in Umhlanga, Durban. The close-out report for the 2022 NEEA was shared in the Branch Management Meeting of 04 July 2022 and the Senior Management meeting of 12 August 2022. Prizes have been delivered to the winners.

**DCMS HEDCOM Subcommittee Meetings:** Four (4) DCMS HEDCOM Subcommittee meetings were conducted as follows: 25 May 2022, 14 September 2022, 23 November 2022, and 22 February 2023. The meetings provide an important platform for preparing for the Minister's meetings with District Directors.

**Director-General Circuit Management Workshops:** The Director-General conducted workshops with District Directors, Circuit Managers and Teacher Unions from 31 August to 01 September 2022. 535 participants attended the workshops. The following topics were discussed: An update on COVID-19 measures in schools, an Update on health emergencies, the Basic Education Laws Amendment (BELA) Bill, an update on the PYEI in Basic Education and changes in Norms and Standards for Infrastructure.

**Update of District and Circuit Information:** District information was verified through collaboration with provinces. All incumbent and newly appointed District Directors and Circuit Managers' contact details were updated. The Provincial HoDs signed off the credible information.

**Monitoring the Filling of Vacancies and Tools of Trade:** Workshops on updating and verifying data for filling vacancies were conducted with all nine (9) provinces from 26 October to 15 November 2022. The report was shared in the DCMS HEDCOM Subcommittee meeting on 23 November 2022. A monitoring tool and itinerary for visits for monitoring of filling of vacancies for the 2023/24 financial year has been developed.

#### **Under-achievements:**

The submission of annual reports by provinces on implementing the amended Policy on the Roles and Responsibilities of Education Districts is still a challenge. All provinces will be supported on-site during the 2023/24 financial year.

Implementing the District Development Model is not uniform in the provinces due to Political Champions and Mayors' offices not convening meetings. The process will be invigorated through advocacy and emulation of the Sedibeng model.

Printing and distribution of the District Standard Routine Operations Guideline and the Recruitment, Roles and Responsibilities of District Officials documents have not been finalised due to a delay in the procurement processes, which have since been moved to the new financial year.

### **School-Level Planning and Implementation Support**

#### **Achievements**

The management of underperformance in schools is guided by sections 16A and 58B of the South African Schools Act (Act 84 of 1996). The Act requires MECs to report to the Minister on identifying, managing, and supporting underperforming schools by 31 March of each year.

Identification, management, and support of underperforming schools: All PEDs submitted reports to the Minister as required by the Act. The reports covered the following key areas:

- Names of schools identified as underperforming using the criteria set out in Circular D2 of 2017;
- Names of chronically underperforming secondary schools;
- Actions that were taken to address chronic underperformance;
- Diagnostic analysis of challenges that led to underperformance;
- Academic improvement interventions and support for the identified underperforming schools; and
- The way top-performing schools are utilised to improve performance.

According to the reports, all the underperforming schools received letters from the HoDs as required by the Act, and the schools submitted the Academic Performance Improvement Plans (APIPs).

The table below shows the number of schools that performed below the required benchmark from 2020-2022. The schools were identified using the criteria in Circular D2 of 2017.

**Table 39: Number of underperforming schools supported**

PROVINCE	Underperforming Primary Schools		Underperforming Secondary Schools			Chronic Underperforming Schools		
	2020 Report	2021 Report	2020 NSC	2021 NSC	2022 NSC	2020 NSC	2021 NSC	2022 NSC
Eastern Cape	681	1341	426	308	179	139	117	98
Free State	209	207	24	18	6	1	3	3
Gauteng	57	28	90	51	37	6	11	9
KwaZulu-Natal	1153	603	431	387	199	109	77	71
Limpopo	516	257	624	625	433	245	216	235
Mpumalanga	98	336	180	143	110	27	28	41
North West	348	78	101	75	49	8	10	20
Northern Cape	195	158	58	39	39	13	15	19
Western Cape	48	28	84	65	42	25	23	20
Total	3305	3036	2018	1711	1092	573	500	516

(Note: The table shows the 2020, 2021 and 2022 results analyses. The analysis of results is submitted on 31 March of each year. The number of primary schools that underperformed in 2022 will be presented in the 2023/24 Q1 report)

The 2020 NSC results were used as the baseline. Due to the impact of COVID-19 in 2018, secondary schools achieved below 65% in 2020. The number decreased to 1 711 and 1 092 in 2021 and 2022, respectively. The number of chronically underperforming schools decreased from 573 in 2020 to 500 in 2021. However, it increased to 516 in 2022. The provinces have the highest number of underperforming schools, with the highest number of schools serving predominantly the previously disadvantaged groups, namely Eastern Cape, KwaZulu-Natal and Limpopo.

**Support visits to underperforming schools:** School Improvement Support Coordinators (SISCOs) conducted support visits to 995 secondary schools in 59 districts across all provinces. This constitutes 58% of the total number of underperforming schools. A monitoring tool was administered to establish if district officials supported underperforming schools. Other focus areas were leadership and management, staffing, leave management, educator and learner attendance, textbook shortages, academic performance improvement plans and curriculum management. These were targeted because they impact the overall performance of schools. The tool also allowed the schools to suggest strategies that worked. Furthermore, evidence of district support to schools was collected from 106 schools. Follow-up meetings were held with clusters of chronically underperforming schools to check if the recommendations were implemented during the support visits.

**Table 40: Number of underperforming secondary schools supported**

Province	Number of UPSS	Number of UPSS Visited	Proportion
Eastern Cape	308	142	46%
Free State	18	15	83%
Gauteng	51	38	75%
KwaZulu-Natal	387	159	41%
Limpopo	625	451	72%
Mpumalanga	143	110	77%
North West	75	26	35%
Northern Cape	39	36	92%
Western Cape	65	18	28%
Total	1 711	995	58%

**Overview of the performance of underperforming secondary schools that were supported by SISCOs in the 2022/23 financial year.**

833 (84%) of the 995 schools that were supported by SISCOs improved their performance in NSC 2022. 1% achieved a 100% pass rate while 51% moved out of the underperformance bracket. 32% improved their performance. However, the schools failed to reach the required benchmark (65%). Performance decreased in 16% of the schools.

The table below shows the number of secondary schools that were supported per province. The table further shows the improvement in the schools that were supported in each province.

**Table 41: Number of underperforming secondary schools that improved after support**

Province	Number Of UPSS Supported (Captured On Google Form)	Number Of Schools That Improved	Proportion
Eastern Cape	142	115	81%
Free State	15	12	80%
Gauteng	38	33	87%
KwaZulu-Natal	159	136	86%
Limpopo	451	372	82%
Mpumalanga	110	97	88%
North West	26	23	88%
Northern Cape	36	29	81%
Western Cape	18	16	89%
Total	995	833	84%

**Improving the quality of support to underperforming secondary schools:** During the support visits, one of the significant observations was an increase in the number of support visits to underperforming schools compared to 2020. There is a need to increase visits to rural-based schools. Subject Advisors cited lack of transport and funding of support programmes as an impediment. Provinces are now resorting to SMT cluster support rather than individual school support visits, especially for primary schools. In some schools, the visits did not necessarily translate to improvement in performance. This may be attributed to several factors, including but not limited to the content gap among educators, particularly in critical subjects, the quality of support that the teachers receive, the high rate of teacher and learner absenteeism and lost tuition time. Where they were available, APIPs scantily addressed the reasons for underperformance. The DBE workbooks were underutilised in some schools. Generic interventions were preferred mainly to mitigate the causes of underperformance. Specific and targeted programmes should be implemented. Textbook shortages, sometimes caused by poor retrieval policies, were observed in the Eastern Cape. There were no major personnel shortages, but, in some cases, educators were on leave for long periods with no substitutes provided. In some provinces, the appointment of principals was delayed, causing instability at the schools.

Curriculum management needs to be strengthened. Poor performance in the gateway subjects was the major contributor to underperformance. The Department is addressing the weaknesses together with the PEDs.

**Strengthening the utilisation of performance data for improved performance:** SISCOs continued working with 91 identified Circuit Managers (CMs) from poor-performing circuits in 30 districts, potentially empowering them to support 2 875 schools. The key objective of the initiative was to ensure improved performance of schools and the enhancement of the country's international competitiveness in areas such as PIRLS and TIMMS and gradually advance the performance of learners in Numeracy, Literacy, Accounting, History, Mathematics, and Life Sciences. Learner performance data was used as a baseline to engage Circuit Managers to ensure that areas of poor performance were addressed through specific intervention plans that were implemented and monitored. Circuit Academic Improvement Plans (CAIPs) were reviewed quarterly to ensure that they addressed emerging issues. SISCOs strengthened collaboration between CMs and Subject Advisors.

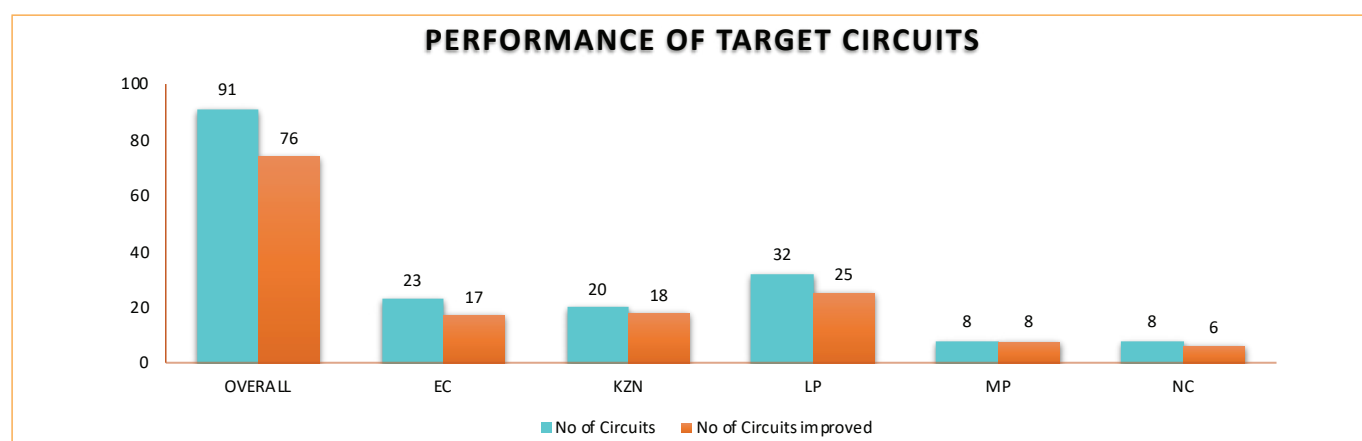
**Performance of Target Circuits:** The analysis of the 2022 NSC results in the targeted circuits showed a slight decline in some of the circuits compared to 2021. 76 of the 91 focus circuits improved their performance in NSC 2022. Circuit Managers have institutionalised using learner performance data to craft targeted intervention strategies.

**Table 42: Number of focus circuits that improved performance in NSC 2022**

Province	No of Circuits	No of the Circuits improved
Eastern Cape	23	17
KwaZulu-Natal	20	18
Limpopo	32	25
Mpumalanga	8	8
Northern Cape	8	6
Total	91	76

### Performance of the target circuits

**Figure 4: Performance of focus circuits per province (NSC 2022)**





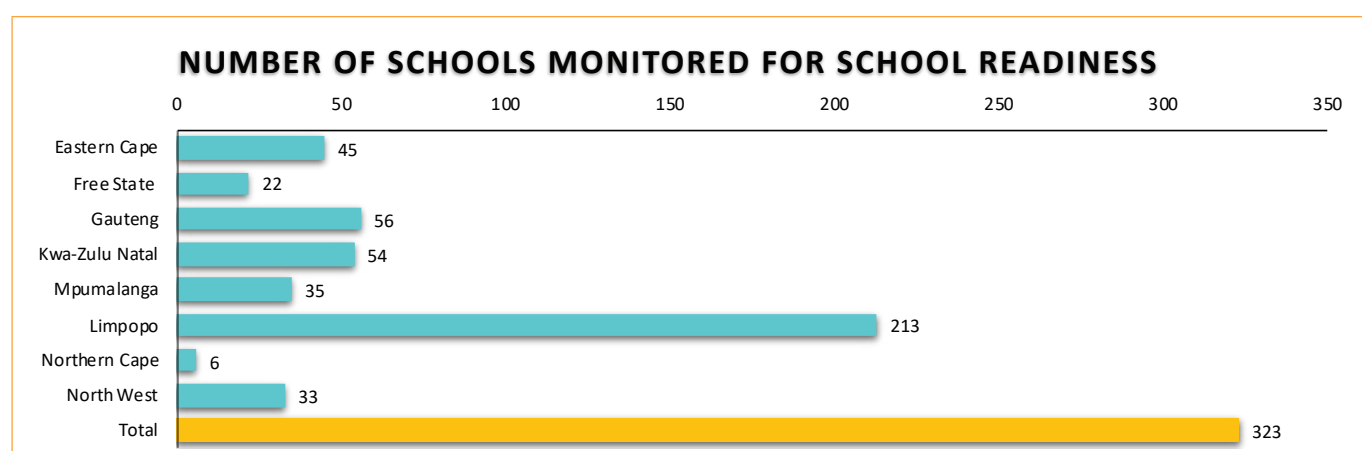
**District Management Team Engagements:** Quarterly Feedback meetings were held with District Management Teams (DMTs) to apprise them of the support provided to Circuit Managers in their districts. Analysis of focus circuit performance data in Grade 12 and internal grade performance in focus circuits was shared with DMTs to reflect on challenges and strengths through data analysis. This informed the development of a performance support package.

**Protection of teaching time:** A monitoring tool was developed to monitor the implementation of recovery plans in underperforming schools that disrupted teaching and learning. The tool will be administered in all the schools, but underperforming schools will be prioritised.

**Participation in the one-on-one meetings between the Director-General and the Provinces:** The DBE and PEDs participated in a series of one-on-one meetings to assess progress in the sector regarding curriculum coverage, support to learners and strategies to improve learner performance in 2023.

**School Readiness Monitoring:** SISCOs monitored 323 schools in 20 districts to assess the state of readiness of schools to commence the 2023 academic year. The distribution was as follows:

**Figure 5: Representation of the number of schools monitored per province.**



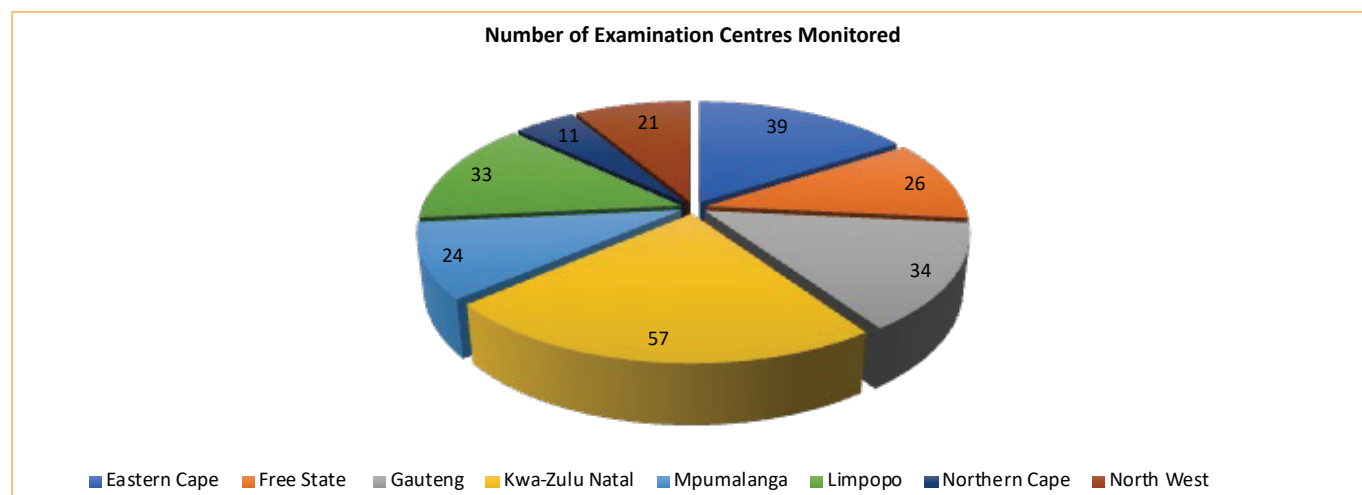
Generally, all schools received stationery and workbooks. Teaching and learning commenced on the first day. Curriculum management remains a challenge as schools had no plans to manage this. Infrastructural challenges persist in the Eastern Cape, Limpopo and KwaZulu-Natal. EAs and GSAs were appointed in all schools, and the first cohort was orientated. All schools received their post-provisioning for 2023. All schools are adequately fenced, and access is controlled.

**Monitoring of National Senior Certificate (NSC) examination, November 2022:** SISCOs and Project Managers also participated in monitoring the November 2022 National Senior Certificate (NSC) examinations.

**Table 43: Representation of the number of examination centres monitored per province**

Province	Number of Districts Monitored	Number of Examination Centres
Eastern Cape	3	39
Free State	2	26
Gauteng	7	34
KwaZulu-Natal	5	57
Mpumalanga	2	24
Limpopo	3	33
Northern Cape	1	11
North West	1	21
<b>Total</b>	<b>24</b>	<b>245</b>

**Figure 6: Representation of the number of examination centres monitored per province.**



All protocols about the regulations, management and conduct of the NSC examination were strictly followed. Centres had strong rooms and safe-keeping devices to store question papers before the start of the session and transport them to the nodal points.

**Staff development sessions:** Monthly provincial team meetings were held where the DBE team supported teams. Four (4) Quarterly Project Manager and SISCO operational meetings were held during the financial year to plan and reflect on strategies to support Circuit Managers and schools in effectively utilising learner performance data.

#### **Education Management and Governance Development**

**Survey on the Availability of Management Documents in Schools:** The availability of management documents survey has been conducted and completed in 1 000 schools. The capturing of data and the analysis were concluded with all capturing tools quality assured by the project manager.

A total number of six (6) provinces were visited in MP, NP, LP, GP, NW and KZN to monitor the implementation and progress of the Availability of Management Documents. The visits focused on the Annual Academic Performance Report (AAPR), School Improvement Plan, Curriculum Management Plans and Tools. A total of 15 schools were reached and found to produce management documents at a required standard.

The process of verifying 3% of the 1 000 sampled schools on the availability and implementation of the Management Documents (Survey Tool) was conducted in 19 schools from four (4) provinces (GP, NW, FS and MP) the inland provinces as follows:

The Department achieved the set target of 100% of the 1 000 surveyed schools that produced the minimum set of management documents at a required standard of functionality.

**Training of the Departmental Heads:** The Department implemented the Training Framework developed on the Roles and Responsibilities of School Management Teams, particularly the Departmental Heads, in managing and leading curriculum effectively and efficiently to train SMTs. A total number of 2 010 participants were trained.

#### **Implementation of Capacity Building Programmes for School Management Teams:**

**Basic Management Processes:** 163 District officials and 4 122 SMTs from (EC, GP and KZN) were trained on the basic management processes. The training focused on National Development Plan (NDP) Vision 2030, Action Plan 2024, Annual Performance Plans (APP), Annual Academic Performance Report (AAPR), Academic Performance Improvement Plan, School Improvement Plans (SIP), Curriculum Monitoring Plans and Tools, Setting Realistic Targets and Tracking Learner Performance, Time Tabling and Registers.

**Annual Academic Performance Report (Public Special Schools):** The Department established a steering committee that incorporated all curriculum specialising directorates (Inclusive Education, EMGD, FET, GET, MST, ECD, Assessment and Rural Education) to support Public Special Schools in Free State on 05 – 06 December 2022 at BON Hotel.

The DBE mediated the proposed amendments to the Annual Academic Performance Reporting Template to include Public Special Schools. Curriculum officials represented all five (5) districts.

**Support Networks for Female Principals:** Four (4) seminars were held with the Eastern Cape, Free State, North West and Limpopo female leaders, in particular, principals celebrating Women's and Heritage Month. The focus was on issues of leading education in the 21<sup>st</sup> Century about social justice, socio-economic issues and bouncing back better for women's resilience. These seminars took place on 22-23 and 26 August 2022. On 13 September 2022, Limpopo, Capricorn South female principals were capacitated on Curriculum Monitoring Plans and Tools. The University of North West awarded 100 female principals who completed a six-month Women in and Into Management and Leadership Programme (WIIM).

**Strategic Planning:** The DBE led the Strategic Planning Capacity Building Workshops for the School Management Teams of Mpumalanga in Nkangala District from 19 – 21 October at Rivendell Trout Estate in Dullstroom. The DBE Officials, District Director, Circuit Managers, 27 School Principals, four (4) Acting Principals and two (2) Deputy Principals were in attendance. The focus was on School Readiness for 2023, School Management Plan, Curriculum Management Plans, Reporting and Accountability Plans, and Developmental and Structural Plans (SGB, RCL, SBST, LTSM, SDT), respectively.

**School Readiness Monitoring 2023:** The Education Management and Governance Development (EMGD) Directorate, in collaboration with the Provincial Monitoring (PM) Chief Directorate, engaged in the programme of monitoring and supporting school principals during the 2023 School Readiness Monitoring as follows:

**Table 44: School Readiness Monitoring**

PROVINCE	DISTRICT	NO. OF SCHOOLS	DATES
INLAND PROVINCES			
Gauteng	Johannesburg South	10	16 – 20 January 2023
Limpopo	Capricorn North	18	11 – 20 January 2023
Mpumalanga	Nkangala	10	11 – 17 January 2023
North West	Dr Ruth Segomotsi Mompati	06	11 – 13 January 2023
COASTAL PROVINCES			
Eastern Cape	Joe Gqabi		
KwaZulu-Natal	Pinetown	14	19 – 27 January 2023
Northern Cape	John Taolo Gaetsewe	09	23 – 27 January 2023
Western Cape	Metro East	08	18 – 20 January 2023

**Advanced Diploma in School Leadership and Management:** The training materials comprising 80 packages of seven (7) ADE: SLM modules and implementation guidelines were printed and distributed to Provincial HoDs, HEIs offering the programme, provincial coordinators, Associations, Unions, NECT, SACE, Regenesys as well as social partners relevant for leadership programmes in education.

The DBE supported the implementation of the qualification for principals: Advanced Diploma in Education: School Leadership and Management (ADE: SLM). Five (5) provinces succeeded in registering and supporting aspirant principals, as indicated in the table below.

**Table 45: Number of candidates registered for the (ADE: SLM) qualification**

PROVINCE	NUMBER OF CANDIDATES	UNIVERSITY
Free State	100	University of Johannesburg
Gauteng	127	University of Johannesburg
	115	University of Pretoria
Mpumalanga	249	University of Pretoria
Northern Cape	146	North West University
Western Cape	57	University of Cape Town
	52	Stellenbosch University

The meeting was held with University management, Mpumalanga Province Education Department officials, ETPDSETA and the DBE-EMGD Officials at the University of Pretoria on 7 February 2023 to discuss challenges experienced with the first cohort and strategies to mitigate the challenges, including registration plans for the second cohort.

**Strategy to Improve Management and Governance in Schools:** A total of 486 and 224 School Management Teams (SMT) from Free State and KwaZulu-Natal were trained on the Strategy to Improve School Management and Governance in Schools from 3-18 May 2022 and 29 August to 1 September 2022 respectively. The training focused on Leadership, School culture, causes of underperformance, hallmarks of a successful school and school improvement plans.

**Induction of Newly Appointed Principals:** The DBE, in collaboration with the PEDs, conducted workshops to induct school principals appointed in 2020 and 2021. A total of 3 572 principals and officials were in attendance.

The focus of the induction was on the following topics: Overview of Education Management, Governance and Development in South African Schools, Legal Framework guiding duties of school principals, Drivers of improved school functionality, Lead and Manage curriculum in both primary and secondary schools, Strengthen Curriculum Adaptation, Manage assessment and examination, Monitor the implementation of Quality Management Systems in schools, Religion and Education, enhance the Implementation of CPTD system, Strengthen effective and efficient financial management systems in schools, Financial Management Control Systems, Managing Labour related matters and Lead and Manage Human Resource Administration Issues.

**Support to Principals Associations:** The DBE, in collaboration with the South African Principals' Association (SAPA), conducted a series of developmental sessions for principals in three (3) provinces with 938 participants.

DEPASA hosted an Annual National Conference titled "Resilient Leadership – The Fourth Industrial Revolution" from 12 to 13 August 2022 at St. Vincent School of the Deaf. The Department presented "Leading and Managing Schools on Trying Times during the National Conference hosted by DEPASA on 12 to 13 August 2022.

The DBE supported SAPA's National Annual Conference themed "Crafting the Unpolished Diamonds" on 8–10 September 2023 at Seperepere Convention Centre in the Northern Cape, Kimberley.

The Minister of the DBE officially opened the conference, reminding school principals that they were diamonds crafting and polishing other giants to the corporate world. Principals were encouraged to be globally competitive in leading and managing South African schools. Further, principals were reminded of the impact of COVID-19 learning loss and appealed to them to reboot, recover and recraft the diamond that slipped from their fingers by strengthening curriculum processes. 613 delegates attended the conference.

**Survey on SGB Functionality Tools:** The SGB Functionality Tools survey has been conducted and completed in 1 000 schools. The collected data was captured and analysed. The number of schools is indicated per province below:

**Table 46: SGB functionality tool**

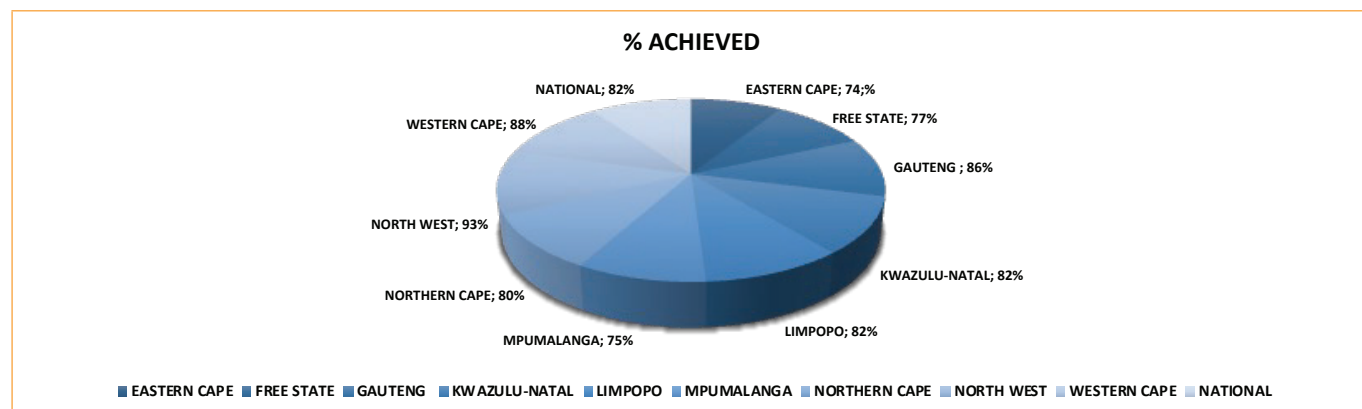
PROVINCE	SGB FUNCTIONALITY TOOLS	
	TARGET	SUBMITTED
Eastern Cape	226	226
Free State	79	79
Gauteng	124	124
KwaZulu-Natal	225	225
Limpopo	106	106
Mpumalanga	90	90
Northern Cape	28	28
North West	69	69
Western Cape	53	53
Total	1 000	1 000

A total number of six (6) provinces were visited in MP, NP, LP, GP, NW and KZN to monitor the implementation and progress of the SGB Functionality Tool. The visits focused on Governance Policies, SGB Minutes, the School Budget and Audited Financial Statements. A total of 13 schools were reached and found to produce management documents at a required standard.

The process of verifying 3% of the 1 000 sampled schools on the availability and implementation of the Management Documents (Survey Tool) was conducted in 16 schools from four (4) provinces (GP, NW, FS and MP) the inland provinces as follows:

The Department achieved 94.3% of the targeted 70% with a positive deviation of 24.3% of the 1 000 surveyed schools that met the minimum requirements for effectiveness as summarised below:

**Figure 7: SGB functionality tool**



**SGB Trainings:** A total of 2 627 SGB Executives were trained on the SGB Constitution, Legislative Framework for SGBs, Roles and Responsibilities of members, as well as Financial Management in three (3) provinces, Limpopo, Northern Cape, and Free State.

**SGB Training:** The DBE participated in the Bosberaad of Vaal Reefs Technical School and trained governing body members from 14 -15 January 2023 at Kings Gate Hotel in Rustenburg. Educators, School Governing Body members and the support staff of Vaal Reefs Technical High School attended the session.

In addition, Senior Officials from the following Departmental Directorates: Office of the Deputy Minister, Chief Directorate of Mathematics, Science and Technology, Health Promotions and Communications, as well as Senior officials from the provincial Department and Dr Kenneth Kaunda District, and Officials from the South African Council for Educators' were part of the trainers attended.

**Financial Management Trainings:** Eight (8) workshops were conducted in LP, MP, KZN, GP, FS, NC, and NW on School Financial Management Guidelines. The workshops focused on Audited Financial Statements analysis and interpretation in response to the Auditor-General's findings. A total of 1 035 participants was reached.

**Learner Discipline Matters:** A two (2) day workshop was held with School Safety, Social Cohesion and Equity Education (SCEE), Equal Education Law Centre (EELC) and the South African Human Rights Commission (SAHRC) to develop National Guidelines on Learner Discipline Protocols on 15 – 16 March 2023. The workshop focused on procedures to be followed by all schools within the sector in disciplining learners who breach the school code of conduct. A total of 18 participants were in attendance.

**Learner Admission:** The Department monitored the admission process of the Western Cape Education Department as instructed by the Portfolio Committee on Basic Education. 19 schools in six (6) districts were visited on 11 and 12 April 2022, as per the table below. Discussions were held with the Senior Management of the WCED on the findings and recommendations. These will be presented to the Head of the Department before a report is sent to the Portfolio Committee.

The 2023 Learner Admissions process was completed after all learners were placed in schools. The Department worked with provinces to resolve all queries of unplaced learners. Most of the queries were received from Gauteng and Western Cape. The Economic Freedom Fighters, led by two (2) Tshwane Branch members and two (2) parents /community members from Olivehoutbosch, demanded answers from the DBE on unplaced learners on 2 February 2023.

About 600 unplaced learners, including internal grades, were on the query list. The DBE managed to place Grade 8 learners at Steve Tshwete satellite school, and the primary school learners were spread proportionally to four (4) neighbouring primary schools.

**Programmes of Representative Councils of Learners (RCLs):** The DBE, in partnership with the National Education Collaboration Trust (NECT), organised a virtual RCL dialogue on 17 June 2022. A total of 95 learners across all provinces, Teacher Liaison Officers (TLO), provincial coordinators, EMGD, and NECT officials participated in the dialogue addressed by the Deputy Minister. The theme of the dialogue was "Then and Now," linking the struggles of students during 1976 to what needs to be done today, focusing on the following questions:

- Do you meet regularly as an RCL, and are your meetings productive?
- Does the RCL have an activity plan for its term of office?
- Are there challenges in implementing these plans?
- What lessons could be learnt from the role played by learner leaders in 1976?
- Which issues should learners be focusing on over the next ten (10) years?

The DBE, in collaboration with Ngangezwe Foundation, NECT, Trevor Noah Foundation, Agape Youth Movement, IEC, Young African Leaders Initiative (YALI), UNICEF, NYDA, Brand South Africa and DHET. The Department hosted three (3) day RCL workshops from 14 -16 September 2022 at DBE Conference rooms. These workshops aimed to strengthen schools' Child and Youth Agency to support the SADC Policy Framework on Care and Support for Teaching and Learning (CSTL). 76 officials attended, and the 2023 RCL Activities Management Plan was developed.

Through collaboration with Social Cohesion and Equity in Education (SCEE), Quality Teaching and Learning Campaign (QLTC) and Independent Electoral Commission (IEC), the DBE supported 92 Newly Elected RCL members from Witbank High School in Nkangala, Mpumalanga. The induction camp occurred on 17 and 24 February 2023 at Cullinan Luxury Cottages in Gauteng. The DBE made a presentation on Democracy Education, an Overview of RCLs and their role in working with other learners, and the Girls and Boys Education Movement (GBEM).

**Rationalisation of Schools:** The Department supported the MEC of the Limpopo Education Department in pronouncing the province's programme of the Rationalisation, Merger and Closure of Small and Non-Viable Schools on 13 April 2022. SGB Associations, Teacher Unions, Traditional Leaders and Departmental Officials attended the event.

The Department presented the rationale of School Rationalisation to the Parliamentary Portfolio Committee on 06 September 2022. The DBE conducted roadshows to train Provincial and Districts Task Teams on rationalising small and non-viable schools in five (5) provinces: Northern Cape, Eastern Cape, Mpumalanga, North West and KwaZulu-Natal.

The DBE, in collaboration with PEDs, managed to close a total of 452 small and unviable schools during the 2022/23 financial year.

## PROVINCIAL MONITORING

### School and District Incident Management and Support

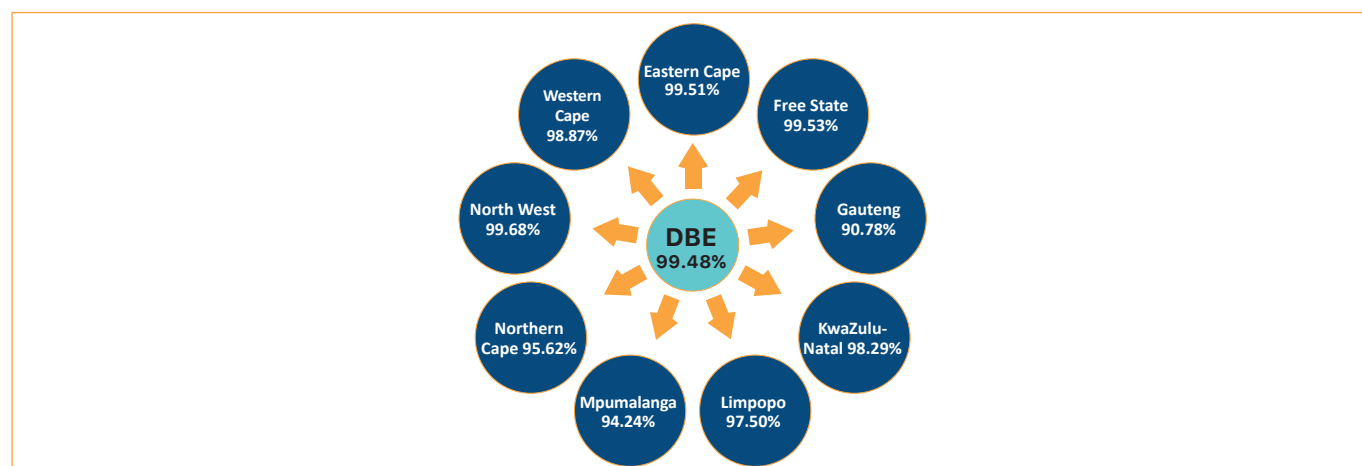
#### Presidential Hotline:

**The Cumulative Performance (Presidential Hotline) for DBE:** The DBE is 99.48% of the call resolution rate. Dealt with 1 348 cases have been resolved with seven (7) outstanding cases.

**Table 47: Call Resolution Rate**

Month	Total Open Calls	Total Resolved Calls	Resolution Rate
January	11	1 343	99.18%
February	07	1 348	99.48%

**Figure 8: The PHL Performance of DBE and PEDs: The year 2022/23**





**Table 48: PEDs Performance Table (Presidential Hotline)**

Provincial Departments of Education	Open Calls	Resolved Calls	Avg. Resolve Time (Gov. bus. Hours)	Total Calls	Resolved Jan-23	Resolved February 2023
Eastern Cape	6	1226	3 748	1 232	98.61%	95.62%
Free State	1	210	1 875	211	99.53%	99.53%
Gauteng	119	1171	1 814	1 290	90.78%	90.78%
KwaZulu-Natal	22	1268	3 569	1 290	98.29%	98.29%
Limpopo	16	625	926	641	90.78%	90.78%
Mpumalanga	24	393	1 610	417	94.70%	94.24%
Northern Cape	6	131	290	137	95.62%	95.62%
North West	1	313	3 120	314	99.68%	99.68%
Western Cape	3	263	297	266	99.62%	98.87%

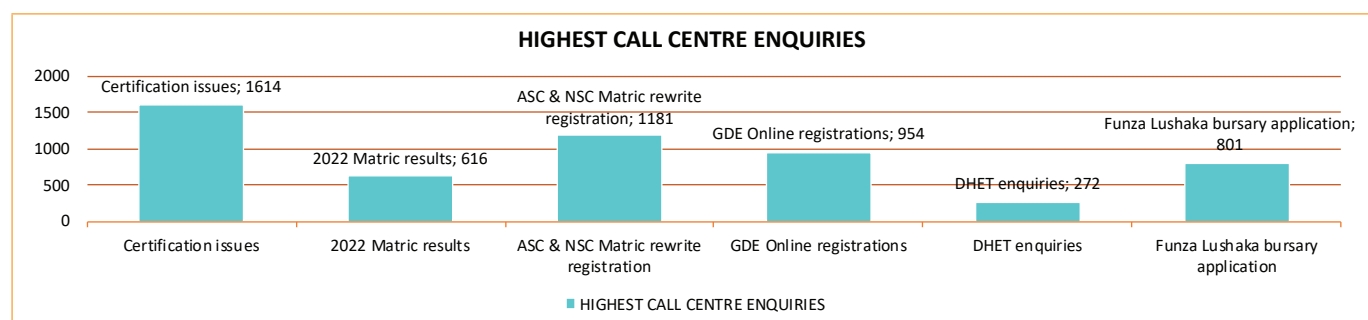
**CALL CENTRE: 0800 202 933**

**Call Centre Annual Performance Table per Quarter: 2022/23:** During the 2022/23 period, 12 440 enquiries were received and resolved. The highest cases received were related to Certification Issues (2 665); 2022 Matric results (1 117); ASC and NSC re-write registrations 2022 (1 181); GDE online registrations (954); Funza Lushaka Bursary applications (801); Second chance programme (609); and Remarking, review and recheck (438). The lowest enquiries received were related to Educator Assistants (47); Home school (53); School fees (87); and Abet (165).

**Table 49: Call centre calls received per quarter**

Quarter	Q1	Q2	Q3	Q4	Annual 2022/23
Total Calls	3300	3119	2326	3695	12 440

Gauteng (GP), KwaZulu-Natal (KZN) and the Eastern Cape (EC) have the highest number of enquiries received in this quarter with North West (NW) and the Northern Cape (NC) with fewer enquiries

**Figure 9: Call centre enquiries**

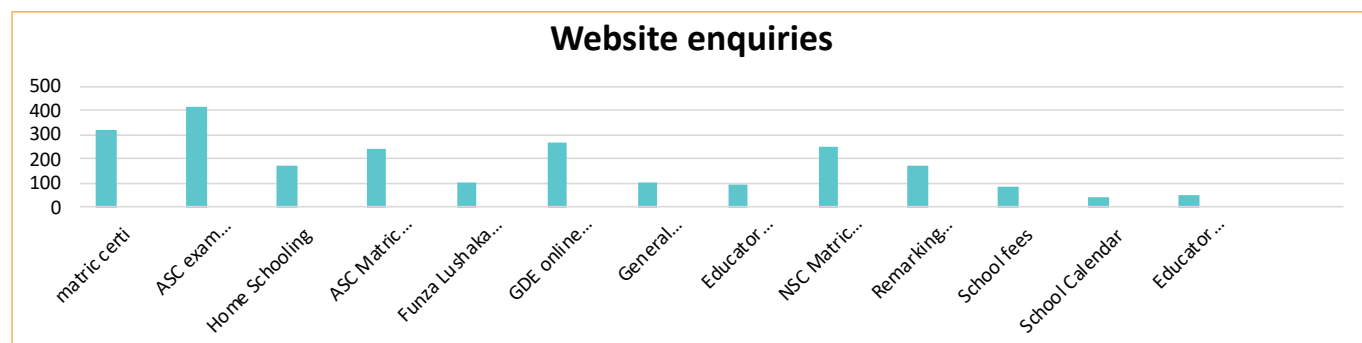
**Website Enquiries:** A total of 2 958 website enquiries were received and 2 420 (82%) were finalised while 538 (18%) were junk and repeat enquiries.

**Table 50: Website enquiries received per quarter**

Quarter	Q1	Q2	Q3	Q4	Annual 2022/23
Total Calls	958	844	499	657	2958

Enquiries received were related to Matric certificate replacement, NSC 2022 Matric results, Home schooling information, GDE 2022 admissions, ASC re-write 2022 registrations, Funza Lushaka bursary applications, school fees, Educator Assistant enquiries and some were requesting general information. The graph below shows the website enquiries trends.

**Figure 10: Website enquiries**



**Correspondence:** The Department worked with PEDs and resolved 116 (70%) out of 166 cases reported to the DBE. These were related to admission of learners, dismissal, discrimination, learner expulsions, scholar transport, corporal punishment, HR matters and school governance, transfer of learners, withheld of reports cards and school governance.

**School Readiness Monitoring:** 622 schools in 26 districts were monitored in all provinces. Monitoring was conducted between 11 – 20 January for Inland Provinces (Free State, Gauteng, Limpopo, Mpumalanga, and North West) and 18 – 27 January for Coastal Provinces (Eastern Cape, KwaZulu-Natal, Northern Cape and Western Cape). All school-specific challenges were brought to the attention of provincial HoDs.

#### **Publication of School Calendars for Public Schools in South Africa:**

The 2024 School Calendar was published on 4 August 2022 in Government Gazette Notice No. 47192.

The proposed 2025 School Calendar was published for public comment in the Government Gazette Notice No. 47191 on 04 August 2022.

The 2025 School Calendar was published on 13 January 2023 in Government Gazette No. 47972.

The proposed 2026 School Calendar was published for public comments on 31 January 2023 in Government Gazette No. 47973.

**Proposed Amendment to the Policy:** The Minister has approved the Proposed Amendments to the Policy published for public comments.

### **NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)**

**Improving the use of DBE Home Language workbooks in the Foundation Phase:** Research was conducted to investigate how the DBE workbooks in schools improve the foundational skills of numeracy and literacy. This research culminated in the report: *Teaching every learner to read at an age-appropriate level: How teachers use DBE Rainbow Workbooks to enhance foundational literacy skills*. The report documents 39 best practices for teachers using language DBE workbooks effectively and optimally in the Foundation Phase to improve reading skills.

The purpose of mediation is to share best practices with Departmental Heads in the Foundation Phase to empower them about how to work with teachers in their respective schools to:

- Use DBE workbooks effectively and systematically to improve foundational literacy skills in the Foundation Phase (FP); and
- Use the workbooks to improve our performance in PIRLS.

During mediation, each presentation addresses issues that lead to learners in the Foundation Phase not doing well in PIRLS, i.e. learners are not able to:

- Read a text and questions on their own without teachers' assistance;
- understand what they read (not just barking at the text), i.e. learners must have learnt all *sounds* to be able to read; they have taught *sight words*, *vocabulary* and *high-order thinking skills*; and they have developed *fluency*;
- read longer texts; learners are not exposed to text as long as 800 words in PIRLS passage; they have not developed the stamina to read and comprehend a long text;
- answer high-order questions, where answers are not in the text, but learners must think critically to provide a solution. Learners cannot answer questions in Levels 3 and 4 in PIRLS. PIRLS levels 3 and 4 need learners to think critically;

- listen to a text read by a teacher (especially in Grade 1, where learners are not able to read on their own) and answer high-order thinking skills; and
- respond in writing to PIRLS open-ended questions because they are usually required to provide one-word answers and have not been taught to write cohesively.

To ensure that the best practices documented in the report lead to a system-wide impact, NEEDU conducted 249 workshops/ sharing sessions in 34 districts across provinces (see table below). Teachers and Departmental Heads from 6 628 schools attended the workshops. In this current financial year, NEEDU trained a total of 5 699 participants in 92 workshops that were organised in 27 districts.

Each sharing session consisted of five (5) main presentations focusing on the following:

- Developing and Using a phonics programme;
- Developing reading comprehension skills to help learners understand what they are reading;
- Monitoring and assessing reading to support learners who are struggling to read;
- Improving oral communication and critical thinking skills; and
- Paragraph writing.

Five (5) monitoring tools were prepared to help Foundation Phase Departmental Heads monitor if teachers put what they learned to practice.

**Improving the quality of DBE Home Language workbooks in the Foundation Phase:** The Technical Report documents errors and other shortcomings in Grades 1, 2 and 3 Home Language DBE workbooks that need to improve their quality.

**Addressing factors that lead to learners being unable to read for meaning in the early grades:** When working with Foundation Phase Departmental Heads, NEEDU observed many phonics programmes in the system. These phonics programmes confuse teachers because they contradict one another and are not comprehensive; they do not include all the phonics sounds in each language.

To address this challenge, NEEDU identified provinces custodians for each language, e.g. KwaZulu-Natal for isiZulu, Eastern Cape for isiXhosa, and Free State for Sesotho. Each custodian province met with Foundation Phase Subject Advisors from all districts to develop a comprehensive and standardised phonics programme in each language included in all Home Language CAPS documents. Toward this end, the following documents were prepared in isiZulu, isiXhosa, Siswati, Setswana, Sesotho, and English:

- Universal sound documents, i.e. a list of all phonic sounds in each language; and
- Sound families.

In addition, the NEEDU Team helped to prepare the following reports:

**A response to Equal Education Law Centre (EELC) research findings:** NEEDU prepared a response to EELC's research findings about the identification, management, and support of underperforming public schools. Preparing the Sector response required liaising with different branches at DBE to get their current statistics and information on the issues raised by EELC.

**School Readiness 2023:** Following the analysis of raw data collected from a national sample of schools to establish schools' readiness to receive learners in the 2023 academic year, NEEDU prepared a report on the state of readiness.

## FOUNDATIONS FOR LEARNING

### Early Childhood Development (ECD)

**ECD Function:** On 1 April 2022, the Minister of Social Development, Hon. Ms Lindiwe Zulu, MP, officially handed over the ECD function to the Minister of Basic Education, Hon. Mrs Angie Motshekga, MP.

The handover marked a partnership between the DBE and other State Departments, NGOs, Civil Society, Partners, and other entities to ensure that all children, including those with disabilities, have access to quality ECD.

**Census of All Early Learning Programmes:** The national census of Early Learning Programmes was conducted in 2021 to map all Early Learning Programmes in South Africa. The census allowed the DBE to understand the full size and shape of the sector. The final technical report was launched in May 2022, and the report and the full dataset for the ECD Census were publicly released on Data First's website in 2022.

**Early Years Index and Baseline Assessment Of Early Learning Programmes:** The South African Early Years Index was initiated as a partnership between the DBE, Innovation Edge, First National Bank and USAID. The purpose of the Early Years Index is to monitor trends over time in the proportion of young children who are on track for age in critical areas of development and to provide systemic information on the quality of ECD services. The Index will further allow South Africa to report on Sustainable Development Goal 4.2.1. "The percentage of children that are developmentally on track". The results of the Thrive by Five Index were launched in April 2022.

During the data analysis in 2022, it emerged that the stunting rate was incorrectly calculated. This mistake was rectified, and all technical reports have been updated. All stakeholders were also informed about the revised stunting rate. The baseline report on the contextual data collected during the Thrive by Five data collection was also completed during the 2022/23 financial year. All the technical reports and the full dataset were publicly released on Data First's website.

**Second Children's Amendment Bill:** An inter-departmental technical task team has been established to lead the redrafting of the Second Children's Amendment Bill. This emanated from a decision taken by the Portfolio Committee for Social Development based on the public hearings held on the Children's Amendment Bill. The DBE commenced processing the Second Children's Amendment Bill by taking it through its certification process with the Office of the Chief State Law Adviser (OCSLA). In January 2023, the OCSLA reverted with the recommendation that the Bill go through the pre-introduction public consultation process again.

