

SELECT COMMITTEE ON APPROPRIATIONS

Briefing on the Maths, Science and
Technology Grant and the Learners
with Profound Intellectual Disabilities
Grant – 2021/22 & 1st quarter 2022/23

PRESENTED BY: National
Treasury

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SURNAME: Pillay

Title
*Intergovernmental
Relations*

Date 24 August 2022



national treasury

Department:
National Treasury
REPUBLIC OF SOUTH AFRICA



**STAY
SAFE**

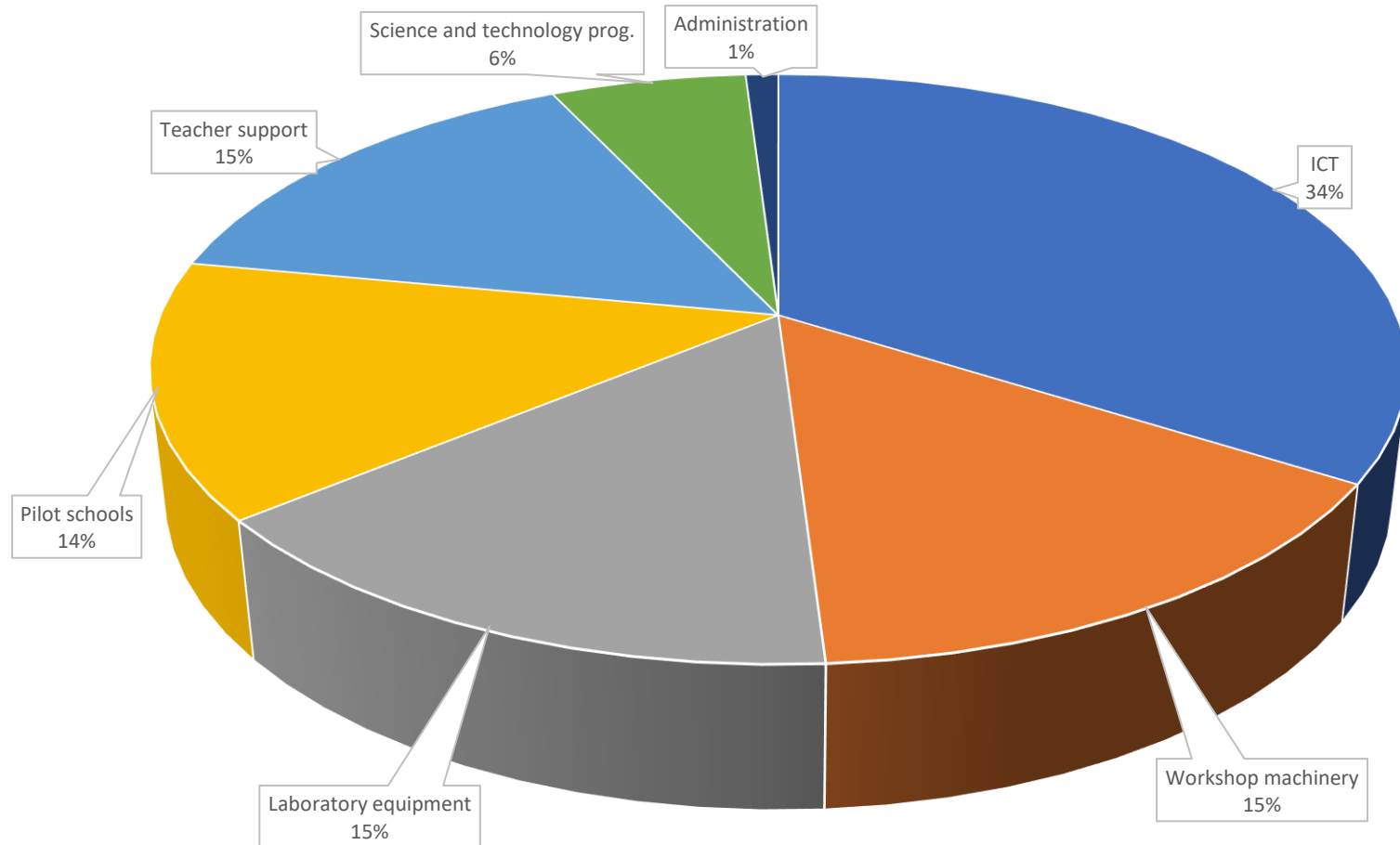
VACCINATE TO SAVE SOUTH AFRICA

Maths, Science and Technology (MST) Grant

- Purpose
 - To provide support and resources to schools, teachers, and learners in line with the CAPS statement for the improvement of mathematics, science and technology teaching and learning at selected public schools
- Outputs
 - School support
 - Provision of computer hardware and software
 - Provision of workshop machinery and equipment
 - Provision of maths, science and robotics kits
 - Learner support
 - Learners supported through camps, and additional teaching and support materials
 - Teacher support
 - Teacher training

