

*6 May 2023*

Annexure to the presentation to the portfolio committee on the pro-active review of the APPs

Department of Basic Education portfolio

## 

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## Introduction

* 1. **Reputation promise of the Auditor-General of South Africa**

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

* 1. **Purpose of the pro-active review**
* Understand preparation and revision process of updated five-year plans and final draft annual performance plans
* Determine whether the prior year's material misstatements were considered in new draft plan​
* Assess the measurability, relevance and quality of the indicators and targets planned (per scoped-in subject matter)​
* Assess the completeness of relevant indicators relating to core functions prioritized for the scoped-in subject matter.​
* Enable insights to accounting officer, executive authority and oversight through discussions of the pro-active findings raised in the interim management report
  1. **Objectives of the pro-active annual performance plan review**

The review is aimed at providing an early warning regarding the usefulness of the set indictors and targets.

The review focuses on whether targets and indicators are SMART (specific, measurable, achievable, relevant and time bound), as per the Framework for Managing Programme Performance Information (FMPPI) and the Revised Framework for Strategic Plans and Annual Performance Plans (R-FSAPP) requirements.

The review does not include performing detailed procedures where underlying systems and supporting documentation are inspected to give assurance on the reported achievements; this is performed during the audit process.

## Observations: Measurability and consistency of targets and indicators

The findings on the table below were identified during the review of the targets and indicators on the 2023-24 draft APPs of the Department of Basic Education (DBE). These were communicated to the management.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROGRAMME 3: : Teachers, Education Human Resources and Institutional Development** | | | |  |
| **Programme Purpose:** Promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources. | | | |  |
| **Outcome** | **Outputs** | **Output Indicators** | **Observations on usefulness of indicators** | **Resolved** |
| 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 | The output indicator was not specific as the indicator description grid did not indicate the period in which the survey will be conducted. | Yes |
| Funza Lushaka  bursaries  awarded | 3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher  Education per year. | The output indicator was not specific in terms of the period (academic or financial year) and the means of verification to be covered the target. | Yes |
| 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. | The set target did not specify the level of official to approve the achieved deliverable.  The source of data referred to in the TID was incorrect. | Yes |
| 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 | The set target did not specify the level of official to approve the achieved deliverables | Yes |
| **PROGRAMME 4: Planning, Information and Assessment**  **Programme Purpose:** To promote quality and effective service delivery in the basic education system through planning, implementation and assessment. | | | |  |
| **Outcome** | **Outputs** | **Output Indicators** | **Observations on usefulness of indicators** |  |
| 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. | The definition was not well defined. | Yes |
| 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. | The indicator was not defined thus it was not clear what test items referred. | Yes |
|  | Learning  Outcomes  assessed | 4.2.6 An Annual National Report is produced on learning outcomes linked to a systemic study featuring in the National Assessment Framework4.2.6 An Annual National Report is produced on learning outcomes linked to the National Assessment Framework. | The term systematic study was not defined therefore, it resulted in the output indicator not being well-defined as it was not clear what the annual report would include. | Yes |
|  | Underperforming  Schools  Supported | 4.3.4 Number of underperforming secondary schools monitored at least twice a year by sector officials. | The output indicator was not specific on the type of support that would be provided to underperforming schools. | Yes |
|  | Teacher  development  conducted | 4.3.5. Number of districts in which teacher development has been conducted as per  District Improvement Plans | The output indicator was not verifiable as it was possible to validate or verify the processes and systems that produce the indicator. | Yes |
| Outcome 2:  Improved information and other systems which enable transformation and an efficient and accountable sector. | Determination of  school readiness  reported | 4.2.7 An Annual National Report is produced on the Early Learning National Assessment to  determine school readiness. | The output indicator was not verifiable, as the method of calculation and means of verification were not consistent with the indicator title. | Yes |
| School and  learner  performance on  NSC produced | 4.2.2 Number of NSC reports produced. | The set target did not specify the level of official to approve the achieved deliverables | Yes |
|  | 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 | The set target did not specify the level of official to approve the achieved deliverables | Yes |
| Outcome 5:  Enhanced strategic interventions to assist and develop provincial education systems. | District Directors  capacitated | 4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment. | The output indicator was not well-defined as the definition and method of calculation were not clear. | Yes |
| **PROGRAMME 5: Educational Enrichment Services**  **Programme Purpose:** To monitor and support provinces to implement Care and Support programmes for learning and teaching. | | | |  |
| **Outcome** | **Outputs** | **Output Indicators** | **Observations on usefulness of indicators** |  |
| 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 | Leaner health and  wellness improved | 5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme. | The output indicator was not well-defined as the definition was not clear. | Yes |
| Safe, active and social  friendly schools | 5.1.3 Number of districts monitored and supported in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes | The output indicator was not well-defined as the definition was not clear and did not address the indicator. | Yes |
| Informed stakeholders and  partners | 5.1.4 Number of learners, educators, parents, SGBs and other educations stakeholders reached through social cohesion programmes | The method of calculation was not verifiable as it limited the method of calculation to learners and not addressed other stakeholders. | Yes |
| Trained professionals on  SASCE | 5.1.6 Number of professionals trained in SASCE programmes | The definition was not well defined as it was incomplete. | Yes |
| Gender-based violence  programmes implemented | 5.1.5 Number of districts monitored on the implementation of the programme to end school-related gender-based violence | The indicator was not well defined as it was not clear as to how the programme will be implemented.  The method of calculation did not specify how the monitoring would take place.  The means of verification and method of calculation did not fully address the indicator. | Yes |