The regulations, norms and standards are being reviewed to ensure alignment with the SCAB. During the 2022/23 financial year, the technical task team reviewed the regulations and started with the redrafting of the regulations. The technical task team has also begun studying the norms and standards and has had two (2) initial engagements to prepare for the task.

**Quality Assurance and Support System (QASS):** The draft QASS was developed by the DSD and was transferred to the DBE. During the 2022/23 financial year, the DBE focused on re-aligning the QASS to the DBE's vision for ECD and finalising the QASS report. This entailed re-establishing the Project Steering Committee (PSC) under the DBE's leadership and reviewing the ToR for the committee. The QASS was presented and consulted with different structures and stakeholders. Meetings occurred on 10 June 2022, 10 July 2022, 25 August 2022 and 28 February 2023. A workshop was also held on developing the business processes for the QASS. Furthermore, a concept note and tools for assessing quality standards were developed, and in November 2022, the tools were alpha-tested in the Eastern Cape and Western Cape. During the final quarter, the PSC engaged with the findings from the alpha testing, and researchers from Finland were hosted to provide technical input on the design of the QASS.

**ECD Monitoring:** The Department held the Conditional Grant and ECD Inter Provincial meetings on 22 to 24 June 2022, 16 to 18 August 2022, 15 to 16 November 2022 and 15 to 16 February 2023. These meetings aimed to make progress on ECD funding, the signing of service-level agreements, the implementation of the National Curriculum Framework (NCF), the training of ECD practitioners, and monitoring and support of ECD programmes.

**Implementation of The National Curriculum Framework:** 11 681 ECD practitioners have been trained on implementing the NCF from April 2022 to March 2023. This number is inclusive of 247 ECD supervisors. Furthermore, 730 ECD centres have been monitored and supported across all nine (9) provinces.

The DBE has partnered with UNICEF to develop NCF implementation guidelines. During the 2022/23 financial year, the draft guidelines have been completed and shared with the provinces for input. In collaboration with UNICEF, the Department is also developing a minimum early learning resource pack for under-resourced ECD programmes. This resource pack will include daily activity plans and the minimum learning and teaching resources to implement the NCF. A service provider was appointed during this financial year, with work expected to start in the new year.

**ECD PLAYS Online Training:** In partnership with UNICEF, Cotlands and the LEGO Foundation, the DBE collaborates on a national in-service training programme to enhance early learning through the power of play. The aim was to reach 5 500 ECD practitioners by the end of the 2022/23 financial year, and the target has been exceeded. To date, 7 139 ECD Practitioners have completed the in-service training on the ECD PLAY Online Training course.

**Training Of The ECD Practitioners On NQF Level 4:** 1 345 ECD practitioners have been trained towards a minimum NQF Level 4 by accredited training service providers. The training information was uploaded to the National Learners' Records Database (NLRD).

**Human Resource Development Plan:** During the 2022/23 financial year, the DBE established an Inter-Sectoral Task Team to develop an ECD HRD Plan. The HRD plan will articulate appropriate qualifications for ECD practitioners, set out a clear career path for practitioners and develop conditions of service for practitioners.

The Terms of Reference (ToR) have been developed and adopted by the Task Team to define the purpose, structure, and accomplishment of shared goals by the task team. A Concept Note has also been developed, supporting the proposal that ECD should form part of the early learning continuum from birth to primary schooling.

To date, the Task Team has held three (3) meetings to do a situational analysis regarding all the ongoing work in the ECD sector that should feed into the HRDP work.

**Conditional Grant:** The DBE oversees the administration of the conditional grant for ECD. The conditional grant comprises two (2) components: one (1) the ECD subsidy component and two (2) the ECD infrastructure component.

In 2022/23, R1 191.92 million was allocated to the ECD conditional grant, of which R1,094.10 million was allocated to the subsidy component, and R97.86 million was allocated to the infrastructure component. The Department transferred 100% of the allocation to all provinces. Out of the transfers made to provinces on the subsidy, R1,079.20 million, which is 101.02% of the allocation, has been spent. As planned, quarterly inter-provincial meetings were held in August, November 2022, and February 2023. Quarterly reports were analysed, consolidated, and submitted to the Conditional Grant Directorate for consolidation, approval, and submission to the National Treasury.

In supporting provinces, monitoring visits were conducted to ensure that challenges experienced by provinces were attended to on time. Five (5) provinces were visited during the 2022/23 financial year. After analysing the performance and expenditure by provinces, three (3) provinces were identified as under-performing: North West, Mpumalanga and Western Cape. The Department provided additional support to these provinces throughout the last quarter. The support entailed on-site support in each of the provinces to improve the expenditure of the grant. The DBE also tracked the weekly progress of the expenditure of the conditional grant and did weekly telephonic follow-ups with the provinces that were not on track.

**Registration:** The Children's Act requires all ECD programmes to be registered with the DBE. However, a large backlog of ECD programmes is not registered with the Department. Given this, the Department has partnered with the Nelson Mandela Foundation and Impande South Africa to support provinces in catching up with the backlog of registrations.

Systems have been put in place to ensure that more registrations are completed. All provinces have been capacitated on the Vangasali registration process and online registration management tool to assist in fast-tracking registration. All provinces have held jamborees, 2 770 new registration applications have been received, 720 have been completed, and 1 846 are awaiting processing.

Providing quality ECD services relates to increasing the number of children accessing ECD services, which aligns with the NDP 2030 goal of universal access. The target specified in the MTSF is for the Department to increase access by 20% (2.9 million). It is currently estimated that 2 143 904 children are accessing ECD services.

**Funding for The Delivery Of Quality ECD Programmes:** In collaboration with the World Bank and National Treasury, the DBE has conducted a Public Expenditure and Institutional Review (PEIR) to determine how much spending across various government departments and spheres is aligned with the ECD priority outcomes. The public expenditure and institutional review was published and launched on 30 March 2023.

The Department reviewed the ECD subsidy guidelines to ensure standardisation in the payment of subsidies across provinces. The purpose of the guidelines is to guide provinces in implementing the ECD subsidies. The national review of the guidelines has been finalised, and the guidelines have been workshopped with the provinces to get additional input on their feasibility and appropriateness. A follow-up workshop was held with the Provincial Budget officials to finalise the guidelines document.

The DBE has also partnered with Ilifa Labantwana to develop an upscaling and financing strategy. A service provider, Percept, was appointed to assist with building the financial model. An inception meeting was held with Percept to establish the principles and assumptions on which the model will be built.

**Community Engagements:** A total of 17 community engagements (Minister and Deputy Ministers') roadshows with the ECD Practitioners took place in six (6) provinces: Gauteng, Mpumalanga, North West, Free State, KwaZulu-Natal and Western Cape, during the financial year.

**Coordination and Integration:** As part of implementing the National Integrated ECD Policy, the National Interdepartmental Committee (NIDC), Inter-Sectoral Forum (ISF) and inter-provincial meetings were held during the year under review. The NIDC meeting occurred on 6 July 2022, 4 August 2022, 11 November 2022, and 10 February 2023. The committee aims to discuss and share progress reports with the Departments responsible for ECD. The ISF meetings occurred on 27 June 2022, 30 August 2022, 28 November 2022, and 23 February 2023 at the DBE. The purpose of the ISF is to share progress reports with the sector on matters related to ECD. The inter-provincial meetings were held on 22 to 24 June 2022, 17-18 August 2022, 16-17 November 2022, and 15-16 February 2023.

**Parenting Programme:** The Department conducted parenting support programmes to train the master trainers who will roll out the parenting programme to caregivers and parents. The master training was conducted in Free State on 12-16 September 2022 and in North West on 4-9 December 2022.

The Department, supported by UNICEF, conducted a scoping study to determine priority geographical areas for face-to-face training and capacity development of parents with children aged 0 to six (6) years. The scoping study was conducted between August and November 2022. Workshop held on 13-14 February 2023 to outline a three-year implementation plan of the national parenting capacity development programme.

A study on knowledge, attitudes, and practice of parents/ primary caregivers with children birth to six years old regarding the importance of play in early learning was conducted—a participatory workshop to share findings and gather more strategic inputs was held on 7 March 2023.

## **Reading**

**Professional Development Framework for Digital Learning:** The Department engaged with potential content partners regarding the adaptation of existing content to micro-learning format: National Education Collaboration Trust (NECT) – Mentor Teachers – Reading Champions Programme, Supporting the Reading Strategy in Eastern Cape, Learning Through Play Foundation Phase Mathematics by VVOB and Comprehension Across the Curriculum by NECT. Presented at online and contact meetings with the following stakeholders: National Institute for Curriculum Development (NICPD) Reference Group, DSF One (Digital Skills Framework) and DBE-NECT Task Team.

There is ongoing support for users of the platform. Re-developed defective modules on inclusive teaching and learning and double-tagged modules on 21<sup>st</sup>-century skills. Formatively assessed, moderated and published modules submitted by content creators.

Continued orientation and support of NECT appointee as a technical specialist for the Online Teacher Development Platform and consulted in sub-committee and written technical report recommending models of integration between the OTDP and SACE.

The DBE developed resource packs to support advocacy and training programmes in DTDC and HEIs, prepared for and ran three online workshops for DTDC Managers to build capacity to advocate and support the platform at the District level. The Department revised and wrote funding proposals for the OTDP and maintenance programme. The DBE provided feedback and guidelines for drafting the concept document for SACE CPTD's full integration with Phase 3 of the platform. Prepared and presented a contact workshop for EC DoE Curriculum Planners on how the platform can support the ECDoE Reading Strategy.

**Primary School Reading Improvement Programme (PSRIP):** After signing the Service Levy Agreement (SLA), the DBE and NECT agreed upon a project plan. Consequently, a circular was signed and sent to the HoDs. The Primary School Reading Improvement Programme (PSRIP) 5 commenced in November 2022 and will be implemented until December 2023.

The first cycle of the centralised virtual Foundation Phase (FP) and Intermediate Phase (IP) Subject Advisor (SA) training took place on 30, 31 January and 01 February, where FP and IP Subject Advisors were upskilled to support the implementation of the PSRIP methodology. 93 FP, 116 IP teachers and 140 Subject Advisors were trained in English First Additional Language (EFAL).



**Reading Champions:** The NECT drafted the NGO partner contracts for phase 4 programme delivery to continue to enable collaborative delivery of the Reading Champions programme alongside the nine (9) NGO partners. Reading Champions' training manual, learning platform and chatbot solution were reviewed to ensure better alignment, efficiency, and simplicity—key partners involved in reviewing processes included Room to Read, Funda Wande, Fundza and Nal'ibali. An allocation of 25181 Reading Champions was confirmed in schools across nine (9) provinces, and 13 213 runs were reported in July – linked to NECT storybooks (Mandela month) on the Reading Champions Chatbot, indicating a high level of engagement.

Baseline assessment submissions were closed off for analysis with a sample of 1 900 Reading Champions. The NECT M&E specialist released and presented the report. The initiation of weekly milestone-based reporting by provincial coordinating teams (LIS and partners) was established. Revised project timelines in preparation for the school reopening launch to assist provinces with project prioritisation.

The NECT participated in a phase 4 PYEI - PMT reflection session in July to present phase 5 recommendations based on lessons learnt. Weekly monitoring tool analysis was finalised and presented at the DBE-PMT meeting on 5 September 2022. A "day in a Reading Champion experience" project was launched to collect stories from the ground to compile them into provincial mini-documentaries. The project was finalised on 16 September 2022. Reading Champions manual was revised and completed per phase priorities and programme requirements.

Reading Champions training facilitation process was revised, and completed the 2-day training in line with phase 4 programme requirements. The Chatbot guide and platform were revised and ready for Reading Champions and Teacher mentor engagement. The teacher Mentor pathway platform was fully developed and prepared for the engagement and onboarding of Teacher Mentors, and the Reading Champions self-paced course was revised.

The national pre-training meeting was conducted on 11-12 January 2023 – to ensure training readiness for phase 4. The training was attended by Provincial support partners and Provincial Library Information Services officials in preparation for the district-level train-the-trainer roll-out. District Train-the-Trainer (of district officials) roll-out completed in Mpumalanga, Northern Cape, Gauteng, KwaZulu-Natal and Free State. The Reading Champions Memorandum of Understanding for partners is approved.

**Promotion of the Read to Lead campaign:** The DBE led the Read to Lead roadshows in collaboration with ECD, Second Chance Matric Programme and Funza Lushaka in Free State (Bethlehem, Bloemfontein and Qwaqwa), Upington, Northern Cape and Western Cape (Khayelitsha and Langa) as part of community engagements to apprise the provinces about the Departments' programmes. During all the engagements, there were reading exhibitions and book displays where information pamphlets on promoting reading at home were shared with parents and caregivers.

The Department participated in the Early Literacy Strategy workshop for South African libraries. The workshop was hosted by the National Library of South Africa, the Department of Sports, Arts and Culture entity. The Read to Lead with ECD and Second Chance Matric Programme (SCMP) held two events with the Deputy Minister at Ermelo and Piet Retief in Mpumalanga as build-ups for the Presidential Imbizo. The Reading Directorate had engagements with the Faith-based organisation to raise awareness of community involvement in reading. A post-Imbizo community mobilisation activation was held with ECD practitioners of Gert Sibande to inform about function shift and the importance of reading by caregivers.

Foundation Phase Storybooks were distributed to all 8 842 primary schools in 444 NRC circuits across nine (9) provinces. The tables below depict the distribution of these storybooks:

**Table 51: Foundation Phase storybooks distributed in schools per province**

Working with the National Reading Coalition (NRC)	MP	LP	GP	FS	NC	KZN	EC	WC	NW
Schools	607	1 502	377	396	521	1652	1804	6	644
Books	63735	136710	39585	41580	54705	173460	189420	630	67620

Two (2) reading sessions were coordinated in Gauteng and North West to celebrate Literacy Month. 200 learners and 67 teachers attended the Reading sessions facilitated by NECT staff. The implementing partner collected 57 725 books from the University of Pretoria and Johannesburg boxes. The books were distributed to North West, Mpumalanga and Limpopo province primary schools. The National Reading Coalition continues to advocate for the President's Reading Circle by encouraging South Africans of all ages to read.

The implementing partner shared data with 2 300 learners and Reading Champions to participate in the reading sessions. In partnership with the National Reading Coalition (NRC), the Virtual Reading Club (VRC) was held on 22 April 2022. *The Yearning* by Mogale Mashigo was discussed, with Dr Gcina Mhlophe as the panellist. The 6th Virtual Reading Club (VRC) was held on 27 May. *The Wretched of the Earth* by Frantz Fanon was discussed with Mr Mugwena Maluleka, SADTU Secretary and David Kabwa, First Prime Minister of Commonwealth, panellists.

On 28 July, as part of its continued efforts to mobilise South Africans of all ages, tread books, *Listen to Your Footsteps* by Kojo Baffoe was discussed. The NRC held its 21st Virtual Reading Club (VRC) session on 26 August as part of its *Heart of a Strong Woman* by Xoliswa Nduneni-Ngema. They reviewed “Chasing Marian” by Amy Heydenrych, Qarnita Loxton, Pamela Power and Gail Schimmel. Ms Christine Qunta (author of VRC book), Mr Komegni Noubactep (Reading Activist), and Mr Lehlohonolo Letsoalo participated as panellists to discuss the book titled *Why we are not a Nation*. Sessions were held in January, February, and March. The following books were reviewed and discussed: *Family Affair* by Sue Nyathi, *A Mind to Silence* by Anwuli Ojogwu, and *Quiet Activity* by Peter Present.

The VRC sessions have created a platform for influential people to share their life experiences and respond to the President’s call to encourage South Africans to participate in the Presidential reading circle. Pixel Ping (Service Provider) designed and Laid out 189 Foundation Phase Storybooks. Lwazi (mascot) visited 2200 learners in three (3) primary schools in Limpopo to activate World Book Day. 97 Foundation and 97 Intermediate Subject Advisors were oriented on the use of PSRIP materials. All trained Subject Advisors were given soft copies of materials to support teachers in schools.

The Room to Read donated 50 000 books to the National Reading Coalition. The books were distributed to 276 schools in 80 NRC circuits. In collaboration with provinces, reading plans were presented at the LIS interprovincial meeting on 15 February 2023. Reading plans were also presented at the EC and MP curriculum unit meetings. 169 learners from 11 Primary Schools and 40 officials attended a World Read Aloud Day (WRAD) event that was held on 1 February 2023 at Kloofview Primary School in Rustenburg (North West Province) and in Sizani Primary School, 297 learners and 15 educators attended the event. The implementing partner conducted Five (5) radio interviews with the following radio stations: Ligwalagwala, Moutse, Kasi FM, EK FM and Ekurhuleni FM to promote the World Read Aloud Day.

#### **Reports received from PEDs:**

**Eastern Cape:** The province audited libraries, and they have 601 functional libraries and 95 non-functional libraries. Four (4) schools in the Buffalo City Metro, in partnership with MBD publishers, celebrated World Book Day, and four (4) schools in Amathole East received readers from Macmillan publishers. Two (2) workshops to establish book, reading and homework clubs were conducted in collaboration with the Heritage programme. Twenty school librarians received training in four (4) schools in Amathole West and 16 in Buffalo City.

**Free State:** In Fezile Dabi, 55 Teachers from 27 Primary and two (2) Secondary Schools were trained in Library Administration and Management. The Mobile Library visited six schools and assisted four (4) schools in setting up a library. In Thabo Mofutsanyane, ten (10) Teachers from seven (7) Primary Schools received training. In Motheo District, ten (10) Teachers from ten (10) Primary Schools received training on managing Library Information Services effectively. In Lejweleputswa District, 14 teachers from eight (8) Primary Schools received on-site training on a library committee’s roles and responsibilities.

The province monitored and supported 21 schools for multimedia resources in Motheo, Lejweleputswa and Fezile Dabi. The province conducted reading promotion activations in the Motheo district, where 1246 learners from three (3) schools benefited from the initiative. 25 schools submitted records for the celebration of World Read Aloud Day. Phomolong Primary School in Kroonstad celebrated South African Library Week.

452 Reading Champions were appointed, and 387 were trained in Motheo District. In the Fezile Dabi district, 239 Reading Champions were appointed, and 231 were trained to date. In the Thabo Mofutsanyana district, a total of 565 Reading Champions were appointed, and 399 received training. In the Lejweleputswa district, 356 Reading Champions were appointed, and 253 were trained to date. Xhariep district, 79 Reading Champions were appointed, and 48 received training. In Thabo Mofutsanyane, 27 Reading Champions from 14 schools were trained.

The provincial office conducted a Reading Champions and Mentor Teachers information session where 670 officials benefitted from the initiative. Six (6) schools in Motheo and one (1) in Fezile Dabi were monitored and supported on the use of multimedia resources, and eight (8) boarding schools were visited.

**Gauteng:** District officials from Gauteng North and Johannesburg East selected 200 donation books for schools to receive as prizes when participating in literacy events. Johannesburg West District conducted a school library development workshop on setting up and maintaining a school library, and ten (10) schools attended. They have submitted the Training Management Plan for the GDE trolley Libraries project. The head office and district officials participated at the NECT Gauteng Close Out report meeting for the Reading Champions and developed a scheduled plan for Phase IV.

District library officials conducted 52 support and monitoring visits to Reading Clubs at schools in Gauteng East (GE), Tshwane South (TS), Tshwane West (TW), Johannesburg North (JN), Gauteng West (GW), Sedibeng East, Johannesburg Central (JC), Johannesburg West (JW) and Tshwane North (TN). The province met with the Nal'ibali Trust to discuss the Story Sparker programme implemented in seven (7) primary schools in Braam Fischer. A book club held a session, and *The Kite Runner* by Khaled Hosseini was discussed and reviewed.

The reading promotion bus visited 17 schools and conducted reading activities for 1462 learners. A library/resource centre was opened in Sedibeng West at Makgethe Primary School on 09 November 2022. Imperial and Motus Trust sponsored the fully functional library managed by a library assistant whom the Trust will pay for the next five (5) years. District library officials conducted 25 support and monitoring visits to Reading Clubs at schools in Ekurhuleni North (8), JN (4) and JC (13). The province also met with the Nal'ibali Trust and the Trevor Noah Foundation to discuss the Story Sparker programme implemented in seven (7) primary schools in Braam Fischer.

The Trust discussed the Khula Funda Literacy Programme, the excellent practice emerging from the programme, and the future exit strategy. An official launch of the Nal'ibali Trust and Trevor Noah Foundation (TNF) Community of Practice (CoP) was held on 3 December 2022 in JW District at Julius Sebolai primary with head office, district officials and the Partnership Directorate to discuss an MoU between the parties. The President's Reading Circle book choice for November, "Chasing Marian" by Amy Hendenryen, Qarnita Loxton, Pamela Power and Gail Schimmel, was shared with members and took place on 24 November 2022.

15 Schools that won the District Phendulani Literacy Quiz (PLQ) playoffs, representing their districts, participated in the Provincial PLQ playoff. The Grade R mobile library visited four (4) schools and issued 42 books to practitioners. Sixty school libraries were supported by districts: 34 non-functional libraries, 11 functional libraries and 15 partially functional libraries. 31 Reading Clubs were monitored, and it found 15 non-functional, eight (8) partially functional and eight (8) available.

On school library development, Imperial Motus handed over a functional library at Sivuleleni Primary in Johannesburg Central District and Thembimfundo Primary in Ekurhuleni North District. Two (2) workshops on the development of library reading corners were conducted in Johannesburg Central District, and 62 schools attended the training. Library support and monitoring were conducted in 164 schools. In celebration of WRAD, the local reading festival occurred on 4 February 2023 at Westridge High School in Johannesburg West District. 18 schools from JHB North, JHB West, JHB Central, and Gauteng West attended, and 270 learners participated. In 135 schools from 11 Districts, 59 445 learners participated in the WRAD activities.

**KwaZulu-Natal:** In collaboration with Districts, the Education Library Information Technology Services (ELITS) celebrated the ability to Read and Write, which is fundamental in curriculum delivery. The impact was made on 36 schools from the five (5) Districts: Ugu, Umkhanyakude, Umlazi, Umzinyathi and Uthukela. In collaboration with DBE, NECT and other provincial Directorates, the province celebrated the literacy day with 12 schools from Pinetown and Umlazi Districts. A total of 120 learners participated in the reading comprehension activities.

Workshops for Subject Advisors and Teachers were conducted in three Districts: Uthukela, Umkhanyakude and Zululand. The province delivered books to 909 Uthukela, Harry Gwala, Ugu, Pinetown and Umkhanyakude Districts schools. The ELITS unit trained seven (7) Schools and resourced them with three (3) Laptops each in Uthukela: Amangwe and Kwamiya, Ilembe: Ubuhlebezwe and Joel, Amajuba: Zibambeleni and Sizakancane and Umgungundlovu: Cool Air. One (1) Teacher Librarian, three (3) teachers, and six (6) learners per school received training in school digital library and Information Skills.

The DBE received and processed the procured school library resources from the managing agent. 374 schools participated and registered on the KZN Education digital school library platform. A total of 280 584 learners and 8647 teachers participated in face-to-face coaching. 229 schools, 4 933 teachers and 146 764 learners were exposed to the training on the digital school library in Amajuba District in November 2022. Officials from eleven districts attended the training and refresher session on managing and administering the KZN Education digital school library.

The ELITS unit developed a concept document for Flagship Programmes, Reading Advocacy Campaigns and Reading Competitions. Six (6) schools were trained online in the Digital Library in the province, and all have been resourced with E-books each. One (1) Teacher Librarian, three (3) Teachers and six (6) Learners per school were trained in School Digital Library. 224 schools celebrated World Read Aloud Day. The MANCOSA with LEARN donated over 16 000 books.

The DBE participated in the MEC ICT Roll-out programme at Empola Primary School. It provided the school with reading materials and gadgets to support curriculum delivery and reading promotion. Teacher-librarians and Reading Champions across the province organised and celebrated Africa Day by promoting reading learners, rendering the following activities: Storytelling, reading Aloud, Shared Reading, Independent Reading, Book Reviews and Poetry. KZN Province recruited 4338 Reading Champions for Phase III.

**Limpopo:** Schools in Capricorn North: Kgabo Park: 289 and Kgwaredi primaries were provided 144 readers (English and Sepedi). In Vhembe East: Mamali Sikhwibilu primary with 412 Tshivenda books. Capricorn North: Dendron Secondary School with English readers. On World Read Aloud Day, two (2) Districts celebrated the day: Sekhukhune South at Bopedi Bapedi with nine (9) schools, and Capricorn South with two (2) schools. Eight (8) schools from Mopani West, Capricorn North and Vhembe East were monitored and supported.

The province provided 15 Schools with library Multimedia resources. In Collaboration with Nal'ibali, 300 Educators in Mopani East and Vhembe West were trained in establishing and managing Reading Clubs. The province monitored schools to determine which schools had functional and non-functional libraries. It has been established that there are 319 schools with libraries.

Seven (7) schools were monitored and supported on the provided multimedia resources in Vhembe East, Sekhukhune, Capricorn South, Mopani West, and Waterbury. 137 readers were provided to Kgwadu Primary School in Capricorn North. On World Book Day, all districts were reminded and encouraged to celebrate World Book Day, and the provincial celebration was held at Kgwadu Primary School, Capricorn North District. Learners from Grades R to 7 rendered activities such as explaining types of books found in the library, poems, and drama.

**Mpumalanga:** Thirty-four (34) schools were supported and monitored on-site to establish progress on implementing the School Library Programme: Bohlabela 8; Ehlanzeni 9; Gert Sibande 19; and Nkangala 7. During the monitoring, schools were assisted in managing the circulation of books and ensuring utilisation in schools and at home. Schools were also assisted in managing the school library period to implement Drop All and Read (DAAR). 13 Schools in the Gert Sibande district accessed library resources on a rotational basis through MOBSLIS.

As an observance for International School Library Month, ten (10) schools were clustered at Khulangelwati (Nhlazatshe cluster). The theme for 2022 is *"Reading for global peace and harmony"*—learners rendered activities, namely, drama, speech, and songs. 44 teachers and two (2) library assistants from four (4) schools in Gert Sibande District were trained in partnership with Biblionef on the fundamentals of reading and writing in the Foundation Phase. 38 schools were supported and monitored on-site to establish the progress of implementation of *the School Library Programme*, Bohlabela (23), Gert Sibande (47) and Nkangala (4).

During monitoring, schools were assisted in Reading Activations for the World Read Aloud Day, 33 teachers were trained on information skills and library management and establishment of reading clubs. Mpumalanga Department of Education partnered with Nal'ibali to celebrate WRAD at Gert Sibande District in Msukaligwa Municipality at Kwa Zanele Community Library on 1 February 2023, with four (4) primary schools. In attendance, the councillor, Breyten Library manager, teachers and learners were present at the event. International Mother Language Day was celebrated on 21 February 2023. School Libraries and NECT had a radio show on Ligwalagwala FM to discuss the day's importance.

The province supported 89 schools on-site to monitor the implementation of the Reading Champions programme. 77 teachers were trained to set up reading corners in the classroom and establish Reading Clubs; Biblionef and Nal'ibali conducted the training. The National Education Collaboration Trust distributed 76 Foundation Phase readers during the celebration of World Book Day under the theme *"You are a Reader"*. Seven (7) schools conducted reading-for-pleasure activities to celebrate the day.

Three (3) primary schools and one (1) ECD benefitted from the NECT distribution of fiction and nonfiction books. A total of 397 copies of 25 titles were distributed. The province supported and monitored 59 schools on progress regarding the implementation of the school library programme, Bohlabela (6), Ehlanzeni (19), Gert Sibande (20) and Nkangala (14). During the monitoring, schools were assisted in utilising resources from classroom reading corners. In Gert Sibande District, 20 teachers and 18 Reading Champions were trained on using readers for reading promotion. In Nkangala District, 38 teachers received training on planning reading activities and establishing Reading Clubs. School-level activities were held to celebrate World Read Aloud Day throughout the month. Learners were taught the importance of safeguarding cultural and natural heritage.

**North West:** The Province monitored schools in Bojanala and Ngaka Modiri districts to verify the usage and Drop All and Read. The province celebrated International School Library Month at Montsamaisa Primary School in Phalane village in Bojanala District. Learners participated in activities that included Reading, Poetry, Debate, Drama, Storytelling, and Observation of DEAR by all who attended the event.



The province also met with SITA to clarify payments and train library assistants on SLIMMS. All schools in the province received electronic copies of the National Guidelines for School Library and Information Services and the Reading Calendar. Mobile library bus in Ngaka Modiri Molema serviced eight (8) schools and issued 970 books. A Circular was sent to all districts to mobilise schools to engage in Read Aloud activities based on the theme of sharing stories.

The North West catalogue was finalised with all phases and grades and was loaded on e-LTSM. The province monitored and supported twelve schools in Bojanala and three (3) in Dr Kenneth Kaunda. During the visit, schools were motivated to utilise the supplied material to promote reading for pleasure. During World Read Aloud Day, 12 schools in Ngaka Modiri Molema celebrated at Senkgwe and Mosiami Mildred Mogapi primary schools on 27 and 28 February 2023. In Dr Kenneth Kaunda, 15 schools with 60 learners participated and celebrated at Laerskool President.

In Bojanala, WRAD was celebrated on the 1 February 2023 at Kloofview Primary School in Rustenburg in collaboration with DBE, Nal'ibali and NECT; 11 primary schools were invited to participate during the event. A meeting was held with the Provincial Department of Arts, Sports, and Culture to discuss the Dual purpose of libraries and collaboration.



22 schools participated in the Gannapan circuit, while learners participated in poetry, storytelling, unprepared reading, spelling and puzzles.

**Northern Cape:** On World Book Day, a successful celebration was held over two (2) days in Barkly-West. The province donated books door-to-door to households, old-age facilities, and schools. A strong collaboration with the Provincial DSAC, SA Library and the SA Library for the Blind was pivotal for the celebration's success. On the *Read to Lead Campaign*, RAs and RCs at schools held sessions on Shared Reading and Paired Reading with their classes/Reading Clubs. At primary schools, learners role-played the characters from the books they read, while at High Schools, learners wrote alternate endings to the books they read.

133 School Management Teams and Subject Advisors from two (2) Districts (John Taolwe Gaeitsiwe and Namakwa) were trained to support Foundation and Intermediate Phase EFAL teachers in implementing the Primary School Reading Improvement Programme (PSRIP).

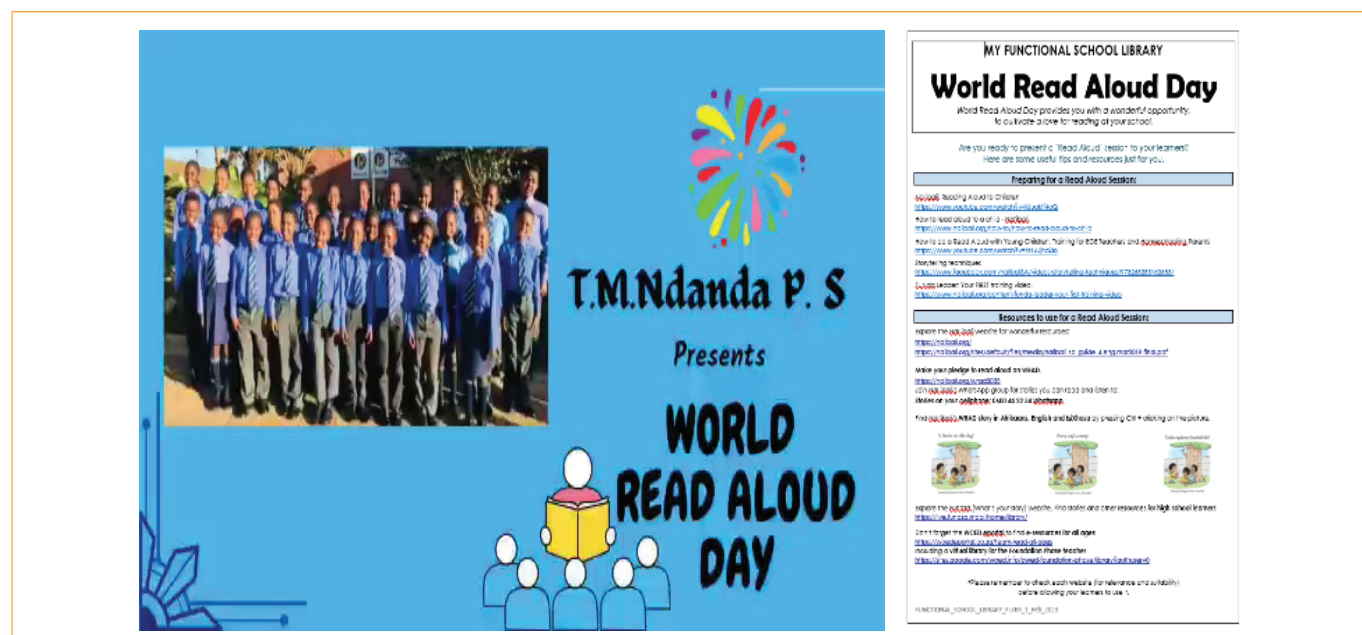
**PYEI two-day workshop:** The conference was the joint initiative of the PED and the DBE to measure the impact of the previous phase of the project and how it will feed into the current phase and all other envisaged future phases.

Many valuable lessons were learnt from previous phases, and new strategies will be utilised to generate much better outcomes and ensure sustainability long after the project has ceased to exist. The conference highlights emphasised the effective use of technology and a move away from reliance on paper-based monitoring and support. Several online media organisations were given a platform to display their expertise in Monitoring (analytical), Evaluation, Reporting and Learning. (MERL). Some of these advanced tools are also available to teachers to implement CAPS.

The main advantage is that all are zero-rated. The DBE's Reading Champions part of the broader initiative was recognised as the Department's PYEI "Flagship" and was asked to present challenges, best practices and lessons learned during Phases 1 and 2. Ten (10) schools with 897 learners participated in Pixley Ka Seme and celebrated World Read Aloud Day.

**Western Cape:** The province monitored schools for functional and non-functional libraries in schools. A total of 799 schools have functioning libraries and 629 non-functional libraries. Professor Jansen handed over the library resources to Hexvallei Secondary in the Cape Winelands district. The EDULIS is working on CTLI's Reading and Mathematics intervention strategy for the next three (3) years – TPD. The EDULIS partnered with Head Office Curriculum Planners for resource support.

EDULIS is working on CTLI's Reading and Mathematics intervention strategy for the next three (3) years – TPD, SLA and SLSOs in the Districts are cooperating with their Languages Subject Advisors to plan reading activities and promote reading. 774 Reading Champions were registered for training, while 630 attended orientation sessions (as per the attendance register) for Phase 2. The province monitored and supported 60 schools in library development. An information flyer was created for WRAD and sent to Districts.



**Comprehension Across the Curriculum:** The programme aimed to upskill teachers to teach reading comprehension skills across the curriculum better while at the same time creating awareness about the importance of teaching comprehension and critical thinking in all subjects and all phases.

The Comprehension Across the Curriculum (CATC) online registration was open for the 10 000 teachers to register and enrol; the closing date was 17 March 2023.

Messages were shared in WhatsApp groups of Subject Advisors and provincial coordinators to pass down the information to their teachers, and the message reached 920 contacts in over 30 groups. 14 188 previous reading champions received SMS encouraging messages to join the course.

Department of Basic Education



The University of KZN trained 62 Subject Advisors on quality assurance for monitoring the implementation of recovery 2023/24 Revised ATPs in schools. The monitoring tool was distributed to Subject Advisors for school monitoring in February.

The Tshwane University of Technology (TUT) completed the training of Subject Advisors in the Eastern Cape. A total of 109 Subject Advisors and 93 teachers received training. A total of 90 000 / 230 000 (39%) storybooks for grades 1 to 4 in 2 600/ 4 600 (57%) containers were distributed to 650 schools in the three (3) provinces (EC, LP and KZN).

The Tshwane University of Technology conducted six (6) face-to-face workshops on Assessment for learning on Subject Advisors and teachers of languages, i.e. EFAL, Mathematics and Natural Science and Technology in the Eastern Cape and KZN, during the period under review. The TUT trained 209 Subject Advisors and 332 teachers in the Eastern Cape, KZN and Limpopo in 2022. Training 10 125 School Management Team members and parents on the Leading to Reading Module was conducted in the Eastern Cape, KZN and Limpopo.

## IMPLEMENTATION AND MONITORING

### Grant Management and Compliance:

*Education Infrastructure Grant (EIG):* The total Education Infrastructure Grant (EIG) allocation for the 2022/23 financial year is R12.384 billion. This budget was to be transferred to Provincial Education Departments (PED) in five (5) instalments, with the first instalment transferred on 14 April 2022. The PEDs may also use a maximum of R49.5 million of this grant in the 2022/23 financial year to appoint public servants to their infrastructure units. This allocation has been adjusted by a total of R617 million to R13.001 billion.

The first instalment of the EIG for the 2022/23 financial year was dependent upon the submission of the approved and signed-off tabled Infrastructure-Asset Management Plan (I-AMP) with prioritised project lists for the 2022 Medium-Term Expenditure Framework (MTEF) and a comprehensive maintenance plan by 25 March 2022. The infrastructure plan must, where applicable, also include the implementation plans for schools affected by natural disasters.

The second instalment was transferred on 27 May 2022 and dependent on the submission of monthly infrastructure reports in a format determined by the National Treasury and DBE, the National Education Infrastructure Management System (NEIMS) assessment forms for the fourth quarter of the 2021/22 financial year no later than 28 April 2022, and lastly, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the fourth quarter of the 2021/22 financial year within 22 days after the end of the fourth quarter.

The third instalment was transferred on 26 August 2022 and dependent on the submission of infrastructure plans for all infrastructure programmes for ten (10) years (including the initial list of prioritised projects) on 30 June 2022 and the preventative and corrective maintenance plans for all maintenance programmes over the MTEF period accompanied by a project list, the monthly infrastructure reports in the format determined by National Treasury and the DBE, the NEIMS assessment forms for the first quarter of 2022/23 by 27 July 2022, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the first quarter of the 2022/23 financial year within 22 days after the end of the first quarter, and the conditional grant year-end evaluation report on financial and non-financial performance no later than 31 May 2022.

The flow of the fourth instalment is conditional upon receipt by the DBE and relevant provincial treasury of the approved and signed-off monthly infrastructure reports in the format determined by National Treasury and the DBE, the NEIMS assessment forms for the second quarter of 2022/23 by 26 October 2022, Infrastructure Programme Management Plans (IPMP) for infrastructure programmes envisaged to commence within the period for the Medium-Term Expenditure Framework no later than 31 August 2022, procurement strategy for infrastructure programmes envisaged to commence within the period of the MTEF no later than 31 August 2022, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the second quarter of the 2022/23 financial year within 22 days after the end of the second quarter.

The flow of the fifth instalment is conditional upon receipt by the DBE and the relevant provincial treasuries, on a date determined by the National Treasury, of the approved and signed-off monthly infrastructure reports in the format determined by the National Treasury and the DBE, the NEIMS assessment forms for the third quarter of 2022/23 to DBE not later than 20 January 2023, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the third quarter of the 2022/23 financial year within 22 days after the end of the third quarter.

The DBE withheld the fourth instalment to Eastern Cape, Free State, Mpumalanga, Northern Cape and North West due to low spending. It was later released on 05 December 2022, except for Mpumalanga.

While there was a steady improvement in spending by the Eastern Cape, following approval of a roll-over amounting to R291.689 million and subsequent analysis of the spending on 14 January 2023, indicated that the Department would not be able to spend the entire allocation in the remaining two (2) months. The Eastern Cape fifth instalment amounted to R217.682 million. The DBE stopped and reallocated a portion of it, amounting to R100 million, and the remaining part of this instalment, amounting to R117.682 million, was transferred to the province on 06 March 2023. The Mpumalanga fourth instalment, amounting to R312 million, was later stopped and reallocated due to low spending. The stopped funds were reallocated to Gauteng and Western Cape, R296 million and R115 million, respectively.

**NEIMS:** A total of 37 NEIMS assessment forms for Quarter 3 have been received. These were NEIMS assessment forms submitted in January 2023. Ongoing capturing into the Education Facility Management System continues by capturing backlogs done by data capturers daily. A total of 313 have been captured. It is important to note that the North West Department of Education conducted a full NEIMS assessment for all their schools; 1488 schools have been captured between the 3rd and 4th quarters, respectively. Eastern Cape Department of Education also conducted a full NEIMS assessment for 1074 schools. 2 875 schools have been captured in the Education Facility Management System during the 4<sup>th</sup> quarter.

**Sanitation Progress:** Of the 22 970 schools, 50% of schools use waterborne (municipal and septic), 32 % of schools use VIP, 15% of schools use pit latrines, and 8% of schools use Enviro Loo. The challenge we currently face is schools with plain pit latrines, which are regarded as hazardous to learners. *Please note that one site can have more than one type of sanitation facility.*

**Water Progress:** Of the 22 539 schools, 43% of schools use Municipal supply, 33% of schools use Borehole, 32% of schools use Rainwater Harvesting, 16% of schools use Municipal Communal, and 6% of schools use Mobile tankers. *Please note that one site can have more than one type of water supply.*

**Electricity Progress:** Of the 22 539 schools, 95% of schools use Grid connection, 4% of schools use Generators, and 1% of schools use Solar. *Please note that one site can have more than one type of electricity supply.*

#### **School Infrastructure Backlog Grant (SIBG):**

**Inappropriate Structures:** 27 projects have reached practical completion.

**Basic services (Water and Sanitation):** 453 schools have been provided with sanitation. 50 schools have been provided with water facilities. The indicators report the number of schools where a contract focused on replacing inappropriate structures, water supply or sanitation has achieved practical completion.

Practical completion means the completion stage where, in the opinion of the principal agent, completion of the works has substantially been rehed and can effectively be used for the intended purposes. After practical completion, the contractor will continue with the outstanding work and defects apparent at the date of practical completion to be completed or rectified to achieve works completion. Practical completion can be achieved for the works as a whole or in sections.

#### **Under-achievements:**

Inappropriate Structures: Three (3) schools: Ngozi had its contract cancelled. Two (2) other schools had contractors who defaulted on their contractual obligations”.

Table 52: Report against the tabled Annual Performance Plan

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.	New schools completed	4.1.1 Number of new schools built and completed through ASIDI.	32	23	30	27	-3	One school (Ngozi) was cancelled due to a protracted community dispute regarding the location of the new schools. The Contractor cancelled the contract, and the IA accepted the cancellation in line with the provisions of the contract. Two schools had contractors who defaulted on their contractual obligations which led to delay in the completion of projects. The projects will be completed in the 2023/24 financial year.
	School sanitation facilities provided	4.1.2 Number of schools provided with sanitation facilities.	298	1026	450	457	7	Some of the contractors completed their projects before practical completion due date as there was intense monitoring which includes site visits by Implementing Agent, Programme Support Unit, The Director-General, DBE Infrastructure Officials and Provincial Works inspectors.
	School water facilities provided	4.1.3 Number of schools provided with water facilities through ASIDI.	101	110	50	50	No deviation	Not applicable
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	Test items developed	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.	500	500	500	500	No deviation	Not applicable
	School and learner performance on NSC produced	4.2.2 Number of NSC reports produced.	4	4	4	4	No deviation	Not applicable
	Examination question papers set	4.2.3 Number of question papers set for June and November examinations.	145	296	320	320	No deviation	Not applicable

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
	Effective school administration monitored	4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting.	98.6% 21 480/21 795	99.73% 21 486/21 544	98%	99.38% 21363/21497	1.38%	SA-SAMS is policy aligned and used for promotion reporting. PED's are benefitting from the DBE's investment in SA-SAMS to provide standardised data for the sector e.g. NSC Gr 12 registrations and Curriculum assessment reporting from schools, as well as an administration system that is free of charge for schools.
		4.2.5 An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities.	Approved National Report on the number of provinces monitored for implementation of LURITS	Approved National Report on the number of provinces monitored for the implementation of the LURITS.	Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	No deviation	Not applicable
	Learning Outcomes assessed	4.2.6 An Annual National Report is produced on learning outcomes linked to the National Assessment Framework.	Approved National Report on learning outcomes linked to the National Assessment Framework	2021 PIRLS progress report; and 2019 TIMSS Grades 5 and 9 reports developed	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	No deviation	Not applicable
	Determination of school readiness reported	4.2.7 An Annual National Report is produced on the Early Learning National Assessment to determine school readiness.	Approved National Report on developing and operationalising a school readiness assessment system	Approved National Report on the First Early Learning National Assessment	Approved Annual National Report on the Second Early Learning National Assessment	Approved Annual National Report on the Second Early Learning National Assessment	No deviation	Not applicable

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	Officials in districts below the national benchmark mentored	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.	33	60	60	60	No deviation	Not applicable
	Support to school principals rated	4.3.2 Percentage of school principals rating the support services of districts as being satisfactory.	57.2% 618/1 080	0%	75%	87% 759/871	12%	Overall support given to schools by districts was increased during and beyond the COVID-19 pandemic period and subsequently led to improved satisfaction rating by school principals.
	District Directors capacitated	4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment.	100% 2/2	100% 5/5	97%	75% 3/4	-22%	The appointed official was unfortunately not sent to the competency test timeously due to an administrative error linked to capacity challenges in the provincial department HR Unit. The official had acted for an extended period prior to the post being advertised and filled. Once the mistake was picked up, he was ultimately sent for the competency test. The results of the competency test are used as part of the development areas in his Performance Development Plan.
	Underperforming Schools Supported	4.3.4 Number of underperforming secondary schools monitored at least twice a year by sector officials.	13.8% 371/2 325	29.78% 1 440/4 835	1 000	1101	101	The Department seconded SISCOs from provinces that are performing well to those that have many underperforming schools and had few SISCOs to visit schools. Four SISCOs from Gauteng and two from North West were seconded to Limpopo which had 625 underperforming secondary schools. EC which has only three SISCOs was assisted by two SISCOs from Mpumalanga. The DBE based officials augmented the teams in all the provinces.

Programme 4: Planning, Information and Assessment									
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	** Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations	
	Teacher development conducted	4.3.5. Number of districts in which teacher development has been conducted as per district improvement plans.	61	60	65	65	No deviation	Not applicable	
Outcome 6: Improved communication and partnerships with stakeholders.	District Director forums conducted	4.3.6 Number of District Director forums held.	3	4	3	3	No deviation	Not applicable	



**Table 53: Sub-programme expenditure**

Sub-programme	2022/23			2021/22		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Planning, Information and Assessment	3 361	3 197	164	3 991	3 645	346
Financial Planning, Information and Management System	41 119	40 196	923	47 877	42 296	5 581
School Infrastructure	14 918 241	14 737 741	180 500	14 100 580	14 097 884	2 696
National Assessment and Public Examination	377 169	396 867	(19 698)	393 389	391 039	2 350
National Education Evaluation and Development Unit	19 592	19 517	75	16 962	16 351	611
Planning Delivery Oversight Unit	169 965	169 135	830	146 886	145 189	1 697
<b>Total</b>	<b>15 529 447</b>	<b>15 366 653</b>	<b>162 794</b>	<b>14 709 685</b>	<b>14 696 404</b>	<b>13 281</b>

**Linking performance with budgets**

The programme Planning, Information and Assessment has spent 98.95% of their budget for the 2022/23 reporting cycle. The 1.05% which is the remaining budget not spent is due to late submission of invoices for the School Backlog Infrastructure projects. The shortfall in the current year is higher than the previous year of 0.96%. The Department has requested roll-over for the remaining funds. The DBE will work with service providers to submit their invoices timeously for processing for completed projects.