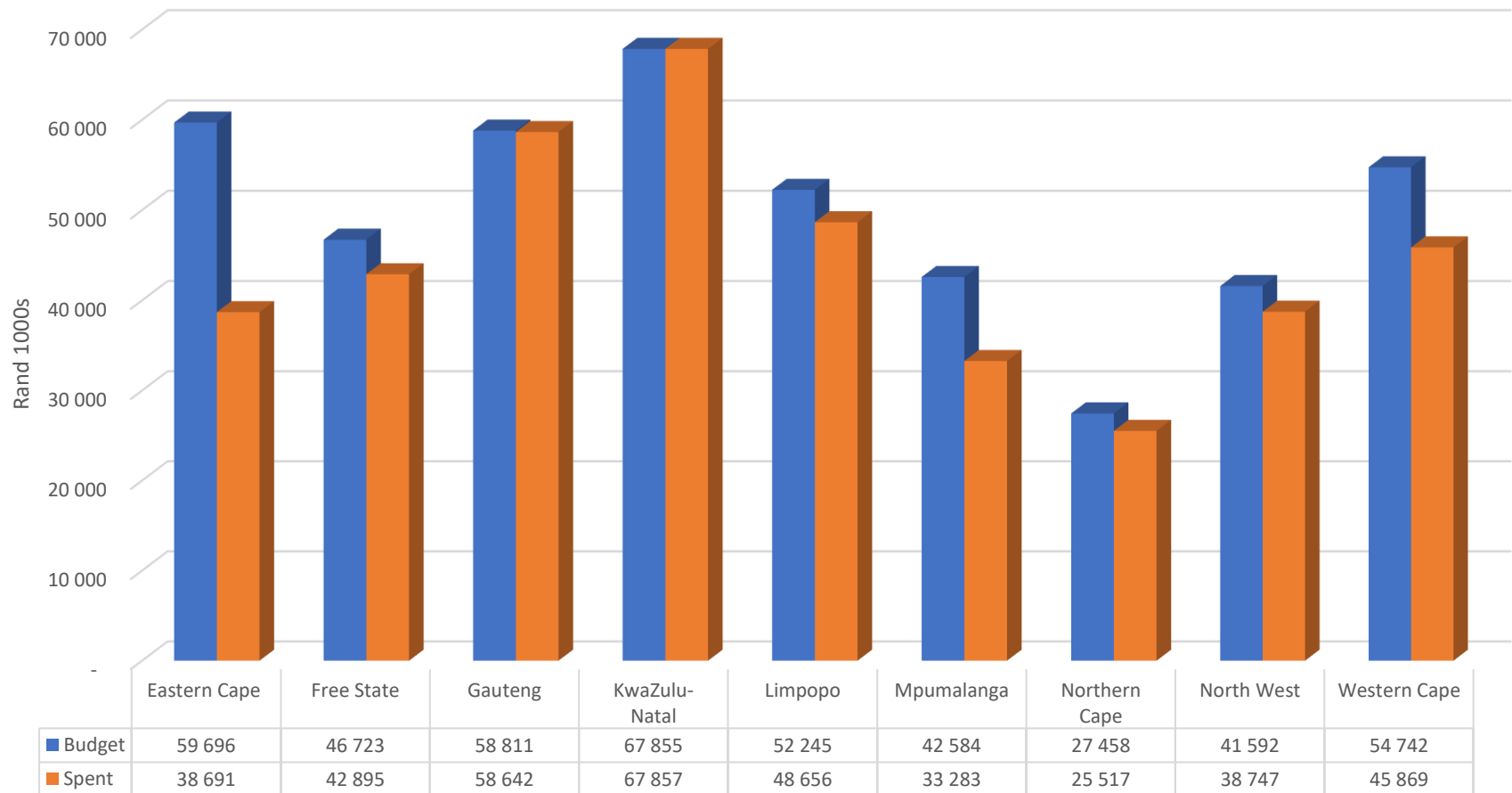
MST allocation breakdown

MST - Allocation breakdown



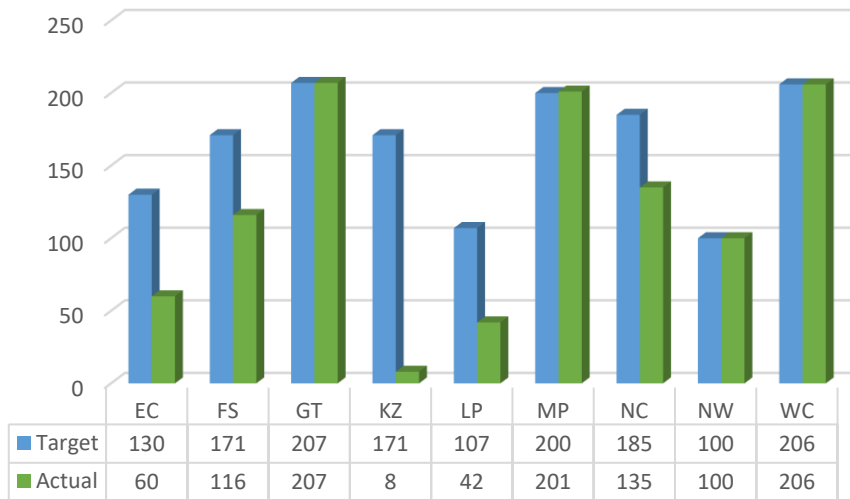
MST spending 2021/22

MST spending 2021/22

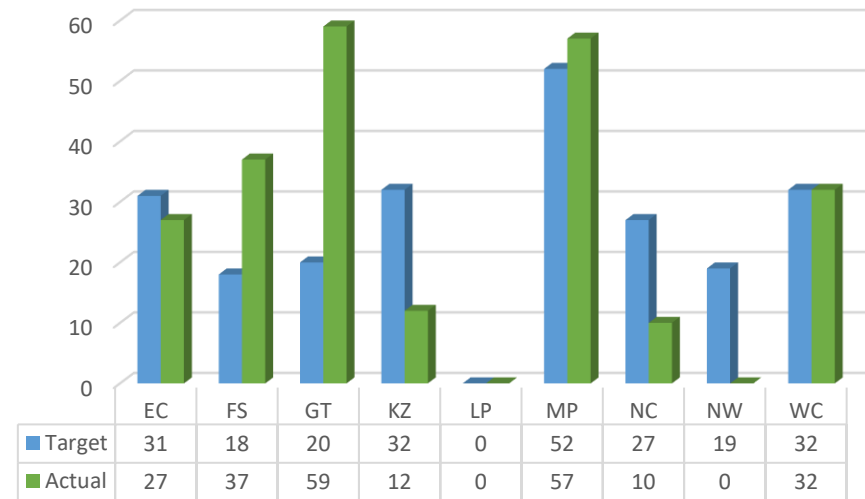


MST performance 2021/22

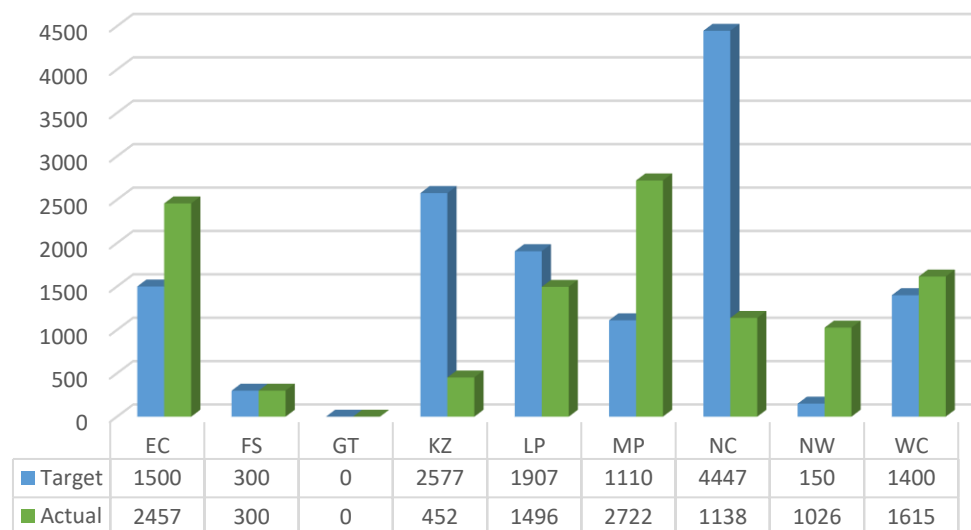
ICT - 2021/22



Workshop equipment - 2021/22

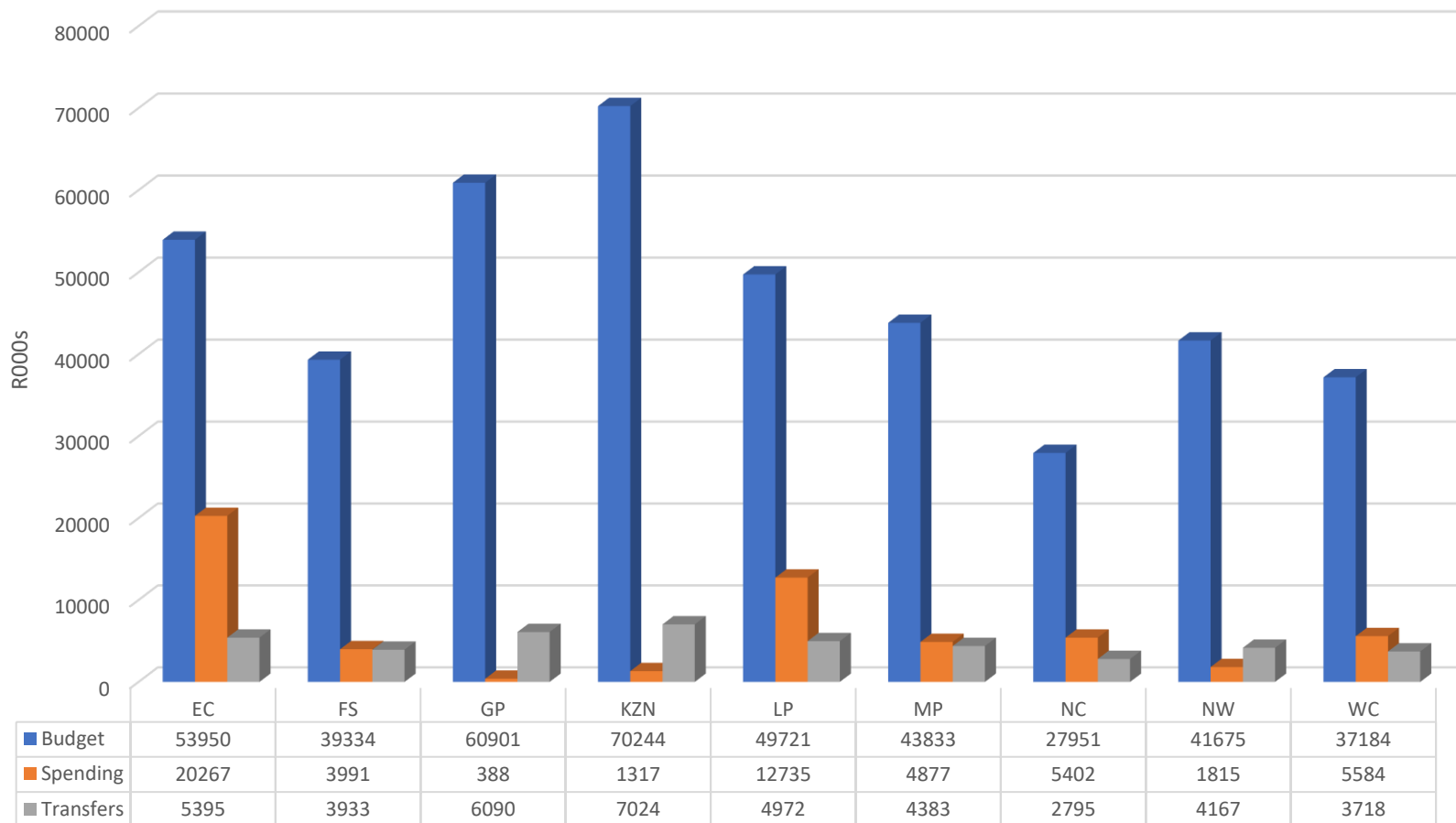


Teachers trained - 2021/22



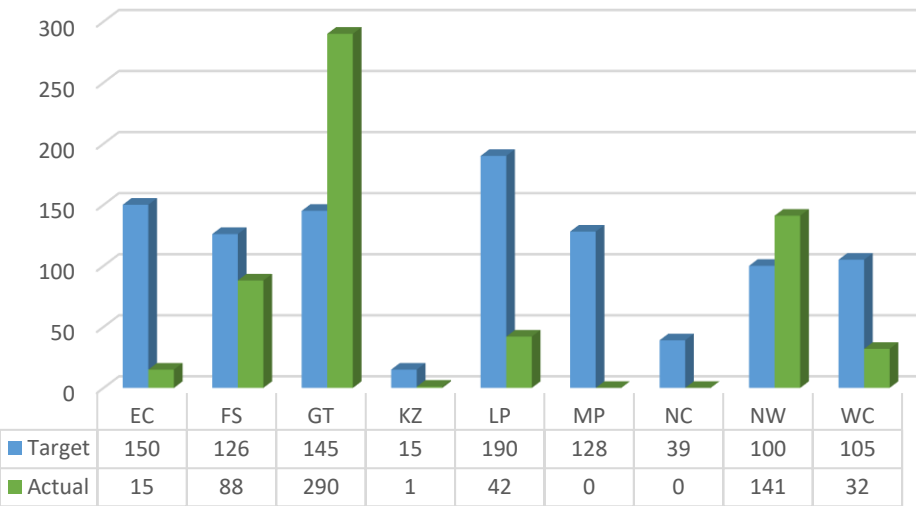