Note: Proactive review findings will not have an impact on the audit conclusion of the scoped in subject matter for the year under review (2022/23

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## Indicators and targets from the MTSF not included in the department’s APP

We further observed that some of the output indicators and targets from MTSF were not included in the APP of the department as required by R-FSAPP paragraph 2.2. If department exclude indicators from their annual performance plans, they risk not being able to achieve the MTSF indicators targets as well as the priority goals. This means the administration may not be able to deliver on its promised services and improve the quality teaching and learning in South Africa. A target that is not measured or accounted for, is unlikely to be delivered.

|  |  |  |
| --- | --- | --- |
| **INDICATORS AS PER THE MTSF NOT INCLUDED IN THE APP** | | |
| **Outcomes – MTSF** | **Output indicators - MTSF** | **Output target - MTSF** |
| **MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH** | Number of unemployed youths trained in an accredited course in general maintenance of school buildings | At least 710 youth trained within the 71 education districts |
| Digitised text book | Digitalise all state-owned textbooks |
| Education facility management system is developed at Provincial level | System will be operational by 2022 in all provinces |
| **MTSF PRIORITY 4: CONSOLIDATING THE SOCIAL WAGE THROUGH RELIABLE AND QUALITY BASIC SERVICES** | Percentage of indigent women and girls in quintile 1, 2 and 3; farm schools and special schools; TVET colleges and public universities receiving free sanitary towels | 100% by 2024 |
| **MTSF PRIORITY 6: SOCIAL COHESION AND SAFER COMMUNITIES** | Distribute an annual circular statement to all 9 provinces to inculcate the culture of recital of the Preamble of the Constitution at all school assemblies and gatherings. | 1 circular issued annually |
| Number of Programmes that promote history, culture and national heritage | 2 Programme annually |
| Revise History Curriculum and Assessment Policy Statement for Grades 4-9 | History Curriculum and Assessment Policy Statement revised for Grades 4 -9 by 2023 |
| Revise History Curriculum and Assessment Policy Statement for Grades 10-12 | History Curriculum and Assessment Policy Statement revised for Grades 10-12 by 2023 |

## Recommendations to the committee

* The committee monitor the inclusion of the MTSF indicators in the APP of the department and
* The committee implement the accelerated interventions for realisation of MTSF aspirations.
* The committee monitor the progress made on implementation of the APP and assess the impact of the non-achievement has on service delivery.