**Strategy to overcome areas of underperformance**

During the reporting period, the indicator on a number of new schools built and completed through ASIDI was underachieved by three (3), and the number of schools provided with sanitation facilities was overachieved by seven (7). The performance was supported by a Practical Completion which means the state of completion where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the purposes intended. Practical Completion can be achieved for the “work as a whole” or for the work “in sections”. Some contracts included multiple schools. In such cases, Practical Completion should be certified “in sections” with each school constituting such section. Some contracts include multiple APP targets/indicators. In such cases, Practical Completion should be certified “in sections” with each APP target/indicator constituting such section.

Some of the of DBSA projects reaching practical completion in sections, include Wodehouse primary school and Siwali secondary school where the refurbishment of existing structures was treated as one section and the building of additional structures was treated as another section. Similarly, CDC implemented sanitation projects at Lulapazi secondary school, Lutatweni secondary school, Ngxongweni secondary school, Ntsimbini secondary school and Zintonga secondary school in sections. In this case, some ablution blocks were clustered in one section and the remaining ablution blocks in another section. If practical completion is achieved in sections, the contractor will proceed with due skill, diligence, regularity, and expedition to bring the balance of the works to practical completion, works completion and final completion.

The other indicator that was not achieved under programme four is the percentage of District Directors that have undergone competency assessment prior to their appointment. The indicator was not achieved as a result of the appointed official who was not sent to the competency test timeously due to an administrative error linked to capacity challenges in the provincial department HR Unit. The official had acted for an extended period before the post was advertised and filled. Once the mistake was picked up he was ultimately sent for the competency test. The results of the competency test are used as part of the development areas in his Performance Development Plan. The DBE will continue to advise compliance on the appointments of District Directors.

## 4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

### 4.5.1. PURPOSE

The purpose of Programme 5 is to develop policies and programmes to improve the quality of learning in schools.

### 4.5.2. LIST OF SUB-PROGRAMMES

Programme Management: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and Grant Implementation Monitoring and Reporting.

### 4.5.3. OUTCOME

- **DBE Outcome 1:** Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system.

### 4.5.4. OUTPUTS

- Monitored the provision of nutritious meals;
- Learner health and wellness improved;
- Safe, active, and socially friendly schools;
- Informed stakeholders and partners;
- Gender-based violence programmes implemented; and
- Trained professionals on SASCE.

### 4.5.5. PROGRAMME OVERVIEW

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the Basic Education Sector. Schools have an important role to play in promoting the overall well-being of learners because it contributes to better learning and also because physical and psychological health are important. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psycho-social support, sport, and culture as per *Action Plan to 2024: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goal on learner well-being:

#### Action Plan Goals on Learner Well-being

**Goal 25:** Use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, psychosocial support, sport, and culture.

The realisation of this goal is rooted in the work done within this programme in the core areas of:

- Health and Nutrition;
- Safety and Enrichment; and
- Social Cohesion and Partnerships.

By working collaboratively with PEDs in developing policy, providing guidelines, and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with a special focus on learner wellbeing. A summary of the activities for this programme is elaborated on below.

### 4.5.6. PROGRAMME PERFORMANCE INFORMATION

#### Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

## PARTNERSHIPS IN EDUCATION

### Safety in Education

**The National School Safety Framework (NSSF) Monitoring:** In supporting districts in implementing the NSSF, Social Cohesion, Sport, and Enrichment programmes, 75 districts across all nine (9) provinces were monitored during the 2022/23 financial year.

**Printing and distribution of NSSF manuals:** The DBE, in collaboration with UNICEF, printed and distributed 27 000 manuals to all nine (9) Provinces.

**The Prevention and Management of Corporal Punishment in Schools:** The DBE released a circular banning corporal punishment in all schools. The circular reminded the sector that corporal punishment was banned in schools and that harsh action would be undertaken against educators guilty of practising it. Furthermore, the DBE also released a short video by the Deputy Minister to all media platforms, reiterating the Department's position on corporal punishment.

**School Safety Community Imbizo:** The Department and its partners, the South African Police Service (SAPS), Gauteng Department of Education (GDE), and the City of Johannesburg Municipality convened a School Safety Imbizo in Ivory Park Gauteng, at Bonwelong Primary School, on 10 September 2022. The Community Imbizo was attended by the Minister of Basic Education, Mrs A.M Motshekga, MP and the MEC of Education in Gauteng, Mr Panyaza Lesufi, as well as 167 officials, which included officials from the DBE, GDE, School Governing Body (SGB) members, Senior Management Team (SMT) members, ward councillors, civil society organisation members, and community members of Ivory Park. The officials raised the following critical challenges:

- a. Drugs and Substance abuse by learners;
- b. Burglary and theft of school infrastructure;
- c. Lack of effective psychosocial support in schools;
- d. Undocumented learners;
- e. Poor classroom management by some teachers;
- f. Lack of sports activities in schools and the community;
- g. Ineffective SGB members;
- h. Lack of adequate support from the Police;
- i. Ineffective support from District officials; and
- j. Lack of adequate school infrastructure.

**Inter-Departmental Campaign on the Prevention of Violence, Bullying, Corporal Punishment, Gender-Based Violence (GBV), Learner Pregnancy, Drugs and Substance Abuse:** The DBE and its partners, the SAPS, the Departments of Social Development (DSD), Home Affairs, Health, the Government Communication and Information System (GCIS), as well as the Department of Justice and Constitutional Development (DoJ&CD), rolled out the fourth edition of the interdepartmental campaign in the North West, Dr Kenneth Kaunda District, Vaal Reefs Technical High School, from 10 - 19 August 2022. The campaign raised awareness of various community and school-level challenges such as bullying, GBV, learner pregnancy, drugs, substance abuse, and poor management and governance, which negatively affect teaching and learning. The campaign comprised nine (9) precursor events in the North West from 10 - 18 August 2022. A total of 1 050 learners were reached through the precursor events. The campaign's main event occurred on 19 August 2022 at Vaal Reefs Technical High School. The following dignitaries attended it: The Deputy Minister of Basic Education, Dr M.R Mhaule; the Deputy Minister of Correctional Services, Mr N.P Holomisa; the HoD of North West Education Department, Ms SM Semaswe; and the District Mayor of Dr Kenneth Kaunda District: Cllr N Num. 810 learners from 78 schools, emanating from all the districts in the North West; Dr Kenneth Kaunda, Ngaka Modiri Molema, Dr Ruth Mompoti and Bojanala Districts were in attendance, and 84 officials from the DBE, North West Education Department, partner departments, civil society organisations, SMT members, SGB associations and members, community members attended the event.

The fifth and last edition of the campaign for the financial year under review was held in the Eastern Cape, Nelson Mandela, and Sarah Baartman districts between 21 February and 10 March 2023. The campaign raised awareness of various community and school-level challenges such as bullying, corporal punishment, GBV, learner pregnancy, drug and substance abuse, mental health, and cyberbullying in schools. The campaign comprised 14 precursor events in the two (2) districts, from 21 February to 09 March 2023, reaching 3509 learners. The campaign's main event occurred on 10 March 2023 in Nelson Mandela District, ST Thomas Secondary School. The following dignitaries attended it: the Deputy Minister of Basic Education, Dr M.R Mhaule; the Deputy Minister in the Presidency, Ms P Kekana; the HoD of Eastern Cape Education Department, Mr M Qwase; the Provincial Deputy Chairperson of the House of Traditional Leaders, Mr K Matanzima; and the MMC for Constituency Services, Mr R. Kayser from the Nelson Mandela Metropolitan Municipality. The main event was attended by over 854 learners from 30 schools from the Nelson Mandela district and nine (9) schools from the Sarah Baartman district. Officials from the DBE, ECDoE, partner departments, civil society organisations, and local SGB members were also at the event.

**Vaal Reefs Technical High School Bosberaad:** The DBE and the North West Education Department convened a bosberaad involving the staff of Vaal Reefs Technical High School from 14 to 15 January 2023. This meeting was a recommendation from the report on the Inter-Departmental Campaign on Violence Prevention, which the Deputy Minister of Basic Education spearheaded. The Vaal Reefs Technical High School was underperforming and experiencing massive safety, management, and governance challenges. As a result, the Deputy Minister requested the DBE to work with the PEDs to intervene. The Bosberaad was attended by most of the Vaal Reefs Technical High School staff, including SMT members, teachers, administrative assistants, groundskeepers, SGB members, and DBE officials. Officials from the province and district, IGSS, QLTC, School Safety and School Funding, and the Office of the District Director and security management were also present.

## **Sport and Enrichment in Education**

**ABC Motsepe South African School Choral Eisteddfod (SASCE):** The 2022 National Championships were successfully staged from 28 June to 01 July 2022 at Rhema Bible Church in Randburg. 7 000 learners across all nine (9) provinces participated.

Furthermore, the 2023 Music Syllabus was circulated to all the National Coordinating Committee (NCC) members, who ensured all schools received copies. All South African schools have access to the music syllabus to enable them to start preparing for the 2023 ABC Motsepe SASCE National Championships.

Lastly, a total of 1 001 professionals have been trained during the 2022/23 financial year. The purpose of the training was to ensure that conductors are well equipped before they start training choirs in preparation for the 2023 ABC Motsepe SASCE National Championships and for the Adjudicators to establish the same understating on the music syllabus.

**School Sports Winter Games:** The first part of the 2022/23 School Sports Winter Games successfully occurred in Stellenbosch, Western Cape, from 03 to 07 July 2022. The following codes were played: Chess, Netball and Volleyball. All nine (9) provinces were represented.

The second part of these Winter Games was held in Benoni, Gauteng, from 11 to 16 July 2022. The following codes were played at various venues: Football, Rugby, Hockey, Tennis, Kho-Kho and Jukskei. The Western Cape Province emerged as the overall winner, followed by Gauteng and KwaZulu-Natal, obtaining position three (3).

**The Kay Motsepe Schools Cup for Netball:** The National Kay Motsepe Schools Cup for netball took place at Bekker High School in Magaliesburg from 18 to 20 August 2022. A total of 36 schools participated: 18 in the Botho Section and 18 in the Ubuntu Section. A total number of 194 competitive games were played. The winning teams were awarded each category gold, silver and bronze medals.

**The Launch of the Fédération Internationale de Football Association (FIFA) Football for Schools Programme:** The Confederation of African Football (CAF) and FIFA identified South Africa to take part in a pilot inter-school tournament that took place from 16 - 21 February 2022 in the Democratic Republic of Congo.

FIFA introduced the FIFA Football for Schools programme to continue with football development. The programme was directed at boys and girls in Primary schools aged between 7 to 14 years. The programme was formally launched on 24 - 26 August 2022 at the South African Football Association (SAFA) Development Centre in Johannesburg. The launch entailed capacity-building programmes for 52 selected educators trained as Master Trainers by FIFA instructors. The Master Trainers are tasked to train National Trainers, who will continue the programme by training other educators in their respective provinces and districts.

**The Gauteng Wellness 2 Life Football Mini World Cup Festival:** The Gauteng Wellness2Life Football Mini World Cup Festival was successfully held on 17 November 2022 at the SHAPA Nike Centre in Soweto. This is a culmination of Good Moves Active Schools, a Gauteng Department of Education programme specifically focusing on integrating physical activity and healthy lifestyle choices through various initiatives, methodologies, and philosophies. 375 schools were identified and participated in a celebration of the Wellness2Life Football-themed based activities. Teams comprising boys and girls participated in the under-9 football festival.

**The DBE National Festival of the Arts:** The draft guidelines document has been developed and will be made available to all the relevant stakeholders to receive their comments.

**The Kick Starter workshop in Johannesburg West District hosted by AssitejSA:** The workshop was an initiative of AssitejSA. The purpose was to teach the district Arts and Culture Co-Curricular Coordinators how to compose music using musical notes. The workshops teachings were profound in that the sense workshop's teachings were profound in that learners keen on following a music career would now know how to write it for themselves instead of depending on others.

## Social Cohesion and Equity in Education

**Socio-Educational Inclusion of Diverse Sexual Orientation, Gender Identity, Expression and Sex Characteristics Programmes (SOGIESC) in Schools and the Protocol for the Elimination of Unfair Discrimination in Schools:** The guidelines and the protocol that were approved by the Council of Education Ministers (CEMs) are currently going through localised internal stakeholder consultations. The DBE undertook localised consultations in five (5) provinces: Eastern Cape, North West, Free State, Western Cape and Gauteng. These guidelines assist school administrators, leaders, and educators in developing and implementing strategies for safe, equitable, and socially just learning environments for all learners regardless of their sexual orientation, gender identity, expression, and sex characteristics. The DBE has continuously supported school community engagements to promote human rights, equality, social inclusion, and diversity in schools. On 21 May 2022, an event of this nature was supported at Olievenhoutbosch High School.

**The Social Inclusion in Education Working Group (SIEWG):** This working group was established to assist the DBE with advancing social inclusion matters broadly. Currently, the working group spearheads issues of gender diverse, transgender, and intersex learners, ensuring that their basic right to education is not violated. The working group meetings occur on the third Friday of every month in mobilising national efforts to achieve equitable, quality education and a safe learning environment for all. Membership is drawn from gender-affirming stakeholders and partners who can assist the DBE technically in taking forward this constitutional mandate.

**Intergenerational** dialogues draw participation from learner formations such as the Representative Council of Learners (RCLs), Girls and Boys Education Movement (GBEM), Peer Educators and similar structures. The engagements are usually on promoting human rights and responsibility, addressing how they should positively contribute to the governance of their schools and promoting inclusive, safe learning spaces. Sessions were held in Limpopo, Capricorn District, to create safe spaces of engagement between the young and old to freely share their thoughts and ideas and interact constructively on different topics related to child and youth agency, learner leadership, gender equity and social justice.

**The Girls and Boys Education Movement (GBEM) National Camps:** The GBEM national camps were held in three (3) provinces, namely Gauteng from 29 - 31 July 2022, Limpopo from 05 - 07 August 2022 and Free State from 12 - 14 August 2022. This is a continuation of empowering learners through edutainment and seeks to change behaviour and social norms that drive gender-based violence in schools. It focuses on raising awareness among learners, capacitating their sense of personal well-being while building their understanding of resiliency. The camps for learners are delivered using an edutainment approach, keeping them intrigued and engaged while learning critical skills and entertainingly receiving reliable knowledge.

**Representatives Council of Learners (RCLs) within the SADCChild and Youth Agency Framework:** Workshops were held on repurposing the focus of youth child and youth agency in schools to be consolidated within RCLs. The purpose was to advocate for reviewing and effectively transforming education systems to achieve children's agency. Provincial coordinators from Social Cohesion, Governance, as well as Quality Learning and Teaching Campaign (QLTC), were in attendance along with Civil Society Organisations (CSOs), Teacher Liaison Officers (TLOs) and Learner Support Agents (LSAs) to support school peer education programming.

Training of Master Trainers on Gender Responsive Pedagogy Toolkit for Early Childhood Education (GRP4ECE). The objective of GRP4ECE is to empower practitioners and educators with relevant knowledge and skills in gender-responsive play-based pedagogy. In the phased implementation and promotion of GRP4ECE, the project was supported by the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) to carry out master training in four (4) provinces, namely North West, Free State, Eastern Cape, and Northern Cape. The GRP4ECE iteration funded by the ETDP SETA was undertaken in the four (4) provinces after a pilot previously implemented in KwaZulu-Natal. GRP4ECE has a footprint in five (5) of the nine (9) provinces as of the end of the financial year.

**The Domestic Violence Amendment Act webinar:** The DBE participated in a series of webinar sessions led by the DoJ&CD to share relevant and up-to-date information about the Domestic Violence Amendments Act and the implications these amendments have on various sectors.

**The Thari Programme:** Through the impact of a multisectoral approach towards protecting children and women against violence, this programme was undertaken in the Free State province. This is a collaboration of the DBE with the Cyril Ramaphosa Foundation. The programme contributes to eradicating violence within communities by significantly contributing to school safety, enrichment, and support to families to make a real difference in the well-being of children faced with intersecting vulnerabilities. Participants comprising parents, educators, community-based organisations, academics, and learners attended the workshop.



**International Day of the Girl Child:** The DBE continues to support the International Day of the Girl Child as an annual recognised observance on 11 October 2022. The day acknowledges adolescent girls' importance, power, and potential by encouraging them to eliminate gender-based challenges that little girls face worldwide and promote their empowerment and fulfilment of their human rights. The day is set aside to empower girls and amplify their voices. Activities were observed in Lephalale, Limpopo province, with one (1) of the partners, Unilever, through their brand DOVE. The activities equipped young people with localised educational tools to help them realise their full potential – raising the next generation of strong, confident young people. It also employed a community engagement approach, where community stakeholders were engaged by the Minister, Deputy Minister, MEC and the Mayor.

**School Community Engagements on managing the reporting of sexual abuse and harassment in schools:** These engagements were conducted in Limpopo, Gauteng, Northern Cape, and Eastern Cape provinces, respectively. The purpose of the engagements was for relevant school officials, SGBs and community partners to cascade the information to their constituencies on the prevention of GBV and learner pregnancy. An overview of the protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools was also shared, as early and unintended pregnancies are experienced mainly by children under the age of 18 years, which implies a high probability of statutory rape. Discussions were held on creating an enabling environment for preventing sexual violence, implementing prevention interventions through access to Sexual Reproductive Health and Rights (SRHR) services in schools, including care, counselling and support provision, and impact mitigation. The Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools is advocated as an interface to the Learner Pregnancy Prevention and Management Policy awareness.

**Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007 SORMAA:** The DBE contributes to the countrywide implementation of the Criminal Law SORMAA against the deliverables set out in the inter-governmental implementation framework. Deliverables for the DBE relate to implementing programmes to end School-Related Gender-Based Violence (SRGBV) and access to care and support services provided through the Integrated School Health Programme (ISHP). The DBE achieved a footprint in all 75 Education Districts for implementing programmes to end SRGBV and the implementation of ISHP in all nine (9) provinces. The DBE contributory reports were collated, compiled, and submitted towards the consolidated annual country report on SORMAA.

**Care and Support for Teaching and Learning (CSTL) Framework revision:** A preceding CSTL Pillar Leads workshop was convened on 05 May 2022 towards revising the CSTL Framework and accompanying Handbook. The current Framework and Handbook for CSTL were developed over a decade ago, and the evolution of the schooling eco-system requires that it be revised to accommodate and align with the evolving nature of educational barriers. Inputs were provided by the relevant pillar leads and consolidated to inform the revision of the two (2) documents. The drafts have been developed and submitted to the DBE for final review and endorsement.

**The Education Plus Initiative (EPI) Multi-Party Parliamentary Women's Caucus:** Through the EPI, an initiative launched by the Deputy Minister in March 2022, the DBE, supported by UNAIDS and the South African National Aids Council (SANAC), hosted a multi-party engagement with young, diverse persons from various geographical areas to address the scourge of HIV, AIDS and STIs amongst South African youth, more especially girl children. The engagement yielded significant input through intergenerational dialogue while intentionally addressing pressing issues relating to Gender-Based Violence and Femicide (GBVF), early unintended pregnancies, mental wellness and the impact of HIV and AIDS. The input gathered will ultimately contribute to conceptualising a national stakeholder engagement model and inform the target profile and audiences.

**Southern African Community Development Community (SADC) and the CSTL Technical Committee:** The DBE participated in the committee meetings convened by SADC to discuss, among others, how children who are affected by learner pregnancy can be best supported and how Member States can accelerate the institutionalisation of the Child and Youth Agency Framework. Furthermore, the meetings shared best practices and strengthened the implementation of CSTL across the SADC region.

**CSTL Foundation Training:** Foundation training was held in the Western Cape, Eastern Cape and North West provinces. The workshop's purpose was to incrementally empower Education Districts to work towards transforming schools into inclusive centres of learning, care and support by developing and re-training officials and stakeholders on the CSTL Framework and its accompanying Handbook.

**EnrichEd Hub:** The hub is a collaborative space wherein providing services and educational information is available to all ABC Motsepe SASCE participants at the SASCE National Championship, which was hosted from 28 June 2022 - 01 July 2022. The EnrichEd Hub includes exhibitions by various stakeholders and a variety of SETAs providing information and material to secondary school learners transitioning to higher education. The following sister Departments also provide services at the championship: the Department of Home Affairs (DHA) on birth and ID registration; the Independent Electoral Commission (IEC) on new voter registration; and the Department of Health (DoH) on youth-friendly health services. The Violence Prevention Forum also supports the EnrichEd space by sharing violence prevention information with participants.



## Commemorations of Historic Events and Significant Anniversaries:

*Freedom Month:* The DBE, in collaboration with the IEC, on 22 April 2022, commemorated and launched the Schools Democracy Week in Rekgaratlhile High School, in John Taolo Gaetsewe district, encouraging and attracting youth to participate in electoral activities and, more specifically, to register and exercise their constitutional and democratic right to vote. Learners were engaged to fully understand their contribution and their vote's role in the broader spectrum of activities that secure human rights, democracy, and nation-building.

*Africa Month:* On 16 May 2022, the Ministerial commemoration of Africa Month was held at Hosea Kekana High School, Tshwane North District. The commemoration aimed to educate and raise awareness among the citizens and learners on why South Africa must continuously reaffirm support for the Africa Union's Agenda 2063 and commit the country to play its role within the African Union (AU). This commemoration also contributes toward ending discrimination in all its forms, including xenophobia.

*Youth Month:* On 18 June 2022, the Ministerial Youth Month commemoration was held at Leban Mothlabi Comprehensive School, Gauteng West district. The commemoration intended to address societal issues through an intergenerational dialogue between learners and esteemed guests from different educational sectors. Additionally, on 19 June 2022, the Deputy Minister engaged the Assemblies of God youth in a motivational talk aligned with the theme: Ensuring Sustainable Livelihoods for Our Youth. The talk addressed several issues, such as poverty alleviation and how the Church can positively contribute to young people's lives. The motivational talk was aimed at young people and encouraged them to access opportunities to further their education.

*Mandela Month:* On 25 July 2022, the Mandela Day commemoration was hosted at Sedibeng West District, Gauteng Province. The focus was on creating a platform for the Honourable Minister of the DBE to engage with the learners, educators, parents, and community members on establishing specialisation schools and introducing Coding and Robotics while promoting school food gardening initiatives in collaboration with stakeholders. These efforts are intended to uphold servant leadership through the promotion of the legacy of the late President Nelson Mandela for his selfless leadership and service to remind all of us that when we rise, we must take others with us and care for those less fortunate than ourselves. A total number of 191 delegates attended the commemoration.

**The National Schools Moot Court Programme:** The National School Moot Court programme workshops took place in all nine (9) provinces for learners and educators in preparation for the national finals of the Schools Moot Court Competition, where the Provincial and District Coordinators, as well as learners, participated in discussions of the Problem Statement, case law and how best to make use of the resource pack. This flagship enrichment programme is highly esteemed as it has a record of producing Moot debaters that excel on the world stage.

A total of nine (9) provinces submitted essays from 167 schools. Each Provincial Coordinator submitted the written essays marked and selected by the Provincial Schools Moot Court structure.

All nine (9) provinces also hosted the National Schools Moot Court Provincial rounds; each province had ten (10) teams participating. The focus was on providing learners with an opportunity to present oral argument presentations before the adjudication panel both in their capacity as an applicant and as a respondent to the matter in focus. 88 officials and 49 learners attended the provincial rounds, representing all nine (9) provinces.

A total of 36 teams from nine (9) provinces participated in the four (4) oral argument presentation sessions. Each group, consisting of two (2) learners, participated in the quarter-finals and the semi-finals, which took place from 06 – 07 October 2022. The fourth oral argument presentation session involved only four (4) teams who were finalists, and they contested before the panel of Judges at the Constitutional Court on 09 October 2022. 68 learners and 44 officials attended the finals, representing all nine (9) provinces. The theme on healthy environmental rights for 2023 has been approved, and the Problem Statement has been finalised. The management plan has been developed, discussed, and distributed to Provincial Coordinators.

**The iNkosi Albert Luthuli Oral History Programme:** The 2023 iNkosi Albert Luthuli Oral History Topics were circulated to Provinces and presented to Provincial, District Coordinators and Subject Advisors for Social Sciences. The national iNkosi Albert Luthuli Oral History Competition, in collaboration with the Luthuli Museum, was held from 01 – 02 October 2022 in KwaZulu-Natal province. 129 learners, educators and officials participated in the national finals.

**National Heritage Education Schools Outreach Programme:** The DBE, in collaboration with the National Heritage Council, hosted the 2022 National Heritage Education Schools Outreach Programme (HESOP) in Marakele, Limpopo province. Learners, educators, and officials participated in the national finals from 03 – 07 October 2022.

**Truth and Reconciliation Commission (TRC) Educational Assistance Programme:** Out of a cumulative number of 2 600 applications received, 1 800 were processed and paid. The challenges are submitting outstanding documents for payment processing and learners enrolled in private schools.

## CARE AND SUPPORT IN SCHOOLS

### Health Promotion

**Monitoring of Health Promotion Programmes:** 44 school monitoring visits across all nine (9) provinces were conducted. The purpose of the monitoring visits was to monitor the implementation of the Health Promotion programmes using the monitoring tool. As part of monitoring, the DBE also undertook the annual performance evaluation of conditional grants for 2021/22 (as required by the Division of Revenue Act (DoRA), 2021). The annual performance evaluation was conducted using the evaluation questionnaire developed by the DBE. An audit assessment was also conducted on 21 – 27 July 2022 in the 56 schools of the Johannesburg South Education District to check the availability of the Comprehensive Sexuality Education (CSE) Scripted Lesson Plans (SLPs), educators trained on CSE, and physical verification of Learner Support Agents.

**HIV and AIDS Life Skills Virtual Inter-Provincial Meetings:** The two (2) interprovincial meetings were achieved as planned. The focus of the meetings was to review progress and analyse the implementation and expenditure of the programme, as well as present the Conditional Grant Framework to guide the development of Business Plans for the 2023/24 financial year.

**Approval and submission of Conditional Grant Framework and Preliminary allocations for 2023/24 to National Treasury:** The approved Conditional Grant Framework for the 2023/24 financial year, together with the provincial preliminary allocation for the 2023 Medium-Term Expenditure Framework (MTEF) was submitted to the National Treasury in December 2022, upon approval by the Director-General.

**Development of the nine (9) provincial business plans for the 2023/24 financial year:** The Director-General approved the nine (9) business plans for the HIV and AIDS Life Skills Education Conditional Grant on 28 March 2023.

**Expenditure on the HIV and AIDS Life Skills Education Conditional Grant Programme:** The total funds allocated to provinces for the 2022-2023 financial year is R242 275 000. The fourth tranche of R48 452 000 of provincial allocation was transferred to provinces on 27 January 2023. This represents 100% of the total allocation. In addition, Eastern Cape (R2 369 000), Limpopo (R771 000), and Mpumalanga (R769 000) provinces respectively received approval of rollover of the committed funds from the 2021-2022 financial year. This increased the total funds available to provinces to R246 186 000. The approved rollover offset the over-expenditure resulting from the payment of accruals from the previous financial year. The approved rollover has enabled these provinces to honour activities in the approved business plans for the 2023-2024 financial year.

**Comprehensive Sexuality Education (CSE):** The Department is implementing the CSE SLPs through the support of PEPFAR and the Global Fund. The total number of learners reached by partners is 294 970 out of a target of 300 000.

**Number of Schools Supported by Learner Support Agents:** 3 606 Learner Support Agents (LSAs) were placed in schools across the nine (9) provinces. 3 100 were placed through the HIV and AIDS Life Skills conditional grant, and 506 were placed in the schools implementing the DREAMS initiative in seven (7) provinces excluding the Northern Cape and North West provinces.

**Learner Pregnancy Prevention and Management Advocacy Workshops:** A total number of nine (9) Virtual Orientation workshops on the DBE Policy on the Prevention and Management of Learner Pregnancy in school were conducted to prepare for the provincial-based advocacy workshops targeting internal and external stakeholders such as DBE sister departments, partners, as well as community-based organisations. The orientation reached district and provincial officials within the Health Promotion and Psychosocial Support directorates.

**Deworming of Grade R-7 learners in quintile 1-3 schools:** For 2022, the World Health Organisation (WHO) donated about 9 million tablets for the National School Deworming Programme. Johnson and Johnson received the donation in November 2021 for a drug quality test. Subsequently, the tablets were distributed to all provincial deposits for the school deworming campaign. From the report received from the District Health Information Systems (DHIS) and reports from provinces, the programme has reached about one (1) 124 916 learners out of the targeted 3 million. In the next financial year, the DBE will hold meetings with provinces with outstanding reports to consolidate the statistics. For the next financial year, both implementing departments (Basic Education and Health) have agreed that provinces will utilise the remaining mebendazole stock or implementation in 2023, and the request for the donation will be submitted for 2024.

**Number of learners reached through the Integrated School Health Programme (ISHP) programme:** The statistics for the reach of learners through school health services are always reported retrospectively as the data is collected through the Department of Health Information Systems (DHIS). According to the data from the DHIS submitted to DBE by the Department of Health, 257 568 learners were reached through health screening from January to October 2022. These learners were screened through ISHP for vision, oral health, hearing, speech problems, TB screening, mental health or psychosocial support and vaccination services.

There was a National Oral Health Month Commemoration in UMkhanyakude District on 28 and 29 September 2022. 40 schools were visited by the National Department of Health teams in collaboration with Colgate Palmolive, with the focus being Grades R to 3. 9 000 learners were seen and provided with appropriate health education. Of these, 200 were screened and referred to the nearest health facilities for treatment.

The national measles campaign for learners who are 6-16 years old integrated with the Human Papillomavirus (HPV) vaccination, was conducted in February 2023. Data on the programme's reach will be reported in the first quarter of the next financial year.

The second round of the HPV campaign took place from 6 September to 15 November 2022. The campaign reached 326 999 of the targeted 493 996 girls from Grades 4, 5 and 6 learners. About 23 286 targeted girls were not vaccinated as parents did consent to the vaccination.

In addition, a mop-up campaign for TB vaccination was conducted, reaching 4 728 Grade 5 learners. The reach was low as most learners were vaccinated during the first round, which took place in February –March 2022.

#### **Tuberculosis (TB) Programme:**

**Three-year TB Implementation Plan:** The three-year TB programme implementation plan has been developed and submitted. Initially, it was agreed that a five-year TB implementation plan for the sector response would be developed. Later, the decision was revisited and changed to a three-year plan, which was developed and submitted.

**TB Field Guide review:** TB Field Guide has been reviewed and submitted.

**TB Check IEC materials:** The TB Check new materials have been developed as follows:

1. Together, we can beat TB! and help SA become # TB Free;
2. Two (2). Do you know the symptoms of TB?;
3. 3. TB is curable!; and
4. 4. TB Check and stand a chance – Trolley Dash, CA'VA DINTSHANG ka TB.

#### **Commemoration Events:**

**World TB Day Commemoration:** The 2023 World TB Day commemoration event was held on 24 March 2023 in Bojanala District, North West Province. The DBE participated in the following build-up activities: planning meetings, Policy in action activities, TB Check Project and district-based school TB awareness activations.

**Support the World AIDS Day:** DBE supported and attended the World AIDS Day, held on 01 December 2022, in Mangaung Metro, in the Free State province.

**2022 World Handwashing Day:** The DBE, in partnership with Unilever through their Lifebuoy brand, the Department of Health, as well as the relevant provincial departments, commemorated the 2022 World Handwashing Day on 14 October 2022 at Empusheni Primary School, Umlazi district in KwaZulu-Natal province. The partnership also officially handed over the handwashing stations with JoJo tanks. The event was led by the Basic Education Minister, Mrs A Motshekga, MP and attended by the DBE officials, provincial officials from Basic Education and Health, District Director, District officials, Unilever, school principal, community members, SGBs, and SMTs.

**7<sup>th</sup> SA TB Conference:** DBE participated in the 7<sup>th</sup> SA TB Conference, held on 13 - 16 September 2022 at the Durban International Conference Centre. The DBE further hosted a satellite session to discuss school TB issues. A framework has been developed outlining the road map of action to prevent and manage TB in actions. Some activities, like the TB Check Pilot Project, are already in place.

**Kick TB Activations:** The plan was to conduct two (2) Kick TB activations as build-ups for World TB Day commemorations. All two (2) were conducted in the Free State Province, in the Lejweleputswa District, on 29 August and 23 September 2022. Eight (8) officials, ten (10) parents, and 263 learners were reached.

#### **Under-achievements:**

The memorandum of understanding with Colgate Palmolive has not been finalised.

The data on the total reach of the national school deworming programme is unknown as there are still outstanding reports from five (5) provinces.

MIET, with the support of UNICEF, delegated the responsibility to develop the DBE Policy for Prevention and Management of Learner Pregnancy in Schools Implementation Guide. The first draft of the Implementation Guide was submitted to DBE for review and input. However, it was rejected. The Implementation Guide will now be developed internally.

Digitalisation of IEC material: This activity has been moved to the upcoming financial year.

Printing of IEC Materials: No materials were printed as planned.

#### **Psychosocial Support**

**Innovations and Partnerships:** In collaboration with the University of Pretoria, the DBE finalised the Resilience Model for implementation in the Education Sector. This model aims to build psychological skills in learners for them to deal with/overcome adversity. Other partners included GDE, DSD, Global Fund, REPSSI, SADAG, Childline, and several postgraduate students and supervisors from the University of Pretoria.

**Development of the Psychosocial Support (PSS) Online Training for Care and Support Assistants (CSAs) in the PYEI:** The DBE collaborated with E-cubed on the conversion of the existing Guide for LSAs and schools on providing Psychosocial support to learners. The material assists CSAs in understanding and having practical integration on the following: Psychosocial support concepts, their relevance in basic education, including policy mandate, common psychosocial issues in schools, CSA roles, and collaboration with the SBST and stakeholders. Provinces have allocated 6451 CSAs.

**School Social Work Guidelines:** The Department participate in the National Committee for School Social Work Education and Practice (NACOSSWEP). The NACOSSWEP was tasked with developing the guidelines for school social work during a NACOSSWEP meeting in March 2018. The guidelines were drafted and followed by consultation with several social work practitioners, academics, and other stakeholders, including the Council for Social Services Professions. The pre-final version was reviewed during its work session on 14 March 2023. It is important to note that the development of the guidelines has been running concurrently with the development and submission of School Social Work Regulations to the Council of Social Services Professions.

**Capacity Building Achievements:** Three (3) training workshops targeting district officials were conducted in the Free State on the Psychosocial Support Guide, reaching 26 LSAs and 27 officials. One (1) training workshop was conducted on resilience in the Northern Cape province. The training reached ten (10) officials and 22 LSAs. The Department also trained 42 district officials as Master Trainers for LSAs on Psychosocial Support in their respective provinces. The training occurred from 03 – 05 October 2022 at OR Tambo Southern Sun Hotel. The National Working Group consisted of DBE Psychosocial Support, EDC, WRHI, USAID and G2G.

Furthermore, the Botebo-Tsebo Secondary School was supported by training 16 LSAs who will provide additional support to the school due to the challenges the school has been experiencing.

**Monitoring Support Visits Achievements:** 37 schools in three (3) provinces were visited to monitor the implementation of PSS Guidelines and Resilience interventions.

Four (4) Provinces were supported with the roll-out of PSS Lives training by Master Trainers and a total of 356 LSAs in attendance.

#### **Under-achievements:**

Due to the unavailability of the budget, the following activities could not be undertaken:

- Training of SBST Coordinators in one district.
- Monitoring and supporting the implementation of Basic Counselling Skills in one (1) district in Northern Cape.
- Monitoring and supporting the implementation of resilience.

## School Nutrition

**Programme Monitoring:** The National School Nutrition Programme (NSNP) aims to provide nutritious meals to all qualifying learners to enhance their learning capacity and give them access to education. The DBE is responsible for monitoring and supporting all PEDs in implementing the NSNP in compliance with the Conditional Grant Framework and all Treasury Regulations. In the 2022/23 financial year, against the target of monitoring 125 schools, 185 schools were monitored, exceeding the target by 55 schools.

The schools that were monitored comprised 96 primary schools, 77 secondary schools, four (4) combined schools and eight (8) special schools, ranging from quintile 1-5, located across the nine (9) provinces.

Programme monitoring and support focused on four (4) areas:

- Programme implementation;
- Ministerial Task Team in response to the KwaZulu-Natal and Eastern Cape floods;
- School Readiness Monitoring; and
- Supporting the Deworming programme.

General findings from visits to all 185 schools confirmed that feeding took place in 123 schools monitored during the monitoring calls/visits. Non-feeding was reported in two (2) schools, and 60 schools were captured as “missing”. Missing in the programme monitoring means feeding was not observed, possibly due to several reasons. For example, feeding may have already occurred when the monitors arrived at these schools.

Following the flood disaster in KwaZulu-Natal and Eastern Cape provinces in the first quarter, the DBE formed a Ministerial Task Team (MTT) in response to establish the extent of the damage at the affected schools as well as to assist in salvaging the situation to ensure that teaching and learning resumed. The DBE’s NSNP officials participated in the MTT. They visited 27 schools in these provinces to assess the situation in NSNP schools and to determine the effect of the implementation of the NSNP. The team also obtained updates on progress regarding the restoration of severely affected schools.

In addition, at the beginning of the school calendar year, DBE conducts School Readiness Monitoring (SRM) to establish schools’ readiness for the new academic year and to ensure that schools are well-resourced for effective teaching and learning. Eight (8) NSNP Officials formed part of the DBE Team that participated in this National endeavour. One (1) of the objectives of the SRM was to implement NSNP in participating schools. 74 schools were reached to establish their readiness to feed learners.

Lastly, the DBE supported one (1) province, i.e. Limpopo, in the deworming programme, and primary school learners were supported during the year’s second quarter. A total of 2 230 learners were reached in five (5) schools in Limpopo province. The programme aimed to improve children’s health, reduce health barriers to learning and assist learners to stay in school and receive a quality education. Educators in monitored schools administered the tablets to learners under the supervision of a professional Nurse.

The NSNP can count its success in providing daily meals to 9 689 300 million learners in 21 156 schools nationwide.

**Menu Improvement:** The Department always seeks continuous menu improvement, as more provinces were encouraged to include canned chicken livers to improve the nutritional intake of micronutrients for enhanced immune systems for the learners. A five-day menu cycle will be achieved using chicken livers. This addition of chicken livers will also ease the pressure on the scarcity of pilchards, especially from the provinces that are serving pilchards twice per week.

The National Treasury extended a budget adjustment of R1,5 billion for the 2023-2025 Medium-Term Expenditure Framework (MTEF) for the NSNP to mitigate against food inflation and menu improvement. The nine (9) PEDs were encouraged to include chicken livers in their menus and to roll out the breakfast programme in the 2023/24 business plans.

Both Gauteng and Western Cape PEDs first conducted a pilot project, and subsequently, Western Cape rolled out the processed chicken livers in all their schools in April 2022. Both provinces also serve breakfast. Free State initiated the pilot of the High Pressure Processed chicken livers in the Fezile Dabi district. The other six (6) PEDs will be phasing in both processed chicken livers and breakfast incrementally from April 2023, with the support of the DBE.



In ensuring that quality chicken livers are served, DBE worked in collaboration with the National Regulator for Compulsory Specifications (NRCS) at the Department of Trade, Industry and Competition in identifying manufacturers that meet compliance with the Food Specifications and Food Safety Regulations (FSFSR). To date, three (3) out of the four (4) identified manufacturers are compliant. The DBE will continue to support new entrants towards compliance with FSFSR.

The KwaZulu-Natal province was supported in a cook-up project to verify the quality and quantities of food and reduce portion sizes to meet their budgetary constraints. Samp, sugar beans, rice, soya mince and vegetables were reduced after the cook-up project revealed that the portions could still be reduced without affecting the meal portions. These products increase in volume when correct quality is used and cooked properly, while vegetables are reduced to a minimum range.

**Nutrition Education (NE):** NE is a key pillar of the NSNP. It aims to empower learners and communities with knowledge and skills to make healthy food choices and changes in nutrition-related behaviours. Furthermore, NE promotes healthy lifestyles, including good hygiene practices among South African learners, educators, and Volunteer Food Handlers (VFHs). The Department, in promoting, raising awareness, and encouraging the development of healthier habits, adopted two (2) approaches, i.e. advocacy and commemoration of national and international events such as National Nutrition Week (NNW) and World School Milk Day (WSMD).

Over the years, learner and teacher support materials were developed to advocate for eating healthy, hygiene, and promoting physical activities. These materials include posters and booklets distributed to schools via PEDs and District Offices. In the 2022/23 financial year, sharing or advocating for NE, DBE, in collaboration with an online learning platform called *2Enable Communication*, facilitated the broadcasting of NE videos on different media platforms such as YouTube and Facebook. Furthermore, these videos are aired on DSTV open channel 122 a, DBE's YouTube TV Channel.

Across all nine (9) PEDs, two (2) major events (i.e. the NNW and WSMD) were commemorated during the second and third quarters. WSMD events were celebrated in the first week of September 2022, while the NNW was in October 2022. NSNP National officials attended and supported four (4) PEDs, including Eastern Cape, Limpopo, KwaZulu-Natal, and Northern Cape.

The NNW 2022 Advocacy Campaigns were successfully hosted on 13 and 14 October 2022 at Ingcindezi Primary School, Pinetown District in KwaZulu-Natal and on 27 October 2022 at KwaVelile Senior Primary School in Flagstaff, Eastern Cape, OR Tambo Coastal. Build-up activation to the event in KwaZulu-Natal included colour-in and art competition for Grades R to 7 learners from 11-13 October 2022. The official handover ceremony was held on 13 October 2022 at the school. The DBE, the provincial NSNP Director and team, Unilever Representatives, SMT, and SGB were in attendance. Unilever, through Knorr, made a significant pledge by refurbishing the mobile kitchen.

The Eastern Cape celebration was held on 14 October 2022 at KwaVelile Senior Primary School in Flagstaff and included activities such as a fun walk, drum majorettes, and other physical activities. Different stakeholders provided various messages of support. Drama, citation of poems and songs related to the theme were performed by learners. The campaign was wrapped up on 27 October 2022 with the demonstration and planting in the school garden led by the Department of Agriculture. In both schools, learners received physical activity equipment and branded backpacks donated by Nestlé SA.

WSMD 2022 was celebrated successfully under the theme, ***Dairy gives you GO for a healthy me and environment!*** in September 2022 in all nine (9) PEDs. The National event occurred at Nkululekweni Primary School in Khuma, Dr Kenneth Kaunda District, North West province, collaborating with the Consumer Education Project of Milk SA, Transem, Woodlands, Dewfresh, and Danone. For the event, Danone donated educational material milk/dairy products. A major achievement for the WSMD was a Recycling Art Competition for learners; entries were received from PEDs, and the overall competition winner was Kamagugu Inclusive School, Limpopo province. The result of the WSMD Competition was announced at the 2022/23 NSNP Best Schools and Districts Awards held on 23 February 2023. The handover ceremony will be held in the 2023/24 financial year. Approximately 9 614 learners in the WSMD and NNW were reached, including provincial campaigns and built-up classroom activities in the Recycling Art competition.

**Establishment of Multi-Stakeholder Fora:** The establishment of Multi-Stakeholder Fora emanates from the findings of the Implementation Evaluation of the NSNP by the DPME in 2016. The main purpose of these fora was to support the procurement of fresh produce from smallholder farmers to enhance the availability of fresh vegetables for the NSNP and to create job opportunities for communities. The initiative is coordinated by the DBE and the Department of Agriculture Land Reform and Rural Development (DALRRD) at the National Level with the support of the National Food and Nutrition Security Task Team (NFNSTT). This is a work in progress as other potential partners, such as GBSH Consult Group, have shown interest in facilitating and operationalising the concept on smallholder farmers.



A series of meetings with Unilever and the World Wildlife Fund (WWF) were held to discuss and plan to establish a district-based multi-stakeholder forum on Home-Grown School Feeding. The team consulted two (2) districts, i.e. uThukela in KwaZulu-Natal and Ngaka Modiri Molema in North West, resulting in a concept document being developed. Multisectoral meetings were held in the two (2) Districts to establish a functional task team.

The United Nations Food and Agriculture Organisation (FAO), in collaboration with the DALRRD and ICLEI Africa, held a workshop on 07 March 2023. The objective was to validate the Strategy Document for Developing Inclusive and Sustainable Agri-food Systems towards Rebuilding the Economies of KwaZulu-Natal and Gauteng. The forum is developing a Strategy for Inclusive and Sustainable Food Systems in Rebuilding the Economies of these two (2) provinces following the July 2021 civil unrest and the April 2022 floods in parts of the country. Various consultations have taken place, culminating in the Draft Strategy being developed.

**Food Safety Training Workshops:** Food Safety is a key priority area in the NSNP that seeks to safeguard the lives of all learners. The training workshops are designed to raise awareness of service quality and safe delivery of meals to learners. Food safety advocacy was prioritised in all nine (9) PEDs with intensive training on the food safety concept. There was a special focus on kitchen compliance and implementing minimum standards in line with Regulation 638. This legislation governs the food, cosmetics, and transportation of food in South Africa.

The NSNP continued to champion safer meals for learners, and all Food Safety Workshops for the 2022/23 financial year were successfully conducted in all nine (9) PEDs. Attendance and participation in these workshops by district officials and provincial officials were satisfactory. A total of 306 district and provincial officials participated in these workshops.

Food Safety objectives were:

- To follow up on 2019/20 progress on Kitchen Compliance;
- To create awareness amongst all stakeholders about food safety and quality standards;
- To enhance monitoring of the safety and quality of perishables and non-perishable products;
- To provide basic skills in school meal planning, nutrition, and hygiene; and
- To advocate the use of video clips as tools and materials for training.

The workshop presentation gives an insight into the following concepts:

- Foodborne Diseases (FBDs), their causes, and prevention of diseases, which includes five (5) keys to safer food and symptoms thereof;
- Compliance with the Food Legislation, namely, the Foodstuffs, Cosmetics and Disinfectants Act, 1972 (Act 54 of 1972). And Regulation 638, governing general hygiene requirements for Food Premises, the transportation of food and related matters;
- Food handling practices from planting to a final product in the plate of a learner, primary and secondary production. The role players in the NSNP Food Value Chain;
- The 2018 Listeriosis Outbreak, Preventative and Control Measures;
- Food safety tips to prevent foodborne illness and Standard Operating Procedures (SOPs) in case of a suspected Foodborne Illness Outbreak; and
- Highlights of the Sustainable Development Goals 1 (No Poverty), 2 (Zero Hunger) and 3 (Responsible Production and Consumption).

**Best Schools Awards:** The inaugural NSNP Award was held in 2010 to recognise excellence and best practices and the dedication by provinces, districts, and schools for successfully implementing the programme within limited resources. The Awards are also aimed at raising the profile of the NSNP. Since 2011, the DBE has partnered with the Tiger Brands Foundation (TBF) to award the winning school prizes.

The DBE and Free State PED held the 2021/22 NSNP Best Schools and Districts Awards ceremony at Thabang Public School in the Free State with the late Free State MEC, Dr Makgoe, and the Basic Education Deputy Minister in attendance. The TBF has pledged to sponsor and build a state-of-the-art kitchen for all the identified winners of the NSNP Awards.

Free State and KwaZulu-Natal provinces scooped several prizes during the 2021/22 NSNP Best School and Best District Awards. During the award ceremony at Thabang Primary School, the winner received a prize of R750 000 donated by TBF for its unmatched excellence in effectively implementing the NSNP Programme. The prize money has been secured for constructing the state-of-the-art kitchen to sustain hygiene in the designated area where learners receive their NSNP meals daily. Apart from the prize money, the winning school also received kitchen equipment, including utensils, fridges and cleaning equipment procured by the Free State PED as the winner in the Free State province.