MST spending 1st quarter 2022/23

MST Spending 1st quarter - 2022/23

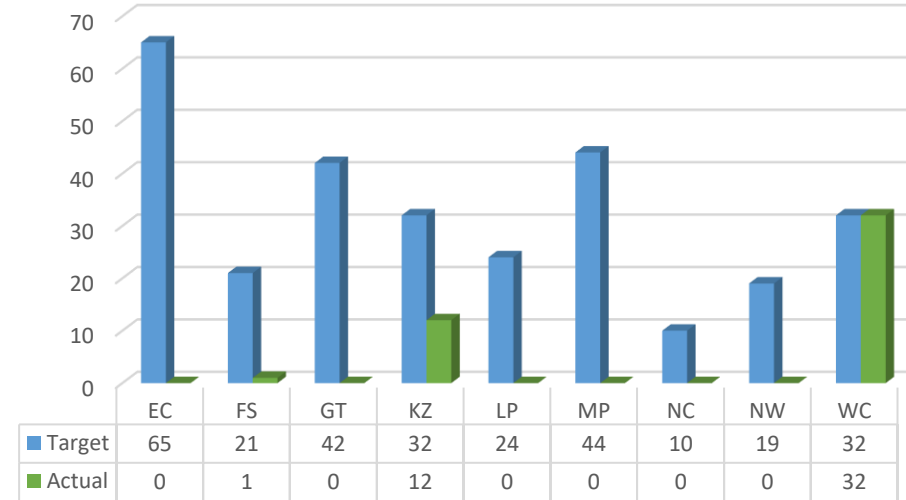


MST performance 1st quarter 2022/23

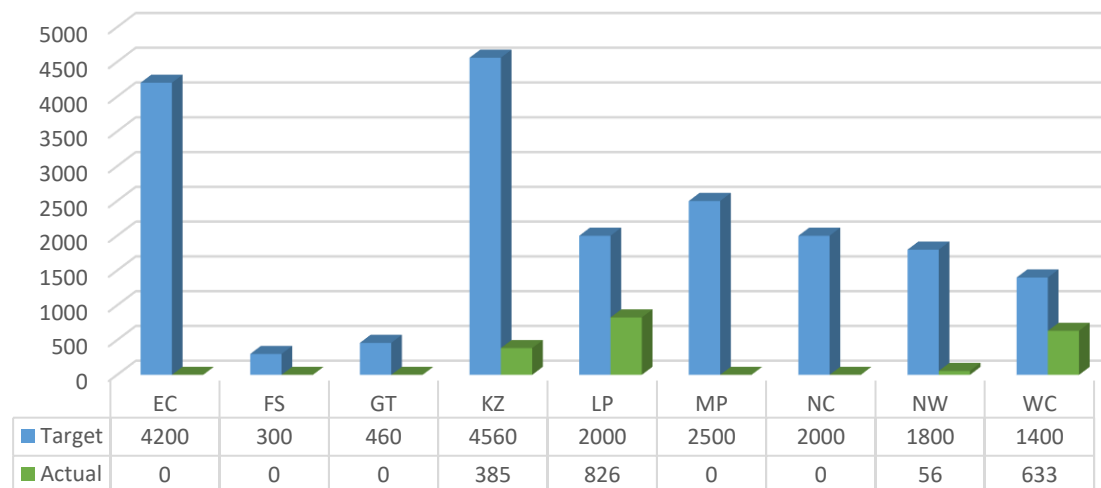
ICT - 2022/23



Workshop equipment - 2022/23



Teachers trained - 2022/23



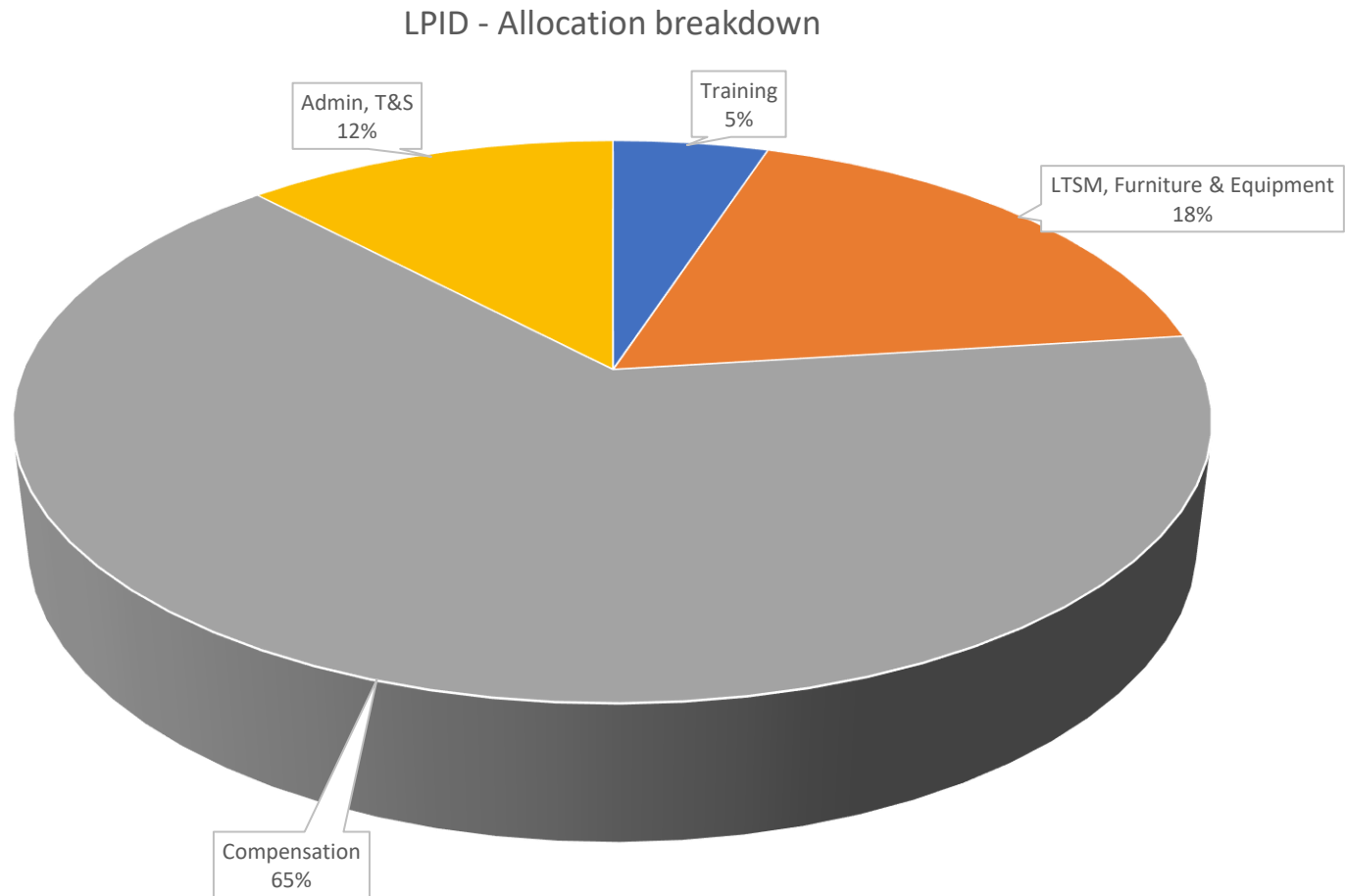
Challenges/risks - MST

- Equipment at some schools are installed late or not at all – machinery cannot be used for teaching and learning.