The Best District category was awarded to the uMzinyathi district in KwaZulu-Natal, which received office equipment comprising x1 laptop, x1 printer and x1 Canon camera procured by the DBE. TBF introduced a new category called “The Best Profile Submission”, awarded to St Patricks Primary School in the KwaZulu-Natal. They received x2 A3 Samsung cell phones as prizes. One (1) cell phone will be handed to the School Principal and the Educator Coordinator who compiled the NSNP school profile.

Only eight (8) PEDs submitted entries for the 2022/23 Best School Awards, i.e. Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Northern Cape, and North West. However, North West was disqualified for late submission of files.

The Deputy Minister, Dr Makgabo Reginah Mhaule, announced the outcome of the 2022/23 NSNP Best Schools and Districts Awards at a ceremony held at the DBE Conference Centre on 23 February 2023. The results were as follows:

**School Category:**

1st position: Modjadji Primary (Limpopo);

2nd position: Refitlhile Primary (Mpumalanga); and

3rd position: Marianhill Primary (KwaZulu-Natal).

**District category:**

1st position: Motheo District (FS) and the

2nd position: uMgungundlovu District (KZN).

The winner in the school category, Modjadji Primary, Limpopo, received a total prize of R800 000 towards the construction of a kitchen and a gold trophy. The second position received a silver trophy, and position 3 received a bronze trophy. The Best District received a gold trophy, a laptop, and a printer.

All schools’ finalists received cooking equipment and utensils such as gas stoves, pots, food distribution trolleys and certificates procured by the DBE.

**Partnerships:** Public-Private Partnership remains a priority for the NSNP as private businesses continue to support in various areas that enhance the programme.

*Tiger Brands Foundation (TBF):* has a footprint in all nine (9) provinces and supports the NSNP in 96 schools, benefiting 76 300 learners. TBF provided breakfast that consisted of flavoured instant maize, sorghum-based and oats porridge. Discussions are underway to pilot ECD menus with the support of a TBF partner, Kathu Solar, in five (5) centres. A further initiative was the research undertaken with the University of Johannesburg (UJ) on the ‘Effects of COVID-19 on ‘In-school Nutrition: the voice of the child’ that was presented on 6 December 2022 to stakeholders.

*PepsiCo:* supported the NSNP in seven (7) provinces, Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, North West and Western Cape and provided breakfast in 35 schools benefiting 34 411 learners. Breakfast provided consists of instant flavoured maize and sorghum-based porridge.

*Kellogg’s Breakfast for Better Days Project:* Supported the NSNP in three (3) provinces, i.e. Eastern Cape, Gauteng, and KwaZulu-Natal, providing breakfast. Kellogg’s has reduced the benefitting schools due to the high UHT milk costs. As a result, Western Cape is not benefitting from the partnership anymore. UHT milk is not a product from Kellogg’s and needs to be procured from milk producers, thus making the milk an expensive product to procure for the cornflakes breakfast provided.

*Seqalo Foods:* promotes the breakfast as part of advocacy for learners’ healthy lifestyles and has requested Gauteng to identify 360 schools to roll out the programme.

*Feed, Uplift, Educate and Love (FUEL):* This has played a vital role in supporting the NSNP with monitoring initiatives such as (i) the development and implementation of the Monitoring, Reporting and Response (MRR) systems in all nine (9) PEDs to ensure that all schools are monitored and supported throughout the year and ensuring that PED report adequately on NSNP’s Key Performance Indicators (KPIs), (ii) development of the Quarterly Reporting Template and facilitation of submission of reports by PEDs to DBE to ensure timeous submission to National Treasury and supported the Feeding Sub-directorate in providing schools specific menus to all schools on the NSNP to aid quantities for delivery schedules for food items.

*Unilever:* Initiated the University of Johannesburg research on the 'Implementation of Knorr Foods in the NSNP: Food Waste Management Analysis' on Knorr seasoning provided in 20 Gauteng schools, and the report was presented on 06 December 2022 to stakeholders. Unilever supported 50 schools in KwaZulu-Natal with Knorr seasoning in Pinetown and Pietermaritzburg areas linked to training centres for VFHs. The initiative to link 20 smallholder farmers in the Bergville area with the Worldwide Fund (WWF) with schools in KwaZulu-Natal to initiate a direct fresh procurement model was placed on hold until key provincial support was provided.

*Nestlé:* Continues to support the DBE in promoting nutrition awareness during the National Nutrition Week campaign. The waste management project was in four (4) Gauteng schools, and a service provider was appointed to collect the waste to keep the schools clean and to raise funds.

*UNICEF:* Assisted in developing the 'Blueprint for Improving the South African School Food Environment' and appointed a consultant from the Durban University of Technology (DUT) to roll out the project in four (4) KwaZulu-Natal, iLembe District schools.

Table 54: Report against the tabled Annual Performance Plan

Programme 5: Educational Enrichment Services									
Outcome	Output	Output Indicator	Audited Actual Performance 2020/21	Audited Actual Performance 2021/22	Planned Annual Target 2022/23	**Actual Achievement 2022/23	Deviation from planned target to Actual Achievement 2022/23	Reasons for deviations	
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.	Monitored provision of nutritious meals	5.1.1 An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements.	-	-	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	No deviation	Not applicable	
	Learner health and wellness improved	5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme.	9	9	9	9	No deviation	Not applicable	
	Safe, active and social friendly schools	5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes.	Q1: 0 Q2: 11 Q3: 16 Q4: 16 Total: 43	75	75	75	No deviation	Not applicable	
	Informed stakeholders and partners	5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes.	Q1: 307 Q2: 693 Q3: 1 479 Q4: 1 266 Total: 3 745	6 733	3 500	7 068	3 568	Collaboration with external stakeholders was beneficial in advocating for Social Cohesion and Equity programmes.	
	Gender-based violence programmes implemented	5.1.5 Number of districts implementing the programme to end school-related gender-based violence.	-	75	75	75	No deviation	Not applicable	
	Trained professionals on SASCE	5.1.6 Number of professionals trained in SASCE programmes.	-	-	900	1 001	101	Free State and Northern Cape decentralised their workshops to accommodate more professionals trained in SASCE programmes.	

**Table 55: Sub-programme expenditure**

Sub-programme	2022/23			2021/22		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Education Enrichment Services	4 491	4 468	23	3 798	3 576	222
Partnership in Education	39 128	37 963	1 165	35 552	27 501	8 051
Care and Support in Schools	8 785 231	8 784 597	634	8 392 119	8 387 525	4 594
<b>Total</b>	<b>8 828 850</b>	<b>8 827 028</b>	<b>1 822</b>	<b>8 431 469</b>	<b>8 418 602</b>	<b>12 867</b>

#### Linking Performance with Budgets

The Educational Enrichment Services Programme has used 99.98% of its budget in the current reporting period, which has improved from the 2021/22 financial year expenditure. The programme's financial performance is consistent with its non-financial performance as all indicators have been achieved, and two (2) of the six (6) indicators exceeded expected performance. There have been over-achievements in the number of learners, educators, parents, SGBs, and other education stakeholders reached through social cohesion programmes wherein collaboration with external stakeholders was beneficial in advocating for Social Cohesion and Equity programmes. Several professionals trained in SASCE programmes were in the Free State, and the Northern Cape decentralised their workshops to accommodate more professionals trained in SASCE programmes.

#### Strategy to overcome areas of underperformance

The programme Educational Enrichment Services has not recorded any under-achievement in the 2022/23 financial year. The strategies deployed to overachieve will be employed in other areas to improve service delivery to beneficiaries and in the continued development of policies and programmes to improve school learning quality.

## 5. TRANSFER PAYMENTS

### 5.1. Transfer payments to public entities

Table 56: Transfer payments to public entities

Name of Public Entity	Key Outputs of the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1 – 4) and the quality assurance of these qualifications.	R162 031 000	R162 031 000	Issued a total of 906 546 certificates to all candidates who qualified. Moderated and approved 362 question papers. Monitored 187 marking centers and verified a total of 40 subjects.
The South African Council for Educators (SACE)	The core functions of SACE are registration, promotion, and professional development of educators, setting, maintaining, and protecting the ethical and professional standards of educators, development of the professional practice standards for teaching and standards, contribute to the professionalisation of teaching and raise the status of the profession, as well as research on the high-quality, evidence-based initiatives to advise the Minister and the teaching profession.	R15 528 000	R15 131 566	SACE has done well in providing high quality CPTD support to 44 000 teachers/educators across the nine (9) Provinces in the country, a process which ensured learner access to quality teaching and learning experiences.



## 5.2. Transfer payments to all organisations other than public entities

The table below reflects the transfer payments made for the period 1 April 2022 to 31 March 2023:

**Table 57: Transfer payments to all organisations other than public entities**

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
Education, Training and Development Practices Sector Education and Training (ETDP-SETA)	NGO	The ETDP SETA is responsible for the capacity development of the educators and the youth who need experiential learning	YES	472	472	N/A
National Education Collaboration Trust (NECT)	A Trust as established in terms of the Trust Property Control Act, 1988 (Act No. 57 of 1988).	The NECT was established as a response to the call by the National Development Plan (NDP) for increased collaboration among stakeholders to improve educational outcomes. The work of the NECT is informed by the six themes presented in the Education Collaboration Framework (ECF) which guide the NECT programme design and interventions.	Yes	R120 738	R83 119	The Surplus of R37,6 million was carried forward to the next financial year to cover the expenditure of the expansion to four additional provinces.
NECT: Disaster Response	A Trust as established in terms of the Trust Property Control Act, 1988 (Act No. 57 of 1988).	Flood Disaster Conditional Assessment: Infrastructure and Educational assessment.	Yes	R19 219	R19 219	N/A
Childline	Non-Profit Organisation	Childline offers a 24-hour operational helpline for 7 days a week.	Yes	R82	R82	N/A
NSFAS	Public Entity for Department of Higher Education and Training	The NSFAS has been appointed to financially administer the Funza Lushaka bursary funding	The Department is ensuring proper financial management of the Funza Lushaka Bursary Funds. The DBE has entered into a MoA with NSFAS to ensure efficient and transparent management of the disbursement of bursary funds in accordance with the PFMA. Annually the Department indicates to NSFAS the amount to be transferred, and the purpose the funds are intended for also quarterly meetings are held and reports are submitted to monitor the management of funds in accordance with the MoA which satisfies sec (j) of the PFMA.	R1 334 160	R1 334 160	Not applicable

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
South and East African Consortium for Monitoring Educational quality (SACMEQ)		Non-Profit Organisation-NGO	Yes	Funds were used for the operations of the SACMEQ coordinating centre and the implementation of SACMEQ activities.	Yes	R2 822 940
Uhambo Foundation	Non-Profit Organisation registered in terms of Act No 72 of 1997	Provide services to children with disabilities in Early Childhood Development Grant (ECD)	Yes	R2 130	R2 130	Not applicable
The South African Congress for ECD (SACECD)	Non-Profit Organisation registered in terms of Act No 72 of 1997	Organise, mobilise, and build capacity for ECD practitioners to establish and maintain an efficient and conducive learning environment for children from birth to six years old	Yes	R826	R826	Not applicable
Ntataise Trust	Non-Profit Organisation registered in terms of Act No 72 of 1997	Support women in disadvantaged, largely rural, marginalised communities in South Africa to gain the knowledge and skills needed to establish and sustain quality ECD programmes for vulnerable young children	Yes	R1 083	R1 083	Not applicable
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	United Nations Agency	Assessed Membership Contribution fee paid to UNESCO by South Africa as a Member State.	Yes	R 14 135 752	N/A	The funds will be spent in the new financial year. This is due to the transfer of funds to UNESCO being processed in February every year.
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	United Nations Agency	Rented office and parking space	Yes	R 178 971	N/A	N/A
Guidance, Counselling and Youth Development Centre for Africa: Malawi	United Nations Agency	Annual Membership fee paid to the Centre	Yes	R 172 350	N/A	N/A
Association for the Development of Education in Africa (ADEA)	International organisation	To cover ADEA's 2022 Operational expenses	Yes	R763 030	R763 030	All funds were spent

## 6. CONDITIONAL GRANTS

### 6.1. Conditional grants and earmarked funds paid

The table below detail/s the conditional grants and earmarked funds paid by the Department.

**Table 58: Conditional Grant 1: Mathematics, Science and Technology (MST)**

<b>Department/ Municipality to whom the grant has been transferred</b>	<b>Department of Basic Education</b>
<b>Purpose of the grant</b>	To provide support and resources to schools, teachers, and learners in line with the Curriculum Assessment Policy Statements (CAPS) to increase participation in Mathematics, Science and Technology (MST Subjects) and to improve performance of Mathematics, Science and Technology (MST) teaching and learning at selected public schools.
<b>Expected outputs of the grant</b>	<p>MST Schools <b>1905</b> (726: Free State, 235: Gauteng, 140: KwaZulu-Natal, 158: Limpopo, 260: Mpumalanga, 176: Northern Cape, 100: North West and 110: Western Cape) were supplied with information, communication, and technology (ICT) resources such as laptops, tablets and software for Mathematics, Science and Technology curriculum to support curriculum and teaching methodology at FET level.</p> <p>MST Schools <b>181</b> (19: Free State, 16: Gauteng, 8: KwaZulu-Natal, 48: Limpopo, 43: Mpumalanga, 11: Northern Cape, 4: North West and 32: Western Cape) were supplied with equipment, tools, and machinery for Technology to support curriculum and practical teaching methodology at FET level.</p> <p>MST Schools <b>896</b> (33: Free State, 211: Gauteng, 30: KwaZulu-Natal, 190: Limpopo, 210: Mpumalanga, 61: Northern Cape, 31: North West and 130: Western Cape) were supplied with consumables and subject related apparatus to support curriculum and practical teaching methodology at FET level.</p> <p>Learners <b>139,641</b> (200: Free State, 4022: Gauteng, 18184: KwaZulu-Natal, 48243: Limpopo, 30010: Mpumalanga, 4257: Northern Cape, 16431: North West and 18294: Western Cape) were funded to participate in Mathematics and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations.</p> <p>Teachers <b>21992</b> (300: Free State, 417: Gauteng, 1583: KwaZulu-Natal, 5158: Limpopo, 8239: Mpumalanga, 1094: Northern Cape, 2935: North West and 2266: Western Cape) were trained during 2022/23 financial period.</p>
<b>Actual outputs achieved</b>	<p>Seven (7) provinces achieved targeted outputs:</p> <ul style="list-style-type: none"> <li>▪ <b>Free State:</b> Delay in procurement process.</li> <li>▪ <b>Limpopo:</b> Spending delayed due to cancelation of district activities to support teachers and learners. Commitments have been made for Coding and Robotics Kits.</li> <li>▪ <b>North West:</b> Delay in procurement process.</li> </ul>
<b>Amount per amended DORA</b>	Total budget allocation for 2022/23 was <b>R424,793,000</b> .
<b>Amount transferred (R'000)</b>	<b>R424,793,000</b>
<b>Reasons if amount as per DORA not transferred</b>	Funds transferred to all nine (9) provinces.
<b>Amount spent by the Department/ municipality (R'000)</b>	<b>R435,631,000 (103%)</b>
<b>Reasons for the funds unspent by the entity</b>	Overspending will be covered from the approved rollovers for 2021/22 financial year.
<b>Monitoring mechanism by the transferring department</b>	Monitoring mechanism by the transferring department is through monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

**Table 59: Conditional Grant 2:HIV and AIDS Life Skills Education Programme**

<b>Department/ Municipality to whom the grant has been transferred</b>	<b>Provincial Departments of Education</b>
<b>Purpose of the grant</b>	<ul style="list-style-type: none"> <li>• To support South Africa's HIV prevention strategy by: <ul style="list-style-type: none"> <li>○ Providing comprehensive sexuality education and access to sexual and reproductive health services to learners; and</li> <li>○ Supporting the provision of employee health and wellness programmes for educators</li> </ul> </li> <li>• To mitigate the impact of HIV and TB by providing a caring, supportive, and enabling environment for learners and educators</li> <li>• To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and Girls.</li> </ul>
<b>Expected outputs of the grant</b>	<ul style="list-style-type: none"> <li>• 8 798 educators trained to implement comprehensive sexuality education and TB prevention programmes for learners to be able to protect themselves from HIV and TB, COVID-19, and the associated key drivers.</li> <li>• 5 154 school management teams and governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that comprehensive sexuality education and TB education is implemented for all learners.</li> <li>• 63 484 learners reached through co-curricular activities and jamborees on provision of comprehensive sexuality education, access to sexual and reproductive health and TB services.</li> <li>• Care and support programmes and psychosocial support services implemented to reach 52 659 learners and 4 204 educators; 3 135 Learner Support Agents appointed to support vulnerable learners prioritising primary schools.</li> <li>• 218 370 copies of curriculum and assessment policy statement (CAPS) and COVID-19 compliant comprehensive sexuality education material, including material for learners with barriers to learning, printed, and distributed to schools.</li> <li>• Host advocacy and social mobilisation activities and events with 167 891 learners, educators and school community members lobbying for support of the DBE Policies and empower them to change social norms and values on the provision of CSE and SRH services.</li> <li>• 5 600 schools will be reached through monitoring and support visits.</li> </ul>
<b>Actual outputs achieved</b>	<ul style="list-style-type: none"> <li>• 8 824 educators trained</li> <li>• 6 518 school management teams and governing bodies trained</li> <li>• Co-curricular activities on provision of CSE, targeting 209 839 learners</li> <li>• Care and support programmes implemented to reach 5 431 School Based Support Teams; and 103 544 learners. Expand the appointment of Learner Support Agents to 3 130 to support vulnerable learners.</li> <li>• 162 727 copies of curriculum and assessment policy statement compliant material distributed to 11 005 schools.</li> <li>• Advocacy and social mobilisation events hosted with 299 234 learners, educators, and school community members; and 7 617 schools reached through TB and COVID-19 prevention activities.</li> <li>• 5 457 School monitoring and support visits.</li> </ul>
<b>Amount per amended DORA</b>	R242 275 000
<b>Amount transferred (R'000)</b>	R242 275 000
<b>Reasons if amount as per DORA not transferred</b>	N/A
<b>Amount spent by the Department / municipality (R'000)</b>	R241 408 000
<b>Reasons for the funds unspent by the entity</b>	Delayed approval of bids in Limpopo province resulted in under-expenditure.
<b>Monitoring mechanism by the transferring department</b>	<ul style="list-style-type: none"> <li>• Desktop analysis of provincial reports;</li> <li>• Two virtual Inter-provincial meetings;</li> <li>• Virtual oversight management meetings held with individual provinces to review progress on implementation; and</li> <li>• School monitoring visits conducted by the DBE using a monitoring tool and a questionnaire (used during the Annual Performance Evaluation of conditional grants).</li> </ul> <p>Issues identified and reported by schools during the monitoring visit are communicated to the respective provinces to attend to.</p>

**Table 60: Conditional Grant 3: National School Nutrition Programme (NSNP) Grant**

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	To provide nutritious meals to targeted schools.
Expected outputs of the grant	21 000 schools that prepare nutritious meals for learners
Actual outputs achieved	21 156 schools prepared nutritious meals for learners
Amount per amended DORA	N/A
Amount transferred (R'000)	R8 508 321 000
Reasons if amount as per DORA not transferred	N/A
Amount spent by the Department/ municipality (R'000)	R8 450 283 000
Reasons for the funds unspent by the entity	99% of the budget was spent overall. KwaZulu-Natal under-spent and will be supported to enhance spending levels in the subsequent financial year. North West over-spent due to over-stated transfers to schools during March 2023. The funds are transferred to enable feeding in April.
Monitoring mechanism by the transferring department	The following monitoring mechanisms were executed by the DBE to monitor the grant implementation. <ul style="list-style-type: none"> <li>• Monthly and quarterly expenditure analysis</li> <li>• Provincial budget standard exercise meetings</li> <li>• Inter-provincial meetings</li> <li>• Annual Grant evaluation</li> <li>• School visits on quarterly basis</li> </ul>

**Table 61: Conditional Grant 4: Education Infrastructure Grant (EIG)**

Department/ Municipality to whom the grant has been transferred	Provincial Education Department
Purpose of the grant	<ul style="list-style-type: none"> <li>• To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation</li> <li>• To enhance capacity to deliver infrastructure in education</li> <li>• To address damages to infrastructure</li> <li>• To address achievement of the targets set out in the minimum norms and standards for school infrastructure</li> </ul>
Expected outputs of the grant	<ul style="list-style-type: none"> <li>• Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided</li> <li>• Number of existing schools' infrastructure upgraded and rehabilitated</li> <li>• Number of new and existing schools maintained</li> <li>• Number of work opportunities created</li> <li>• Number of new special schools provided and existing special and full service schools upgraded and maintained.</li> </ul>
Actual outputs achieved	
Amount per amended DORA	• R13.001 billion
Amount transferred (R'000)	• R13.001 billion
Reasons if amount as per DORA not transferred	All funds have been transferred to all nine(9) provinces
Amount spent by the Department/ municipality (R'000)	A total of R12.427 of the adjusted budget has been spent by the PEDs
Reasons for the funds unspent by the entity	Under expenditure by EC, FS and NW
Monitoring mechanism by the transferring department	Site visits on a quarterly basis and oversight meetings on a quarterly basis with provinces. Unscheduled support engagements are usually held in between the quarterly sittings. Monthly review meetings with HoDs, CFOs and Heads of Infrastructure

**Table 62: Conditional Grant 5: School Infrastructure Backlogs Grant (SIBG)**

<b>Department/ Municipality to whom the grant has been transferred</b>	<b>Department of Basic Education</b>
<b>Purpose of the grant</b>	Replacement of inappropriate structures and provision of basic services to schools without these services.
<b>Expected outputs of the grant</b>	Construction of new schools in line with the Basic Norms and Standards. Providing the schools without basic services with Electricity, Sanitation and Water
<b>Actual outputs achieved</b>	Actual Output achieved for Inappropriate structures is 27, for water 50 and 453 projects for sanitation
<b>Amount per amended DORA</b>	R2.403 billion
<b>Amount transferred (R'000)</b>	n/a
<b>Reasons if amount as per DORA not transferred</b>	n/a
<b>Amount spent by the Department/ municipality (R'000)</b>	R 2,223 billion
<b>Reasons for the funds unspent by the entity</b>	n/a
<b>Monitoring mechanism by the transferring department</b>	Weekly progress meeting with the Operational staff of the IAs and with the Executive managers of the IAs. Multiple Visit to construction site to confirm the actual output is as reported by IAs



**Table 63: Conditional Grant 6: Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)**

<b>Department/ Municipality to whom the grant has been transferred</b>	<b>Department of Basic Education</b>
<b>Purpose of the grant</b>	To provide the necessary support, resources, and equipment to identified care centres and schools for the provision of education to children with severe to profound intellectual disabilities
<b>Expected outputs of the grant</b>	<p><b>Human Resources</b>  Nine (9) deputy chief education specialists were appointed as provincial grant managers  A total of 245 appointed transversal itinerant outreach team members were recruited to guide and support curriculum delivery and provide therapeutic support in special care centres and targeted schools</p> <p><b>Data Management</b>  Data of 505 special care centres that support children with severe to profound intellectual disabilities managed</p> <p><b>Training</b>  245 transversal itinerant outreach team members, 2 970 caregivers, 1 928 special school teachers, 408 in-service therapists and 510 officials trained</p> <p><b>Outreach Services</b>  Outreach services were provided to 9 669 Children/Learners with Severe to Profound Intellectual Disability</p>
<b>Actual outputs achieved</b>	<p><b>Human Resources</b>  Eight (8) Deputy Chief Education Specialists were appointed as provincial grant managers  A total of 214 appointed transversal itinerant outreach team members were recruited to guide and support curriculum delivery and provide therapeutic support in special care centres and targeted schools</p> <p><b>Data Management</b>  Data from 494 special care centres that support children with severe to profound intellectual disabilities were managed using the South African Information Management System (SA-SAMS).</p> <p><b>Training</b>  245 transversal itinerant outreach team members, 1 668 caregivers, 1 098 special school teachers, 266 in-service therapists and 233 officials trained</p> <p><b>Outreach Services</b>  Outreach services were provided to 9 876 children/learners with severe to profound intellectual disability. The following services were rendered.  1 569 learners assessed by psycho-education psychologists and determined their education strengths and needs and assessment reports used to guide the nature of support;  4 381 learners with profound intellectual disability were taught using the Learning Programme for Learners with Profound Intellectual Disability;  965 learners participated in basic skills programmes, 2,608 learners received therapy and 352 received assistive devices;  485 special care centres (SCCs) were provided with a range of LTSM to use to support teaching and the learners enrolled in these centres;  36 shipping storage were bought for SSCs that do not have safe and adequate storage to store LTSM;  219 SCCs were provided with various technological equipment to be used by transversal itinerant outreach team members to support the SCCs remotely if and when necessary; and  270 SCCs were provided with cleaning and safety consumables.</p>
<b>Amount per amended DORA</b>	R 255,521
<b>Amount transferred (R'000)</b>	R 255,521
<b>Reasons if amount as per DORA not transferred</b>	N/A
<b>Amount spent by the Department/ municipality (R'000)</b>	R 239,946
<b>Reasons for the funds unspent by the entity</b>	<p>Delay in the appointment of staff in Free State, Limpopo, Mpumalanga and Northern Cape;</p> <p>Staff resignations mainly in Eastern Cape and North West;</p> <p>Inadequate implementation of procurement plans by the Provincial Education Department; and</p> <p>Delays in Provincial supply chain processes</p>
<b>Monitoring mechanism by the transferring department</b>	<p>The following monitoring and support measures were used:</p> <p>Monthly analysis of expenditure reports followed by support targeted meetings;</p> <p>Monthly support meeting with Provincial Grant Managers on implementation of Provincial Procurement Plans;</p> <p>Monthly expenditure meetings facilitated through the office of the Director-General;</p> <p>Quarterly virtual meetings facilitated by the Provincial Budget Monitoring and Support Directorate;</p> <p>Virtual and onsite meetings with under-performing provinces; and</p> <p>Onsite monitoring and support</p>

**Table 64: Conditional Grant 7: Early Childhood Development (ECD)**

<b>Department/ Municipality to whom the grant has been transferred</b>	<b>Department of Basic Education</b>
<b>Purpose of the grant</b>	To support ECD providers delivering an ECD programme to meet basic health and safety requirements for registration To pilot the construction of new low cost ECD centres
<b>Expected outputs of the grant</b>	Number of ECD centres assessed for infrastructure support and health and safety standards Number of ECD centres whose registration status improved as a result of the infrastructure component within 24 months of receiving the grant Number of low cost ECD centres constructed
<b>Actual outputs achieved</b>	
<b>Amount per amended DORA</b>	R97.8 million
<b>Amount transferred (R'000)</b>	n/a
<b>Reasons if amount as per DORA not transferred</b>	n/a
<b>Amount spent by the Department/ municipality (R'000)</b>	R66.5 million
<b>Reasons for the funds unspent by the entity</b>	n/a
<b>Monitoring mechanism by the transferring department</b>	Site visits on a quarterly basis and oversight meetings on a quarterly basis with provinces. Unscheduled support engagements are usually held in between the quarterly sittings. Monthly review meetings with HoDs, CFOs and Heads of Infrastructure

## 7. DONOR FUNDS

### 7.1. Donor Funds Received

**Table 65: Donor Fund: E4E (Three Stream Model)**

<b>Name of donor</b>	European Union
<b>The full amount of the funding</b>	R85 254 552
<b>Period of the commitment</b>	3 Years
<b>Purpose of the funding</b>	To implement the EU-funded Education for Employability (E4E) Project.
<b>Expected outputs</b>	<p>a) Three Pilots: i) Vocational and Occupational subjects in Grades 8 and 9 (Public Secondary Schools) as well as Years 1 – 4 (Schools of Skill); ii) General Education Certificate Assessment Programme; and Occupational Stream subjects for Grades 10 – 12.</p> <p>b) Teachers and Subject Advisors training and capacity building.</p> <p>c) Advocacy and Communication Strategy</p> <p>d) TSM Funding Framework and Costing</p> <p>e) Human Resource Mobilisation Strategy</p> <p>f) Monitoring and Evaluation</p>
<b>Actual outputs achieved</b>	<p>35 Vocational and Occupational subjects developed and piloted.</p> <p>Piloting of GEC in 277 schools during 2022.</p> <p>Draft TSM Funding Framework and Costing.</p> <p>Advocacy and Communication Strategy and Programme developed and are being rolled out.</p> <p>Terms of Reference (ToRs) for appointing a service provider or consortium of service providers for the HR Mobilisation Strategy development, developed and services being procured.</p> <p>Concept Note for Policy Dialogue developed and approved by the EU Technical Assistance Team (TAT).</p>
<b>Amount received (R'000)</b>	R47 221
<b>Amount spent by the Department (R'000)</b>	R10 204
<b>Reasons for the funds unspent</b>	Transfers from National Treasury are received at the end of the financial year.
<b>Monitoring mechanism by the donor</b>	<p>Development of a Monitoring and Evaluation Framework at the initial stages.</p> <p>Regular meetings between the EU TAT and implementing departments.</p> <p>Quarterly reports to National Treasury and the EU.</p>

**Table 66: Donor Fund: Coding and Robotics - Technology Grades 7 to 9**

<b>Name of donor</b>	<b>European Fund</b>
<b>The full amount of the funding</b>	R59 998 472
<b>Period of the commitment</b>	3 years. Implementation period of the Project approved by the Director-General is 2021-22, 2022-23 and 2023-24 financial years
<b>Purpose of the funding</b>	<ul style="list-style-type: none"> <li>• Strengthening of Technology through Coding and Robotics</li> <li>• Improve the quality of teaching and learning in technology Grades 7-9 by introducing Coding and Robotics in selected multi-grade schools, full-service schools, and special schools across the nine provincial education departments and.</li> <li>• To enhance the skills of learners to meet the requirement of the 4<sup>th</sup> Industrial Revolution.</li> </ul>
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>• To improve the content knowledge and methodology of teaching.</li> <li>• To expose learners to advance technology activities that prepares them to different pathways.</li> <li>• To equip schools with curriculum relevant materials that strengthen teaching, learning, assessment, and the practical component of the subject.</li> <li>• To encourage learners to participate in local, provincial, national and international Expos. Technology weeks, Olympiads that exposes them to international standards and.</li> <li>• To ensure that schools are sufficiently resourced with technology resource which meets the requirements of the 4<sup>th</sup> Industrial Revolution and afford learners with the opportunity to explore and demonstrate their practical, creative and innovative skills and.</li> </ul> <p>To strengthen technology curriculum at the foundational level through coding and Robotics</p>
<b>Actual outputs achieved</b>	<ul style="list-style-type: none"> <li>• Improve implementation of relevant and quality Technology Grades 7-9 curriculum</li> <li>• Knowledge and understanding of the required knowledge and skills required to meet the 4<sup>th</sup> Industrial Revolution</li> <li>• Developing creative and innovative learners who will contribute to the mainstream of the economy.</li> <li>• Schools prepared for the implementation of the programme</li> <li>• Framework on the training of Subject Advisors developed.</li> <li>• Learning Programme developed</li> </ul> <p>Data for schools available</p>
<b>Amount received (R'000)</b>	R0
<b>Amount spent by the Department (R'000)</b>	R1 815
<b>Reasons for the funds unspent</b>	<ul style="list-style-type: none"> <li>• R1 088 706.55 of the R3 000 314.00 tranche received in 2021/22 financial year was surrendered to National Treasury.</li> <li>• More than 50% of the funding is allocated for purchasing Coding and Robotics equipment. Tender was advertised on 27 October 2022 with closing date of 12 December 2022 at 11:00. 14 bids were received.</li> <li>• The Bid Evaluation Committee (BEC) agreed not to proceed with the evaluation process due to the ambiguities discovered in the mandatory requirements and recommended for cancellation and re-advertisement of the tender and for the team to rework the ToR to be explicit.</li> <li>• The Director-General approved the cancellation submission on 27 March 2023.</li> </ul>
<b>Monitoring mechanism by the donor</b>	<ul style="list-style-type: none"> <li>• Monthly meeting with National Treasury</li> <li>• Presentation and biannual reports to be submitted to NT</li> </ul>

**Table 67: Donor Fund: Systemic Improvement of Language and Numeracy (SILN) in the Foundation Phase**

<b>Name of donor</b>	<b>European Fund</b>
<b>The full amount of the funding</b>	R59 509 000
<b>Period of the commitment</b>	2022 - 2024
<b>Purpose of the funding</b>	To pilot, for broader replication, an innovative and systemic approach to improve state capacity to improve language and numeracy outcomes and reduce inequalities in the Foundation Phase (FP) in two (2) districts, namely Nkangala and Ehlanzeni (Mpumalanga)
<b>Expected outputs</b>	Improved learning takes place in Foundation Phase (FP) as a consequence of FP teachers in Mathematics and languages receiving a structured learning programme in the form of user-friendly teacher toolkits on a termly basis. FP teachers and Departmental Heads (DHs) deepen their content knowledge through pedagogical training, and improved skills in planning, tracking and assessment to ensure increased curriculum coverage. Subject Advisors (Sas) develop good practices for support to FP teachers and DHs. FP learners spend more in-school and extramural time reading and benefit from improved curriculum management and instructional practices
<b>Actual outputs achieved</b>	<p>The drafting of four (4) ToRs for the project.</p> <p>Teacher toolkit training material ready for printing, subject to the advertisement of a tender and the appointment of a suitable Service Provider to deliver on the task.</p> <p>Curriculum training material is collated and ready for printing, subject to the appointment of a suitable Service Provider.</p> <p>The project's ToRs for Classroom Library Boxes and the procurement of Mathematics manipulatives have served at the Bid Adjudication Committee (BAC) meeting of 13 April 2023.</p>
<b>Amount received (R'000)</b>	R0
<b>Amount spent by the Department (R'000)</b>	- R1 188
<b>Reasons for the funds unspent</b>	Three (3) of the projects' tenders (printing of resources, training, and the appointment of a service provider to manage the appointment of teacher assistants) were cancelled as the bidder's proposals exceeded the project's budget.
<b>Monitoring mechanism by the donor</b>	<p>Monitoring and Evaluation (M&amp;E) of the programme will set success indicators to measure the following:</p> <ul style="list-style-type: none"> <li>Improved performance of learners year-on-year for three (3) years;</li> <li>Demonstrable changes in the practices of teachers;</li> <li>Greater time spent by individual learners in reading;</li> <li>Regular supervision meetings between teachers and HoD;</li> <li>Improved pedagogical knowledge and supervisory practices of HoD and Subject Advisors;</li> <li>The improved institutional capability of FP Subject Advisors to develop innovative strategies to support teacher professional development;</li> <li>More eligible young people registering for a Bachelor of Education (B Ed).</li> </ul>

## 8. CAPITAL INVESTMENT

### 8.1. Capital investment, maintenance and asset management plan

Table 68: Capital investment, maintenance and asset management plan

Infrastructure projects	2022/23			2021/22		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
New and replacement assets	2 403 119	2 223 425	179 694	2 246 649	2 073 743	172 906
Total	2 403 119	2 223 425	179 694	2 246 649	2 073 743	172 906

Note: On Current DBE has Infrastructure Assets at Practical Completion but are still on the Asset Register waiting to reach Final Completion before they reach the Section 42 stage. Values will be provided.

On Capital, DBE has Infrastructure Assets at the Section 42 stage but is still on the Asset Register waiting for Provincial Education Departments to accept assets which have reached the Section 42 stage. Values will be provided.





## 1. INTRODUCTION

The Department is committed to maintaining the highest standards of governance and upholding good practices as it is fundamental to the management of public finances and resources. The Department has governance structures in place to monitor the utilisation of state resources which are funded by the taxpayer. The corporate governance requirements of King IV report about the Accounting Officer's responsibilities are espoused by Sections 38 and 40 of the Public Finance Management Act (PFMA), 1999 (Act No.1 of 1999). King IV advocates an outcome-based approach and defines corporate governance as the exercise of ethical and effective leadership towards the achievement of an ethical culture, good performance, effective control, and legitimacy. The openness, integrity, and accountability of individuals within the Department is the cornerstone of effective governance.

## 2. RISK MANAGEMENT

The Department has reviewed and approved the risk implementation plan 2022/23 which is aligned with the risk policy and strategy. The Risk Committee held three (3) risk committee meetings during the financial year. The Strategic risks were confirmed and reviewed by executive management which align with the strategic outcomes. The quarterly risk management reports were presented to the Audit Committee to monitor, advise, and enhance the effectiveness of risk management in the Department. Risk Registers were updated by Branches and emerging risks were identified with mitigation plans to improve the risk management and achievement of objectives. Continuous risk awareness sessions and training sessions were conducted throughout the year. A risk Committee induction workshop was conducted. The Risk Committee reviewed and monitored quarterly reports on the progress of action plans. The risk maturity analysis report was shared with the risk committee and recommendations to improve the risk management culture.

## 3. FRAUD AND CORRUPTION

The Department works by the approved Fraud Prevention Policy, Strategy and Whistle-Blowing Policy. The Fraud and Corruption Prevention Implementation Plan for 2022/23 was approved. There was regular reporting to the Director-General, Risk Committee and Audit Committee on the progress, trends, and status of investigations. Ten (10) investigations were completed and, in some cases, the Labour Relations process is in progress. Mechanisms are in place to report fraud through a dedicated National Anti-Corruption Hotline (NACH) or internally reported cases. Cases reported through the hotline or internally are recorded in the register and investigated. Reported internal cases were investigated during the year and were finalised. The Department has established an investigation committee to investigate cases of irregular, fruitless and wasteful expenditure and make recommendations to eliminate the occurrence of irregular, fruitless and wasteful expenditure. Investigations were conducted and reports were issued for corrective action. There were engagements during the year on the progress of the previously reported cases with the SAPS (HAWKS).

Awareness sessions were conducted on the disclosure of financial interests, ethical behaviour, remunerative work outside the Public Service and the Code of Conduct of the Public Service.

All designated groups are instructed to declare their financial interests on the eDisclosure system, non-compliance is referred to the Labour Relations Directorate for consequence management. News Flashes are sent to all staff members regularly, informing staff members of the process to be followed to obtain approval to engage in Remunerative work outside their spheres of appointment in the DBE.

News Flashes are sent to all staff members reminding them that all state employees are prohibited from conducting business with any organ of the state. Where transgressions are identified the matter is referred to Risk Management and Labour Relations Directorates for further investigation and consequence management, where applicable.

The Department has an approved Gift policy and Register to curb gratification and bribery. In this regard, no cases of conflict of interest were identified during the period under review.

## 4. MINIMISING CONFLICT OF INTEREST

The Department makes determined efforts to minimise conflicts of interest. Appointment letters of new recruits to the Department request that employees disclose all business interests and remunerative work that they engage in outside the Department. Internal circulars are sent as email News Flashes and placed on the intranet of the Department reminding all officials to declare any remunerative work outside the Department.

Ethics Officers conducts regular/ongoing information sessions on the Financial Disclosure and Remunerative work outside the Public Service. During the interview process, members of the Interview panel are required to declare/disclose any relationship with shortlisted candidates. If a panel member declares a close or familial relationship with/to a candidate, such panel member are requested to recuse himself or herself from the interview process. The DBE ensures that all financial disclosures of interest of senior managers are submitted on time. These financial disclosures of interest are analysed and submitted to the Director-General. Late submission or non-submission of financial interests are reported to the Director-General and consequence management are applied.

In cases where an official is found to have engaged him/herself in remunerative work outside his/her sphere of appointment in the DBE without obtaining prior permission from the Director-General, the transgression(s) are reported to the Director-General, letters are sent requesting such official to account for not adhering to the rules and, where necessary reported to the Director-General and consequence management are applied. All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a Declaration of Interest form prior to adjudication and evaluation of each bid/tender.

## 5. CODE OF CONDUCT

Employees are informed about the Code of Conduct through labour relations workshops and internal and compulsory induction programmes workshops. Chapter 2 of the Public Service Regulations, 2016 and Resolution 1 of 2003, prescribes the Code of Conduct for employees appointed under Public Service Act. The Employment of Educators Act and the Code of Professional Ethics prescribes the Code of Conduct for Educators.

To ensure that all employees of the Department are *au fait* with the Code(s), all newly appointed employees are provided with a copy of the relevant Code and the Directorate: Labour Relations conducts training to newly appointed officials during Orientation Sessions organised by the Directorate: HRD and Social Responsibility. Additionally, employees are subjected to consequence management if there is a breach of the Code of Conduct.

## 6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The DBE's Health and Safety Committee manage and monitor risks within the Department. The Department has an approved Health and Safety Policy, that outlines measures/guidelines to ensure that safety is always observed by all employees.

Issues of employee health and wellness are managed through its four (4) PILLARS Operational Plans and Policies. These PILLARS are grouped into four (4) management categories, namely:

- PILLAR 1: HIV, TB and STI Management;
- PILLAR 2: Wellness Management;
- PILLAR 3: Health and Productivity; and
- PILLAR 4: Safety, Health, Environment, Risk and Quality Management (SHERQ).

## 7. PORTFOLIO COMMITTEES

Table 69: Portfolio Committee Meetings on Basic Education

DBE Committee Meetings 2022/23				Matters Raised by the Committee	How the Department addressed the matters raised
Date	Committee	Topic for Discussion			
19 Apr 2022	Portfolio Committee	Committee Strategic Planning Session; BELA Bill Public Participation Programme		No Issues	
03 May 2022	Portfolio Committee	Engagements on Petition by Hon M Sukers pertaining to the closure of Seekoeigat Primary School		School closures and merging of small and non-viable schools	The Department undertook to investigate the matter and report back to the Committee along with the WCED.
17 May 2022	Portfolio Committee	Mathematics, Science and Technology Strategies and Interventions (teacher training and development, teacher demand/needs, learner uptake, improved subject performance): DBE briefing with Deputy Minister		Concern about the declining numbers of learners taking Mathematics as a subject. Lack of interest in MST subjects from both teachers and learners. Augment the shortage of qualified and competent teachers in the rural Eastern Cape. Members suggested that the internships linked to unemployed science and Mathematics graduates could be linked with the teacher assistant programme and made a permanent feature in enhancing the MST programme.	
24 May 2022	Portfolio Committee	Implementation of Portfolio Committee Recommendations following oversight visits to NW and FS: NWPED briefing; with Deputy Minister		timelines set by the Department for filling vacant posts for professional staff, as well as the number of posts that needed to be filled. The Committee also wanted to know how the Department would ensure the delivery of water, as well as the timelines for doing so at the North West School for the Deaf.	
31 May 2022	Portfolio Committee	Implementation of Committee recommendations following oversight visits to the Northern Cape and Free State; with Deputy Minister		No Issues	
07 Jun 2022	Portfolio Committee	DBE on Thrive by Five Survey Report and ECD Census Report; with Minister		No Issues on Research Report	
14 Jun 2022	Portfolio Committee	Western Cape oversight progress report; DBE Q4 Report 2021/22; with Deputy Minister		The Committee wanted to know if there was a procurement process undertaken by the Department to support the online learning process; How are learners prepared for Progress in International Reading Literacy Study (PIRLS) assessments, and once the results were released, how the feedback was communicated to the learners who were participants, the parents, and the SGBs.	
28 Jun 2022	Portfolio Committee	Basic Education Laws Amendment (BELA) Bill: public comment extension		No Issues	
30 Aug 2022	Portfolio Committee	Updated Status Report on ECD Function Shift; Report on DEBE Quarter 4 Performance			
06 Sep 2022	Portfolio Committee	Draft Rural Education Policy (school closure, rationalisation, mergers): DBE briefing		The Committee raised questions about the budgetary allocations of the rural directorate and the Department's plan to incentivise teachers to go and teach in rural schools. Members criticised the Department for the lack of detailed information on the progress of the rationalisation process.	
13 Sep 2022	Portfolio Committee	Umalusi on International Benchmarking and Subject Analysis of National Senior Certificate		The Committee was worried about the low percentage of learners who make it through the system.	

DBE Committee Meetings 2022/23				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
20 Sep 2022	Portfolio Committee	DBE Quarter 1 2022/23 performance; with Deputy Minister	Committee members asked about the implementation of the Three Stream curriculum model; prioritising Funza Lushaka graduates; availability of funds to implement compulsory Grade R as part of the Early Childhood Development programme; better feedback on ECD targets and registrations; breakdown of the number of teachers retiring in the next two to three years; school closures update; safety in schools; school dropout numbers; and status of legislation, policy and regulations in the pipeline.	
27 Sep 2022	Portfolio Committee	Seekoeigat Closure Petition Report; Mpumalanga Oversight Visit Report; Committee Programme	No Issues	
11 Oct 2022	Portfolio Committee	ASIDI and Conditional Grants; Education	Members were concerned about the lack of reduction in irregular expenditure, the delay in DBE undertaking consequence management and the disappointing audit outcome for the SACE over the years with no improvement.	
18 Oct 2022	Portfolio Committee	Department of Basic Education, Umalusi and SACE Annual Report 2021/22; with Deputy Minister	Members questioned the DBE about the strength of their internal audit processes and their consequence management. They were also concerned about non-compliance issues by the provincial departments, irregular and wasteful expenditures, and monitoring of the provinces' finances.	
25 Oct 2022	Portfolio Committee	2022 Examinations-Readiness: DBE and Umalusi briefing; with Deputy Minister	Members raised concerns about load shedding and suspension in electricity supply, especially for technical subjects like Computer Applications Technology and Information Technology.	
01 Nov 2022	Portfolio Committee	BELA Bill: Updated status, Basic Education BRRR	No issues	
08 Nov 2022	Portfolio Committee	Basic Education Laws Amendment Bill: public hearings	Public Hearings	
15 Nov 2022	Portfolio Committee	Basic Education Laws Amendment Bill: public hearings	Public Hearings	
22 Nov 2022	Portfolio Committee	Basic Education Laws Amendment Bill: public hearings	Public Hearings	
29 Nov 2022	Portfolio Committee	Basic Education Laws Amendment Bill:	Public Hearings	
06 December 2022	Portfolio Committee	Basic Education Laws Amendment Bill: Status Report; International Study Tour	No issues	
24 Jan 2023	Portfolio Committee	2022 NSC Examination: DBE and Umalusi briefing, with Minister	Members expressed concern regarding the high drop-out rate of learners in the system.	The Department admitted that this was an area for concern, but it was currently putting measures in place to resolve the issue.
07 Feb 2023	Portfolio Committee	2023 School-Readiness: DBE briefing	Members expressed concern over the progress of school readiness and called on the Department to urgently resolve the issue of late placements. They also expressed concern about the under-performance of secondary schools and learner transport, particularly in the larger provinces and rural areas.	
21 Feb 2023	Portfolio Committee	Impact of SONA on Basic Education Sector; BELA Bill: Update on processing of submissions and public hearings preparation, with Deputy Minister	The Committee expressed concerns about several ongoing challenges at schools, such as ICT, infrastructure, sanitation (notably, the utilisation of pit toilets), and low reading literacy.	

DBE Committee Meetings 2022/23				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
28 Feb 2023	Portfolio Committee	Department of Basic Education Quarter 3 2022/23 Performance	In the discussion, Committee members enquired about the integrity and credibility of the November 2022 National Senior Certificate (NSC) examination, the End School-Related Gender Based Violence (SRGBV) programme, the link between unplaced graduates and the shortage of quality teachers, accountability mechanisms for principals and teachers, and late payments for DBE service providers.	
07 Mar 2023	Portfolio Committee	Capacity building of STEM educators: DBE briefing; with Minister and Deputy Minister	Concerns were raised regarding ensuring the momentum in addressing and maintaining proper evaluation and implementation of teacher professional development programmes were taking place.	
14 Mar 2023	Portfolio Committee	DBE Annual Performance Plan (postponed); Public hearing concerns	Meeting Postponed	
22 Mar 2023	Portfolio Committee	Department of Basic Education 2023/24 Annual Performance Plan	Members raised a host of issues during the engagement on the briefing. Members were concerned that what was presented as outcomes were actually inputs and asked about how the impact of programmes and projects could be measured. Major focus areas emerging from the discussion were infrastructure, school nutrition, comprehensive sexual education, the migration of early childcare development, scholar transport, placement of Funza Lushaka graduates and the eradication of pit latrines.	It was proposed the Committee hold special meetings on these areas to get deeper into the challenges.