- Inadequate needs analysis per school done before the procurement of the ICT or workshop equipment.
- Inadequate provision for maintenance or the repair of the existing equipment in technical schools.
- Poor monitoring of the MST programme in addition to late and inconsistent reporting by provincial departments.
- Procurement delays in the delivery of kits for Maths & Science, and Coding & Robotics, resulting in deliveries late into the financial year.

Learners with Profound Intellectual Disabilities (LPID) Grant

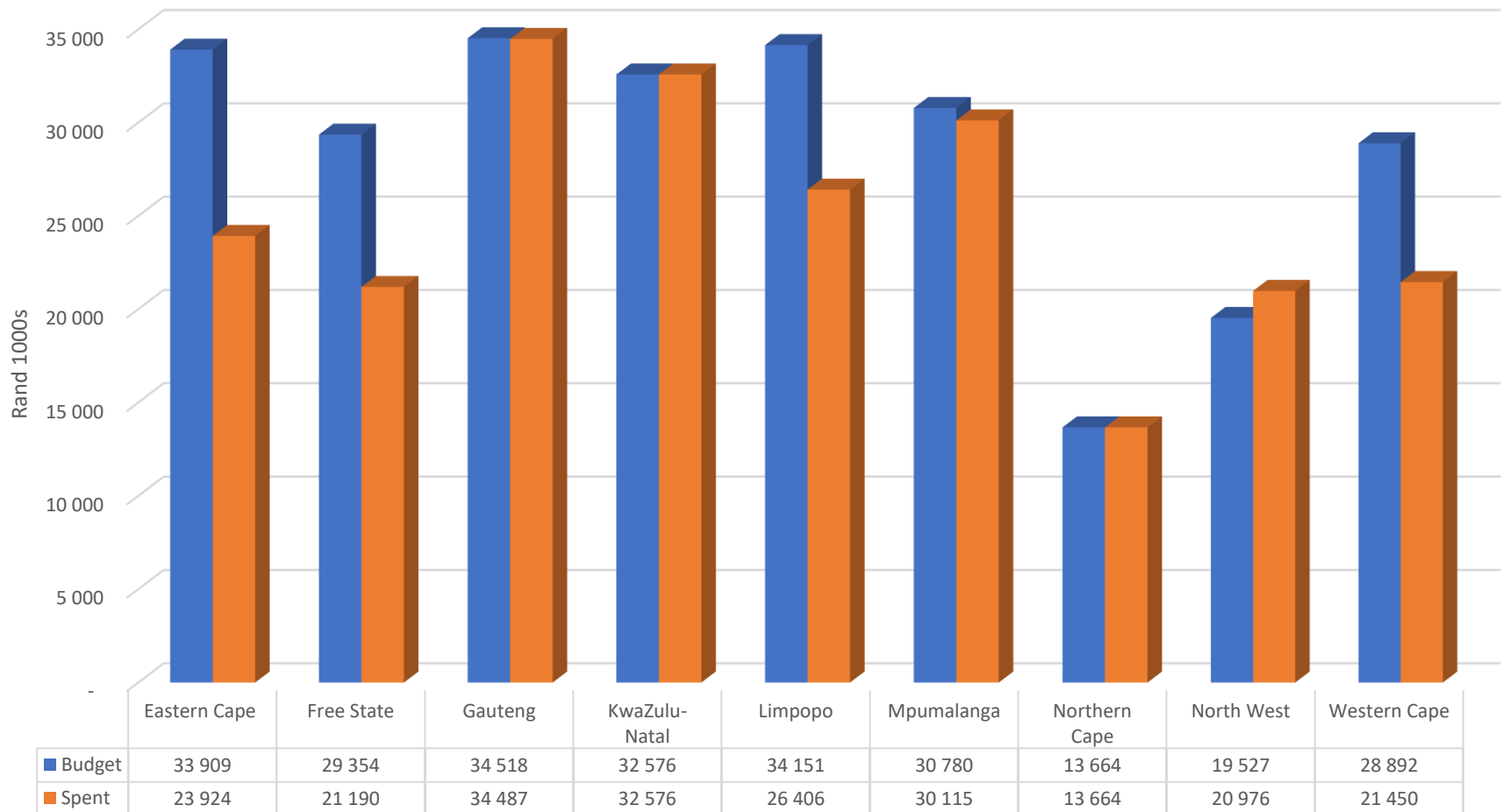
- Purpose
 - To provide necessary support, resources and equipment to identified special centres and schools for the provision of education to children with severe to profound intellectual disabilities
- Outputs
 - Transversal itinerant team members appointed to support target schools.
 - Training provided to team members, caregivers and teachers
 - Provision of outreach services