**Table 70: Select Committees**

Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
20 Apr 2022	Select Committee	Basic Education 2022/23 Annual Performance Plan; with Deputy Minister	Members sought details of the Department's long and short-term plans to remedy the situation in KwaZulu-Natal and to ensure the children got back to school as soon as possible. They asked about the Funza Lushaka bursary programme and how it addressed the shortage of Mathematics and science teachers in the country. Were there enough teachers to effectively implement the ECD programme? Had a deadline been set for the complete eradication of pit toilets? What was the long-term plan for assistant teachers? The Committee asked the Department to consider placing enrolment centres near townships and rural communities.	The Department promised to submit written responses to questions not answered by the time the meeting ended.
02 Nov 2022	Select Committee	Department of Basic Education 2021/22 Annual Report, with Deputy Minister	Committee members asked about the question paper bank, inclusive education, National School Nutrition Programme, and pit latrines amongst others.	
22 Mar 2023	Select Committee	2022 NSC Examination Outcomes: DBE and Umalusi briefing; with Deputy Minister	The Committee raised issues concerning examination irregularities about invigilators assisting students, the 30% pass rate, the WOZA Matric Programme, Second Chance Matric Programme, special needs learners, the performance of no-fee-paying schools, the overlap in subjects taught at TVET colleges and the NVC, security of question paper storage points, the audit of SBA systems and the throughput rate.	



## 8. SCOPA RESOLUTIONS

The Department of Basic Education did not appear before SCOPA during the 2022/23 Financial Year and therefore, there were no resolutions tabled before SCOPA.

## 9. PRIOR MODIFICATIONS TO AUDIT REPORTS

**Table 71: Prior modifications to Audit Reports**

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Programme 2 – Unqualified	2021/22	Audit Action Plan developed and monitored quarterly

## 10. INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department. In the absence of the unit, every line function manager as delegated are responsible for implementing and monitoring controls in their areas of responsibility.

## 11. INTERNAL AUDIT AND AUDIT COMMITTEES

During the year under review the Department had an Internal Audit Unit under control and direction of the Audit Committee complying with and operating in accordance with regulations and instruction prescribed in terms of Section 76 and 77 of the Public Finance Management Act

### **Key activities and objectives of the internal audit: -**

- Internal Audit role in the Department is to provide independent and objective assurance and consulting service to management by evaluating the adequacy and effectiveness of the internal control system, risk management and governance process and provide value adding recommendations.
- Internal Audit has contributed to an extent in the high-risk areas to the improvement of internal controls in performance information and financial management in the Department.
- Twelve (12) audits were conducted and completed relating to Reviewed Annual Report, Annual Financial Statements, Supply Chain Management – Stock Ordering and Inventory Management follow up audit, LOGIS – General controls audit on security and logical access, Contractors Payment, and Project management for ASIDI two (2) Implementing Agents, and follow up audits on previous findings were conducted, Reviewed the quarterly Performance Information, DoRA audit review on Mathematics, Science and Technology (MST) conditional grant, Follow up on AGSA previous findings on SCM compliance process, National Teachers Awards adjudication process and follow up on previous findings, Q2 Interim Financial Statement audit, and PPP Agreement Procurement follow up audit review. Seven (7) Consulting reviews on tender closing process, BEC and BAC and Technical Committees. The other three (3) consulting reviews were conducted on business operations.

### **Key activities and objectives of the Audit Committee**

- The Audit Committee is established in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999)
- The Audit Committee serve as an independent governance structure whose function is to provide an oversight role on the system of internal control, risk management and governance.
- The Audit Committee assists the Accounting Officer in the effective execution of his/her responsibilities as an oversight structure in the achievement of the Departmental objectives.

The Audit Committee comprises of five (5) external members listed hereunder and should meet four (4) times per annum as per its approved terms of reference. During the year under review six (6) meetings were held.

The table below discloses relevant information on the audit committee members for the period 1 April 2022 – 31 March 2023:

**Table 72: Audit Committee members**

Name	Qualifications	Internal or external	If internal, position in the Department	Date appointed	Date Resigned	No. of Meetings attended
Prof DP van der Nest	B Com (Hons) M Com D Tech	Chairperson (External)	N/A	Re appointed 1 December 2021	N/A	6
Mr S Simelane	B Com B Com (Hons) Masters in Business Administration	External Member	N/A	Re appointed 1 December 2021	N/A	4
Ms S Makhathini	B Com B Com (Hons) Chartered Accountant (SA)	External Member	N/A	Re appointed 1 December 2021	N/A	6
Mr AN Mhlongo	B Com B Com (Hons) Chartered Accountant (SA), ATC, ACMA, CGMA	External Member	N/A	Re appointed 1 March 2023	N/A	4
Mr LM Mangquku	B Compt (Hons) B Com (Hons) Chartered Accountant (SA) Advance Company Law I&II Masters in Business Leadership	External Member	N/A	Re appointed 1 March 2023	N/A	6

## 12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2023.

### Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.10 and 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein, except that we have not reviewed changes in accounting policies and practices.

### The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the Department revealed certain weaknesses, which were then raised with the Department and monitored during the year.

- Through the reports from the different assurance providers, it was identified that the system of internal control was not entirely effective during the year under review. Several instances of non-compliance with the prescripts were identified and reported by both Internal Audit and AGSA, and some resulted to material misstatement which were corrected. Management during the year put measures to improve the control environment in Accelerated School Infrastructure Development Initiative (ASIDI) and conducting various site monitoring was strengthened on projects. The Audit Committee has continued to monitor progress against the corrective action plan implemented by management. Consequence management status reports were presented by management. The Audit Committee will continue to monitor the effective implementation of consequence management in cases of non-compliance, and ASIDI and SAFE projects monitoring and timeous completion of projects. There was an improvement on the monitoring of performance information by internal audit quarterly reviews in the year under review.
- The Department will be monitored to improved controls to prevent further irregular expenditure and fruitless and wasteful expenditure as an area of significant non – compliance. The strategy to ensure strengthened measures and capacity on financial statement preparation is monitored continuously for improvement as not adequately addressed.

The following internal audit work was completed during the year under review:

- Assurance and Consulting reviews were conducted and completed by Internal Audit on, reviewed Annual Report, Annual Financial Statements, Supply Chain Management – Stock Ordering and Inventory Management follow up, LOGIS – General control audit on security and logical access, Contractors Payment, and Project management for ASIDI at two (2) Implementing Agents, and follow up on previous findings was conducted, Reviewed the quarterly Performance Information, DoRA audit review on Mathematics, Science and Technology (MST) conditional grant, Follow up on AGSA previous findings on SCM compliance process, National Teachers Awards adjudication process quality assurance review and follow up audit on previous findings, Seven (7) Consulting reviews on tender closing process, BEC and BAC and Technical Committee. The other three (3) consulting reviews were conducted on business operations.

The following were areas of concern:

- During the year under review areas of concern were to improve for the ASIDI and SAFE project management, and prevention of non-compliance of irregular and fruitless and wasteful expenditure relating to infrastructure.

### **In-Year Management and Monthly/Quarterly Report**

The Department has monthly and quarterly reporting systems to the National Treasury as is required by the Public Finance Management Act (PFMA). There are systems in place for quarterly reporting of the performance information to DPME and National Treasury and there has been an improvement in most areas for performance information.

### **Risk Management**

A risk management strategy and risk management committee are in place. Risk Management processes is maturing as result of engagement with management during the year under review and risk registers were reviewed, updated and action plans reports were monitored. The annual risk maturity assessment was conducted, and survey results informed strategies for intervention and improvements for embedding risk culture. There was an improvement in monitoring of risk and identification of emerging new risk within the Department.

### **Evaluation of Financial Statements**

We have reviewed the annual financial statements prepared by the Department.

- Reviewed and discussed the audited annual financial statements to be included in the annual report, with the Auditor-General South Africa and the Accounting Officer;
- Reviewed the Auditor-General South Africa's management report and management's response thereto;
- Noted that there were no changes in accounting policies and practice;
- Reviewed the Department's compliance with legal and regulatory provisions;
- Reviewed the report on the pre-determined objectives to be included in the annual reports; and
- Reviewed significant adjustments resulting from the audit.

### **Auditor-General's Report**

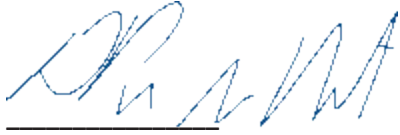
The Audit Committee has received the management letter and the audit report for the year under review and noted the unqualified opinion. The improvement plan for the remaining findings on the report will be monitored.

We have reviewed the Department's implementation plan for audit issues raised in the previous year and we are satisfied that some of the matters have been adequately resolved except for the following:

- Internal control weaknesses relating to ASIDI project management, and prevention of non-compliance for irregular expenditure and fruitless and wasteful expenditure.
- Preparation of the quality of the financial statement to be monitored and strengthened.

## **Conclusion**

The Audit Committee concurs and accepts the conclusions of the Auditor-General on the annual financial statements and is of the opinion that the audited annual financial statements be accepted and read together with the report of the Auditor-General. The Audit Committee wishes to congratulate the Accounting Officer and senior management with the unqualified audit opinion and thank the Auditor-General staff for the assurance provided.

A handwritten signature in blue ink, appearing to read 'DP van der Nest', is written over a horizontal line.

**Prof DP van der Nest**

**Chairperson of the Audit Committee**

**Department of Basic Education**

**31 August 2023**

## 13. B-BBEE COMPLIANCE PERFORMANCE INFORMATION

The following table has been completed in accordance with the compliance to the BBBEE requirements of the BBBEE Act of 2013 and as determined by the Department of Trade, Industry and Competition.

**Table 73: B-BBEE compliance performance information**

Has the Department / Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 – 8) with regard to the following:		
Criteria	Response Yes / No	Discussion ( <i>include a discussion on your response and indicate what measures have been taken to comply</i> )
Determining qualification criteria for the issuing of licences, concessions, or other authorisations in respect of economic activity in terms of any law?		N/A
Developing and implementing a preferential procurement policy?	Yes	The preferential procurement policy has been developed and is part of the SCM policy that has been approved by the Accounting Officer
Determining qualification criteria for the sale of state-owned enterprises?		N/A
Developing criteria for entering into partnerships with the private sector?		N/A
Determining criteria for the awarding of incentives, grants, and investment schemes in support of Broad-Based Black Economic Empowerment?		N/A





## 1. INTRODUCTION

The information contained in this part of the annual report has been prescribed by the Minister for the Public Service and Administration for all departments in the public service.

## 2. OVERVIEW OF HUMAN RESOURCES

**The following were the human resource priorities for the year under review:**

- a. A reprioritisation of posts in terms of new priorities of the Department.
- b. Ensuring adequate human resources for the attainment of outcomes for *Action Plan to 2024: Towards the Realisation of Schooling 2030*.
- c. *Addressing the issue of gender equity in the Department.*
- d. 4 scarce and critical skills and addressing competency skills gaps.
- e. Ensuring continued implementation of the reviewed PMDS policy.
- f. Providing a comprehensive Employee Assistance Programme (EAP)

The Department continuously prioritise the filling of vacant posts. The following key Senior Management posts were filled during the period under review:

- Chief Director: Office of the Director-General;
- Chief Director: Education Human Resources Development; (contract appointment);
- Director: Continuing Professional Teacher Development;
- Director: Initial Teacher Education;
- Director: Reading; (contract appointment); and
- Director: Sport and Enrichment in Education (contract appointment).

These appointments will ensure adequate human resources for the attainment of the outcomes in the *Action Plan to 2024: Towards the Realisation of Schooling 2030*.

Gender equity at the Senior Management level is an ongoing priority. During the period under review, the DBE managed to increase the ratio of female SMS members to 45.1% from 37.8% in the previous year. Male SMS Members are at 54.9%.

At Middle Management (MMS) level, the DBE has a ratio of 54.5% female to 45.5% male MMS Members. The overall ratio within the Department totals 61.6% female to 38.4% male staff. In this regard, the Department has exceeded the 50:50 ratio. Equity statistics are reported at SMS post-interviews as well as in submissions to the Minister and Director-General.

The achievement of the 50% female target at the SMS level remains a challenge since there are insufficient male retirements/terminations to allow for females to be appointed at this level. The Department, however, pursues the resolution of this problem continuously through, *inter alia*, the policy of succession planning. Capable female staff from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department arranges courses to create proficiency in various identified areas.

To address competency skills gaps, 262 employees attended skills development and training programmes. This is an ongoing process that is dependent on bi-annual and annual Performance Management and Development System (PMDS) evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Departmental database to gauge the successful application/implementation of skills attained in courses attended.

The DBE has an approved PMDS policy. Assessments and moderation thereof take place annually. Poor performance is monitored continuously and reports on poor performance about assessments are submitted to the Department of Public Service and Administration (DPSA).

The Department create a conducive work environment for all employees. The Department has an efficient and effective Employee Health and Wellness Programme to manage the safety, health, and wellness of all employees. Officials with personal and work-related problems are supported through counselling within the Department and some are referred for external professional intervention. Those employees with work-related problems are supported through counselling, mentoring, coaching and capacity-building programmes. Employees are encouraged to observe health and safety measures. A conducive environment is created for women, persons with disabilities, bereaved employees, women with small children, the youth, people with commodities and victims of gender-based violence.

The following services were provided by the DBE through the HR Development and Social Responsibility Directorate:

- 108 counselling sessions;
- 20 officials were referred for psychological services;
- rehabilitation session;
- 4 officials diagnosed with stage 1 cancer of the uterus were offered counselling and support; and
- 10 sick officials were allocated more accommodating jobs.

**Key policy developments and legislative changes:** HR Policies are reviewed on a triannual basis and consulted with organised labour, before approval by Accounting Officer, where awareness sessions are conducted throughout the Department.

### 3. HUMAN RESOURCES OVERSIGHT STATISTICS

#### 3.1. Personnel related expenditure

The following tables summarise the final audited personnel-related expenditure by programme and by salary bands. In particular, it indicates the following:

- amount spent on personnel
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

**Table 74: Personnel expenditure by the programme for the period 1 April 2022 and 31 March 2023**

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1: Administration	567 134	212 899	447	1 769	37.54	700
Programme 2: Curriculum Policy, Support and Monitoring	3 188 095	85 706	267	55 818	2.69	849
Programme 3: Teachers, Education Human Resources and Institutional Development	8 839 960	50 636	39	454	0.57	527
Programme 4: Planning, Information and Assessment	15 137 980	141 106	133	12 815	0.93	835
Programme 5: Educational Enrichment Services	1 496 462	75 872	112	7 580	5.07	1 204
<b>Total</b>	<b>29 229 631</b>	<b>566 219</b>	<b>998</b>	<b>78 436</b>	<b>1.94</b>	<b>772</b>

**Table 75: Personnel costs by salary band for the period 1 April 2022 and 31 March 2023**

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Skilled (level 3-5)	34 013	6.00	43	791
Highly skilled production (levels 6-8)	108 487	19.16	288	377
Highly skilled supervision (levels 9-12)	302 411	53.41	319	948
Senior and Top management (levels 13-16)	121 309	21.42	83	1 462
<b>Total</b>	<b>566 219</b>	<b>100.00</b>	<b>733</b>	<b>772</b>

Table 76: Salaries, Overtime, Home Owners Allowance and Medical Aid by Programme for the period 1 April 2022 and 31 March 2023

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1: Administration	174 078	81.77	9 014	4.23	4 106	1.93	7 942	3.73
Programme 2: Curriculum Policy, Support and Monitoring	73 768	86.07	1 435	1.67	685	0.80	1 949	2.27
Programme 3: Teachers, Education Human Resources and Institutional Development	66 926	132.17	35	0.07	785	1.55	1 546	3.05
Programme 4: Planning, Information and Assessment	122 279	86.66	2 780	1.97	1 660	1.18	3 283	2.33
Programme 5: Educational Enrichment Services	44 299	58.39	171	0.23	587	0.77	1 411	1.86
Total	481 350	85.01	13 435	2.37	7 823	1.38	16 131	2.85

Table 77: Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2022 and 31 March 2023

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 3-5)	35 377	104.01	4 221	12.41	1 197	3.52	1 660	4.88
Highly skilled production (levels 6-8)	88 589	81.66	5 703	5.26	4 076	3.76	8 446	7.79
Highly skilled supervision (levels 9-12)	250 802	82.93	3 455	1.14	1 893	0.63	5 024	1.66
Senior Management (levels 13-16)	106 582	87.86	56	0.05	657	0.54	1 001	0.83
Total	481 350	85.01	13 435	2.37	7 823	1.38	16 131	2.85

## 3.2. Employment and Vacancies

The tables in this section summarise the position about employment and vacancies.

The following tables summarise the number of posts in the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- programme
- salary band
- critical occupations (see definition in notes below).

Departments have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

**Table 78: Employment and vacancies by the programme as on 31 March 2023**

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees added to the establishment
Programme 1: Administration	308	304	1.30	3
Programme 2: Curriculum Policy, Support and Monitoring	104	101	2.88	0
Programme 3: Teachers, Education Human Resources and Institutional Development	144	96	33.33	0
Programme 4: Planning, Information and Assessment	182	169	7.14	0
Programme 5: Educational Enrichment Services	68	63	7.35	0
<b>Total</b>	<b>806</b>	<b>733</b>	<b>9.06</b>	<b>3</b>

**Table 79: Employment and vacancies by salary band as on 31 March 2023**

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees added to the establishment
Lower skilled (1-2)	0	0	0.00	3
Skilled (3-5)	43	43	0.00	0
Highly skilled production (6-8)	291	288	1.03	0
Highly skilled supervision (9-12)	380	319	16.05	0
Senior management (13-16)	92	83	9.78	0
<b>Total</b>	<b>806</b>	<b>733</b>	<b>9.06</b>	<b>3</b>

**Note:** Contract post of Project Manager, salary level 13, added to the Early Childhood Development (ECD) Directorate on 1 April 2023.

**Table 80: Employment and vacancies by critical occupations as on 31 March 2023**

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees in addition to the establishment
DCES	15	15	0.00	0
CES	68	61	10.29	0
<b>TOTAL</b>	<b>83</b>	<b>76</b>	<b>8.43</b>	<b>0</b>

### Notes

- The CORE classification, as prescribed by the DPSA, should be used for the completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
  - a. in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;

- b. for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
- c. where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual; and
- d. in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

### 3.3. Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

**Table 81: SMS post information as on 31 March 2023**

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	0	1	0.00	0	0.00
Salary Level 15	10	5	50.00	5	50.00
Salary Level 14	26	22	84.62	4	15.38
Salary Level 13	55	54	98.18	1	1.82
Total	92	83	90.22	9	9.78

**Table 82: SMS post information as on 30 September 2022**

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	0	1	0.00	0	0.00
Salary Level 15	10	4	40.00	6	60.00
Salary Level 14	26	23	88.46	3	11.54
Salary Level 13	55	52	94.55	3	5.45
Total	92	81	88.04	11	11.96

**Table 83: Advertising and filling of SMS posts for the period 1 April 2022 and 31 March 2023**

SMS Level	Advertising	Filling of Posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months of becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Salary Level 13	2	2	0
Total	2	2	0

**Table 84: Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2022 and 31 March 2023**

<b>Reasons for vacancies not advertised within six months</b>
Lack of suitable candidates for SMS posts and the re-advertisement of such SMS posts
<b>Reasons for vacancies not filled within twelve months</b>
Realignment of the organisational structure, shifting mandates and amendments to functions and post criteria.
Lack of suitable candidates for SMS posts and the re-advertisement of such SMS posts

**Table 85: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2022 and 31 March 2023**

<b>Reasons for vacancies not advertised within six months</b>
No disciplinary action was taken since the recruitment process was followed, with no success. The relevant posts were re-advertised.
<b>Reasons for vacancies not filled within six months</b>
Realignment of the organisational structure, shifting mandates and amendments to functions and post criteria.
Lack of suitable candidates for SMS posts and the re-advertisement of such SMS posts

### 3.4. Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in or her organisation. In terms of the Regulations, all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

**Table 86: Job Evaluation by Salary Band for the period 1 April 2022 and 31 March 2023**

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Skilled (Levels 3-5)	43	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	291	0	0	0	0	0	0
Highly skilled supervision (Levels 9-12)	380	0	0	0	0	0	0
Senior Management Service Band A	55	0	0	0	0	0	0
Senior Management Service Band B	26	0	0	0	0	0	0
Senior Management Service Band C	10	0	0	0	0	0	0
Senior Management Service Band D	1	0	0	0	0	0	0
Total	806	0	0	0	0	0	0

### 3.5. Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates indicate trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

**Table 87: Annual turnover rates by salary band for the period 1 April 2022 and 31 March 2023**

Salary band	Number of employees at the beginning of period-1 April 2022	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Lower skilled ( Levels 1-2)	3	0	3	100.00
Skilled (Levels 3-5)	43	0	0	0.00
Highly skilled production (Levels 6-8)	287	10	9	3.14
Highly skilled supervision (Levels 9-12)	311	32	24	7.72
Senior Management Service Bands A	53	5	4	7.55
Senior Management Service Bands B	23	2	3	13.04
Senior Management Service Bands C	5	1	1	20.00
Senior Management Service Bands D	2	0	0	0.00
Total	727	50	44	6.05



**Table 88: Annual turnover rates by critical occupation for the period 1 April 2022 and 31 March 2023**

Critical occupation	Number of employees at the beginning of period-April 2022	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
DCES	15	1	1	6.67
CES	57	5	1	1.75
TOTAL	72	6	2	2.78

**Notes**

- The CORE classification, as prescribed by the DPSA, should be used for the completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
  - in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
  - for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
  - where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual; and
  - in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

The table below identifies the major reasons why staff left the Department.

**Table 89: Reasons why staff left the Department for the period 1 April 2022 and 31 March 2023**

Termination Type	Number	% of Total Resignations
Death	5	11.36
Resignation	13	29.55
Expiry of contract	13	29.55
Discharged due to ill-health	1	2.27
Retirement	5	11.36
Transfer to other Public Service Departments	7	15.91
Total	44	100.00
Total number of employees who left as a % of total employment		6.00

**Table 90: Promotions by critical occupation for the period 1 April 2022 and 31 March 2023**

Occupation	Employees 1 April 2022	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
CES	57	0	0.00	45	78.95
DCES	15	0	0.00	14	93.33
TOTAL	72	0	0.00	59	81.94

**Table 91: Promotions by salary band for the period 1 April 2022 and 31 March 2023**

Salary Band	Employees 1 April 2022	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower skilled (Levels 1-2)	3	0	0.00	0	0.00
Skilled (Levels 3-5)	43	0	0.00	43	100.00
Highly skilled production (Levels 6-8)	287	13	4.53	213	74.22
Highly skilled supervision (Levels 9-12)	311	11	3.54	218	70.10
Senior Management (Level 13-16)	83	1	1.20	59	71.08
Total	727	25	3.44	533	73.31

### 3.6. Employment Equity

**Table 92: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2023**

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	36	5	4	1	28	2	2	5	83
Professionals	118	7	6	11	142	6	10	19	319
Technicians and associate professionals	76	2	0	2	190	5	3	10	288
Clerks	20	0	0	0	23	0	0	0	43
Total	250	14	10	14	383	13	15	34	733
Employees with disabilities	3	0	0	1	2	0	0	2	8

**Table 93: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2023**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	4	1	1	0	0	1	0	0	7
Senior Management	32	4	3	1	28	1	2	5	76
Professionally qualified and experienced specialists and mid-management	118	7	6	11	142	6	10	19	319
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	76	2	0	2	190	5	3	10	288
Semi-skilled and discretionary decision making	20	0	0	0	23	0	0	0	43
Total	250	14	10	14	383	13	15	34	733

**Table 94: Recruitment for the period 1 April 2022 to 31 March 2023**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	0	0	0	0	3	0	0	0	3
Professionally qualified and experienced specialists and mid-management	8	4	2	0	12	0	1	1	28
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	7	1	0	0	17	0	0	0	25
Semi-skilled and discretionary decision making	1	0	0	0	2	0	0	0	3
Total	16	5	2	0	34	0	1	1	59

**Table 95: Promotions for the period 1 April 2022 to 31 March 2023**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	0	0	0	0	1	0	0	0	1
Professionally qualified and experienced specialists and mid-management	3	1	0	0	5	0	1	1	11
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	4	1	0	0	8	0	0	0	13
Total	7	2	0	0	14	0	1	1	25
Employees with disabilities	3	0	0	1	2	0	0	2	8

**Table 96: Terminations for the period 1 April 2022 to 31 March 2023**

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	0	0	0	0	0	0	1
Senior Management	5	0	1	0	1	0	0	0	7
Professionally qualified and experienced specialists and mid-management	7	1	0	3	11	1	1	0	24
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	4	0	0	0	4	0	0	1	9
Semi-skilled and discretionary decision making	0	0	0	0	3	0	0	0	3
Total	17	1	1	3	19	1	1	1	44
Employees with Disabilities	3	0	0	1	2	0	0	2	8

**Table 97: Skills development for the period 1 April 2022 to 31 March 2023**

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	7	1	0	0	7	0	1	0	16
Professionals	24	2	0	5	47	2	3	2	85
Technicians and associate professionals	12	0	0	3	54	1	0	2	72
Clerks	25	1	1	0	35	0	0	0	62
Elementary occupations	5	0	0	0	22	0	0	0	27
Total	73	4	1	8	165	3	4	4	262

### 3.7. Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken are presented here.

**Table 98: Signing of Performance Agreements by SMS Members as on 31 May 2022**

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of the total number of SMS members
Director-General/ Head of Department	1	1	1	100.00
Salary Level 16	0	1	1	100.00
Salary Level 15	10	5	5	100.00
Salary Level 14	26	22	22	100.00
Salary Level 13	55	54	54	100.00
Total	92	83	83	100.00

#### Notes

- In the event of a National or Provincial election occurring within the first three months of a financial year all members of the SMS must conclude and sign their performance agreements for that financial year within three months following the month in which the elections took place. For example, if elections took place in April, the reporting date in the heading of the table above should change to 31 July 2022.

**Table 99: Reasons for not having concluded Performance agreements for all SMS members as on 31 March 2023**

Reasons
N/A

## Notes

- The reporting date in the heading of this table should be aligned with that of Table 3.7.1.

**Table 100: Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 March 2023**

Reasons
N/A

## Notes

- The reporting date in the heading of this table should be aligned with that of Table 3.7.1.

## 3.8. Performance Rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

**Table 101: Performance Rewards by Race, gender, and Disability for the period 1 April 2022 to 31 March 2023**

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of the total within the group	Cost (R'000)	Average cost per employee
African					
Male	0	250	0.00	0.00	0.00
Female	0	383	0.00	0.00	0.00
Asian					
Male	0	10	0.00	0.00	0.00
Female	0	15	0.00	0.00	0.00
Coloured					
Male	0	14	0.00	0.00	0.00
Female	0	13	0.00	0.00	0.00
White					
Male	0	14	0.00	0.00	0.00
Female	0	34	0.00	0.00	0.00
Total	0	733	0.00	0.00	0.00

**Table 102: Performance Rewards by salary band for Personnel below Senior Management Service for the period 1 April 2022 to 31 March 2023**

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of the total within salary bands	Total Cost (R'000)	Average cost per employee	
Lower Skilled (Levels 1-2)	0	3	0.00	0.00	0.00	0.00
Skilled (level 3-5)	0	43	0.00	0.00	0.00	0.00
Highly skilled production (level 6-8)	0	288	0.00	0.00	0.00	0.00
Highly skilled supervision (levels 9-12)	0	319	0.00	0.00	0.00	0.00
Total	0	653	0.00	0.00	0.00	0.00

**Table 103: Performance Rewards by critical occupation for the period 1 April 2022 to 31 March 2023**

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of the total within the occupation	Total Cost (R'000)	Average cost per employee
CES	0	57	0.00	0.00	0.00
DCES	0	15	0.00	0.00	0.00
<b>Total</b>	0	72	0.00	0.00	0.00

#### Notes

- The CORE classification, as prescribed by the DPSA, should be used for the completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
  - in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
  - for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
  - where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual; and
  - in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees;

**Table 104: Performance-related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2022 to 31 March 2023**

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of the total within salary bands	Total Cost (R'000)	Average cost per employee	
Band A	0	2	0	0	0	0
Band B	0	5	0	0	0	0
Band C	0	24	0	0	0	0
Band D	0	54	0	0	0	0
<b>Total</b>	0	83	0	0	0	0

### 3.9. Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

**Table 105: Foreign workers by salary band for the period 1 April 2022 and 31 March 2023**

Salary band	01 April 2022		31 March 2023		Change	
	Number	% of total	Number	% of total	Number	% Change
Contract (Level 9-12)	7	2.19	7	2.19	0	0.00
<b>Total</b>	7	0.95	7	0.95	0	0.00

**Table 106: Foreign workers by major occupation for the period 1 April 2022 and 31 March 2023**

Major occupation	01 April 2022		31 March 2023		Change	
	Number	% of total	Number	% of total	Number	% Change
CES	0	0.00	1	1.75	1	1.75
<b>Total</b>	0	0.00	1	1.39	1	1.39

### 3.10. Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables indicate the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

**Table 107: Sick leave for the period 1 January 2022 to 31 December 2022**

Salary band	Total days	% Days with Medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Skilled (levels 3-5)	737	78.30	80	14.10	9	706.00
Highly skilled production (levels 6-8)	1 825	75.70	221	38.80	8	2 667.00
Highly skilled supervision (levels 9 -12)	1 472	78.50	207	36.40	7	4 807.00
Top and Senior management (levels 13-16)	278	87.40	43.00	7.60	6	1 285.00
<b>Total</b>	<b>4 312</b>	<b>77.90</b>	<b>551</b>	<b>96.80</b>	<b>8</b>	<b>9 508.00</b>

**Table 108: Disability leave (temporary and permanent) for the period 1 January 2022 to 31 December 2022**

Salary band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Skilled (Levels 3-5)	4	100.00	1	16.70	4	4.00
Highly skilled production (Levels 6-8)	39	100.00	2	33.30	20	68.00
Highly skilled supervision (Levels 9-12)	231	100.00	3	50.00	77	874.00
<b>Total</b>	<b>274</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>	<b>46</b>	<b>946.00</b>

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave from being paid at the time of termination of service.

**Table 109: Annual Leave for the period 1 January 2022 to 31 December 2022**

Salary band	Total days taken	Average per employee	Number of Employees using annual leave
Skilled Levels 3-5)	2 333	20	115
Highly skilled production (Levels 6-8)	6 457	25	258
Highly skilled supervision(Levels 9-12)	6 992	21	328
Senior management (Levels 13-16)	1 864	22	83
<b>Total</b>	<b>17 646</b>	<b>23</b>	<b>784</b>

**Table 110: Capped leave for the period 1 January 2022 to 31 December 2022**

Salary band	Total Days of Capped Leave Taken	Average Number of Days Taken per Employee	Average Capped Leave per Employee as at End of Period	Number of Employees Using Capped Leave
Skilled Levels 3-5)	0	0	9	0
Highly skilled production (Levels 6-8)	0	0	31	0
Highly skilled supervision(Levels 9-12)	1	1	50	1
Senior management (Levels 13-16)	0	0	57	0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>46</b>	<b>1</b>



The following table summarises payments made to employees as a result of leave that was not taken.

**Table 111: Leave payouts for the period 1 April 2022 and 31 March 2023**

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave payout for 2022/23 due to non-utilisation of leave for the previous cycle	91	1	91.00
Capped leave payouts on termination of service for 2022/23	924	3	308.00
Current leave payout on termination of service for 2022/23	1221	24	50.00
<b>Total</b>	<b>2236</b>	<b>28</b>	<b>79.00</b>

### 3.11. HIV/AIDS and Health Promotion Programmes

**Table 112: Steps Taken to Reduce the Risk of occupational exposure**

Units/categories of employees identified to be at high risk of contracting HIV and related diseases (if any)	Key steps taken to reduce the risk
Not Applicable	However, the Department through the Employee Health and Wellness, officials are capacitated on the prevention of HIV, AIDS and other related diseases.

**Table 113: Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)**

Question	Yes	No	Details, if yes
1. Has the Department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	X		Acting Director: HRD and Social Responsibility
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.			The Department has ten employees to promote Health and wellness. The budget for health and wellness is incorporated in the budget for the Directorate: Training and Social Responsibility
3. Has the Department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	X		To assist employees with work-related and personal problems. To support employees infected and affected by HIV and AIDS. To support employees, who have substance abuse-related problems (drugs and alcohol). To assist employees who have incapacity problems due to ill health or poor performance. Offer to counsel employees in the time of bereavement, financial difficulties and traumatic events.

Question	Yes	No	Details, if yes
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.		X	<p>EMPLOYEE HEALTH AND WELLNESS COMMITTEE</p> <p>Ms T Khoza Ms E Mnisi Ms J Mashapa Ms K Sono Ms T Sekgapola Ms L Mekwe Ms D Maboja Ms A Komape Ms M Murimbika Ms P Tlala</p> <p>HEALTH AND SAFETY COMMITTEE</p> <p>Dr F Kumalo Dr M Pillay Ms T Khoza Ms M Lefoka Ms B Le Roux Mr J Visser Mr L Mahada Mr E Mhlanga Mr D Kruger Mr C Louw Mr J Matjeni Mr A Tsamai Mr D Malebye Ms I Vinger</p>
5. Has the Department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees based on their HIV status? If so, list the employment policies/practices so reviewed.			<p>Wellness Management Policy Health and Productivity Management Policy HIV and AIDS, STI and TB Management Policy SHERQ Management Policy Leave Policy Recruitment Policy</p>
6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.			<p>HIV and AIDS, STI and TB Management Policy HIV and AIDS Workplace Programme Condom distributions and Voluntary Counselling and Testing Campaign</p>
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.			<p>World AIDS Day Commemorated by displaying HIV and AIDS materials, candle lighting and distribution of condoms and HIV and AIDS, STI and TB pamphlets.</p> <p>Through information sharing, pre and post-test counselling, Voluntary Counselling and Testing Campaigns</p>
8. Has the Department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.			<p>On-site Doctor Employee Health and Wellness Campaigns. Statistics of employees who attended Voluntary Counselling and Testing Campaign Number of people who attended Health Screening Number of people who attended support groups Number of people who attended Post Test Counselling sessions, Information sessions and Distribution of pamphlets on HIV and Aids</p>

## 3.12. Labour Relations

**Table 114: Collective agreements for the period 1 April 2022 and 31 March 2023**

<b>Total number of Collective agreements</b>	<b>None</b>
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The following table summarises the outcome of disciplinary hearings conducted within the Department for the year under review.

**Table 115: Misconduct and disciplinary hearings finalised for the period 1 April 2022 and 31 March 2023**

Outcomes of disciplinary hearings	Number	% of total
Case withdrew (Employee resigned)	1	100.00
Total	1	100.00

### Notes

- If there were no agreements, keep the heading and replace the table with the following:

<b>The total number of Disciplinary hearings finalised</b>	<b>None</b>
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**Table 116: Types of misconduct addressed at disciplinary hearings for the period 1 April 2022 and 31 March 2023**

Type of misconduct	Number	% of total
Theft, gross dishonesty, and dereliction of duties	1	100.00
Total	1	100.00

**Table 117: Grievances logged for the period 1 April 2022 and 31 March 2023**

Grievances	Number	% of Total
Number of grievances resolved	5	55.56
Number of grievances not resolved	4	44.44
Total number of grievances lodged	9	100.00

**Table 118: Disputes logged with Councils for the period 1 April 2022 and 31 March 2023**

Disputes	Number	% of Total
Number of disputes dismissed	1	100.00
Total number of disputes lodged	1	100.00

### 3.13. Skills development

This section highlights the efforts of the Department about skills development.

**Table 119: Training needs identified for the period 1 April 2022 and 31 March 2023**

Occupational category	Gender	Number of employees as of 1 April 2022	Training needs identified at the start of the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Legislators, senior officials, and managers	Female	15		Policy Development Project Management Conflict Management Contract Management Executive Development Programme Project Management Supply Chain Management Statistical data analysis IT Systems Development Advanced Contract Management		10
	Male	26		Policy Development Project Management Conflict Management Executive Development Programme Change Management Project Management Statistical data analysis Advanced Contract Management		8
Professionals	Female	62		Data analysis Financial planning Assessor and Moderator Monitoring and Evaluation Advanced Management Development Programme Conflict Management Business Intelligence Project Management Policy development Legislative Drafting		10
	Male	54		Financial planning Monitoring and Evaluation Advanced Management Development Programme Conflict Management Business Intelligence Project Management Policy development Emerging Management Development Programme Assessor and Moderator Legislative Drafting		10
Technicians and associate professionals	Female	43		Supply Chain Management Advanced Management Development Programme Data Analysis Emerging Management Development Programme		4
	Male	27		Supply Chain Management Advanced Management Development Programme Data Analysis Emerging Management Development Programme		4

Occupational category	Gender	Number of employees as of 1 April 2022	Training needs identified at the start of the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Clerks	Female	37		Advanced Ms-Excel Business writing Financial for non-financial managers Emerging Management Development Programme Office Management Supply Chain Management Advanced Ms-Excel		7
	Male	28		Advanced Ms-Excel Financial for non-financial managers Business writing Emerging Management Development Programme Office Management Supply Chain Management		6
Elementary occupations	Female	4		MS Excel MS Power Point		2
	Male	4		Project Management Public Finance Management Act		2
Sub Total	Female	161				
	Male	139				
Total		300				

**Table 120: Training provided for the period 1 April 2022 and 31 March 2023**

Occupational category	Gender	Number of employees as of 1 April 2022	Training provided within the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Legislators, senior officials, and managers	Female	8		CIP level 13-14 LOGIS Literacy E-Learning Ms Excel Customised (Advance) Protocol and Etiquette Training SHE Principles Skills Development Facilitator The Cyber Security		7
	Male	8		Ms Excel Customised (Advance) Protocol and Etiquette Training Skills Development Facilitator		3
Professionals	Female	54		Championing Anti-Discrimination in the Public Sector CIP Level 6 -12 Introduction to Leading Change Introduction to Project Management Know and Live Our Constitution LOGIS Literacy E-Learning Managing Performance in the Public Service Ms Excel Customised (Advance) Nyukela Public Services Operation management Frame Protocol and Etiquette Training Recognition of Prior Learning Risk Management for Risk Champion SHE Representative Skills Development Facilitator Strategic Human Resource Management Writing for Government		18

Occupational category	Gender	Number of employees as of 1 April 2022	Training provided within the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
	Male	31		Championing Anti-Discrimination in the Public Sector CIP Level 6 -12 Introduction to Leading Change Introduction to Project Management Monitoring and Evaluation Ms Excel Customised (Advance) Protocol and Etiquette Training Recognition of Prior Learning Risk Management for Risk Champion SHE Principles Strategic Planning and Management The Cyber Security		12
Technicians and associate professionals	Female	57		CIP Level 4-5 CIP Level 6-12 Ethics in the Public Service Financial Management and Budgeting First Aid Introduction to Project Management Know and Live Our Constitution LOGIS Literacy E-Learning Monitoring and Evaluation Ms Excel Customised (Advance) Protocol and Etiquette Training Risk Management for Risk Champion SHE Representative Skills Development Facilitator Strategic Planning and Management Writing for Government		16
	Male	15		CIP Level 6-12 Financial Management and Budgeting Fire Fighting First Aid Introduction to Project Management Monitoring and Evaluation Ms Excel Customised (Advance) Protocol and Etiquette Training Risk Management for Risk Champion		9
Clerks	Female	35		CIP Level 4-5 First Aid Introduction to Project Management Monitoring and Evaluation Ms Excel Customised (Advance) Recognition of Prior Learning Risk Management for Risk Champion SHE Principles SHE Representative		9
	Male	27		CIP Level 4-5 Fire Fighting First Aid Intro to Strategic Human Resource Management Managing Performance in the Public Service Monitoring and Evaluation MS Excel Customised (Advance) Risk Management for Risk Champion SHE Principles SHE Representative Writing for Government		11



Occupational category	Gender	Number of employees as of 1 April 2022	Training provided within the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Elementary occupations	Female	22		Championing Anti-Discrimination in the Public Sector Ethics in the Public Service Ethics for Internal Auditors First Aid Introduction to Project Management Know and Live Our Constitution LOGIS Literacy E-Learning MS Excel Customised (Advance) Writing for Government		9
	Male	5		MS Excel Customised (Advance) Risk Management for Risk Champion		2
Sub Total	Female	176				
	Male	86				
Total		262				

### 3.21. Injury on duty

The following tables provide basic information on the injury on duty.

**Table 121: Injury on duty for the period 1 April 2022 and 31 March 2023**

Nature of injury on duty	Number	% of total
Temporary Total Disablement	2	100.00
Permanent Disablement	0	0.00
Total	2	100.00



# 1. IRREGULAR, FRUITLESS AND WASTEFUL, UNAUTHORISED EXPENDITURE AND MATERIAL LOSSES

## 1.1. Irregular expenditure

### a) Reconciliation of irregular expenditure

Description	2022/23	2021/22
	R'000	R'000
Opening balance	6 506 092	6 678 502
Add: Irregular expenditure confirmed	954 943	
Less: Irregular expenditure condoned	(538)	(172 410)
Closing balance	7 460 497	6 506 092

#### Reconciling notes

Description	2022/23	2021/22
	R'000	R'000
Irregular expenditure for the current year	954 943	
Total	954 943	

#### Additional disclosure relating to Inter-Institutional Arrangements

### b) Details of non-compliance cases where an institution is involved in an inter-institutional arrangement (where such institution *is not* responsible for the non-compliance)

Description
The procurement process followed by Implementing Agent (COEGA) was not fair and was not in line with the policy.
This resulted in non-compliance amounting to R16.1 million.

## 1.2. Fruitless and wasteful expenditure

### a) Reconciliation of fruitless and wasteful expenditure

Description	2022/23	2021/22
	R'000	R'000
Opening balance	178 712	80 710
Add: Fruitless and wasteful expenditure confirmed	20 415	98 002
Less: Fruitless and wasteful expenditure recoverable	(4 755)	
Closing balance	194 372	178 712

#### Reconciling notes

Description	2022/23	2021/22
	R'000	R'000
Fruitless and wasteful expenditure that was under assessment in 2022/23		98 002
Fruitless and wasteful expenditure for the current year	15 660	
Total	15 660	98 002

#### Details of current and previous years' fruitless and wasteful expenditures (under assessment, determination, and investigation)

Description <sup>1</sup>	2022/23	2021/22
	R'000	R'000
Fruitless and wasteful expenditure under investigation		38 023
Total <sup>2</sup>		38 023

<sup>1</sup> Group similar items

<sup>2</sup> Total unconfirmed fruitless and wasteful expenditure (assessment), losses (determination), and criminal conduct (investigation)

### 1.3. Unauthorised expenditure

#### a) Reconciliation of unauthorised expenditure

Description	2022/23	2021/22
	R'000	R'000
Opening balance	6 488	6 488
Closing balance	6 488	6 488

In 2014/15, Department overspent on Programme 4 due to high expenditure on National Teacher Awards.

## 2. LATE AND/OR NON-PAYMENT OF SUPPLIERS

Description	Number of invoices	Consolidated Value
		R'000
Valid invoices received	34 688	29 394 955
Invoices paid within 30 days or the agreed period	34 688	29 394 955

## 3. SUPPLY CHAIN MANAGEMENT

### 3.1. Procurement by other means

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract R'000
Appointment of the Independent Examination Board (IEB) through the deviation process to provide question papers for the Non-Official Languages for November 2022 until June 2025 National Senior Certificate Examination	Independent Examination Board	Deviation	N/A	R15 289 281.00
Appointment of the Government Printing Works (GPW) for printing, packaging, and distribution of the General Education Certificate (GEC) Standardised Curriculum tests to be piloted in nine Provincial Education Departments	Government Printing Works	Deviation	N/A	R7 728 812.70
Procurement of an Online Legal Database	Lexis Nexis	Deviation	OR-013603	R 117 804.55
Procurement of Prescribed Spectacles	B and G Optical	Deviation	AI-890173	R 5 776.00
Total				R 23 141 674.25

### 3.2. Contract variations and expansions

Project description	Name of supplier	Contract modification type (Expansion or Variation)	Contract number	Original contract value	Value of previous contract expansion/s or variation/s (if applicable)	Value of current contract expansion or variation
				R'000	R'000	R'000
Appointment of the Australian Council for Education Research (ACER) to provide technical support for the implementation of the Systemic Evaluation model in South Africa for a period ending in 2022	Australian Council for Education Research	Extension	N/A	R13 374 685.00	R1 805 585.37 R5 500 337.63	R7 305 923.00
Renewal of the existing managed unified email solution (Mimecast) for the Department of Basic Education for the period ending 31 March 2023	SMS ICT Choice (Pty) Ltd	Extension	RFB 2055-2019	R1 304 845.20	N/A	R108 737.10
Total						R7 414 660.10



## 1. REPORT OF THE AUDITOR-GENERAL

Report of the auditor-general to Parliament on vote no. 16: Department of Basic Education

### Report on the audit of the financial statements

#### Opinion

1. I have audited the financial statements of the Department of Basic Education (DBE) set out on pages 271 to 327 which comprise the appropriation statement, statement of financial position as at 31 March 2023, statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the DBE as at 31 March 2023, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act 1 of 1999 (PFMA) and the Division of Revenue Act 5 of 2022(Dora).

#### Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the responsibilities of the auditor-general for the audit of the financial statements section of my report.
4. I am independent of the department in accordance with the International Ethics Standards Board for Accountants' *International code of ethics for professional accountants (including International Independence Standards)* (IESBA code) as well as other ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

#### Other matters

6. I draw attention to the matter below. My opinion is not modified in respect of these matter.

### Unaudited supplementary schedules

7. The supplementary information set out on pages 328 to 340 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion on them.

### National Treasury Instruction Note No. 4 of 2022-23: PFMA Compliance and Reporting Framework

8. On 23 December 2022 National Treasury issued Instruction Note No. 4: PFMA Compliance and Reporting Framework of 2022-23 in terms of section 76(1 )(b), (e) and (f), 2(e) and (4)(a) and (c) of the PFMA, which came into effect on 3 January 2023. The PFMA Compliance and Reporting Framework also addresses the disclosure of unauthorised expenditure, irregular expenditure and fruitless and wasteful expenditure. Among the effects of this framework is that irregular and fruitless and wasteful expenditure incurred in previous financial years and not addressed is no longer disclosed in the disclosure notes of the annual financial statements, only the current year and prior year figures are disclosed in note 24 to the financial statements. The movements in respect of irregular expenditure and fruitless and wasteful expenditure are no longer disclosed in the notes to the annual financial statements of DBE. The disclosure of these movements (e.g. condoned, recoverable, removed, written off, underassessment, under determination and under investigation) are now required to be included as part of other information in the annual report of the auditees.
9. I do not express an opinion on the disclosure of irregular expenditure and fruitless and wasteful expenditure in the annual report.

### Responsibilities of the accounting officer for the financial statements

10. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS, the requirements of the PFMA and Dora; and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
11. In preparing the financial statements, the accounting officer is responsible for assessing the department's ability to continue as a going concern; disclosing, as applicable, matters relating to going concern; and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

### Responsibilities of the auditor-general for the audit of the financial statements

12. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
13. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report.

## Report on the audit of the annual performance report

14. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I must audit and report on the usefulness and reliability of the reported performance against predetermined objectives for selected programmes presented in the annual performance report. The accounting officer is responsible for the preparation of the annual performance report.
15. I selected the following programmes presented in the annual performance report for the year ended 31 March 2023 for auditing. I selected programmes that measure the department's performance on its primary mandated functions and that are of significant national, community or public interest.

Programme	Page numbers	Purpose
<b>Programme 2: Curriculum Policy, Support and Monitoring</b>	86 - 109	Develop curriculum and assessment policies, and monitor and support their implementation
<b>Programme 3: Teachers, Education Human Resources and Institutional Development</b>	110 - 132	Promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources
<b>Programme 4: Planning, Information and Assessment</b>	133 - 195	To promote quality and effective service delivery in the basic education system through planning, implementation and assessment

16. I evaluated the reported performance information for the selected programmes against the criteria developed from the performance management and reporting framework, as defined in the general notice. When an annual performance report is prepared using these criteria, it provides useful and reliable information and insights to users on the department's planning and delivery on its mandate and objectives.
17. I performed procedures to test whether:
  - the indicators used for planning and reporting on performance can be linked directly to the department's mandate and the achievement of its planned objectives
  - the indicators are well defined and verifiable to ensure that they are easy to understand and apply consistently and that I can confirm the methods and processes to be used for measuring achievements.
  - the targets can be linked directly to the achievement of the indicators and are specific, time bound and measurable to ensure that it is easy to understand what should be delivered and by when, the required level of performance as well as how performance will be evaluated
  - the indicators and targets reported on in the annual performance report are the same as what was committed to in the approved initial or revised planning documents



- the reported performance information is presented in the annual performance report in the prescribed manner
- there are adequate supporting evidence for the achievements reported and for the reasons provided for any over- or underachievement of targets.

18. I performed the procedures for the purpose of reporting material findings only; and not to express an assurance opinion.

19. The material findings on the performance information of the selected programme are as follows:

#### **Programme 4: Planning, information and assessment**

##### **4.2.1 Number of General Education and Training (GET) test items developed in language and mathematics for grades 3, 6 and 9**

20. The indicator was included in the approved annual performance plan but then not clearly defined during planning processes. Consequently, the information might be less useful for measuring performance.

##### **4.3.5 Number of districts in which teacher development has been conducted as per district improvement plans**

21. The indicator was included in the approved annual performance plan but then not clearly defined during planning processes. Consequently, the information might be less useful for measuring performance.

#### **Other matters**

22. I draw attention to the matters below.

### **Achievement of planned targets**

23. The annual performance report includes information on reported achievements against planned targets and provides explanations for over- and under-achievements. This information should be considered in the context of the material findings on the reported performance information.

24. The department plays a key role in delivering services to South Africans. The annual performance report includes the following service delivery achievements against planned targets:

Key service delivery indicators not achieved	Planned target	Reported achievement
<b>Programme 2: Curriculum policy, support and monitoring</b> Targets achieved: 94% Budget spent: 97%		
2.3.3 Percentage of public schools with Mathematics workbooks for learners in grades 1 to 9 per year, after having placed an order.	100%	99.73% (22 631/22 692)
2.3.7 Number of special schools with access to electronic devices.	70	49
<b>Programme 3: Teachers, education human resources and institutional development</b> Targets achieved: 91% Budget spent: 100%		
3.1.5 An Annual national report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.	3.1.5 Approved annual national report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.	3.1.5 Draft annual national report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers. Not achieved - as the reported was approved after the planned date.
<b>Programme 4: Planning, information and assessment</b> Targets achieved: 88% Budget spent: 99%		
4.1.1 Number of new schools built and completed through Asidi.	30	27
4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment.	97%	75%

25. Reasons for the underachievement of targets are included in the annual performance report on pages 103 to 108 (Programme 2), pages 129 to 131 (Programme 3), and pages 191 to 194 (Programme 4).

## Material misstatements

26. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information of Programme 2: Curriculum policy, support and monitoring; Programme 3: Teachers, education human resources and institutional development and Programme 4: Planning, information and assessment. Management did not correct all of the misstatements and I reported material findings in this regard.

## Report on compliance with legislation

27. In accordance with the PAA and the general notice issued in terms thereof, I must audit and report on compliance with applicable legislation relating to financial matters, financial management and other related matters. The accounting officer is responsible for the department's compliance with legislation.
28. I performed procedures to test compliance with selected requirements in key legislation in accordance with the findings engagement methodology of the Auditor-General of South Africa (AGSA). This engagement is not an assurance engagement. Accordingly, I do not express an assurance opinion or conclusion.
29. Through an established AGSA process, I selected requirements in key legislation for compliance testing that are relevant to the financial and performance management of the department, clear to allow consistent measurement and evaluation, while also sufficiently detailed and readily available to report in an understandable manner. The selected legislative requirements are included in the annexure to this auditor's report.
30. The material findings on compliance with the selected legislative requirements, presented per compliance theme, are as follows:

### Annual financial statement, performance and annual report

31. The financial statements submitted for auditing were not fully prepared in accordance with the prescribed financial reporting framework, as required by section 40(1) (b) of the PFMA.
32. Material misstatements of irregular expenditure, immovable tangible capital assets and accruals were identified by the auditors in the submitted financial statements were corrected, resulting in the financial statements receiving an unqualified opinion.

### Expenditure management

33. Effective and appropriate steps were not taken to prevent irregular expenditure amounting to R 954 943 000, as disclosed in note 24 to the annual financial statements, as required by section 38(1) (c) (ii) of the PFMA and treasury regulation 9.1.1. The majority of the irregular expenditure was caused by the non-compliance with PPPFA and PFMA.
34. Effective steps were not taken to prevent fruitless and wasteful expenditure amounting to R15 660 000, as disclosed in note 24 to the annual financial statements, as required by section 38(1) (c) (ii) of the PFMA and treasury regulation 9.1.1. The majority of the fruitless and wasteful expenditure was caused by school infrastructure projects that were cancelled due to duplicate allocation to the implementing agents.

### Consequence management

35. I was unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against officials who had incurred irregular expenditure as required by section 38(1) (h) (iii) of the PFMA. This was because investigations into irregular expenditure were not performed.

### Procurement and contract management

36. Some of the contracts were awarded to bidders that did not score the highest points in the evaluation process, as required by section 2(1) (f) of the Preferential Procurement Policy Framework Act (PPPFA) and preferential procurement regulation 2017.

37. Some of the bid invitation to tender for procurement of commodities designated for local content and production, did not stipulated the minimum threshold for local production and content as required by the 2017 Procurement Regulation 8(2). Similar non-compliance was also reported in the prior year.

## Other information in the annual report

38. The accounting officer is responsible for the other information included in the annual report, which includes the audit committee's report. The other information referred to does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported on in this auditor's report.
39. My opinion on the financial statements, the report on the audit of the annual performance report and the report on compliance with legislation, do not cover the other information included in the annual report and I do not express an audit opinion or any form of assurance conclusion on it.
40. My responsibility is to read this other information and, in doing so, consider whether it is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.
41. If based on the work I have performed, I conclude that there is a material misstatement in this other information, I am required to report that fact. I have nothing to report in this regard.

## Internal control deficiencies

42. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with applicable legislation; however, my objective was not to express any form of assurance on it.
43. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for the opinion and, the material findings on the annual performance report and the material findings on compliance with legislation included in this report.
44. There were reported material findings on areas of financial and performance reporting and compliance with laws and regulations. This was mainly due to inadequate reviews of financial and performance reporting and implementation of action plans to address the root causes of deficiencies identified, this resulted in repeat matters being reported.
45. The department did not have adequate systems in place to monitor the non-compliance with all applicable legislations, resulting in materials non-compliances and irregular expenditure being incurred.

## Material irregularities

46. In accordance with the PAA and the Material Irregularity Regulations, I have a responsibility to report on material irregularities identified during the audit and on the status of material irregularities as previously reported in the auditor's report.

## Status of previously reported material irregularities

### Learner materials distributed to learners who did not qualify to be on the Kha Ri Gude programme

47. Learner materials were distributed to volunteer educators for learners who were not eligible to benefit from the Kha Ri Gude programme between the programme's inception in 2008-09 to 2016-17, as controls to verify learners registered for the programme were ineffective. This was because the department did not maintain effective, efficient and transparent systems of financial and risk management and internal control, as required by section 38(1) (a) (i) of the PFMA.
48. If the losses are not recovered from the volunteer educators, as former officials, it is likely to result in a material financial loss for the department.

49. The accounting officer was notified of the material irregularity on 1 July 2021 and invited to make a written submission on the actions taken or to be taken to address the matter.
50. An investigation into the matter by the departmental investigation committee was concluded during the 2016-17 financial year. The accounting officer instituted disciplinary action against the officials responsible in October 2016 and already recovered part of the losses during the 2017-18 financial year. The matter was subsequently referred to the South African Police Service (SAPS) in the 2017-18 to investigate and recover the remaining financial losses. The matter is still with SAPS.
51. The accounting officer will continue with the regular follow up with SAPS on the matter. I will follow up on the implementation of the planned actions during my next audit.

**Payments not made within 30 days resulting in the withdrawal of the contractor from site and cancellation of the contractual arrangement**

52. The department did not settle the interim payment certificates of a contractor within 30 days, as required by treasury regulation 8.2.3. The contractor was appointed for the demolition and construction of new schools in the Eastern Cape as part of the accelerated schools infrastructure delivery initiative (Asidi) programme. The department eventually made payment, however, this was after the contractor had cancelled the contract based on the material breach due to non payment. The cancellation was confirmed by an order of the court on 17 March 2019. The department paid for the materials currently on site which were never used due to the late payment of invoices.
53. The non-compliance is likely to result in material financial losses in the form of damages claimed by the contractor and the losses on materials currently on site which have been exposed to the elements and damaged by bad weather. It further resulted in material financial loss for the DBE of R233 000 for the payment of interest.
54. The accounting officer was notified of the material irregularity on 31 August 2021 and invited to make a written submission on the actions taken or to be taken to address the matter.
55. An investigation into the matter by the departmental investigation committee was concluded on 31 May 2022. The accounting officer commenced with and finalised disciplinary process against the implicated official on 26 July 2023 in line with the recommendation of the investigation report. The accounting officer is following a legal process to recover the financial loss due the payment of interest from the responsible official.
56. Due to differing views between the department and the contractor, the accounting officer has pursued the matter through the office of the State Attorneys, in order to recover the loss. The matter is currently in court. The accounting officer continues to follow up on the status of the case with the office of the State Attorneys.
57. I will follow up on the implementation of the planned actions during my next audit.

**Interest paid on payments not made within 30 days**

58. The department did not settle the invoices of a professional service provider within 30 days, as required by treasury regulation 8.2.3. The service provider was appointed to provide professional services for the construction of 29 medium to large schools in the Eastern Cape as part of the Asidi programme.
59. Interest of R6 960 000 was charged by the professional service provider because of late payment. This amount was paid by the department on 5 June 2019, resulting in a material financial loss of R6 960 000 by the financial year-end. Since the department failed to honour its contractual obligation, this amount is not recoverable from the professional service provider.
60. The accounting officer was notified of the material irregularity on 1 July 2021 and invited to make a written submission on the actions taken or to be taken to address the matter.
61. An investigation into the matter by the departmental investigation committee was finalised on 31 May 2022. The investigation concluded that the officials had contravened the provision of treasury regulation 8.2.3 and that they were responsible for the financial loss incurred of R6 960 000.

62. The following actions have been taken by the accounting officer to resolve the material irregularity:
- An investigation into the matter by the departmental investigation committee was finalised on 31 May 2022 and officials responsible were identified.
  - Disciplinary process were finalised on 31 May 2023 and the responsible officials were charged.
  - The internal controls were intensified for the review and approval of all the invoices on time as required by the act. Furthermore, effective internal controls were put in place to ensure that there are no late payments to prevent financial losses.
63. The accounting officer is following a legal process to recover the financial loss from the responsible officials.
64. I will follow up on the implementation of the planned actions during my next audit.

#### Prepayment for goods not delivered

65. The department paid the implementing agent (IA) an amount of R78 001 000 on 31 March 2017 for purchases of bulk materials for which the department did not receive equivalent value of materials (calculated as the difference between quantities paid by the department to IA and the quantities of the goods that were actually received). The payment of R78 001 000 by the department is a prepayment made for goods or services not required by a contractual arrangement which is in contravention of treasury regulation 15.10.1.2(c). The non-compliance is likely to result in a material financial loss for the Department of Basic Education if not recovered.
66. The accounting officer recovered the financial loss from the implementing agent by 23 March 2023 and effective internal controls were established to prevent prepayments that are not informed by an agreement. Disciplinary processes could not be metered out as the official responsible was no longer employed by the department. The material irregularity has been resolved.

*Auditor General*

Pretoria

31 July 2023



AUDITOR - GENERAL  
SOUTH AFRICA

*Auditing to build public confidence*

## Annexure to the auditor's report

The annexure includes the following:

- the auditor-general's responsibility for the audit
- the selected legislative requirements for compliance testing.

### Auditor-general's responsibility for the audit

#### Professional judgement and professional scepticism

As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and the procedures performed on reported performance information for selected programmes and on the department's compliance with selected requirements in key legislation.

#### Financial statements

In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made
- conclude on the appropriateness of the use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the department to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease operating as a going concern
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

### Communication with those charged with governance

I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

## Compliance with legislation – selected legislative requirements

The selected legislative requirements are as follows:

Legislation	Sections or regulations
Public Finance Management Act No.1 of 1999 (PFMA)	<p>Section 1</p> <p>Section 38(1)(a)(iv); 38(1)(b); PFMA 38(1)(c); 38(1)(c)(i); 38(1)(c)(iii); 38(1)(d); 38(1)(h)(iii);</p> <p>Section 39(1)(a); 39(2)(a);</p> <p>Section 40(1)(a); 40(1)(b); 40(1)(c)(i)</p> <p>Section 43(4); 44; 44 (1) and (2) ; 45(b);</p> <p>Section 50(3); 50(3)(a)</p>
Treasury Regulations for departments, trading entities, constitutional institutions and public entities (TR)	<p>Treasury Regulation 4.1.1; 4.1.3</p> <p>Treasury Regulation 5.1.1; 5.2.1; 5.2.3(a); 5.2.3(d); 5.3.1</p> <p>Treasury Regulation 6.3.1(a); 6.3.1(b); 6.3.1(c); 6.3.1(d); 6.4.1(b)</p> <p>Treasury Regulation 7.2.1</p> <p>Treasury Regulation 8.1.1; 8.2.1; 8.2.2; 8.2.3; 8.4.1</p> <p>Treasury Regulation 9.1.1; 9.1.4</p> <p>Treasury Regulation 10.1.1(a); 10.1.2</p> <p>Treasury Regulation 11.4.1; 11.4.2; 11.5.1</p> <p>Treasury Regulation 12.5.1</p> <p>Treasury Regulation 15.10.1.2(c')</p> <p>Treasury Regulation 16A3.1 ; 16A 3.2; 16A 3.2(a); 16A 6.1; 16A6.2(a) ,(b) &amp; (e) ; 16A 6.3(a); 16A 6.3(a)(i);16A 6.3(b); 16A 6.3(c);16A6.3(d) ; 16A 6.3(e); 16A 6.4; 16A 6.5; 16A 6.6; 16A7.1; 16A.7.3; 16A.7.6; 16A.7.7;TR 16A8.2 (1) and (2); 16A 8.3 16A8.3 (d); 16A 8.4; 16A 9; 16A 9.1; 16A9.1(b)(ii);16A9.1 (c); 16A 9.1(d); 16A 9.1(e); 116A9.2; 16A9.2(a)(ii) &amp;(iii); 16A9.1(f).</p> <p>Treasury Regulation 17.1.1</p> <p>Treasury Regulation 18.2</p> <p>Treasury Regulation 19.8.4</p>
Division of Revenue Act No. 5 of 2022	Section 16(1)
Public service regulation	Public service regulation 13(c );18; 18 (1) and (2); 25(1)(e)(i); 25(1)(e)(iii)
Prevention and Combating of Corrupt Activities Act No.12 of 2004 (PRECCA)	<p>Section 29</p> <p>Section 34(1)</p>
Construction Industry Development Board Act No.38 of 2000 (CIDB)	Section 18(1)
Construction Industry Development Board Regulations	CIDB regulation 17; 25(1); 25 (5) & 25(7A)
PPPFA	Section 1(i); 2.1(a); 2.1(b); 2.1(f)



**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**REPORT OF THE AUDITOR GENERAL**  
for the year ended 31 March 2023

Legislation	Sections or regulations
PPR 2017	Paragraph 4.1; 4.2 Paragraph 5.1; 5.3; 5.6; 5.7 Paragraph 6.1; 6.2; 6.3; 6.5; 6.6; 6.8 Paragraph 7.1; 7.2; 7.3; 7.5; 7.6; 7.8 Paragraph 8.2; 8.5 Paragraph 9.1; 9.2 Paragraph 10.1; 10.2 Paragraph 11.1; 11.2 Paragraph 12.1 and 12.2
PPR 2022	Paragraph 3.1 Paragraph 4.1; 4.2; 4.3; 4.4 Paragraph 5.1; 5.2; 5.3; 5.4
SITA ACT	Section 7(3) Section 7(6)(b) Section 20(1)(a)(i)
SITA regulations	Regulation 8.1.1 (b); 8.1.4; 8.1.7 Regulation 9.6; 9.4 Regulation 12.3 Regulation 13.1 (a) Regulation 14.1; 14.2
PFMA SCM Instruction no. 09 of 2022/2023	Paragraph 3.1; 3.3 (b); 3.3 (c ); 3.3 (e ); 3.6
National Treasury Instruction No.1 of 2015/16	Paragraph 3.1; 4.1; 4.2
NT SCM Instruction Note 03 2021/22	Paragraph 4.1; 4.2 (b); 4.3; 4.4; 4.4(a); 4.4(c) -(d); 4.6 Paragraph 5.4 Paragraph 7.2; 7.6
NT SCM Instruction 4A of 2016/17	Paragraph 6
NT SCM Instruction Note 03 2019/20	Par 5.5.1(vi); Paragraph 5.5.1(x);
NT SCM Instruction Note 11 2020/21	Paragraph 3.1; 3.4 (a) and (b); 3.9; 6.1;6.2;6.7
NT SCM Instruction note 2 of 2021/22	Paragraph 3.2.1; 3.2.2; 3.2.4(a) and (b) ; 3.3.1; 3.2.2 Paragraph 4.1
PFMA SCM Instruction 04 of 2022/23	Paragraph 4(1); 4(2); 4(4)
Practice Note 5 of 2009/10	Paragraph 3.3
PFMA SCM instruction 08 of 2022/23	Paragraph 3.2 Paragraph 4.3.2 and 4.3.3
Competition Act	Section 4(1)(b)(ii)
NT instruction note 4 of 2015/16	Paragraph 3.4

**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**REPORT OF THE AUDITOR GENERAL**  
for the year ended 31 March 2023

Legislation	Sections or regulations
NT instruction 3 of 2019/20 - Annexure A	Section 5.5.1 (iv) and (x)
Second amendment of NTI 05 of 2020/21	Paragraph 4.8; 4.9 ; 5.1 ; 5.3
Erratum NTI 5 of 202/21	Paragraph 1
Erratum NTI 5 of 202/21	Paragraph 2
Practice note 7 of 2009/10	Paragraph 4.1.2
Practice note 11 of 2008/9	Paragraph 3.1 Paragraph 3.1 (b)
NT instruction note 1 of 2021/22	Paragraph 4.1
Public Service Act	Section 30 (1)
Employment of Educators Act	Section 33 (1)

## 2. ANNUAL FINANCIAL STATEMENTS

Appropriation per programme										
2022-23										2021-22
Programme	Approved Budget R'000	Shifting of Funds R'000	Virement R'000	Final Budget R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final budget	Final Budget R'000	Actual Expenditure R'000	
1.ADMINISTRATION	564 151	-	5 431	569 582	564 259	5 323	99.1%	533 322	531 769	
2.CURRICULUM POLICY, SUPPORT AND MONITORING	3 271 006	-	(3 486)	3 267 520	3 172 133	95 387	97.1%	2 115 725	2 091 344	
3.TEACHERS, EDUCATION HUMAN RESOURCE	1 504 132	-	(6 371)	1 497 761	1 496 586	1 175	99.9%	1 449 059	1 433 122	
4.PLANNING, INFORMATION AND ASSESSMENT	15 532 764	-	(3 317)	15 529 447	15 366 653	162 794	99.0%	14 709 685	14 696 404	
5.EDUCATIONAL ENRICHMENT SERVICES	8 821 107	-	7 743	8 828 850	8 827 028	1 822	100%	8 431 469	8 418 602	
<b>TOTAL</b>	<b>29 693 160</b>	<b>-</b>	<b>-</b>	<b>29 693 160</b>	<b>29 426 659</b>	<b>266 501</b>	<b>99.1%</b>	<b>27 239 260</b>	<b>27 171 241</b>	
Reconciliation with statement of financial performance										
ADD:										
Departmental receipts				12 055				11 731		
Aid assistance				65 232				26 162		
<b>Actual amounts per statement of financial performance (total revenue)</b>				<b>29 770 447</b>				<b>27 277 153</b>		
ADD: Aid assistance					28 760				17 964	
<b>Actual amounts per statement of financial performance (total expenditure)</b>					<b>29 455 419</b>				<b>27 189 205</b>	

**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**APPROPRIATION STATEMENT**  
for the year ended 31 March 2023

Appropriation per economic classification										
2022-23							2021-22			
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
<b>Economic classification</b>										
<b>Current payments</b>	<b>2 832 611</b>	<b>(3 485)</b>	<b>1 948</b>	<b>2 831 074</b>	<b>2 672 620</b>	<b>158 454</b>	<b>94.4%</b>	<b>2 620 429</b>	<b>2 732 144</b>	
Compensation of employees	565 555	(1 188)	795	565 162	549 929	15 233	97.3%	549 195	541 811	
Goods and services	2 228 503	(2 460)	76	2 226 119	2 082 918	143 201	93.6%	2 029 826	2 148 935	
Interest and rent on land	38 553	163	1 077	39 793	39 773	20	99.9%	41 408	41 398	
<b>Transfers and subsidies</b>	<b>24 799 298</b>	<b>(641)</b>	<b>(1 966)</b>	<b>24 796 691</b>	<b>24 796 579</b>	<b>112</b>	<b>100.0%</b>	<b>22 332 791</b>	<b>22 326 674</b>	
Provinces and municipalities	23 124 443	-	-	23 124 443	23 124 443	-	100.0%	20 701 013	20 701 013	
Departmental agencies and accounts	178 031	-	-	178 031	178 031	-	100.0%	175 848	175 848	
Foreign governments and international organisations	22 793	(2 761)	(1 966)	18 066	18 065	1	100.0%	23 279	18 514	
Non-profit institutions	144 078	-	-	144 078	144 078	-	100.0%	120 515	120 515	
Households	1 329 953	2 120	-	1 332 073	1 331 962	111	100.0%	1 312 136	1 310 784	
<b>Payments for capital assets</b>	<b>2 061 086</b>	<b>3 915</b>	<b>2</b>	<b>2 065 003</b>	<b>1 957 082</b>	<b>107 921</b>	<b>94.8%</b>	<b>2 280 640</b>	<b>2 107 125</b>	
Buildings and other fixed structures	2 051 047	429	-	2 051 476	1 944 606	106 870	94.8%	2 259 039	2 086 132	
Machinery and equipment	9 657	2 064	2	11 723	10 672	1 051	91.0%	15 390	14 825	
Software and other intangible assets	382	1 422	-	1 804	1 804	-	100.0%	6 211	6 168	
<b>Payments for financial assets</b>	<b>165</b>	<b>211</b>	<b>16</b>	<b>392</b>	<b>378</b>	<b>14</b>	<b>96.4%</b>	<b>5 400</b>	<b>5 298</b>	
<b>Total</b>	<b>29 693 160</b>	<b>-</b>	<b>-</b>	<b>29 693 160</b>	<b>29 426 659</b>	<b>266 501</b>	<b>99.1%</b>	<b>27 239 260</b>	<b>27 171 241</b>	

**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**APPROPRIATION STATEMENT**  
for the year ended 31 March 2023

Programme 1: ADMINISTRATION										
2022-23							2021-22			
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final Budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
<b>Sub programme</b>										
1. MINISTRY	35 880	11 849	-	47 729	47 599	130	99.7%	38 001	37 485	
2. DEPARTMENT MANAGEMENT	96 150	7 663	4 354	108 167	104 630	3 537	96.7%	96 990	96 932	
3. CORPORATE SERVICES	96 593	(15 097)	-	81 496	80 384	1 112	98.6%	75 668	75 246	
4. OFFICE OF THE CHIEF FINANCIAL OFFICER	92 304	(2 786)	-	89 518	89 210	308	99.7%	83 770	83 369	
5. INTERNAL AUDIT	11 731	(3 057)	-	8 674	8 461	213	97.5%	8 858	8 739	
6. OFFICE ACCOMODATION	231 493	1 428	1 077	233 998	233 975	23	100.0%	230 035	229 998	
<b>Total for sub programmes</b>	<b>564 151</b>	<b>-</b>	<b>5 431</b>	<b>569 582</b>	<b>564 259</b>	<b>5 323</b>	<b>99.1%</b>	<b>533 322</b>	<b>531 769</b>	
<b>Economic classification</b>										
<b>Current payments</b>	<b>543 178</b>	<b>(582)</b>	<b>5 431</b>	<b>548 027</b>	<b>542 742</b>	<b>5 285</b>	<b>99.0%</b>	<b>506 878</b>	<b>505 698</b>	
Compensation of employees	208 685	-	4 354	213 039	212 891	148	99.9%	200 738	200 315	
Goods and services	295 940	(705)	-	295 235	290 118	5 117	98.3%	264 982	264 235	
Interest and rent on land	38 553	123	1 077	39 753	39 733	20	99.9%	41 158	41 148	
<b>Transfers and subsidies</b>	<b>572</b>	<b>338</b>	<b>-</b>	<b>910</b>	<b>863</b>	<b>47</b>	<b>94.8%</b>	<b>1 679</b>	<b>1 679</b>	
Departmental agencies and accounts	472	-	-	472	472	-	100.0%	459	459	
Households	100	338	-	438	391	47	89.3%	1 220	1 220	
<b>Payments for capital assets</b>	<b>20 401</b>	<b>229</b>	<b>-</b>	<b>20 630</b>	<b>20 639</b>	<b>(9)</b>	<b>100.0%</b>	<b>24 613</b>	<b>24 246</b>	
Buildings and other fixed structures	13 099	705	-	13 804	13 804	-	100.0%	12 390	12 389	
Machinery and equipment	6 920	(851)	-	6 069	6 078	(9)	100.1%	12 081	11 715	
Intangible assets	382	375	-	757	757	-	100.0%	142	142	
<b>Payments for financial assets</b>	<b>-</b>	<b>15</b>	<b>-</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>100.0%</b>	<b>152</b>	<b>146</b>	
<b>Total</b>	<b>564 151</b>	<b>-</b>	<b>5 431</b>	<b>569 582</b>	<b>564 259</b>	<b>5 323</b>	<b>99.1%</b>	<b>533 322</b>	<b>531 769</b>	

DEPARTMENT OF BASIC EDUCATION VOTE 16  
APPROPRIATION STATEMENT  
for the year ended 31 March 2023

Programme 2: CURRICULUM POLICY, SUPPORT AND MONITORING									
2022-23					2021-22				
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Sub programme</b>									
1. PROGRAMME MANAGEMENT, CURRICULUM POLICY, SUPPORT AND MONITORING	2 955	(1 107)	-	1 848	1 743	105	94.3%	1 525	1 472
2. CURRICULUM IMPLEMENTATION AND MONITORING	1 586 276	(10 763)	-	1 575 513	1 593 736	(18 223)	101.2%	353 706	345 999
3. CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES	1 681 775	11 870	(3 486)	1 690 159	1 576 654	113 505	93.3%	1 760 494	1 743 873
<b>Total for sub programmes</b>	<b>3 271 006</b>	<b>-</b>	<b>(3 486)</b>	<b>3 267 520</b>	<b>3 172 133</b>	<b>95 387</b>	<b>97.1%</b>	<b>2 115 725</b>	<b>2 091 344</b>
<b>Economic classification</b>									
<b>Current payments</b>	<b>1 392 091</b>	<b>(1 146)</b>	<b>(3 486)</b>	<b>1 387 459</b>	<b>1 292 390</b>	<b>95 069</b>	<b>93.1%</b>	<b>1 459 114</b>	<b>1 434 788</b>
Compensation of employees	100 559	-	-	100 559	85 565	14 994	85.1%	86 441	77 468
Goods and services	1 291 532	(1 146)	(3 486)	1 286 900	1 206 825	80 075	93.8%	1 372 673	1 357 320
<b>Transfers and subsidies</b>	<b>1 877 839</b>	<b>487</b>	<b>-</b>	<b>1 878 326</b>	<b>1 878 323</b>	<b>3</b>	<b>100.0%</b>	<b>655 581</b>	<b>655 586</b>
Provinces and municipalities	1 872 996	-	-	1 872 996	1 872 996	-	100.0%	654 894	654 894
Foreign governments and international organisations	204	(31)	-	173	173	-	100.0%	199	152
Non-profit institutions	4 039	-	-	4 039	4 039	-	100.0%	-	-
Households	600	518	-	1 118	1 115	3	99.7%	488	540
<b>Payments for capital assets</b>	<b>1 017</b>	<b>621</b>	<b>-</b>	<b>1 638</b>	<b>1 314</b>	<b>324</b>	<b>80.2%</b>	<b>1 013</b>	<b>957</b>
Machinery and equipment	1 017	218	-	1 235	911	324	73.8%	1 013	957
Software and other intangible assets	-	403	-	403	403	-	100.0%	-	-
<b>Payments for financial assets</b>	<b>59</b>	<b>38</b>	<b>-</b>	<b>97</b>	<b>106</b>	<b>(9)</b>	<b>109.3%</b>	<b>17</b>	<b>13</b>
<b>Total</b>	<b>3 271 006</b>	<b>-</b>	<b>(3 486)</b>	<b>3 267 520</b>	<b>3 172 133</b>	<b>95 387</b>	<b>97.1%</b>	<b>2 115 725</b>	<b>2 091 344</b>

DEPARTMENT OF BASIC EDUCATION VOTE 16  
APPROPRIATION STATEMENT  
for the year ended 31 March 2023

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCE AND INSTITUTIONAL										
2022-23										2021-22
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
<b>Sub programme</b>										
1.PROGRAMME MANAGEMENT, TEACHERS, EDUCATION	2 610	9	(1 157)	1 462	1 437	25	98.3%	1 709	1 647	
12.EDUCATION RESOURCE HUMAN MANAGEMENT	68 917	2 163	(2 110)	68 970	68 438	532	99.2%	66 758	58 725	
3.EDUCATION HUMAN RESOURCE DEVELOPMENT	1 414 130	(1 624)	(2 965)	1 409 541	1 409 132	409	100.0%	1 364 300	1 360 073	
4.CURRICULUM AND PROFESSIONAL DEVELOPMENT UNIT	18 475	(548)	(139)	17 788	17 579	209	98.8%	16 292	12 677	
<b>Total for sub programmes</b>	<b>1 504 132</b>	<b>-</b>	<b>(6 371)</b>	<b>1 497 761</b>	<b>1 496 586</b>	<b>1 175</b>	<b>99.9%</b>	<b>1 449 059</b>	<b>1 433 122</b>	
<b>Economic classification</b>										
<b>Current payments</b>	<b>140 138</b>	<b>-</b>	<b>(4 405)</b>	<b>135 733</b>	<b>135 323</b>	<b>410</b>	<b>99.7%</b>	<b>103 315</b>	<b>92 136</b>	
Compensation of employees	79 337	-	(3 330)	76 007	75 773	234	99.7%	73 127	72 516	
Goods and services	60 801	-	(1 075)	59 726	59 550	176	99.7%	30 188	19 620	
<b>Transfers and subsidies</b>	<b>1 363 354</b>	<b>(1 086)</b>	<b>(1 966)</b>	<b>1 360 302</b>	<b>1 360 299</b>	<b>3</b>	<b>100.0%</b>	<b>1 344 760</b>	<b>1 340 041</b>	
Departmental agencies and accounts	15 528	-	-	15 528	15 528	-	100.0%	17 985	17 985	
Foreign governments and international organisations	18 773	(1 750)	(1 966)	15 057	15 056	1	100.0%	18 092	13 374	
Households	1 329 053	664	-	1 329 717	1 329 715	2	100.0%	1 308 683	1 308 682	
<b>Payments for capital assets</b>	<b>570</b>	<b>981</b>	<b>-</b>	<b>1 551</b>	<b>812</b>	<b>739</b>	<b>52.4%</b>	<b>944</b>	<b>935</b>	
Machinery and equipment	570	981	-	1 551	812	739	52.4%	944	935	
<b>Payments for financial assets</b>	<b>70</b>	<b>105</b>	<b>-</b>	<b>175</b>	<b>152</b>	<b>23</b>	<b>86.9%</b>	<b>40</b>	<b>10</b>	
<b>Total</b>	<b>1 504 132</b>	<b>-</b>	<b>(6 371)</b>	<b>1 497 761</b>	<b>1 496 586</b>	<b>1 175</b>	<b>99.9%</b>	<b>1 449 059</b>	<b>1 433 122</b>	



**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**APPROPRIATION STATEMENT**  
for the year ended 31 March 2023

Programme 4: PLANNING, INFORMATION AND ASSESSMENT									
2022-23					2021-22				
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Sub programme</b>									
1. PROGRAMME MANAGEMENT: PLANNING, INFORMATION AND ASSESSMENT	3 901	(540)	-	3 361	3 197	164	95.1%	3 991	3 645
2. FINANCIAL PLANNING: INFORMATION AND MANAGEMENT SYSTEM	52 107	(10 988)	-	41 119	40 196	923	97.8%	47 877	42 296
3. SCHOOL INFRASTRUCTURE	14 915 782	2 459	-	14 918 241	14 737 741	180 500	98.8%	14 100 580	14 097 884
4. NATIONAL ASSESSMENT AND PUBLIC EXAMINATION	378 120	2 366	(3 317)	377 169	396 867	(19 698)	105.2%	393 389	391 039
5. NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT	15 438	4 154	-	19 592	19 517	75	99.6%	16 962	16 351
6. PLANNING AND OVERSIGHT UNIT	167 416	2 549	-	169 965	169 135	830	99.5%	146 886	145 189
<b>Total for sub programmes</b>	<b>15 532 764</b>	<b>-</b>	<b>(3 317)</b>	<b>15 529 447</b>	<b>15 366 653</b>	<b>162 794</b>	<b>99.0%</b>	<b>14 709 685</b>	<b>14 696 404</b>
<b>Economic classification</b>									
<b>Current payments</b>	<b>687 403</b>	<b>(1 674)</b>	<b>(3 317)</b>	<b>682 412</b>	<b>626 485</b>	<b>55 927</b>	<b>91.8%</b>	<b>477 656</b>	<b>638 744</b>
Compensation of employees	129 765	(1 189)	(3 757)	124 819	125 063	(244)	100.2%	141 552	144 449
Goods and services	557 638	(525)	440	557 553	501 382	56 171	89.9%	335 854	494 045
Interest and rent on land	-	40	-	40	40	-	100%	250	250
<b>Transfers and subsidies</b>	<b>12 806 755</b>	<b>(380)</b>	<b>-</b>	<b>12 806 375</b>	<b>12 806 375</b>	<b>-</b>	<b>100.0%</b>	<b>11 973 470</b>	<b>11 972 066</b>
Provinces and municipalities	12 500 851	-	-	12 500 851	12 500 851	-	100.0%	11 688 936	11 688 936
Departmental agencies and accounts	162 031	-	-	162 031	162 031	-	100.0%	157 404	157 404
Foreign governments and international organisations	3 816	(980)	-	2 836	2 836	-	100.0%	4 988	4 988
Non-profit institutions	139 957	-	-	139 957	139 957	-	100.0%	120 437	120 437
Households	100	600	-	700	700	-	100.0%	1 705	301
<b>Payments for capital assets</b>	<b>2 038 570</b>	<b>2 001</b>	<b>-</b>	<b>2 040 571</b>	<b>1 933 704</b>	<b>106 867</b>	<b>94.8%</b>	<b>2 253 438</b>	<b>2 080 490</b>
Buildings and other fixed structures	2 037 948	(276)	-	2 037 672	1 930 802	106 870	94.8%	2 246 649	2 073 743
Machinery and equipment	622	1 633	-	2 255	2 258	(3)	100.1%	720	721
Software and other intangible assets	-	644	-	644	644	-	100.0%	6 069	6 026
<b>Payments for financial assets</b>	<b>36</b>	<b>53</b>	<b>-</b>	<b>89</b>	<b>89</b>	<b>-</b>	<b>100.0%</b>	<b>5 121</b>	<b>5 104</b>
<b>Total</b>	<b>15 532 764</b>	<b>-</b>	<b>(3 317)</b>	<b>15 529 447</b>	<b>15 366 653</b>	<b>162 794</b>	<b>99.0%</b>	<b>14 709 685</b>	<b>14 696 404</b>

Programme 5: EDUCATIONAL ENRICHMENT SERVICES										
	2022-23					2021-22				
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
<b>Sub programme</b>										
1. PROGRAMME MANAGEMENT: EDUCATIONAL ENRICHMENT SERVICES	4 171	(140)	460	4 491	4 468	23	99.5%	3 798	3 576	
2. PARTNERSHIP IN EDUCATION	34 208	(2 363)	7 283	39 128	37 963	1 165	97.0%	35 552	27 501	
3. CARE AND SUPPORT IN SCHOOL	8 782 728	2 503	-	8 785 231	8 784 597	634	100.0%	8 392 119	8 387 525	
<b>Total for sub programmes</b>	<b>8 821 107</b>	<b>-</b>	<b>7 743</b>	<b>8 828 850</b>	<b>8 827 028</b>	<b>1 822</b>	<b>100.0%</b>	<b>8 431 469</b>	<b>8 418 602</b>	
<b>Economic classification</b>										
<b>Current payments</b>	<b>69 801</b>	<b>(83)</b>	<b>7 725</b>	<b>77 443</b>	<b>75 680</b>	<b>1 763</b>	<b>97.7%</b>	<b>73 466</b>	<b>60 778</b>	
Compensation of employees	47 209	1	3 528	50 738	50 637	101	99.8%	47 337	47 063	
Goods and services	22 592	(84)	4 197	26 705	25 043	1 662	93.8%	26 129	13 715	
<b>Transfers and subsidies</b>	<b>8 750 778</b>	<b>-</b>	<b>-</b>	<b>8 750 778</b>	<b>8 750 719</b>	<b>59</b>	<b>100.0%</b>	<b>8 357 301</b>	<b>8 357 302</b>	
Provinces and municipalities	8 750 596	-	-	8 750 596	8 750 596	-	100.0%	8 357 183	8 357 183	
Non-profit institutions	82	-	-	82	82	-	100.0%	78	78	
Households	100	-	-	100	41	59	41.0%	40	41	
<b>Payments for capital assets</b>	<b>528</b>	<b>83</b>	<b>2</b>	<b>613</b>	<b>613</b>	<b>-</b>	<b>100.0%</b>	<b>632</b>	<b>497</b>	
Machinery and equipment	528	83	2	613	613	-	100.0%	632	497	
<b>Payments for financial assets</b>	<b>-</b>	<b>-</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>-</b>	<b>100.0%</b>	<b>70</b>	<b>25</b>	
<b>Total</b>	<b>8 821 107</b>	<b>-</b>	<b>7 743</b>	<b>8 828 850</b>	<b>8 827 028</b>	<b>1 822</b>	<b>100.0%</b>	<b>8 431 469</b>	<b>8 418 602</b>	

**1. Detail of transfers and subsidies as per Appropriation Act (after Virement)**

Detail of these transactions can be viewed in the note on Transfers and Subsidies, and Annexure 1A-H of the Annual Financial Statements.

**2. Detail of specifically and exclusively appropriated amounts voted (after Virement)**

Detail of these transactions can be viewed in the note on Annual Appropriation to the Annual Financial Statements.

**3. Detail on payments for financial assets**

Detail of these transactions can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

**4. Explanations of material variances from Amounts Voted (after Virement):**

**4.1 Per programme**

Programme	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
	R'000	R'000	R'000	%
1. ADMINISTRATION	569 582	564 259	5 323	1%
2. CURRICULUM POLICY, SUPPORT AND MONITORING	3 267 520	3 172 133	95 387	3%
3. TEACHERS, EDUCATION HUMAN RESOURCE	1 497 761	1 496 586	1 175	0%
4. PLANNING, INFORMATION AND ASSESSMENT	15 529 447	15 366 653	162 794	1%
5. EDUCATIONAL ENRICHMENT SERVICES	8 828 850	8 827 028	1 822	0%
<b>Total</b>	<b>29 693 160</b>	<b>29 426 659</b>	<b>266 501</b>	<b>1%</b>

**CURRICULUM POLICY, SUPPORT AND MONITORING:**

The low spending on this programme is attributed to the late submission of invoices from service providers. Department has requested roll-over to cover this accrual in the following financial year.

**4.2 Per economic classification**

Economic classification	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
	R'000	R'000	R'000	%
<b>Current payments</b>				
Compensation of employees	565 162	549 929	15 233	3%
Goods and services	2 226 119	2 082 918	143 201	6%
Interest and rent on land	39 793	39 773	20	0%
<b>Transfers and subsidies</b>				
Provinces and municipalities	23 124 443	23 124 443	-	0%
Departmental agencies and accounts	178 031	178 031	-	0%
Foreign governments and international organisations	18 066	18 065	1	0%
Non-profit institutions	144 078	144 078	-	0%
Households	1 332 073	1 331 962	111	0%
<b>Payments for capital assets</b>				
Buildings and other fixed structures	2 051 476	1 944 606	106 870	5%
Machinery and equipment	11 723	10 672	1 051	9%
Intangible assets	1 804	1 804	-	0%
<b>Payments for financial assets</b>	392	378	14	4%
<b>Total</b>	<b>29 693 160</b>	<b>29 426 695</b>	<b>266 501</b>	<b>1%</b>

**4.3 Per conditional grant**

	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
	R'000	R'000	R'000	%
<b>Conditional grant</b>				
Mathematics, SCIENCE AND TECHNOLOGY	424 793	424 793	-	0%
EDUCATION INFRASTRUCTURE GRANT	12 500 851	12 500 851	-	0%
HIV AND AIDS (LIFE SKILLS EDUCATION) GRANT	242 275	242 275	-	0%
NATIONAL SCHOOL NUTRITION PROGRAMME GRANT	8 508 321	8 508 321	-	0%
LEARNERS WITH PROFOUND INTELLECTUAL DISABILITIES	255 521	255 521	-	0%
EARLY CHILD DEVELOPMENT GRANT	1 192 682	1 192 682	-	0%
<b>Total</b>	<b>23 124 443</b>	<b>23 124 443</b>	<b>-</b>	<b>0%</b>

**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**STATEMENT OF FINANCIAL PERFORMANCE**  
for the year ended 31 March 2023

		2022-2023	2021-22
	Note	R'000	R'000
<b>REVENUE</b>			
Annual appropriation	1	29 693 160	27 239 260
Departmental revenue	2	12 055	11 731
Aid assistance	3	65 232	26 162
<b>TOTAL REVENUE</b>		<b>29 770 447</b>	<b>27 277 153</b>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>		<b>2 701 308</b>	<b>2 750 076</b>
Compensation of employees	4	549 929	541 811
Goods and services	5	2 082 918	2 148 935
Interest and rent on land	6	39 773	41 398
Aid assistance	3	28 688	17 932
<b>Transfers and subsidies</b>		<b>24 796 651</b>	<b>22 326 674</b>
Transfers and subsidies	8	24 796 579	22 326 674
Aid assistance	3	72	-
<b>Expenditure for capital assets</b>		<b>1 957 082</b>	<b>2 107 157</b>
Tangible assets	9	1 955 278	2 100 989
Intangible assets	9	1 804	6 168
<b>Payments for financial assets</b>	7	378	5 298
<b>TOTAL EXPENDITURE</b>		<b>29 455 419</b>	<b>27 189 205</b>
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>315 028</b>	<b>87 948</b>
<b>Reconciliation of Net Surplus/(Deficit) for the year</b>			
Voted funds		266 501	68 019
Annual appropriation		266 501	68 019
Departmental revenue and NRF receipts	12	12 055	11 731
Aid assistance	3	36 472	8 198
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>315 028</b>	<b>87 948</b>

**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**STATEMENT OF FINANCIAL POSITION**  
for the year ended 31 March 2023

		2022-23	2021-22
	Note	R'000	R'000
<b>ASSETS</b>			
<b>Current assets</b>		<b>184 440</b>	<b>451 277</b>
Cash and cash equivalents	10	1 095	54 886
Prepayments and advances	11	96 533	322 895
Receivables	12	31 897	19 125
Aid assistance receivable	3	54 915	54 371
<b>TOTAL ASSETS</b>		<b>184 440</b>	<b>451 277</b>
<b>LIABILITIES</b>			
<b>Current liabilities</b>		<b>184 383</b>	<b>451 257</b>
Voted funds to be surrendered to the Revenue Fund	13	42 680	68 019
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	14	4 638	762
Payables	15	100 049	365 539
Aid assistance repayable	3	37 016	16 937
<b>TOTAL LIABILITIES</b>		<b>184 383</b>	<b>451 257</b>
<b>NET ASSETS</b>		<b>57</b>	<b>20</b>
		2022-23	2021-22
	Note	R'000	R'000
<b>Represented by:</b>			
Recoverable revenue		57	20
<b>TOTAL</b>		<b>57</b>	<b>20</b>

**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**STATEMENT OF CHANGE IN NET ASSETS**  
for the year ended 31 March 2023

		2022-23	2021-22
	Note	R'000	R'000
<b>Recoverable revenue</b>			
Opening balance		20	19
Transfers:		37	1
Debts recovered (included in departmental revenue)		-	-9
Debts raised		37	10
Closing balance		57	20
<b>TOTAL</b>		<b>57</b>	<b>20</b>



**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**CASH FLOW STATEMENT**  
for the year ended 31 March 2023

		2022-23	2021-22
	Note	R'000	R'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts		<b>29 541 867</b>	<b>27 277 153</b>
Annual appropriation funds received	1.1	29 464 584	27 239 260
Departmental revenue received	2	4 291	5 410
Interest received	2.2	7 760	6 321
Aid assistance received	3	65 232	26 162
Net (increase)/decrease in net working capital		(51 900)	604 704
Surrendered to Revenue Fund		(76 198)	(522 727)
Surrendered to RDP Fund/Donor		(16 937)	(431)
Current payments		(2 661 535)	(2 708 678)
Interest paid	6	(39 773)	(41 398)
Payments for financial assets		(378)	(5 298)
Transfers and subsidies paid		(24 796 651)	(22 326 674)
<b>Net cash flow available from operating activities</b>	<b>16</b>	<b>1 898 495</b>	<b>2 276 651</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for capital assets	9	(1 957 082)	(2 107 157)
Proceeds from sale of capital assets	2.3	4	-
<b>Net cash flow available from investing activities</b>		<b>(1 957 078)</b>	<b>(2 107 157)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Increase/(decrease) in net assets		37	1
<b>Net cash flows from financing activities</b>		<b>37</b>	<b>1</b>
Net increase/(decrease) in cash and cash equivalents		(58 546)	169 495
Cash and cash equivalents at beginning of period		54 886	(114 609)
Unrealised gains and losses within cash and cash equivalents		4 755	-
<b>Cash and cash equivalents at end of period</b>	<b>17</b>	<b>1 095</b>	<b>54 886</b>

## PART A: ACCOUNTING POLICIES

### Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the Department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

#### 1. Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

Under this basis, the effect of transactions and other events are recognised in the financial records when the resulting cash is received or paid.