LPID allocation breakdown



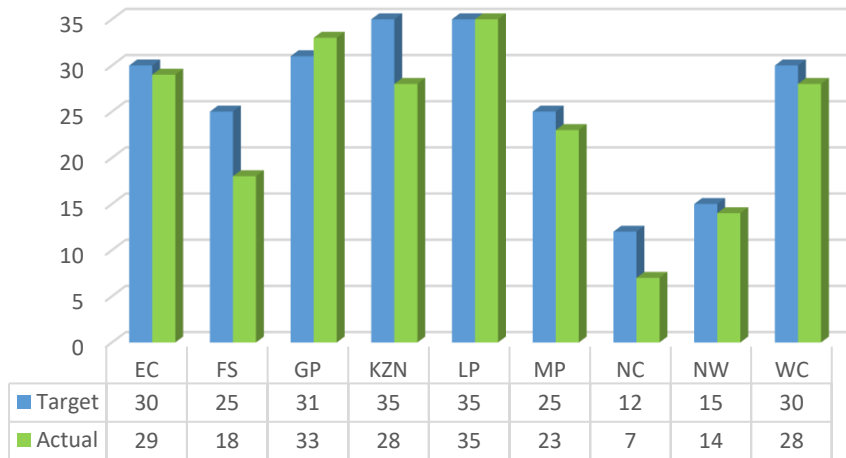
LPID spending 2021/22

LPID spending 2021/22

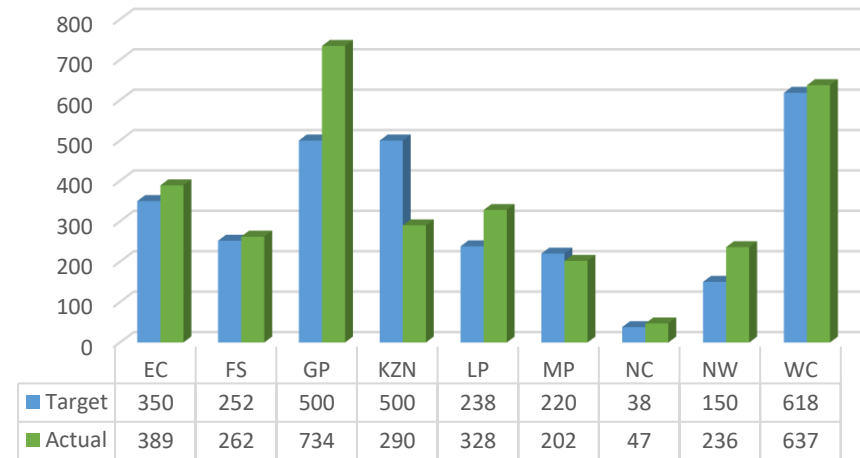


LPID performance 2021/22

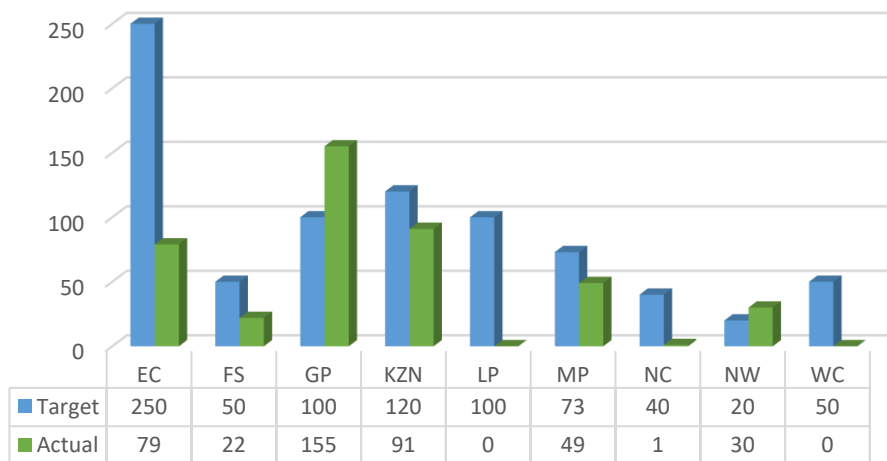
Transversal team members - 2021/22



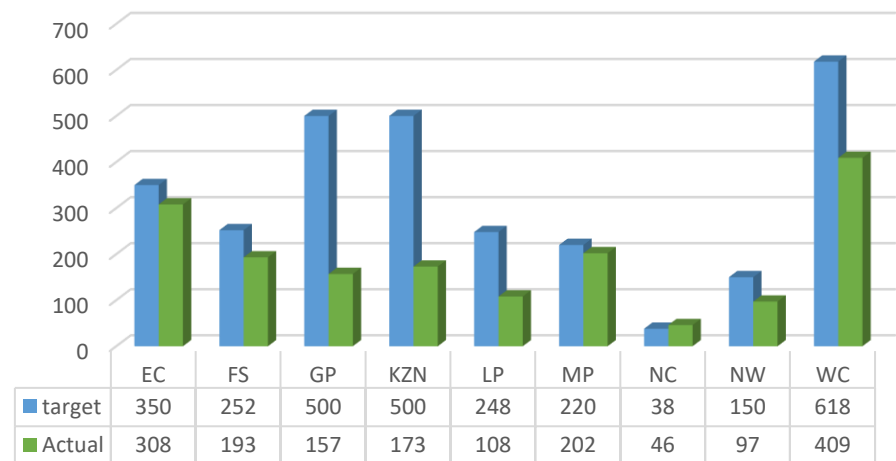
Caregivers in centres - 2021/22



Assistive Devices- 2021/22

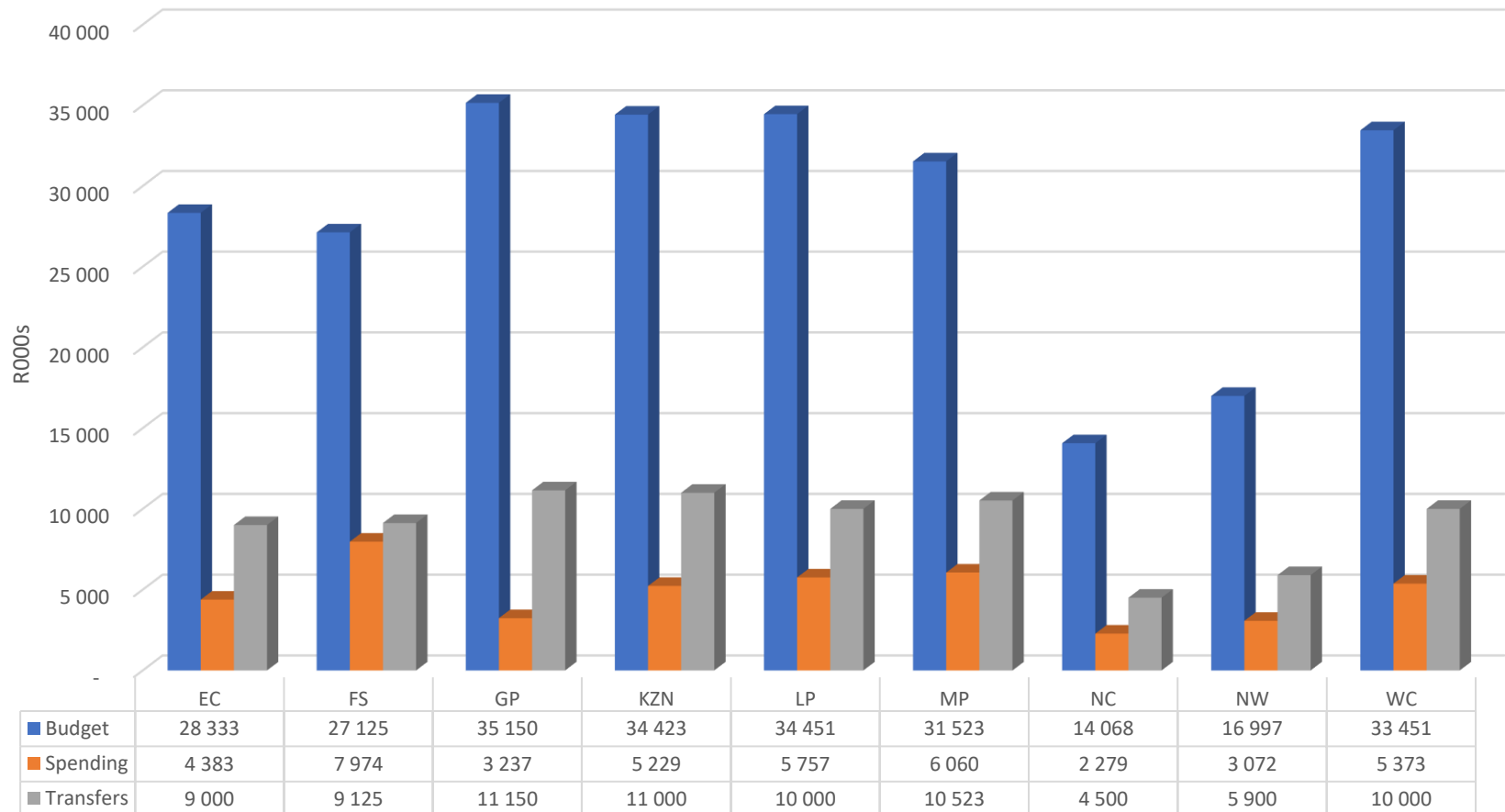


Caregivers Trained - 2021/22



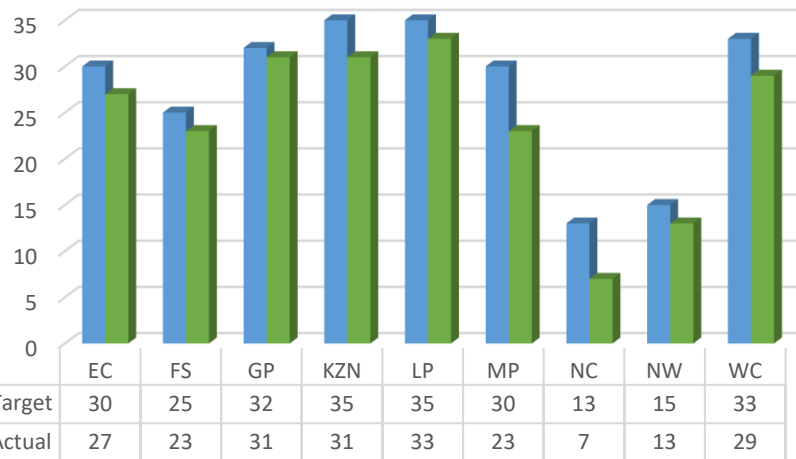
LPID spending 1st quarter 2022/23

LPID Spending 1st quarter - 2022/23

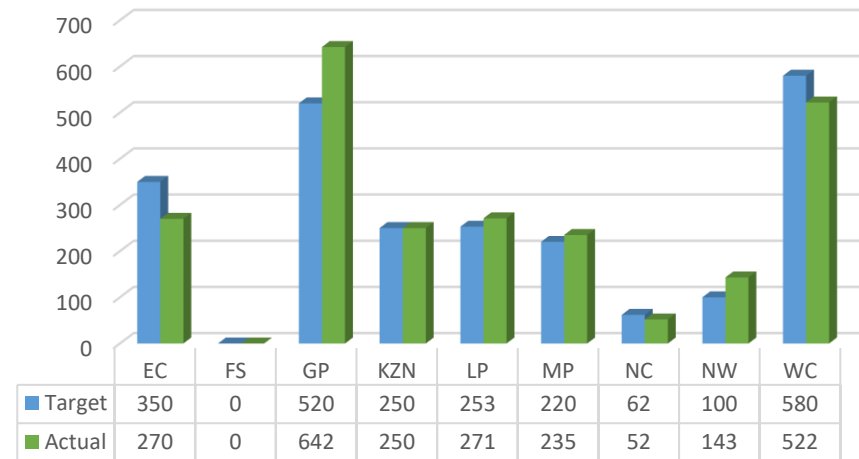


LPID performance 1st quarter 2022/23

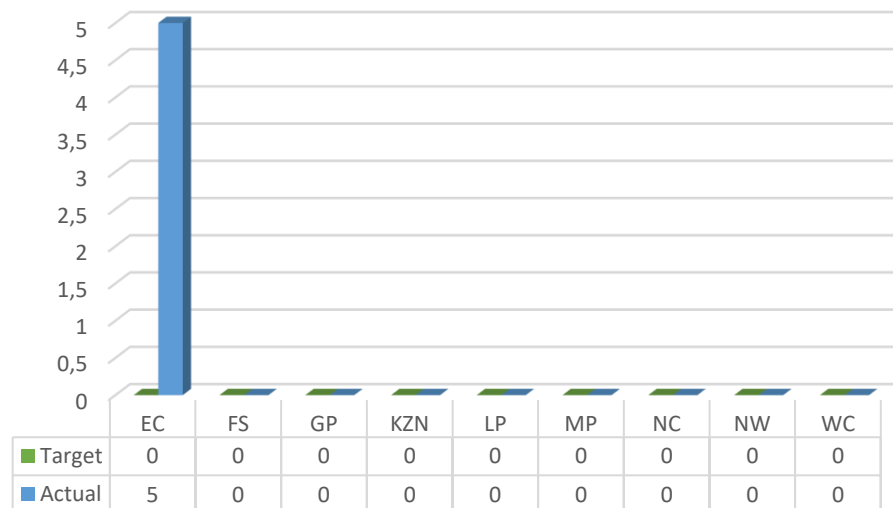
Transversal team members - 1st Quarter 2022/23



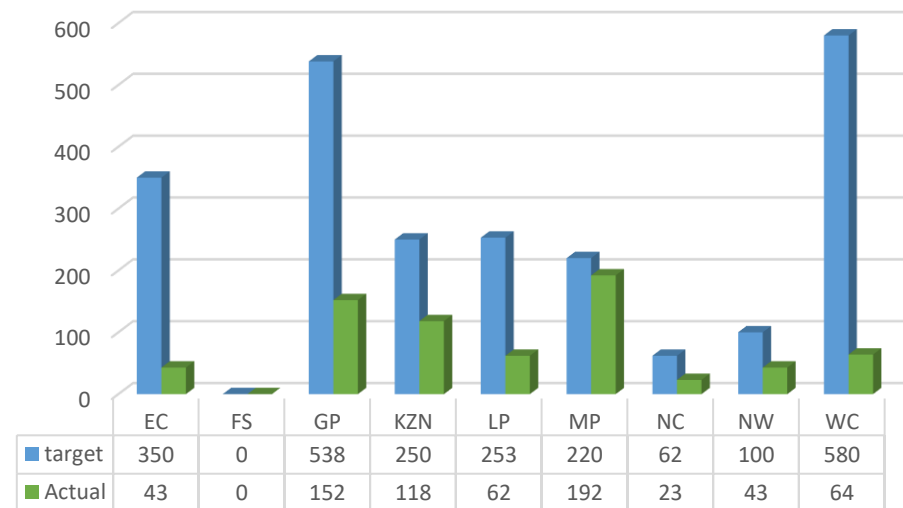
Caregivers in centres - 1st Quarter 2022/23



Assistive Devices- 1st Quarter 2022/23



Caregivers Trained - 1st quarter 2022/23