#### 2. Going concern

The financial statements have been prepared on a going concern basis.

#### 3. Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the Department.

#### 4. Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

#### 5. Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment / receipt.

#### 6. Comparative information

##### 6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

##### 6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

#### 7. Revenue

##### 7.1 Appropriated funds

Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e., statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.

Appropriated funds are measured at the amounts receivable.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

## **7.2 Departmental revenue**

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Departmental revenue is measured at the cash amount received.

In-kind donations received are recorded in the notes to the financial statements on the date of receipt and are measured at fair value.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

## **7.3 Accrued departmental revenue**

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the Department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the Department's debt write-off policy.

## **8. Expenditure**

### **8.1 Compensation of employees**

#### **8.1.1 Salaries and wages**

Salaries and wages are recognised in the statement of financial performance on the date of payment.

#### **8.1.2 Social contributions**

Social contributions made by the Department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the Department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

### **8.2 Other expenditure**

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

Donations made in kind are recorded in the notes to the financial statements on the date of transfer and are measured at cost or fair value.

### **8.3 Accruals and payables not recognised**

Accruals and payables not recognised are recorded in the notes to the financial statements at cost or fair value at the reporting date.

### **8.4 Leases**

#### **8.4.1 Operating leases**

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment. Operating lease payments received are recognised as departmental revenue.

The operating lease commitments are recorded in the notes to the financial statements.

#### **8.4.2 Finance leases**

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment. Finance lease payments received are recognised as departmental revenue.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- cost, being the fair value of the asset; or
- the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

### **9. Aid assistance**

#### **9.1 Aid assistance received**

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

CARA Funds are recognised when receivable and measured at the amounts receivable.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

#### **9.2 Aid assistance paid**

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

### **10. Cash and cash equivalents**

Cash and cash equivalents are stated at cost in the statement of financial position.

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

### **11. Prepayments and advances**

Prepayments and advances are recognised in the statement of financial position when the Department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

### **12. Loans and receivables**

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Write-offs are made according to the Department's write-off policy.

### **13. Investments**

Investments are recognised in the statement of financial position at cost.

### **14. Financial assets**

#### **14.1 Financial assets (not covered elsewhere)**

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

#### **14.2 Impairment of financial assets**

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

**15. Payables**

Payables recognised in the statement of financial position are recognised at cost.

**16. Capital assets**

**16.1 Immovable capital assets**

Immovable assets reflected in the asset register of the Department are recorded in the notes to the financial statements at cost or fair value where the cost cannot be determined reliably. Immovable assets acquired in a non-exchange transaction are recorded at fair value at the date of acquisition. Immovable assets are subsequently carried in the asset register at cost and are not currently subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

Additional information on immovable assets not reflected in the assets register is provided in the notes to financial statements.

**16.2 Movable capital assets**

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Biological assets are subsequently carried at fair value.

Subsequent expenditure that is of a capital nature forms part of the cost of the existing asset when ready for use.

**16.3 Intangible capital assets**

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the Department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

**16.4 Project costs: Work-in-progress**

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the Department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

**17. Provisions and contingents**

**17.1 Provisions**

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

## **17.2 Contingent liabilities**

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

## **17.3 Contingent assets**

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department.

## **17.4 Capital commitments**

Capital commitments are recorded at cost in the notes to the financial statements.

## **18. Unauthorised expenditure**

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

Unauthorised expenditure is recognised in the statement of changes in net assets until such time as the expenditure is either:

- approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- transferred to receivables for recovery.

Unauthorised expenditure recorded in the notes to the financial statements comprise of

- unauthorised expenditure that was under assessment in the previous financial year.
- unauthorised expenditure relating to previous financial year and identified in the current year; and
- Unauthorised incurred in the current year.

## **19. Fruitless and wasteful expenditure**

Fruitless and wasteful expenditure receivables are recognised in the statement of financial position when recoverable. The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written-off as irrecoverable.

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when and at amounts confirmed and comprises of:

- fruitless and wasteful expenditure that was under assessment in the previous financial year.
- fruitless and wasteful expenditure relating to previous financial year and identified in the current year; and
- fruitless and wasteful expenditure incurred in the current year.

## **20. Irregular expenditure**

Losses emanating from irregular expenditure are recognised as a receivable in the statement of financial position when recoverable. The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written-off as irrecoverable.

Irregular expenditure is recorded in the notes to the financial statements when and at amounts confirmed and comprises of:

- irregular expenditure that was under assessment in the previous financial year.
- irregular expenditure relating to previous financial year and identified in the current year; and
- irregular expenditure incurred in the current year.

## **21. Changes in accounting estimates and errors**

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

**22. Events after the reporting date**

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

**23. Principal-Agent arrangements**

The Department is party to a principal-agent arrangement for [Accelerated Schools Infrastructure Delivery Initiative \(ASIDI\)](#) Programme with Implementing Agents. In terms of the arrangement the Department is the principal and is responsible for transferring/payment Implementing agents. All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein. Additional disclosures have been provided in the notes to the financial statements where appropriate.

**24. Capitalisation reserve**

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period, but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the National/Provincial Revenue Fund when the underlying asset is disposed, and the related funds are received.

**25. Recoverable revenue**

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National/Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.

**26. Related party transactions**

Related party transactions within the Minister/MEC's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

The number of individuals and the full compensation of key management personnel is recorded in the notes to the financial statements.

**27. Inventories**

At the date of acquisition, inventories are recognised at cost in the statement of financial performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or were intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.

**28. Public-Private Partnerships**

Public Private Partnerships are accounted for based on the nature and or the substance of the partnership. The transaction is accounted for in accordance with the relevant accounting policies.

A summary of the significant terms of the PPP agreement, the parties to the agreement, and the date of commencement thereof together with the description and nature of the concession fees received, the unitary fees paid, rights and obligations of the Department are recorded in the notes to the financial statements.

**29. Employee benefits**

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is recorded in the Employee benefits note.

Accruals and payables not recognised for employee benefits are measured at cost or fair value at the reporting date.

The provision for employee benefits is measured as the best estimate of the funds required to settle the present obligation at the reporting date.



**30. Transfer of functions**

Transfer of functions are accounted for by the acquirer by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of transfer.

Transfer of functions are accounted for by the transferor by derecognising or removing assets and liabilities at their carrying amounts at the date of transfer.

**31. Mergers**

Mergers are accounted for by the combined department by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of the merger.

Mergers are accounted for by the combining departments by derecognising or removing assets and liabilities at their carrying amounts at the date of the merger.

## PART B: EXPLANATORY NOTES

### 1. Annual Appropriation

#### 1.1. Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

Programmes	2022-23			2021-22		
	Final Budget	Actual Funds Received	Funds not requested / not received	Final Budget	Appropriation Received	Funds not requested / not received
	R'000	R'000	R'000	R'000	R'000	R'000
ADMINISTRATION	563 112	555 792	7 320	524 698	524 698	-
CURRICULUM POLICY, SUPPORT AND MONITORIN	3 271 006	3242 355	28 651	2 120 975	2 120 975	-
TEACHERS, EDUCATION HUMAN RESOURCES	1 501 349	1 494 630	6 719	1 449 059	1 449 059	-
PLANNING, INFORMATION AND ASSESSMENT	15 537 306	15 357 666	179 640	14 710 549	14 710 549	-
EDUCATIONAL ENRICHMENT SERVICES	8 820 387	8 814 141	6 246	8 433 979	8 433 979	-
<b>Total</b>	<b>29 693 160</b>	<b>29 464 584</b>	<b>228 576</b>	<b>27 239 260</b>	<b>27 239 260</b>	<b>-</b>

### 2. Departmental revenue

	Note	2022-23	2021-22
		R'000	R'000
Sales of goods and services other than capital assets	2.1	3 607	3 080
Interest, dividends and rent on land	2.2	7 760	6 321
Sales of capital assets	2.3	4	-
Transactions in financial assets and liabilities	2.4	684	2 330
<b>Total</b>		<b>12 065</b>	<b>11 731</b>

#### 2.1. Sales of goods and services other than capital assets

	Note	2022-23	2021-22
		R'000	R'000
Sales of goods and services produced by the Department		3 607	3 071
Sales by market establishment		92	93
Other sales		3 515	2 978
Sales of scrap, waste and other used current goods		-	9
<b>Total</b>	<b>2</b>	<b>3 607</b>	<b>3 080</b>

#### 2.2. Interest, dividends and rent on land

	Note	2022-23	2021-22
		R'000	R'000
Interest		7 760	6 321
<b>Total</b>	<b>2</b>	<b>7 760</b>	<b>6 321</b>

### 2.3. Sales of capital assets

		2022-23	2021-22
	Note	R'000	R'000
<b>Tangible capital assets</b>		4	-
Machinery and equipment		4	-
<b>Total</b>	2	<u>4</u>	<u>-</u>

### 2.4. Transactions in financial assets and liabilities

		2022-23	2021-22
	Note	R'000	R'000
Receivables		684	2330
<b>Total</b>	2	<u>684</u>	<u>2330</u>

#### 2.4.1. Donations received in-kind (not included in the main note or sub note)

		2022-23	2021-22
	Note	R'000	R'000
Via Afrika_ National Teachers Awards		-	350
MTN_ National Senior Certificates Announcements		1 300	1 250
Kagiso Trust_ National Senior Certificates Announcements		106	101
AVBOB_ National Senior Certificates Announcements		83	83
FUNDI_ National Senior Certificates Announcements		50	100
IDC_ National Senior Certificates Announcements		75	60
Standard Bank_ National Senior Certificates Announcements		-	495
Vodacom_ National Senior Certificates Announcements		367	367
Entsika_ National Senior Certificates Announcements		-	400
Old Mutual National Senior Certificate Announcements		87	-
Massmart National Senior Certificate Announcements		85	-
<b>Total</b>		<u>2 153</u>	<u>3 206</u>

### 3. Aid assistance

		2022-23	2021-22
	Note	R'000	R'000
Opening balance		(37 434)	(45 201)
As restated		(37 434)	(45 201)
Transferred from statement of financial performance		36 472	8 198
Paid during the year		(16 937)	(431)
<b>Closing balance</b>		<u>(17 899)</u>	<u>(37 434)</u>

#### 3.1. Analysis of balance by source

		2022-23	2021-22
	Note	R'000	R'000
Aid assistance from RDP		(17 899)	(37 434)
<b>Closing balance</b>	3	<u>(17 899)</u>	<u>(37 434)</u>

### 3.2. Analysis of balance

		2022-23	2021-22
	Note	R'000	R'000
Aid assistance receivable		(54 915)	(54 371)
Aid assistance repayable		37 016	16 937
<b>Closing balance</b>	3	<b>(17 899)</b>	<b>(37 434)</b>
Aid assistance not requested/not received		206 902	255 197

### 3.3. Aid assistance expenditure per economic classification

		2022-23	2021-22
	Note	R'000	R'000
Current		28 688	17 932
Capital	9	-	32
Transfers and subsidies		72	-
<b>Total aid assistance expenditure</b>		<b>28 760</b>	<b>17 964</b>

## 4. Compensation of employees

### 4.1. Analysis of balance

		2022-23	2021-22
	Note	R'000	R'000
Basic salary		360 838	337 170
Performance award		217	2 813
Service based		600	501
Compensative/circumstantial		20 446	41 055
Periodic payments		6 167	7 868
Other non-pensionable allowances		104 620	99 074
<b>Total</b>		<b>492 888</b>	<b>488 481</b>

### 4.2. Social contributions

		2022-23	2021-22
	Note	R'000	R'000
<b>Employer contributions</b>			
Pension		40 813	38 385
Medical		16 131	14 865
Bargaining council		80	74
Official unions and associations		10	6
Insurance		7	-
<b>Total</b>		<b>57 041</b>	<b>53 330</b>
<b>Total compensation of employees</b>		<b>549 929</b>	<b>541 811</b>
Average number of employees		741	713

## 5. Goods and services

		2022-23	2021-22
	Note	R'000	R'000
Administrative fees		11 688	4 432
Advertising		9 773	2 234
Minor assets	5.1	1 007	319
Bursaries (employees)		410	456
Catering		19 630	7 838
Communication		5 893	6 461
Computer services	5.2	89 978	100 949
Consultants: Business and advisory services	5.9	300 248	258 998
Legal services		3 916	3 103
Contractors		1 785	12 974
Agency and support / outsourced services		82 678	56 888
Entertainment		74	50
Audit cost - external	5.3	17 623	17 869
Fleet services		2 355	2 906
Inventories	5.4	1 090 473	1 293 194
Consumables	5.5	5 627	7 454
Operating leases		3 608	937
Property payments	5.6	178 176	165 217
Rental and hiring		7 294	4 164
Travel and subsistence	5.7	188 610	124 929
Venues and facilities		12 803	12 768
Training and development		31 719	1 884
Other operating expenditure	5.8	17 550	62 911
<b>Total</b>		<b>2 082 918</b>	<b>2 148 935</b>

### 5.1. Minor assets

		2022-23	2021-22
	Note	R'000	R'000
<b>Tangible capital assets</b>		1 007	319
Machinery and equipment		1 007	319
<b>Total</b>	5	<b>1 007</b>	<b>319</b>

### 5.2. Computer services

		2022-23	2021-22
	Note	R'000	R'000
SITA computer services		82 346	90 272
External computer service providers		7 632	10 677
<b>Total</b>	5	<b>89 978</b>	<b>100 949</b>

### 5.3. Audit cost - external

		2022-23	2021-22
	Note	R'000	R'000
Regularity audits		15 528	11 300
Investigations		-	367
Computer audits		2 095	6 202
<b>Total</b>	5	<b>17 623</b>	<b>17 869</b>

#### 5.4. Inventories

		2022-23	2021-22
	Note	R'000	R'000
Learning, teaching and support material		1 086 708	1 263 515
Other supplies	5.4.1	3 765	29 679
<b>Total</b>	5	<b>1 090 473</b>	<b>1 293 194</b>

##### 5.4.1. Other supplies

		2022-23	2021-22
	Note	R'000	R'000
Assets for distribution		3 765	29 679
Machinery and equipment		206	-
School furniture		3 559	29 679
<b>Total</b>	5.4	<b>3 765</b>	<b>29 679</b>

#### 5.5. Consumables

		2022-23	2021-22
	Note	R'000	R'000
Consumable supplies		881	2 781
Uniform and clothing		32	55
Household supplies		135	942
Communication accessories		40	209
IT consumables		141	111
Other consumables		533	1 464
Stationery, printing, and office supplies		4 746	4 673
<b>Total</b>	5	<b>5 627</b>	<b>7 454</b>

#### 5.6. Property payments

		2022-23	2021-22
	Note	R'000	R'000
Municipal services		6 040	5 362
Property management fees		170 673	158 656
Property maintenance and repairs		376	95
Other		1 087	1 104
<b>Total</b>	5	<b>178 176</b>	<b>165 217</b>

#### 5.7. Travel and subsistence

		2022-23	2021-22
	Note	R'000	R'000
Local		176 014	121 687
Foreign		12 596	3 242
<b>Total</b>	5	<b>188 610</b>	<b>124 929</b>

## 5.8. Other operating expenditure

		2022-23	2021-22
	Note	R'000	R'000
Professional bodies, membership, and subscription fees		16	-
Resettlement costs		854	1 109
Other		16 680	61 802
<b>Total</b>	<b>5</b>	<b>17 550</b>	<b>62 911</b>

## 5.9. Remuneration of members of a commission or committee of inquiry (Included in Consultants: Business and advisory services)

	Note	2022-23	2021-22
	5	R'000	R'000
<b>Name of Commission / Committee of Inquiry</b>			
Audit Committee		546	-
Ministerial Task Team		663	-
<b>Total</b>		<b>1 209</b>	<b>-</b>

## 6. Interest and rent on land

	Note	2022-23	2021-22
		R'000	R'000
Interest paid		39 773	41 398
<b>Total</b>		<b>39 773</b>	<b>41 398</b>

## 7. Payments for financial assets

	Note	2022-23	2021-22
		R'000	R'000
Debts written off	7.1	378	5 298
<b>Total</b>		<b>378</b>	<b>5 298</b>

### 7.1. Debts written off

	Note	2022-23	2021-22
		R'000	R'000
<b>Nature of debts written off</b>			
<u>Other debt written off</u>			
Employee (Car damages and Accommodation no-shows)		378	345
Write off Adopt a school		-	4 953
<b>Total</b>		<b>378</b>	<b>5 298</b>
<b>Total debt written off</b>	<b>7</b>	<b>378</b>	<b>5 298</b>

## 8. Transfers and subsidies

	Note	2022-23	2021-22
		R'000	R'000
Provinces and municipalities	36	23 124 443	20 701 013
Departmental agencies and accounts	Annex 1A	178 031	175 848
Foreign governments and international organisations	Annex 1B	18 065	18 514
Non-profit institutions	Annex 1C	144 078	120 515
Households	Annex 1D	1 331 962	1 310 784
<b>Total</b>		<b>24 796 579</b>	<b>22 326 674</b>



## 9. Expenditure for capital assets

		2022-23	2021-22
	Note	R'000	R'000
<b>Tangible capital assets</b>		<b>1 955 278</b>	<b>2 100 989</b>
Buildings and other fixed structures	31	1 944 606	2 086 132
Machinery and equipment	29	10 672	14 857
<b>Intangible capital assets</b>		<b>1 804</b>	<b>6 168</b>
Software	30	1 804	6 168
<b>Total</b>		<b>1 957 082</b>	<b>2 107 157</b>

### 9.1. Analysis of funds utilised to acquire capital assets - Current year

	2022-23	
	Voted funds	Aid assistance
	R'000	R'000
<b>Name of entity</b>		
<b>Tangible capital assets</b>	<b>1 955 278</b>	<b>-</b>
Buildings and other fixed structures	1 944 606	-
Machinery and equipment	10 672	-
<b>Intangible capital assets</b>	<b>1 804</b>	<b>-</b>
Software	1 804	-
<b>Total</b>	<b>1 957 082</b>	<b>-</b>

### 9.2. Analysis of funds utilised to acquire capital assets - Prior year

	2021-22	
	Voted funds	Aid assistance
	R'000	R'000
<b>Name of entity</b>		
<b>Tangible capital assets</b>	<b>2 100 957</b>	<b>32</b>
Buildings and other fixed structures	2 086 132	-
Machinery and equipment	14 825	32
<b>Intangible capital assets</b>	<b>6 168</b>	<b>-</b>
Software	6 168	-
<b>Total</b>	<b>2 107 125</b>	<b>32</b>

### 9.3. Finance lease expenditure included in Expenditure for capital assets

	2022-23	2021-22
Note	R'000	R'000
<b>Tangible capital assets</b>		
Buildings and other fixed structures	13 804	12 389
<b>Total</b>	<b>13 804</b>	<b>12 389</b>

## 10. Cash and cash equivalents

	2022-23	2021-22
Note	R'000	R'000
Consolidated Paymaster General Account	1 077	54 860
Cash receipts	-	8
Cash on hand	18	18
<b>Total</b>	<b>1 095</b>	<b>54 886</b>

## 11. Prepayments and advances

	Note	2022-23 R'000	2021-22 R'000
Travel and subsistence		38	14
Prepayments (Not expensed)	11.2	30 348	41 262
Advances paid (Not expensed)	11.1	66 147	281 619
<b>Total</b>		<b>96 533</b>	<b>322 895</b>

### Analysis of Total Prepayments and advances

Current Prepayments and advances	96 533	322 895
<b>Total</b>	<b>96 533</b>	<b>322 895</b>

### 11.1. Advances paid (Not expensed)

		2022-23				
		Amount as at 1 April 2022	Less: Amounts expensed in current year	Add / Less: Other	Add Current year advances	Amount as at 31 March 2023
	Note	R'000	R'000	R'000	R'000	R'000
National departments		-	(6 000)	-	6 000	-
Provincial departments		2 328	-	-	-	2 328
Other entities		279 291	(1 657 862)	(79 640)	1 522 030	63 819
<b>Total</b>	<b>11</b>	<b>281 619</b>	<b>(1 663 862)</b>	<b>(79 640)</b>	<b>1 528 030</b>	<b>66 147</b>

		2021-22				
		Amount as at 1 April 2021	Less: Amounts expensed in current year	Add / Less: Other	Add Current year advances	Amount as at 31 March 2022
	Note	R'000	R'000	R'000	R'000	R'000
National departments		-	(4 045)	45	4 000	-
Provincial departments		1 403	-	925	-	2 328
Other institutions		598 660	(1 368 133)	(53 047)	1 101 811	279 291
<b>Total</b>	<b>11</b>	<b>600 063</b>	<b>(1 372 178)</b>	<b>(52 077)</b>	<b>1 105 811</b>	<b>281 619</b>

### 11.2. Prepayments (Not expensed)

		2023-22				
		Amount as at 1 April 2022	Less: Amounts expensed in current year	Add / Less: Other	Add Current year prepayments	Amount as at 31 March 2023
	Note	R'000	R'000	R'000	R'000	R'000
Capital assets		41 262	(245 107)	(9 000)	(243 193)	30 348
<b>Total</b>	<b>11</b>	41 262	(245 107)	(9 000)	(243 193)	30 348

		2021-22				
		Amount as at 1 April 2021	Less: Amounts expensed in current year	Add / Less: Other	Add Current year prepayments	Amount as at 31 March 2022
	Note	R'000	R'000	R'000	R'000	R'000
Capital assets		113 019	(242 660)	(291)	171 194	41 262
<b>Total</b>	<b>11</b>	<b>113 019</b>	<b>(242 660)</b>	<b>(291)</b>	<b>171 194</b>	<b>41 262</b>

## 12. Receivables

	Note	2022-23			2021-22		
		Current	Non-current	Total	Current	Non-current	Total
		R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	12.1	13 491	-	13 491	5 862	-	5 862
Recoverable expenditure	12.2	2 853	-	2 853	2 502	-	2 502
Staff debt	12.3	100	-	100	64	-	64
Other receivables	12.4	15 453	-	15 453	10 697	-	10 697
<b>Total</b>		<b>31 897</b>	<b>-</b>	<b>31 897</b>	<b>19 125</b>	<b>-</b>	<b>19 125</b>

### 12.1. Claims recoverable

	Note	2022-23 R'000	2021-22 R'000
National departments		8 317	3 380
Provincial departments		4 151	2 154
Public entities		957	249
Private enterprises		66	79
<b>Total</b>	12	<b>13 491</b>	<b>5 862</b>

### 12.2. Recoverable expenditure

	Note	2022-23 R'000	2021-22 R'000
DoJ Victim Overpayment		44	44
Salary Disallowance		391	335
Car Damages and No-show		2 443	2 123
SAL:ACB Recall		(25)	-
<b>Total</b>	12	<b>2 853</b>	<b>2 502</b>

### 12.3. Staff debt

	Note	2022/23 R'000	2022/23 R'000
Bursaries		5	4
Employee		70	35
Ex-employee		25	25
<b>Total</b>	12	<b>100</b>	<b>64</b>

### 12.4. Other receivables

	Note	2022/23 R'000	2021/22 R'000
Unauthorised expenditure		6 488	6 488
Fruitless and wasteful expenditure		8 965	4 209
<b>Total</b>	12	<b>15 453</b>	<b>10 697</b>

Increase of R4.755m on Fruitless and wasteful expenditure was due to non-delivery of goods by The Mvula Trust.

### 13. Voted funds to be surrendered to the Revenue Fund

		2022/23	2021/22
	Note	R'000	R'000
Opening balance		68 019	510 728
Prior period error	13.1	4 755	-
<b>As restated</b>		<b>72 774</b>	<b>510 728</b>
Transferred from statement of financial performance (as restated)		266 501	68 019
Voted funds not requested/not received	1.1	(228 576)	-
Paid during the year		(68 019)	(510 728)
<b>Closing balance</b>		<b>42 680</b>	<b>68 019</b>

#### 13.1. Prior period error

	Note	R'000
<b>Nature of prior period error</b>		
Fruitless expenditure amount was due to non-delivery of goods by The Mvula Trust		4 755
		4 755
<b>Total prior period errors</b>		<b>4 755</b>

### 14. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

		2022/23	2021/22
	Note	R'000	R'000
Opening balance		762	1 030
Transferred from statement of financial performance (as restated)		12 055	11 731
Paid during the year		(8 179)	(11 999)
<b>Closing balance</b>		<b>4 638</b>	<b>762</b>

### 15. Payables - current

		2022/23	2021/22
	Note	R'000	R'000
Advances received	15.1	17 380	20 807
Clearing accounts	15.2	802	850
Other payables	15.3	81 867	343 882
<b>Total</b>		<b>100 049</b>	<b>365 539</b>

#### 15.1. Advances received

		2022/23	2021/22
	Note	R'000	R'000
National departments	Annex 7B	8 939	20 432
Other institutions	Annex 7B	8 441	375
<b>Total</b>	15	<b>17 380</b>	<b>20 807</b>

## 15.2. Clearing accounts

		2023/22	2021/22
Description	Note	R'000	R'000
South African Revenue Services		800	742
Government Pension Funds		1	3
Government Employee Housing Scheme		-	3
GEHS Refund		1	102
<b>Total</b>	20	<b>802</b>	<b>850</b>

## 15.3. Other payables

		2022/23	2020/21
Description	Note	R'000	R'000
Unknown Receipts		14 162	3
PERSAL EBT Control Account		1 778	-
Surrendered Conditional Grants		65 683	343 810
Recovered overpayment on behalf of DoE EC		240	65
Overpayment by Nexus Travel		4	4
<b>Total</b>	20	<b>81 867</b>	<b>343 882</b>

Surrender of Conditional grants from Provincial Departments were lesser as compared to previous financial year due to improved spending by Provincial departments.

## 16. Net cash flow available from operating activities

		2022/23	2021/22
	Note	R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		315 028	87 948
Add back non-cash/cash movements not deemed operating activities		1 583 467	2 188 703
(Increase)/decrease in receivables		(12 772)	26 153
(Increase)/decrease in prepayments and advances		226 362	326 413
Increase/(decrease) in payables - current		(265 490)	252 138
Proceeds from sale of capital assets		(4)	-
Expenditure on capital assets		1 957 082	2 107 157
Surrenders to Revenue Fund		(76 198)	(522 727)
Surrenders to RDP Fund/Donors		(16 937)	(431)
Voted funds not requested/not received		(228 576)	-
<b>Net cash flow generating</b>		<b>1 898 495</b>	<b>2 276 651</b>

## 17. Reconciliation of cash and cash equivalents for cash flow purposes

		2022/23	2021/22
	Note	R'000	R'000
Consolidated Paymaster General account		1 077	54 860
Cash receipts		-	8
Cash on hand		18	18
<b>Total</b>		<b>1 095</b>	<b>54 886</b>

## 18. Contingent liabilities and contingent assets

### 18.1. Contingent liabilities

Liable to	Nature	Note	2022/23	2021/22
			R'000	R'000
Claims against the Department		Annex 2B	322 478	252 312
Other		Annex 2B	52 122	52 499
<b>Total</b>			<b>374 600</b>	<b>304 811</b>

#### **ELANA/KAREN KULA**

The pursuance of the matter is dependent on the executor responsible for the estate of Karen Kula. The IA advises that maintain the reporting status in case the executor decides to act (The money has long been paid to DBE).

#### **MAKHATHINI PROJECTS**

The contractor claims repudiation of contract by the IA based on disputed quality of work done by the contractor.

#### **SINOKUHLE**

The contractor's claim for work done is disputed by the Implementing Agents.

#### **Magna FS vs the Minister of Basic Education**

This is claim for payment of outstanding invoice. Case has been dormant for more than 5 years; however, it has not been closed.

#### **Zithole Construction vs Mvula Trust (DBE)**

The contractor claimed for loss of profit due to late payment non-compliance resulting in the withdrawal of the contractor from site, subsequent disputes, and ultimately the cancellation of the contractual arrangement with financial loss implications for the Department.

#### **RICTS vs DBE**

There is a dispute on amount payable to supplier by DBE.

#### **Tywaku v Minister of Basic Education**

Claim for damages as result of drowning of learner. Claim has been dormant for more than three years; however, it has not been closed.

#### **Konani vs Minister of Basic Education**

Claim for breach for alleged breach of contract. Claim has been dormant for more than five years; however, it has not been closed.

#### **Tintswalo Mercy Ngobeni vs Minister of Basic Education and Another**

Claim for damages as result of injury sustained by learner. Claim has been dormant for more than three years; however, it has not been closed.

#### **Mabasa RA vs Minister of Basic Education and another**

Claim for defamation. Claim has been dormant for more than three years; however, it has not been closed.

#### **Moloto Masete vs Minister of Basic Education**

Claim for damages as result of drowning of learner. Claim has been dormant for more than three years; however, it has not been closed.

#### **Lebepe vs Minister of Basic Education**

Claim for damages for personal injury. Gauteng Education Department (GED) also cited .Claim likely to be paid by GED.

#### **Baku Foto vs Minister of Basic Education**

Claim for damages as result of death of learner. Eastern Cape Education Department (ECED) also cited. Claim likely to be paid by the ECED.

#### **Sakhile Peter vs Minister of Basic Education**

Claim for wrongful arrest and defamation. Gauteng Education Department (GED) also cited .Claim likely to be paid by GED.

**Maphule Mahudu and Others v Minister of Basic Education**

Claim for damages as result of death of learner. Gauteng Education Department (GED) also cited. Claim likely to be paid by GED.

**Redbar Media v Minister of Basic Education**

Claim for alleged breach of contract.

**Ntshuxeko Baloyi v Minister of Basic Education**

Claim for damages as result of alleged defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Felicia Chauke v Minister of Basic Education**

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Owen Baloyi v Minister of Basic Education**

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Nyiko Chabalala v Minister of Basic Education**

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Simeon Baloyi v Minister of Basic Education**

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Manyana Baloyi v Minister of Basic Education**

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Kulani Makhuba v Minister of Basic Education**

Claim for damages-as result of alleged for defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Toto Nzamo and Others v Minister of Basic Education**

Claim for payment of outstanding stipends. Department is defending the claim.

**Nosipho Njondo v Minister of Basic Education v Minister of Basic Education**

Claim for damages-motor vehicle collision. Minister was wrongly cited instead of the EC Provincial Department of Education. State attorney has decided to close the case, as the claim has prescribed, so they can't re-issue summons against the Provincial Department anymore.

**Bessie Hlongwa v Minister of Basic Education**

Claim for injuries as a result of an assault by a teacher to a learner.

**Kgotle Mapula vs Minister of Basic Education**

The claim is for allegations that learners performed circumcision on the plaintiff's son.

**Mokgaetji P Mashiane and Others v Minister of Basic Education and 03 others**

The claim is for a learner who was stabbed to death by a fellow learner in the office of the principal.

**Nevondo Ntsengisani Linah v Minister of Basic Education and Others**

The claim is for reputational damage by the teacher.

**Lindiwe Dhlamini v Minister of Basic Education**

The plaintiff is suing for damages resulted from being stabbed by another learner.

**Nancy Malepe v Minister of Basic Education**

The claim is for an assault by the teacher who hit the learner with a ruler that resulted in the learner's index finger being broken.



**Gertina De Klerk v Minister of Basic Education and Director-General**

The claim is for an assault by the learner who kicked and punched the educator.

**Ronan Perreira v Minister of Basic Education**

The claim is for an injury sustained by the learner during a life orientation lesson.

**BM Dlamini v Minister of Education**

The claim is for HIV/AIDS test that was conducted from a learner and the result were published without the parent consent.

**Yvonne Naidoo v Minister of Education**

The claim is for alleged rape of a learner to another learner as a result sexual assault.

**Tyrees Pillay v Minister of Education**

Claim for a learner who was raped by an educator at school.

**Gloria Mabizela v Minister of Basic Education**

Claim for assault on learner by the teacher.

**Faranani Housing Projects vs Minister of Public Works and Others**

The plaintiff is suing the DoE EC and DPW EC for legal fees emanating from service rendered.

**Haleigh Louise Botha v Minister of Health and Others**

The claim is for damages caused by the defendants on the National Human Papillomavirus vaccination campaign.

**Lidwala Consulting Engineers vs Asivhanga Tshibubudze NO and Others**

The claim is for summons for the outstanding payments of outstanding invoices that were paid late.

**Dana Brown v Minister of Basic Education**

The claim is for plaintiff who cut her wrist whilst opening a window that was broken.

**Mgunyase Nosakhele v Minister of Basic Education**

The claim is for damages for a child who went missing whilst attending a school excursion.

**Swanepoel Drikus v Minister of Basic Education**

The claim is for injuries sustained from physical attack by a fellow pupil to the plaintiffs.

**Soai Thembisile v Minister of Basic Education**

The claim is for a minor child who fell into a pit latrine toilet at the school premises.

**Manari Phumudzo v Minister of Basic Education**

The claim is for a minor child who fell into a waste dumping pit at the school premises.

**Kwikspace v Minister of Basic Education**

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant

**Sithole Musawenkosi Njabulo v Minister of Basic Education**

The claim is for injuries sustained by the learner because of an assault by the educator.

**Mbokota Vusimuzi v Minister of Basic Education**

The claim is for injuries sustained by the learner because of an assault by the educator.

**Hadebe Sewela Yvonne v Minister of Basic Education**

The claim is for a learner who was stabbed by a fellow learner and succumbed to death at the school premises.

**Tintswalo Valencia Risimati v Minister of Basic Education**

Claim for damages as result of alleged defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

**Motsepe Xolani Godfrey v Minister of Basic Education**

The claim is for injuries sustained by the learner because of an assault by the educator.

**Thusi Winnie v Minister of Basic Education**

The claim is for a death of a learner who was unlawfully suspended by the school and later committed suicide due to trauma.

**Tsoku Malefu Portia v Minister of Basic Education**

The claim is for a death of a learner resulting from a wall that fell on top of a learner.

**Potgieter Maryna v Minister of Basic Education**

claim for damages-as result of alleged for defamation.

**Dube Walsworth Simphiwe v Minister of Basic Education**

claim for damages-as result of alleged for defamation.

**Nomandla Mjwara v Minister of Basic Education** The claim emanated from an assault of a learner by a fellow learner that left a plaintiff permanently blind.

**Conny Seboane v Minister of Basic Education**. The claim is as a result of an incident that occurred at the school where a learner fell from the stage while rehearsing for a school beauty contest.

**Inclusive Alliance vs Minister of Basic Education** The claim is as result breach of contract and the infringement of copyright and intellectual property.

**Mabika Sthembiso vs Minister of Basic Education** The claim emanated from an assault by an educator to a learner.

**Roelof De Jager vs Minister of Basic Education:**

The claim is as result of breach of employment contract.

**Hendrick Swart vs Minister of Basic Education:**

The claim emanated from nonpayment of service rendered.

**Dikeledi Lamola vs Minister of Basic Education:**

The claim emanated from the death of a learner due to motor vehicle accident that took place during the course and scope of school proceedings.

**Yves Kadilo and two others v Parktown Boys High School and six others:**

The claim emanated from the death of a learner due to drowning during the school trip.

**Chante Peterson v Clarissa Venter and 3 Others**

The claim is as a result of verbal abuse by an educator to the learners.

**Phuthatshedzo Ndou vs Minister of Basic Education**

The claim emanated from the assault of a learner by two fellow learners.

**Patricia Anne Luckin vs Minister of Basic Education**

The claim emanated from the motor vehicle collision that occurred between the employee of the Department and the plaintiff.

**Thokozani Clement Tshomela vs Minister of Basic Education**

The claim emanated from the disclosure of a learner's confidential medical results.

**Mayur Sewpal vs Minister of Basic Education**

The claim is as a result of an injury sustained by the learner in the school premises.

**Philavele Trading cc vs Minister of Basic Education**

The claim emanated from nonpayment of work carried out in the school premises.

**Nompumelelo Matyhila vs Minister of Basic Education**

The claim is emanated from the damage to the vehicle of an educator by the learners.

**Trevor Nel v Minister of Basic Education**

The claim is as a result of a parent dignity being impaired by the educators where the child attend school.

**Mokgohloe Magdeline Kekana v Minister of Basic Education:**

The claim emanated from unfair dismissal of the educator's employment as Deputy Principal.

**Ayanda Molefe v Minister of Basic Education**

The claim emanated from the nonpayment to the educator by the Department.

**Nonkululeko Smith v Minister of Basic Education and Others**

The claim is as a result of theft and exploitation of intellectual property.

**18.2. Contingent assets**

Nature of contingent asset	Note	2022/23	2021/22
		R'000	R'000
Shota Engineering (Dispute on guarantees payments)		5 120	5 120
Phumiredi (Dispute on guarantees payments)		3 371	3 371
Bahlaping Keep Africa (Dispute on guarantees payments)		5 319	5 319
Baiteredi Keep Africa (Dispute on guarantees payments)		4 276	4 276
BR Thima/Tarman JV (Dispute on guarantees payments)		15 748	15 748
Khuthala consulting (Pty) Ltd (Dispute on guarantees payments)		4 188	4 188
Luengo Enterprises (Pty) Ltd (Dispute on guarantees payments)		15 669	15 669
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)		4 742	4 742
Makhathini Projects (Counter claim)		15 899	15 899
Magna FS (Counter claim)		59 698	59 698
Denrob Business Enterprise (Dispute on guarantees payments)		1 090	1 090
RICTS (Counter Claim) Kwik Space (Counter Claim)		10 271	10 271
<b>Total</b>		<b>145 391</b>	<b>145 391</b>

**ASIDI Contingent Assets:**

Disputes on Guarantee payments arise from claims lodged against the guarantor in instances where contracts were terminated due to poor quality workmanship and/or non-performance by the construction contractors.

Disputes on retention payments arise from payments made to Contractors where the Implementing Agent is attempting to recover the payment due to poor quality workmanship and/or non-performance by the construction contractors.

**BR THIMA / TARMAN JV**

A claim for an overpayment to a Contractor.

**MAKHATINI PROJECTS**

A counter claim lodged by the Implementing Agent on a dispute referred for arbitration.

**Magna FS (Counter claim):**

This is due to claim for services not rendered to an acceptable standard resulting in damages to the Department. This matter is uncertain as the claim is dependent on reliability of expert evidence.

**Shota Engineering**

Dispute on guarantees payments

**Phumiredi**

Dispute on guarantees payments

**Bahlaping Keep Africa JV**

Dispute on guarantees payments.

**Baiteredi Keep Africa**

Dispute on guarantees payments.

**Khuthala Consulting (Pty) Ltd**

Dispute on guarantees payments.

**Luengo Enterprises (Pty) Ltd**

Dispute on guarantees payments.

**Mebalabala Holdings (Pty) Ltd**

Dispute on guarantees payments.

**Denrob Business Enterprise**

Dispute on guarantees payment.

**RICTS:**

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant.

**Kwik Space**

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant

**19. Capital commitments**

	Note	2022/23 R'000	2021/22 R'000
Buildings and other fixed structures		1 507 317	1 896 711
Machinery and equipment		18 700	4 297
<b>Total</b>		<b>1 526 017</b>	<b>1 901 008</b>

**Buildings and other fixed structures:**

This relates to ASIDI and SAFE projects contractual obligations for Construction and Professional Service.

**Machinery and equipment:**

Bulk amount (about R15 million) relates to IT related equipment for department.

**20. Accruals and payables not recognised**

**20.1. Accruals**

		2022/23			2021/22
		30 Days	30+ Days	Total	Total
<b>Listed by economic classification</b>	Note	R'000	R'000	R'000	R'000
Goods and services		75 963	6 379	82 342	82 505
Interest and rent on land		3 243	-	3 243	3 377
Capital assets		8 933	-	8 933	17 391
Other		166	-	166	1 419
<b>Total</b>		<b>88 305</b>	<b>6 379</b>	<b>94 684</b>	<b>104 692</b>

	Note	2022/23 R'000	2021/22 R'000
<b>Listed by programme level</b>			
Programme 1:Administration		30 475	27 221
Programme 2:Curriculum Policy, Support and Monitoring		9 712	25 085
Programme 3:Teachers and Education human Resources Development and Management		1 397	2 534
Programme 4:Planning, Quality Assessment and Monitoring and Evaluation		50 124	49 284
Programme 5:Educational Enrichment Services		2 976	568
<b>Total</b>		<b>94 684</b>	<b>104 692</b>

**20.2. Payables not recognised**

		2022/23			2021/22
		30 Days	30+ Days	Total	Total
<b>Listed by economic classification</b>	<i>Note</i>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Goods and services		152 295	20 822	173 117	75 299
Interest and rent on land		-	70	70	87
Capital assets		98 975	56 331	155 306	304 475
Other		284	-	284	428
<b>Total</b>		<b>251 554</b>	<b>77 223</b>	<b>328 777</b>	<b>380 289</b>

		2022/23	2021/22
		<b>R'000</b>	<b>R'000</b>
<b>Listed by programme level</b>	<i>Note</i>		
Programme 1: Administration		1 948	1 097
Programme 2: Curriculum Policy, Support and Monitoring		102 115	497
Programme 3: Teachers and Education human Resources Development and Management		441	13
Programme 4: Planning, Quality Assessment and Monitoring and Evaluation		222 826	378 678
Programme 5: Educational Enrichment Services		1 447	4
<b>Total</b>		<b>328 777</b>	<b>380 289</b>

**Accruals and Payables not recognised:**

*The increase on accruals emanated from the late submission of invoices from services provider for goods received and services rendered. Reduction on payables is attributed to department processing invoices received before end of financial year.*

**21. Employee benefits**

		2022/23	2021/22
		<b>R'000</b>	<b>R'000</b>
	<i>Note</i>		
Leave entitlement		29 862	30 999
Service bonus		12 698	12 172
Capped leave		17 487	16 971
Other		421	512
<b>Total</b>		<b>60 468</b>	<b>60 654</b>

2022/23:

Other:

*This relates to amount due to officials in relation to long service benefits.*

**22. Lease commitments**

**22.1. Operating leases**

	2022/23				
	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Not later than 1 year	-	-	-	3 366	3 366
Later than 1 year and not later than 5 years	-	-	-	4 000	4 000
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7 366</b>	<b>7 366</b>

	2021/22				
	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Not later than 1 year	-	-	-	291	291

Later than 1 year and not later than 5 years	-	-	-	614	614
<b>Total lease commitments</b>	-	-	-	<b>905</b>	<b>905</b>

*An increase on operating lease is attributed to the signed lease on motor vehicles from Gauteng Department of Transport for period of three years.*

### 23. Accrued departmental revenue

	Note	2022/23 R'000	2021/22 R'000
Sales of goods and services other than capital assets		501	497
Interest, dividends and rent on land		21 978	19 682
Transactions in financial assets and liabilities		32 434	34 065
<b>Total</b>		<b>54 913</b>	<b>54 244</b>

#### 23.1. Analysis of accrued departmental revenue

	Note	2022/23 R'000	2021/22 R'000
Opening balance		54 244	42 910
Less: amounts received		(27 134)	(12 585)
Add: amounts recorded		27 803	23 919
<b>Closing balance</b>		<b>54 913</b>	<b>54 244</b>

### 24. Unauthorised, Irregular and Fruitless and wasteful expenditure

	Note	2022/23 R'000	2021/22 R'000
Irregular expenditure - current year		954 943	1 351 674
Fruitless and wasteful expenditure - current year		15 660	98 834
<b>Total</b>		<b>970 603</b>	<b>1 450 508</b>

#### 2022/23:

- R889.2 million disclosed as Irregular expenditure relates to multi-year awarded in the previous financial years.
- R65.7 million disclosed as Irregular expenditure relates Conditional utilised without National Treasury's approval.
- R15 million disclosed as Fruitless expenditure is in relation to stopped schools and interest on late payment.

### 25. Related party transactions

#### List related party relationships and the nature thereof

- Umalusi:** It is a quality council that assures education standards in the General and Further Education and Training Qualifications Sub-framework.
- SACE:** Is a professional council for educators, that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators

### 26. Key management personnel

	2022/23 R'000	2021/22 R'000
Political office bearers	4 588	4 423
Officials:		
Level 15-16	14 086	15 298
Level 14	35 527	28 158
Family members of key management personnel	1 483	1 213
<b>Total</b>	<b>55 684</b>	<b>49 092</b>

## 27. Public private partnership

	2022/23	2021/22
Note	R'000	R'000
<b>Unitary fee paid</b>	<b>224 210</b>	<b>212 192</b>
Fixed component	53 537	53 537
Indexed component	170 673	158 655
<b>Analysis of indexed component</b>	<b>170 673</b>	<b>158 655</b>
Goods and services (excluding lease payments)	170 673	158 655
<b>Other</b>	<b>9 488</b>	<b>9 950</b>
Other obligations	9 488	9 950

### PUBLIC PRIVATE PARTNERSHIP (PPP) AGREEMENT

#### Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public Private Partnership (PPP) agreement for the financing, design, construction, operation, and maintenance of office accommodation.

Construction commenced in May 2007.

The construction of the building was completed at the end of 2009 and, as scheduled, the relocation of staff was finalised in February 2010.

#### Finance

The agreement outlines the financing, design, construction, and maintenance of the building for a 25-year service period. Sethekgo Pty Ltd, the Private Party, is responsible for the design, construction, maintenance, and servicing of the new building. In return, the Department will pay Sethekgo a monthly fee from the day they occupy the building until the contract's end.

The monthly fee covers both the capital cost of the building, including furniture, and the operational cost for maintaining the building. It is determined based on a baseline amount, which is adjusted annually using the previous year's December Consumer Price Index (CPI) rate. For the calculation of the 2022/23 unitary fee, the December 2021 CPI rate was utilised.

During the 2022/23 financial year, a penalty amounting to R 19,399 (excluding VAT) was imposed.

According to the agreement, the Private Party assumes the risk of a utility tariff increase up to a maximum of 0.8% above the CPI. Any increase exceeding this threshold is considered a pass-through cost, which the Department will bear. The recent surge in utility pricing has led to a significant rise in expenditure.

#### Service specifications

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are –

- Accommodation provision
- Security provision
- Portering and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants
- Management of FF&E
- Conference facilities
- Parking



## Management

The Directorate: Security and Asset Management is tasked with managing the Public-Private Partnership (PPP). They have the responsibility of overseeing the PPP's operations.

Regular meetings are held to address both contractual and operational matters. In the weekly operational meetings, the focus is on discussing issues related to the output specifications and how they are being implemented by the various service providers responsible for the restaurant, landscaping, security, and cleaning.

The monthly Steering Committee meeting primarily deals with financial issues such as the payment of the unitary fee and penalties. Additionally, the committee reviews the monthly report. Any operational issues that were not resolved during the weekly meeting with Tirasano are also addressed.

## Usage

The DBE head office building not only serves as the headquarters for the Department of Basic Education but also accommodates the examinations unit of the Department of Higher Education and Training. Following the split of the Department of Education, it became apparent that the existing building was insufficient to house both the DBE and the Department of Higher Education and Training. Consequently, a decision was made to assign the PPP contract and occupancy of the building exclusively to the DBE.

Given that a portion of the building was specifically designed to cater to the examination section of the Department of Education, provisions were made to accommodate the examination sections of both departments within the same building.

## Commitment

The Public Partnership (PPP) Agreement for the provision of a fully serviced head office for the Department is in year 10 of a 25-year agreement with the Sethekgo Private Party.

## 28. Provisions

	2022/23	2021/22
Note	R'000	R'000
<i>ASIDI Retentions</i>	166 630	204 672
<b>Total</b>	<b>166 630</b>	<b>204 672</b>

### 28.1. Reconciliation of movement in provisions - Current year

	2022/23	
	ASIDI Retentions	Total provisions
	R'000	R'000
Opening balance	204 672	204 672
Increase in provision	66 568	66 568
Settlement of provision	(104 610)	(104 610)
<b>Closing balance</b>	<b>166 630</b>	<b>166 630</b>

### Reconciliation of movement in provisions - Prior year

	2021/22	
	ASIDI Retentions	Total provisions
	R'000	R'000
Opening balance	165 249	165 249
Increase in provision	103 834	103 834
Settlement of provision	(64 411)	(64 411)
<b>Closing balance</b>	<b>204 672</b>	<b>204 672</b>

**ASIDI Retentions**

Retention refers to the amount of payment withheld from a contractor's contract, in lieu of a fixed insurance policy. The economic benefit will flow to a contractor at different stages of the construction process through a reduction of the % withheld at Practical, Works and Final Completion (as the risk reduces).

The final benefit will flow when the Final Account is approved.

Due to the nature of Construction projects, it is impossible to produce an exact forecast as certain factors listed below, have an effect on payments and potential subsequent withholding of retention amounts:

- Valid delays.
- Disputes on contractual obligations.
- Remedial work.
- Terminations; and
- Approval of Final Accounts

## 29. Movable Tangible Capital Assets

### MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>91 401</b>	<b>10 611</b>	<b>(32)</b>	<b>101 980</b>
Transport assets	6 612	-	-	6 612
Computer equipment	59 561	9 071	-	68 632
Furniture and office equipment	6 684	120	(20)	6 784
Other machinery and equipment	18 544	1 420	(12)	19 952
<b>TOTAL MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>91 401</b>	<b>10 611</b>	<b>(32)</b>	<b>101 980</b>

### 29.1. MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2022

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>81 260</b>	<b>17 851</b>	<b>(7 710)</b>	<b>91 401</b>
Transport assets	4 215	2 397	-	6 612
Computer equipment	61 568	5 668	(7 675)	59 561
Furniture and office equipment	6 566	118	-	6 684
Other machinery and equipment	8 911	9 668	(35)	18 544
<b>TOTAL MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>81 260</b>	<b>17 851</b>	<b>(7 710)</b>	<b>91 401</b>

### 29.2. Minor assets

### MOVEMENT IN MINOR CAPITAL ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023

	2022/23		
	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	7 936	8 149
Additions	-	1 019	1 019
Disposals	-	(10)	(10)
<b>Total Minor assets</b>	<b>213</b>	<b>8 945</b>	<b>9 158</b>

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	37	3 838	3 875
Number of minor assets at cost	45	6 110	6 155
<b>Total number of minor assets</b>	<b>82</b>	<b>9 948</b>	<b>10 030</b>

**MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2022**

	2021/22		
	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	7 505	7 718
Additions	-	570	570
Disposals	-	(139)	(139)
<b>Total Minor assets</b>	<b>213</b>	<b>7 936</b>	<b>8 149</b>

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Number of R1 minor assets	37	3 838	3 875
Number of minor assets at cost	45	6 000	6 045
<b>Total number of minor assets</b>	<b>82</b>	<b>9 838</b>	<b>9 920</b>

**29.3. Movable tangible capital assets written off**

**MOVABLE CAPITAL ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2022**

	2021/22	
	Machinery and equipment	Total
	R'000	R'000
Assets written off	7 108	7 108
<b>Total movable assets written off</b>	<b>7 108</b>	<b>7 108</b>

**30. Intangible Capital Assets**

**MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023**

	2022/23			
	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
SOFTWARE	76 015	1 804	-	77 819
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	60
<b>TOTAL INTANGIBLE CAPITAL ASSETS</b>	<b>76 075</b>	<b>1 804</b>	<b>-</b>	<b>77 879</b>

**30.1. MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2022**

	2021/22				
	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	73 202	(278)	3 091	-	76 015
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
<b>TOTAL INTANGIBLE CAPITAL ASSETS</b>	<b>73 262</b>	<b>(278)</b>	<b>3 091</b>	<b>-</b>	<b>76 075</b>

### 30.1.1. Prior period error

		2021/22
Nature of prior period error	Note	R'000
Relating to 2021/22 (affecting the opening)		(278)
Accrued amount incorrectly reported as intangible assets		(278)
<b>Total</b>		<b>(278)</b>

### 31. Immovable Tangible Capital Assets

#### MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023

	2022/23			
	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>12 840 884</b>	<b>2 248 762</b>	<b>(179 427)</b>	<b>14 910 219</b>
Non-residential buildings	9 138 866	1 032 576	(26 557)	10 144 885
Other fixed structures	3 702 018	1 216 186	(152 870)	4 765 334
<b>HERITAGE ASSETS</b>	<b>3 600</b>	<b>-</b>	<b>-</b>	<b>3 600</b>
Heritage assets	3 600	-	-	3 600
<b>TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>12 844 484</b>	<b>2 248 762</b>	<b>(179 427)</b>	<b>14 913 819</b>

#### Immovable Tangible Capital Assets under investigation

	Note	Number	Value
			R'000
Included in the above total of the immovable tangible capital assets per the asset register that are under investigation:			
Buildings and other fixed structures		149	2 100 609
<b>Total</b>		<b>149</b>	<b>2 100 609</b>

#### 31.1. MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2022

	2021/22				
	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	<b>10 753 827</b>	<b>62 207</b>	<b>2 370 228</b>	<b>(345 378)</b>	<b>12 840 884</b>
Non-residential buildings	8 418 721	50 367	863 358	(193 580)	9 138 866
Other fixed structures	2 335 106	11 840	1 506 870	(151 798)	3 702 018
<b>HERITAGE ASSETS</b>	<b>3 600</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3 600</b>
Heritage assets	3 600	-	-	-	3 600
<b>TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>10 757 427</b>	<b>62 207</b>	<b>2 370 228</b>	<b>(345 378)</b>	<b>12 844 484</b>

### 31.1.1. Prior period error

	Note	2021/22 R'000
Nature of prior period error		62 207
Adjustment of misallocation between Capital and WIP		62 207
<b>Total prior period errors</b>		<b>62 207</b>

### 31.2. Immovable tangible capital assets: Capital Work-in-progress

#### CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2023

	2022/23			
	Opening balance 1 April 20YY	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2023
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 015 411	1 490 257	(1 900 468)	605 200
<b>Total</b>	<b>1 015 411</b>	<b>1 490 257</b>	<b>(1 900 468)</b>	<b>605 200</b>

Note  
Annex 6

#### Payables not recognised relating to Capital WIP

Amounts relating to progress certificates received but not paid at year end and therefore not included in capital work-in-progress

	2022/23 R'000	2021/22 R'000
	56 013	162 662
<b>Total</b>	<b>56 013</b>	<b>162 662</b>

#### CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2022

	2021/22				
	Opening balance 1 April 2021	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2022
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 365 447	(69 460)	1 858 681	(2 139 257)	1 015 411
<b>Total</b>	<b>1 365 447</b>	<b>(69 460)</b>	<b>1 858 681</b>	<b>(2 139 257)</b>	<b>1 015 411</b>

Note

### 32. Principal-agent arrangements

#### 32.1. Department acting as the principal

	2022/23 R'000	2021/22 R'000
Coega Development Corporation	37 295	9 378
Development Bank of Southern Africa	72 167	49 915
The Independent Development	6 212	10 527
The Mvula Trust	63 770	55 320
NECT	33 961	8 069
Department of Education Free State	393	1 008
<b>Total</b>	<b>213 798</b>	<b>134 217</b>

All the above-mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation, and electricity) to schools that do not have such services in all Provinces. Significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents.

### 33. Prior period errors

#### 33.1. Correction of prior period errors

		2021/22		
		Amount before error correction	Prior period error	Restated
		R'000	R'000	R'000
<b>Assets:</b>				
Immovable Capital Assets (Capex)	31	12 778 677	62 207	12 840 884
Immovable Capital Assets (WIP)	31	1 084 871	(69 460)	1 015 411
Inventories (School Furniture and Equipment)	30	76 293	(278)	76 015
<b>Net effect</b>		<b>13 939 841</b>	<b>(7 531)</b>	<b>13 932 310</b>

		2021/22		
		Amount before error correction	Prior period error	Restated
		R'000	R'000	R'000
<b>Liabilities:</b>				
Voted funds to be surrendered: Fruitless expenditure amount was due	13	68 019	4 755	72 774
Capital Commitment	19	1 896 064	647	1 896 711
	28	207 956	(3 284)	204 672
<b>Net effect</b>		<b>2 172 039</b>	<b>2 118</b>	<b>2 174 157</b>

		2021/22		
		Amount before error correction	Prior period error	Restated
		R'000	R'000	R'000
<b>Other:</b>				
Irregular Expenditure	24	1 370 639	(18 965)	1 351 674
<b>Net effect</b>		<b>1 370 639</b>	<b>(18 965)</b>	<b>1 351 674</b>



### 34. Inventories

#### 34.1. Inventories for the year ended 31 March 2023

	Workbooks	School Furniture and Equipment	Kha Ri Gude, ASIDI	Second Chance Matric	Total
	R'000	R'000	R'000	R'000	R'000
Opening balance	44 840	4 489	4 367	6 300	59 996
Add/(Less): Adjustments to prior year balances	-	(153)	-	-	(153)
Add: Additions/Purchases - Cash	858 902	4 251		910	864 063
(Less): Disposals	-	-	(4 232)	-	(4 232)
(Less): Issues	(870 929)	(3 073)	-	-	(874 002)
Add/(Less): Received current, not paid					
(Paid current year, received)	-	3 360	-	-	3 360
<b>Closing balance</b>	<b>32 813</b>	<b>8 874</b>	<b>135</b>	<b>7 210</b>	<b>49 032</b>

#### Inventories for the year ended 31 March 2022

	Workbooks	School Furniture and Equipment	Kha Ri Gude, ASIDI	Second Chance Matric	Total
	R'000	R'000	R'000	R'000	R'000
Opening balance	2 829	7 735	1 685	6 259	18 508
Add/(Less): Adjustments to prior year balances	-	(700)	-	-	(700)
Add: Additions/Purchases – Cash	862 164	9 917	19 762	41	891 884
(Less): Issues	(820 153)	(12 463)	(17 080)	-	(849 696)
<b>Closing balance</b>	<b>44 840</b>	<b>4 489</b>	<b>4 367</b>	<b>6 300</b>	<b>59 996</b>

### 35. Transfer of functions and mergers

#### 35.1. Transfer of functions

*Early Childhood Development (ECD) function transferred from the Department of Social Development (DSD) to the Department of Basic Education (DBE). The shift was implemented on 1 April 2022.*

36. Statement of conditional grants paid to the provinces

Name of Province / Grant	2022/23											2021/22	
	GRANT ALLOCATION			TRANSFER			SPENT						
	Division of Revenue Act	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act / Provincial grants	Actual transfers
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000	R'000
Summary by province													
Eastern Cape	3 562 586	-	(78 297)	3 484 289	3 484 289	-	-	3 484 289	3 686 316	10 723	106%	3 003 779	3 003 779
Free State	1 589 719	-	-	1 589 719	1 589 719	-	-	1 589 719	1 419 291	174 633	89%	1 421 044	1 421 044
Gauteng	3 046 289	-	296 487	3 342 776	3 046 289	-	296 487	3 342 776	3 345 427	178	100%	2 676 369	2 676 369
KwaZulu-Natal	4 693 782	-	95 063	4 788 845	4 788 845	-	-	4 788 845	4 701 557	87 288	98%	4 319 097	4 319 097
Limpopo	3 141 620	-	-	3 141 620	3 141 620	-	-	3 141 620	3 276 513	47 763	104%	2 898 849	2 898 849
Mpumalanga	2 135 160	-	(311 949)	1 823 211	1 823 211	-	-	1 823 211	1 845 280	12 065	101%	2 031 063	2 031 063
Northern Cape	984 875	-	-	984 875	984 875	-	-	984 875	980 829	5 889	100%	894 073	894 073
North West	1 981 957	-	-	1 981 957	1 981 957	-	-	1 981 957	1 649 383	361 605	83%	1 778 986	1 778 986
Western Cape	1 871 689	-	115 462	1 987 151	1 871 689	-	115 462	1 987 151	1 999 431	-	101%	1 677 753	1 677 753
TOTAL	23 007 677	-	116 766	23 124 443	22 712 494	-	411 949	23 124 443	22 904 027	700 144		20 701 013	20 701 013

Name of Province / Grant	2022/23										2021/22		
	GRANT ALLOCATION			TRANSFER			SPENT						
	Division of Revenue Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	Funds withheld R'000	Reallocations by National Treasury or National department %	Amount received by department R'000	Amount spent by department R'000	Unspent funds R'000	% of available funds spent by department %	Division of Revenue Act / Provincial grants R'000	Actual transfers R'000
<b>Summary by grant</b>													
Mathematics, Science and Technology	424 793	-	-	424 793	424 793	-	-	424 793	430 502	26 545	101%	412 134	412 134
Education Infrastructure Grant	12 384 085	-	116 766	12 500 851	12 088 902	-	411 949	12 500 851	12 390 825	478 285	99%	11 688 936	11 688 936
HIV and Aids (Life Skills Education) Grant	242 275	-	-	242 275	242 275	-	-	242 275	238 515	6 552	98%	241 914	241 914
National School Nutrition Programme Grant	8 508 321	-	-	8 508 321	8 508 321	-	-	8 508 321	8 444 873	119 051	99%	8 115 269	8 115 269
Learners with Profound Intellectual Disabilities	255 521	-	-	255 521	255 521	-	-	255 521	244 123	14 806	96%	242 760	242 760
Early Childhood Development	1 192 682	-	-	1 192 682	1 192 682	-	-	1 192 682	1 155 189	54 905	97%	-	-
<b>TOTAL</b>	<b>23 007 677</b>	<b>-</b>	<b>116 766</b>	<b>23 124 443</b>	<b>22 712 494</b>	<b>-</b>	<b>411 949</b>	<b>23 124 443</b>	<b>22 904 027</b>	<b>700 144</b>		<b>20 701 013</b>	<b>20 701 013</b>

Name of Province / Grant	2022/23												2021/22	
	GRANT ALLOCATION				TRANSFER			SPENT						
	Division of Revenue Act	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act / Provincial grants	Actual transfers	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%	R'000	R'000	
1. Maths, Science and Technology														
Eastern Cape	53 950	-	-	53 950	53 950	-	-	53 950	72 699	-	135%	52 116	52 116	
Free State	39 334	-	-	39 334	39 334	-	-	39 334	25 103	14 231	64%	38 299	38 299	
Gauteng	60 901	-	-	60 901	60 901	-	-	60 901	60 901	-	100%	58 811	58 811	
KwaZulu-Natal	70 244	-	-	70 244	70 244	-	-	70 244	70 244	-	100%	67 855	67 855	
Limpopo	49 721	-	-	49 721	49 721	-	-	49 721	41 459	8 262	83%	48 143	48 143	
Mpumalanga	43 833	-	-	43 833	43 833	-	-	43 833	46 623	-	106%	42 584	42 584	
Northern Cape	27 951	-	-	27 951	27 951	-	-	27 951	29 794	-	107%	27 458	27 458	
North West	41 675	-	-	41 675	41 675	-	-	41 675	37 623	4 052	90%	40 521	40 521	
Western Cape	37 184	-	-	37 184	37 184	-	-	37 184	46 056	-	124%	36 347	36 347	
TOTAL	424 793	-	-	424 793	424 793	-	-	424 793	430 502	26 545		412 134	412 134	

Name of Province / Grant	2022/23											2021/22	
	GRANT ALLOCATION			TRANSFER			SPENT						
	Division of Revenue Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	Funds withheld R'000	Reallocations by National Treasury or National department %	Amount received by department R'000	Amount spent by department R'000	Unspent funds R'000	% of available funds spent by department %	Division of Revenue Act / Provincial grants R'000	Actual transfers R'000
2. Education Infrastructure Grant													
Eastern Cape	1 741 459	-	(78 297)	1 663 162	1 663 162	-	-	1 663 162	1 854 232	-	111%	1 435 855	1 435 855
Free State	958 021	-	-	958 021	958 021	-	-	958 021	814 405	143 616	85%	892 287	892 287
Gauteng	1 686 845	-	296 487	1 983 332	1 686 845	-	296 487	1 983 332	1 983 332	-	100%	1 589 208	1 589 208
KwaZulu-Natal	2 387 952	-	95 063	2 483 015	2 483 015	-	-	2 483 015	2 483 015	-	100%	2 325 614	2 325 614
Limpopo	1 315 811	-	-	1 315 811	1 315 811	-	-	1 315 811	1 483 884	-	113%	1 334 570	1 334 570
Mpumalanga	1 134 360	-	(311 949)	822 411	822 411	-	-	822 411	831 527	-	101%	1 161 475	1 161 475
Northern Cape	686 935	-	-	686 935	686 935	-	-	686 935	685 946	989	100%	633 345	633 345
North West	1 236 625	-	-	1 236 625	1 236 625	-	-	1 236 625	902 945	333 680	73%	1 158 484	1 158 484
Western Cape	1 236 077	-	115 462	1 351 539	1 236 077	-	115 462	1 351 539	1 351 539	-	100%	1 158 098	1 158 098
TOTAL	12 384 085	-	116 766	12 500 851	12 088 902	-	411 949	12 500 851	12 390 825	478 285		11 688 936	11 688 936

Name of Province / Grant	2022/23												2021/22	
	GRANT ALLOCATION			TRANSFER			SPENT							
	Division of Revenue Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	Funds withheld R'000	Reallocations by National Treasury or National department %	Amount received by department R'000	Amount spent by department R'000	Unspent funds R'000	% of available funds spent by department %	Division of Revenue Act / Provincial grants R'000	Actual transfers R'000	
3. HIV and Aids (Life Skills Education) Grant														
Eastern Cape	44 528	-	-	44 528	44 528	-	-	44 528	46 653	-	105%	45 089	45 089	
Free State	11 172	-	-	11 172	11 172	-	-	11 172	10 100	1 072	90%	10 250	10 250	
Gauteng	37 311	-	-	37 311	37 311	-	-	37 311	37 272	39	100%	36 464	36 464	
KwaZulu-Natal	61 183	-	-	61 183	61 183	-	-	61 183	61 176	7	100%	61 450	61 450	
Limpopo	26 875	-	-	26 875	26 875	-	-	26 875	21 788	5 087	81%	26 552	26 552	
Mpumalanga	19 530	-	-	19 530	19 530	-	-	19 530	19 183	347	98%	19 530	19 530	
Northern Cape	6 901	-	-	6 901	6 901	-	-	6 901	6 901	-	100%	6 302	6 302	
North West	16 953	-	-	16 953	16 953	-	-	16 953	17 620	-	104%	15 909	15 909	
Western Cape	17 822	-	-	17 822	17 822	-	-	17 822	17 822	-	100%	20 368	20 368	
TOTAL	242 275	-	-	242 275	242 275	-	-	242 275	238 515	6 552		241 914	241 914	

Name of Province / Grant	2022/23												2021/22	
	GRANT ALLOCATION			TRANSFER			SPENT							
	Division of Revenue Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	Funds withheld R'000	Reallocations by National Treasury or National department %	Amount received by department R'000	Amount spent by department R'000	Unspent funds R'000	% of available funds spent by department %	Division of Revenue Act / Provincial grants R'000	Actual transfers R'000	
4. National School Nutrition Programme Grant														
Eastern Cape	1 494 648	-	-	1 494 648	1 494 648	-	-	1 494 648	1 495 454	-	100%	1 443 715	1 443 715	
Free State	488 785	-	-	488 785	488 785	-	-	488 785	492 990	-	101%	453 516	453 516	
Gauteng	993 367	-	-	993 367	993 367	-	-	993 367	993 367	-	100%	958 730	958 730	
KwaZulu-Natal	1 952 777	-	-	1 952 777	1 952 777	-	-	1 952 777	1 865 496	87 281	96%	1 831 602	1 831 602	
Limpopo	1 529 904	-	-	1 529 904	1 529 904	-	-	1 529 904	1 498 954	30 950	98%	1 456 918	1 456 918	
Mpumalanga	806 054	-	-	806 054	806 054	-	-	806 054	828 282	-	103%	777 342	777 342	
Northern Cape	225 894	-	-	225 894	225 894	-	-	225 894	225 074	820	100%	213 304	213 304	
North West	565 603	-	-	565 603	565 603	-	-	565 603	593 967	-	105%	545 755	545 755	
Western Cape	451 289	-	-	451 289	451 289	-	-	451 289	451 289	-	100%	434 387	434 387	
TOTAL	8 508 321	-	-	8 508 321	8 508 321	-	-	8 508 321	8 444 873	119 051		8 115 269	8 115 269	



Name of Province / Grant	2022/23												2021/22	
	GRANT ALLOCATION			TRANSFER			SPENT							
	Division of Revenue Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	Funds withheld R'000	Reallocations by National Treasury or National department %	Amount received by department R'000	Amount spent by department R'000	Unspent funds R'000	% of available funds spent by department %	Division of Revenue Act / Provincial grants R'000	Actual transfers R'000	
5. Learners with Profound Intellectual Disabilities Grant														
Eastern Cape	28 333	-	-	28 333	28 333	-	-	28 333	28 061	272	99%	27 004	27 004	
Free State	27 125	-	-	27 125	27 125	-	-	27 125	21 440	5 685	79%	26 692	26 692	
Gauteng	35 150	-	-	35 150	35 150	-	-	35 150	35 011	139	100%	33 156	33 156	
KwaZulu-Natal	34 423	-	-	34 423	34 423	-	-	34 423	34 423	-	100%	32 576	32 576	
Limpopo	34 451	-	-	34 451	34 451	-	-	34 451	30 987	3 464	90%	32 666	32 666	
Mpumalanga	31 523	-	-	31 523	31 523	-	-	31 523	28 235	3 288	90%	30 132	30 132	
Northern Cape	14 068	-	-	14 068	14 068	-	-	14 068	14 048	20	100%	13 664	13 664	
North West	16 997	-	-	16 997	16 997	-	-	16 997	15 059	1 938	89%	18 317	18 317	
Western Cape	33 451	-	-	33 451	33 451	-	-	33 451	36 859	-	110%	28 553	28 553	
TOTAL	255 521	-	-	255 521	255 521	-	-	255 521	244 123	14 806		242 760	242 760	

Name of Province / Grant	2022/23												2021/22	
	GRANT ALLOCATION			TRANSFER			SPENT							
	Division of Revenue Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	Funds withheld R'000	Reallocations by National Treasury or National department %	Amount received by department R'000	Amount spent by department R'000	Unspent funds R'000	% of available funds spent by department %	Division of Revenue Act / Provincial grants R'000	Actual transfers R'000	
6. Early Childhood Development														
Eastern Cape	199 668	-	-	199 668	199 668	-	-	199 668	189 217	10 451	95%	-	-	
Free State	65 282	-	-	65 282	65 282	-	-	65 282	55 253	10 029	85%	-	-	
Gauteng	232 715	-	-	232 715	232 715	-	-	232 715	235 544	-	101%	-	-	
KwaZulu-Natal	187 203	-	-	187 203	187 203	-	-	187 203	187 203	-	100%	-	-	
Limpopo	184 858	-	-	184 858	184 858	-	-	184 858	199 441	-	108%	-	-	
Mpumalanga	99 860	-	-	99 860	99 860	-	-	99 860	91 430	8 430	92%	-	-	
Northern Cape	23 126	-	-	23 126	23 126	-	-	23 126	19 066	4 060	82%	-	-	
North West	104 104	-	-	104 104	104 104	-	-	104 104	82 169	21 935	79%	-	-	
Western Cape	95 866	-	-	95 866	95 866	-	-	95 866	95 866	-	100%	-	-	
TOTAL	1 192 682	-	-	1 192 682	1 192 682	-	-	1 192 682	1 155 189	54 905		-	-	

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2022/23 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

**37. Broad Based Black Economic Empowerment performance**

Information on compliance with the B-BBEE Act is included in the annual report under the section titled B-BBEE Compliance Performance Information.

**38. COVID-19 Response expenditure**

		2022/23	2021/22
	Note	R'000	R'000
Goods and services		409	88 052
<b>Total</b>	<i>Annex 11</i>	<b>409</b>	<b>88 052</b>

**2022/23: Under Goods and Services**

- R385 thousand relates to accruals on delivery of water to school during lockdown period for schools which urgently needed basic services facilitation.
- R24 thousand relates sanitiser for use in the Department.

## ANNEXURE 1A

### STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

Departmental Agency or Account	2022/23						2021/22	
	TRANSFER ALLOCATION			TRANSFER				
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred	Final Budget R'000	Actual transfer R'000
EDUC, TRAINING&DEV PRACTICES SETA	472	-	-	472	472	100%	459	459
UMALUSI	162 031	-	-	162 031	162 031	100%	157 404	157 404
SA COUNCIL FOR EDUCATORS	15 528	-	-	15 528	15 528	100%	17 985	17 985
<b>TOTAL</b>	<b>178 031</b>	<b>-</b>	<b>-</b>	<b>178 031</b>	<b>178 031</b>		<b>175 848</b>	<b>175 848</b>

## ANNEXURE 1B

### STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

Foreign government / International organisation	2022/23						2021/22	
	TRANSFER ALLOCATION			EXPENDITURE				
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred	Final Budget R'000	Actual transfer R'000
<b>Transfers</b>								
Association for the Development of Education in Africa (ADEA)	910	-	(90)	820	910	111%	775	775
Guidance, Counselling and Youth Development Centre for Africa: Malawi	173	-	(31)	142	173	122%	199	152
United Nations Educational, Scientific and Cultural Organisations (UNESCO)	14 147	-	(3 626)	10 521	14 147	134%	17 317	12 599
South and East African Consortium for monitoring educational quality (SACMEQ)	2 836	-	(980)	1 856	2 835	153%	4 988	4 988
Total	18 066	-	(4 727)	13 339	18 065		23 279	18 514
<b>TOTAL</b>	<b>18 066</b>	<b>-</b>	<b>(4 727)</b>	<b>13 339</b>	<b>18 065</b>		<b>23 279</b>	<b>18 514</b>

**ANNEXURE 1C**

**STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS**

Non-profit institutions	2022/23						2021/22	
	TRANSFER ALLOCATION			EXPENDITURE				
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred	Final Budget R'000	Actual transfer R'000
<b>Transfers</b>								
Childline South Africa	82	-	-	82	82	100%	78	78
National Education Collaboration	120 738	-	19 219	139 957	139 957	100%	120 437	120 437
Uhambo Foundation ECD	2 130	-	-	2 130	2 130	100%	-	-
SA Congress for ECD	826	-	-	826	826	100%	-	-
Ntataise for ECD	1 083	-	-	1 083	1 083	100%	-	-
<b>Total</b>	<b>124 859</b>	<b>-</b>	<b>19 219</b>	<b>144 078</b>	<b>144 078</b>		<b>120 515</b>	<b>120 515</b>
<b>TOTAL</b>	<b>124 859</b>	<b>-</b>	<b>19 219</b>	<b>144 078</b>	<b>144 078</b>		<b>120 515</b>	<b>120 515</b>

**ANNEXURE 1D**

**STATEMENT OF TRANSFERS TO HOUSEHOLDS**

Household	2022/23						2021/22	
	TRANSFER ALLOCATION			EXPENDITURE				
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred	Final Budget R'000	Actual transfer R'000
<b>Transfers</b>								
Employee Social Benefits (Leave Gratuity)	3 120	-	2 120	5 240	3 009	57%	4 112	2 760
NAT STUDENT FINANCIAL AID SCHEME	1 328 953	-	-	1 328 953	1 328 953	100%	1 308 024	1 308 024
<b>Total</b>	<b>1 332 073</b>	<b>-</b>	<b>2 120</b>	<b>1 334 193</b>	<b>1 331 962</b>		<b>1 312 136</b>	<b>1 310 784</b>
<b>TOTAL</b>	<b>1 332 073</b>	<b>-</b>	<b>2 120</b>	<b>1 334 193</b>	<b>1 331 962</b>		<b>1 312 136</b>	<b>1 310 784</b>

## ANNEXURE 1E

### STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

Name of organisation	Nature of gift, donation or sponsorship	2022/23	2021/22
		R'000	R'000
<b>Received in kind</b>			
Via Afrika	National Teachers Awards	-	350
MTN	National Senior Certificates Announcements	1 300	1 250
Kagiso Trust	National Senior Certificates Announcements	106	101
AVBOB	National Senior Certificates Announcements	83	83
Fundi	National Senior Certificates Announcements	50	100
IDC	National Senior Certificates Announcements	75	60
Standard Bank	National Senior Certificates Announcements	-	495
Vodacom Foundation	National Senior Certificates Announcements	367	367
Entsika	National Senior Certificates Announcements	-	400
Old Mutual	National Senior Certificates Announcements	87	-
Massmart	National Senior Certificates Announcements	85	-
<b>Subtotal</b>		<b>2 153</b>	<b>3 206</b>
<b>TOTAL</b>		<b>2 153</b>	<b>3 206</b>

## ANNEXURE 1F

### STATEMENT OF AID ASSISTANCE RECEIVED

Name of donor	Purpose	Opening balance	Revenue	Expenditure	Paid back on / by 31 March	Closing balance
		R'000	R'000	R'000	R'000	R'000
<b>Received in cash</b>						
European Union Donor	Primary Education Sector Policy Support Programme	(4 846)	-	-		(4 846)
Technology Grade 7-9	Piloting of Coding and Robotics as a subject in 1000 schools for grade 7-9	1 089	-	(1 815)	(1 089)	(1 815)
Systemic improvement of Language and Numeracy in the Foundation Phase Donor Project	To pilot, for broader replication, an innovative and systemic approach to improve state capacity to improve language and numeracy outcomes and reduce inequalities in the Foundation Phase (FP) in targeted districts.	-	-	(1 320)	-	(1 320)
United States Agency for International Development (USAID) Donor Project	To support the national Department of Basic Education to align and consolidate the Life Orientation Conditional Grant to better support the implementation mandates of the National Policy on HIV, Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for learners, educators, school support staff and officials in all primary and secondary schools in the Basic Education Sector.	(8 058)	18 010	(12 933)	-	(2 981)
Rural Education Assistant Donor Project	To mobilise youth in the rural communities to participate in education initiatives.	(41 467)	-	(2 486)	-	(43 953)
Education for Employability Sector Reform Contract	To develop and start with internal quality assure processes of the outstanding learning and teaching support materials for vocational and occupational subjects.	15 848	47 222	(10 206)	(15 848)	37 016
<b>Subtotal</b>		<b>(37 434)</b>	<b>65 232</b>	<b>(28 760)</b>	<b>(16 937)</b>	<b>(17 899)</b>
<b>TOTAL</b>		<b>(37 434)</b>	<b>65 232</b>	<b>(28 760)</b>	<b>(16 937)</b>	<b>(17 899)</b>

**ANNEXURE 2B**

**STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2023**

Nature of liability	Opening balance 1 April 2022	Liabilities incurred during the year	Liabilities paid / cancelled / reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2023
	R'000	R'000	R'000	R'000	R'000
<b>Claims against the Department</b>					
Magna FS vs Minister of Basic Education	14 634	300	-	-	14 934
Tywaku v Minister of Basic Education	7 458	561	-	-	8 019
Konani vs Minister of Basic Education	38 980	1 410	-	-	40 390
Tintswalo Mercy Ngobeni v Minister of Basic Education	27 249	-	(27 249)	-	-
Mabasa RA v Minister of Basic Education	12 100	500	-	-	12 600
Moloto Masetse v Minister of Basic Education	400	-	-	-	400
Lebepe v Minister of Basic Education	17 273	1 606	-	-	18 879
Baku Foto vs Minister of Basic Education	16 325	-	(250)	-	16 075
Mapule Mahudu and Others v Minister of Basic Education	9 911	1 661	-	-	11 572
Redbar Media v Minister of Basic Education	157	-	(157)	-	-
Ntshuxeko Baloyi v Minister of Basic Education	1 800	-	-	-	1 800
Felicia Chauke v Minister of Basic Education	1 800	-	-	-	1 800
Owen Baloyi v Minister of Basic Education	1 800	-	-	-	1 800
Nyiko Chabalala v Minister of Basic Education	1 800	-	-	-	1 800
Simeon Baloyi v Minister of Basic Education	1 800	-	-	-	1 800
Manyana Baloyi v Minister of Basic Education	1 800	-	-	-	1 800
Kulani Makhuba v Minister of Basic Education	1 800	-	-	-	-
Toto Nzamo and Others v Minister of Basic Education	369	39	-	-	408
Sakhile Peter vs Minister of Basic Education	1 087	115	-	-	1 202
Bessie Hlongwa v Minister of Basic Education	461	1 543	-	-	2 004
Kgotle v Minister of Basic Education	1 000	-	-	-	1 000
Mokgaetji P Mashiane and Others v Minister of Basic Education and 03 others	1 913	2 065	-	-	3 978
Nevondo Ntsengisani Linah v Minister of Basic Education and Others	800	-	-	-	800
Lindiwe Dhlamini v Minister of Basic Education	4 346	470	-	-	4 816
Nancy Malepe v Minister of Basic Education	2 000	-	-	-	2 000
Gertina De Klerk v Minister of Basic Education and Director-General	5 558	585	-	-	6 143
Ronan Perreira v Minister of Basic Education	10 230	1 104	-	-	11 334
BM Dlamini v Minister of Education	1 537	245	-	-	1 782
Yvonne Naidoo v Minister of Education	7 519	850	-	-	8 369
Tyrees Pillay v Minister of Education	878	93	-	-	971
Gloria Mabizela v Minister of Basic Education	216	15	-	-	231
Faranani Housing Projects vs Minister of Public Works and Others	1 194	106	-	-	1 300
Haleigh Louise Botha v Minister of Health and Others	3 223	-	(45)	-	3 178
Lidwala Consulting Engineers vs Asivhanga Tshibubudze NO and Others	8 531	-	(8 531)	-	-
Dana Brown v Minister of Basic Education	1 734	123	-	-	1 857
Nosakhele Mgunyase v Minister of Basic Education	3 300	-	(300)	-	3 000
Drikus Swanepoel v Minister of Basic Education	1 343	76	-	-	1 419
Thembisile Soai v Minister of Basic Education	8 000	-	(8 000)	-	-



**DEPARTMENT OF BASIC EDUCATION VOTE 16**  
**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS**  
for the year ended 31 March 2023

Nature of liability	Opening balance 1 April 2022	Liabilities incurred during the year	Liabilities paid / cancelled / reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2023
	R'000	R'000	R'000	R'000	R'000
Manari Phumudzo vs Minister of DBE	1 250	518	-	-	1 768
Kwikspace vs DBE	1 603	596	-	-	2 199
Musawenkosi Njabulo Sithole v Minister of Basic Education	1 819	667	-	-	2 486
Mbokota Vusimuzi v Minister of Basic Education	505	456	-	-	961
Sewela Yvonne Hadebe v Minister of Basic Education	2 289	240	-	-	2 529
Tintswalo Valencia Risimati v Minister of Basic Education	4 000	-	-	-	4 000
Motsepe Xolani Godfrey v Minister of Basic Education	7 835	589	-	-	8 424
Thusi Winnie v Minister of Basic Education	4 575	629	-	-	5 204
Tsoku Malefu Portia v Minister of Basic Education	5 009	377	-	-	5 386
Maryna Potgieter v Minister of Basic Education	901	66	-	-	967
Dube Walsworth Simphiwe v Minister of Basic Education	200	-	-	-	200
Nomandla Mjwara v Minister of Basic Education	-	16 726	-	-	16 726
Conny Seboane v Minister of Basic Education	-	20 000	-	-	20 000
Mabika Sthembiso vs Minister of Basic Education	-	3 696	-	-	3 696
Roelof De Jager vs Minister of Basic Education	-	276	-	-	276
Ayanda Molefe v Minister of Basic Education	-	365	-	-	365
Dikeledi Lamola vs Minister of Basic Education	-	800	-	-	800
Yves Kadilo and two others v Parktown Boys High School and six others	-	33 240	-	-	33 240
Chante Peterson v Clarissa Venter and 3 Others	-	310	-	-	310
Phuthatshedzo Ndou vs Minister of Basic Education	-	3 462	-	-	3 462
Patricia Anne Luckin vs Minister of Basic Education	-	60	-	-	60
Thokozani Clement Tshomela vs Minister of Basic Education	-	550	-	-	550
Mayur Sewpal vs Minister of Basic Education	-	881	-	-	881
Philavele Trading cc vs Minister of Basic Education	-	334	-	-	334
Nompumelelo Matyhila vs Minister of Basic Education	-	3 089	-	-	3 089
Nonkululeko Smith v Minister of Basic Education and Others	-	11 278	-	-	11 278
Trevor Nel v Minister of Basic Education	-	1 620	-	-	1 620
Mokgohloe Magdeline Kekana v Minister of Basic Education	-	406	-	-	406
<b>Subtotal</b>	<b>252 312</b>	<b>114 698</b>	<b>(44 532)</b>	<b>-</b>	<b>322 478</b>
<b>Other</b>					
Elana/ Karen Kula vs DBSA (DBE)	13 674	-	-	-	13 674
Sinokuhle Constructions CC vs COEGA (DBE)	3 047	-	-	-	3 047
Ikamva Architects vs IDT (DBE)	377	-	(377)	-	-
Makhathini Projects vs DBSA (DBE)	13 734	-	-	-	13 734
Zithole Construction vs Mvula Trust (DBE)	2 121	-	-	-	2 121
RICTS vs DBE	19 546	-	-	-	19 546
Subtotal	52 499	-	(377)	-	52 122
<b>TOTAL</b>	<b>304 811</b>	<b>114 698</b>	<b>(44 909)</b>	<b>-</b>	<b>374 600</b>

ANNEXURE 3

CLAIMS RECOVERABLE

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash-in-transit at year end 2022/23 *	
	31/03/2023 R'000	31/03/2022 R'000	31/03/2023 R'000	31/03/2022 R'000	31/03/2023 R'000	31/03/2022 R'000	Receipt date up to six (6) working days after year end	Amount R'000
<b>Department</b>								
National Department of Higher Education and Training	-	-	447	1 260	447	1 260	-	-
National Department of International Relations and Cooperation (DIRCO)	-	-	13	-	13	-	-	-
National Department of Justice	-	-	6 291	1 982	6 291	1 982	-	-
National Department of Public Works	-	-	138	138	138	138	-	-
National Department of Correctional Services	-	-	2	-	2	-	-	-
National Department of Agriculture, Forestry and Fisheries	-	-	3	-	3	-	-	-
National Department of Sport, Arts and Culture	-	-	630	-	630	-	-	-
National Department of Public Service and Administration	-	-	793	-	793	-	-	-
Limpopo Provincial Department of Education	-	-	1 939	1 939	1 939	1 939	-	-
Gauteng Provincial Department	-	-	28	-	28	-	-	-
Eastern Cape Provincial Department of Education	-	-	215	215	215	215	-	-
KwaZulu-Natal Provincial Department of Education	-	-	1 962	-	1 962	-	-	-
Mpumalanga Provincial Department of Education	-	-	7	-	7	-	-	-
<b>Subtotal</b>	-	-	<b>12 468</b>	<b>5 534</b>	<b>12 468</b>	<b>5 534</b>	-	-
<b>Other Government Entities</b>								
South African Revenue Services	-	-	957	249	957	249	-	-
<b>Subtotal</b>	-	-	<b>957</b>	<b>249</b>	<b>957</b>	<b>249</b>	-	-

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash-in-transit at year end 2022/23 *	
	31/03/2023 R'000	31/03/2022 R'000	31/03/2023 R'000	31/03/2022 R'000	31/03/2023 R'000	31/03/2022 R'000	Receipt date up to six (6) working days after year end	Amount R'000
<b>PRIVATE ENTITIES</b>								
Drake and Schull	-	-	2	10	2	10	-	-
Eskom (Incorrect VAT claim)	-	-	36	36	36	36	-	-
Taste of Africa	-	-	3	7	3	7	-	-
Tsebo	-	-	2	2	2	2	-	-
Ekhaya IT and General Agency (Incorrect VAT claim)	-	-	20	20	20	20	-	-
Atlantis Travel	-	-	2	4	2	4	-	-
Nexus Travel	-	-	1	-	1	-	-	-
<b>Subtotal</b>	-	-	66	79	66	79	-	-
<b>TOTAL</b>	-	-	13 491	5 862	13 491	5 862	-	-

**ANNEXURE 4**

**INTER-GOVERNMENT PAYABLES**

GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash-in-transit at year end 2022/23 *	
	31/03/2023	31/03/2022	31/03/2023	31/03/2022	31/03/2023	31/03/2022	Payment date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
<b>DEPARTMENTS</b>								
Current								
Department of Justice (TRC)	-	-	12 567	20 388	12 567	20 388	-	-
Department of International Relation and Corporation (DIRCO)	-	-	-	44	-	44	-	-
<b>Subtotal</b>	-	-	<b>12 567</b>	<b>20 432</b>	<b>12 567</b>	<b>20 432</b>	-	-
<b>Total Departments</b>	-	-	<b>12 567</b>	<b>20 432</b>	<b>12 567</b>	<b>20 432</b>	-	-
<b>TOTAL INTERGOVERNMENT PAYABLES</b>	-	-	<b>12 567</b>	<b>20 432</b>	<b>12 567</b>	<b>20 432</b>	-	-

## ANNEXURE 5

### INVENTORIES

	Workbooks	School Furniture and Equipment	Kha Ri Gude, ASIDI	Second Chance Matric	Total
<b>Inventories for the year ended 31 March 2023</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Opening balance	44 840	4 489	4 367	6 300	59 996
Add/(Less): Adjustments to prior year balances	-	(153)	-	-	(153)
Add: Additions/Purchases - Cash	858 902	4 251	-	910	864 063
Add: Additions/Purchases - Non-cash	-	-	-	-	-
(Less): Disposals	-	-	(4 232)	-	(4 232)
(Less): Issues	(870 929)	(3 073)	-	-	(874 002)
Add/(Less): Received current, not paid (Paid current year, received)	-	3 360	-	-	3 360
Add/(Less): Adjustments	-	-	-	-	-
<b>Closing balance</b>	<b>32 813</b>	<b>8 874</b>	<b>135</b>	<b>7 210</b>	<b>49 032</b>

	Workbooks	School Furniture and Equipment	Kha Ri Gude, ASIDI	Second Chance Matric	Total
<b>Inventories for the year ended 31 March 2022</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Opening balance	2 829	7 735	1 685	6 259	18 508
Add/(Less): Adjustments to prior year balances	-	(700)	-	-	(700)
Add: Additions/Purchases - Cash	862 164	9 917	19 762	41	891 884
(Less): Issues	(820 153)	(12 463)	(17 080)	-	(849 696)
<b>Closing balance</b>	<b>44 840</b>	<b>4 489</b>	<b>4 367</b>	<b>6 300</b>	<b>59 996</b>

## ANNEXURE 6

### MOVEMENT IN CAPITAL WORK IN PROGRESS

#### Movement in capital work in progress for the year ended 31 March 2023

	Opening balance	Prior period error	Current year CWIP	Ready for use (Asset Register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	1 084 871	(64 521)	1 490 257	(1 841 081)	669 526
Non-residential buildings	877 668	(50 426)	441 973	(880 033)	389 182
Other fixed structures	207 203	(14 095)	1 048 284	(961 048)	280 344
<b>TOTAL</b>	<b>1 084 871</b>	<b>(64 521)</b>	<b>1 490 257</b>	<b>(1 841 081)</b>	<b>669 526</b>

#### Movement in capital work in progress for the year ended 31 March 2022

	Opening balance	Prior period error	Current year CWIP	Ready for use (Asset Register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	1 580 389	(214 942)	1 858 681	(2 139 257)	1 084 871
Non-residential buildings	159 731	966 594	527 175	(775 832)	877 668
Other fixed structures	1 420 658	(1 181 536)	1 331 506	(1 363 425)	207 203
<b>TOTAL</b>	<b>1 580 389</b>	<b>(214 942)</b>	<b>1 858 681</b>	<b>(2 139 257)</b>	<b>1 084 871</b>

**ANNEXURE 7A**

**INTERENTITY ADVANCES PAID (Note 11)**

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/3/2023	R'000	31/03/2022	R'000	31/3/2023	31/03/2022
	R'000		R'000		R'000	R'000
<b>PROVINCIAL DEPARTMENTS</b>						
Department of Roads and Public Works (EC)	-		-		2 328	2 328
<b>Subtotal</b>	-		-		2 328	2 328
<b>PRIVATE ENTITIES</b>						
Coega Development Corporation EC	-		-		4 433	10 127
Coega Development Corporation EC (SAFE Project)	-		-		8 673	37 389
Coega Development Corporation KZN	-		-		-	2 379
Development Bank of Southern Africa	-		-		61 037	61 037
Development Bank of Southern Africa (SAFE Projects)	-		-		52 032	52 032
Independent Development Trust - EC Structure (Batch I)	-		-		2 267	2 267
Independent Development Trust - EC Structure (Batch II)	-		-		4 849	6 382
Independent Development Trust - EC W/S	-		-		834	19 865
Independent Development Trust - EC (NDPW)	-		-		12 465	3 789
Independent Development Trust - FS	-		-		1 412	1 498
Independent Development Trust - KZN	-		-		384	384
Independent Development Trust - Limpopo (Batch I)	-		-		-	2 095
Independent Development Trust - Limpopo Phase II	-		-		1 349	2 508
Mhlathuze Water KZN	-		-		205	205
RAND WATER	-		-		26 948	77 334
<b>Subtotal</b>	-		-		<b>63 819</b>	<b>279 291</b>
<b>TOTAL</b>	-		-		<b>66 147</b>	<b>281 619</b>



**ANNEXURE 7B**

**INTERENTITY ADVANCES RECEIVED (Note 15)**

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/3/2023	31/03/2022	31/3/2023	31/03/2022	31/3/2023	31/03/2022
	R'000	R'000	R'000	R'000	R'000	R'000
<b>NATIONAL DEPARTMENTS</b>						
Current						
Department of Justice(TRC)	-	-	8 571	20 388	8 571	20 388
Department of International Relations and Cooperation	-	-	368	44	368	44
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>8 939</b>	<b>20 432</b>	<b>8 939</b>	<b>20 432</b>
<b>OTHER ENTITIES</b>						
Current						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	-	-	375	375	375	375
Coega Development Corporation, KZN	-	-	68	-	68	-
Development Bank of South Africa, (ASIDI project)	-	-	5 199	-	5 199	-
Development Bank of South Africa, (SAFE project)	-	-	2 799	-	2 799	-
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>8 441</b>	<b>375</b>	<b>8 441</b>	<b>375</b>
<b>TOTAL</b>	<b>-</b>	<b>-</b>	<b>17 380</b>	<b>20 807</b>	<b>17 380</b>	<b>20 807</b>
Current	-	-	17 380	20 807	17 380	20 807
Non-current	-	-	-	-	-	-

ANNEXURE 9

COVID-19 RESPONSE EXPENDITURE

Per quarter and in total

Expenditure per economic classification	2022/23				2021/22	
	Q1	Q2	Q3	Q4	Total	Total
	R'000	R'000	R'000	R'000	R'000	R'000
<b>Compensation of employees</b>						
<b>Goods and services</b>	<b>409</b>	-	-	-	<b>409</b>	<b>88 052</b>
Administrative fees	-	-	-	-	-	1
Inventory	-	-	-	-	-	19 762
Consumables	24	-	-	-	24	140
Operating payments	385	-	-	-	385	48 826
Rental and hiring	-	-	-	-	-	1 873
Consultants	-	-	-	-	-	5 904
Contractors	-	-	-	-	-	11 546
<b>TOTAL COVID-19 RESPONSE EXPENDITURE</b>	<b>409</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>409</b>	<b>88 052</b>

**2022/23: Under Goods and Services**

- R385 thousand relates to accruals on delivery of water to school during lockdown period for schools which urgently needed basic services facilitation.
- R24 thousand relates sanitiser for use in the Department.





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