Challenges/risks - LPID

- Inadequate training of caregivers e.g. caring for learners with autism. Some are under pressure due to them not being able to cope with the varying behaviours of learners
- Inadequate LTSM storage, may lead to materials being lost, damaged or stolen
- There is high turnover of trained care givers leaving centres due to some of the care centres not receiving subsidies from the department of Social Development.
- Many parents cannot afford to pay for transporting children to the centres and back home, which results in absenteeism and drop outs.
- Care centres lack of proper infrastructure - centres have no rest room for learners to sleep during the day and some centres have no kitchen to prepare meals for the learners.
- Procurement delays and challenges e.g. procuring of assistive devices.

Recommendations - MST

- Planning must taken into account the fully delivery cycle, including installation of machinery
- Thorough needs analysis per school must be conducted, so that procurement is based on what schools need.
- Planning for maintenance or the repair of the existing equipment in technical schools.
- Department need to augment their monitoring and reporting capacity, to ensure efficient service delivery and compliance with the Division of Revenue Act.

Recommendations -LPID

- Training of the caregivers, who are at the frontline of service delivery, must be conducted as planned
- Appropriate storage facilities must be prioritised for centres, so that the LSTM are accessible when required
- Learner transport should be considered, quite often it is the key impediment to learners access.
- All care centres should provide appropriate infrastructure so that learners are in a safe environment that suits their needs and is conducive to learning.

Thank You.