

2. Report of the Select Committee on Education and Technology, Sports, Arts and Culture on Budget Vote 16: Basic Education, dated 31 May 2023

The Select Committee on Education and Technology, Sports, Arts and Culture, having considered Budget Vote 16: Basic Education, reports as follows:

1. Introduction

The Department of Basic Education (the Department) derives its mandate from Sustainable Development Goal Number Four, National Development Plan, Action Plan to 2024 for Schooling 2030, and the Medium Term Strategic Framework, to shape its plans such as the Strategic Plan and the Annual Performance Plans.

The Bill of Rights, states that all South Africans have the right to basic education, including adult basic education and access to further education. It further indicates that the state has an obligation, through reasonable measures, to progressively make education available and accessible.

The Select Committee on Education and Technology, Sports, Arts and Culture (the Committee) considered the Budget and the 2023/24 Annual Performance Plan (APP) of the Department of Basic Education (the Department) on Wednesday, 10 May 2023. The budget review briefing served to acquaint the 6th Parliament Select Committee with the mandate, programmes and priorities of the Department.

This report gives a brief summary of the presentation made by the Department to the Committee, focusing mainly on the 2023/24 Annual Performance Plan and the 2020 Medium Term Expenditure Framework (MTEF) allocations. The report also provides the Committee's key deliberations and recommendations relating to Vote 16.

2. Summary of the 2023/24 Annual Performance Plan

The Department, in the five years (2019 to 2024) had planned to implement the following set of priorities, which are expressed as Medium Term Strategic Framework Outcomes:

- 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.
- Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.
- Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.
- Outcome 4: Advanced development of innovative and high-quality educational materials.
- Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.
- Outcome 6: Improved communication of information and partnerships with stakeholders.

The 2023/24 Annual Performance Plan (APP) represents the fifth year towards the achievements of objectives contained in the Department's 2019 – 2024 Strategic Plan. The presentation by the Department to the Committee outlined the Department's approach to the government-wide National Development Plan (NDP) and education sector priorities. The intention was to ensure programme activities in the sector were aligned with medium and long-term goals. The annual performance plan (APP) set out what the Department intended doing in the 2023/24 financial year and during the medium-term expenditure framework (MTEF) period, to implement its strategic plan. Table 1 below is the summary of Programme Performance Indicators for the 2023/24 financial year.

Table 1: Summary of DBE Programme Performance Indicators for the 2023/24 financial year

Programme	No. of indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
1. Administration	6	2	4	-	-
2. Curriculum Policy, Support and Monitoring	31	29	1	1	-
3. Teachers, Education Human Resources and 4. Institutional Development	11	10	1	-	-
5. Planning, Information and Assessment	15	14	-	-	1
6. Educational Enrichment Services	6	3	3	-	-
Total distribution	69	58	9	1	1
Percentage distribution	100%	84%	13%	1.4%	1.4%

The above table presents a summary of indicators per programme for the DBE. The DBE has a total of 69 indicators; distributed as follow: 58/69 indicators have annual targets (i.e. 84 per cent); 9/69 indicators have quarterly targets (13 per cent); 9/69 indicators have biennial/biannual targets (1 per cent); and 1/70 indicator have biennial/biannual targets (1 per cent).

3. Budget of the Department

3.1. Programmes Allocations over the 2023 MTEF

The table below reflects the budget allocation for 2023/24 and over the medium term.

Table 2: Summary of the overall Budget allocation and medium-term estimates 2022/23 – 2025/26

R million		2022/23	2023/24	2024/25	2025/26
		Total	Total	Total	Total
MTEF allocation					
Administration	Purpose: Provide strategic leadership, management and support services to the department.	564,2	538,8	564,8	587,4
Curriculum Policy, Support and Monitoring	Purpose: Develop curriculum and assessment policies, and monitor and support their implementation.	3 271,0	3 526,1	4 075,9	4 637,7
Teachers, Education Human Resource and Institutional Development	Purpose: Promote quality teaching and institutional performance through the effective supply, development and use of human resources.	1 504,1	1 507,5	1 567,1	1 635,9
Planning, Information and Assessment	Purpose: Promote quality and effective service delivery in the basic education system through planning, implementation and assessment.	15 532,8	16 615,9	16 710,6	17 430,2
Educational Enrichment Services	Purpose: Monitor and support provinces to implement care and support programmes for learning and teaching.	8 821,1	9 594,4	10 108,0	10 637,5
Total expenditure estimates		29 693,2	31 782,7	33 026,4	34 928,7

Source: National Treasury ENE (2023)

Table 2 shows an overview of the 2023/24 Budget and Medium-Term Expenditure Framework (MTEF) Estimates: The DBE's allocations increase at an average annual rate of 5.6 per cent, from R29.7 billion in 2022/23 to R34.9 billion in 2025/26. Transfers and subsidies account for 84.9 per cent (R85.1 billion) of its allocation over the MTEF period, increasing at an average annual rate of 6.4 per cent, from R24.8 billion in 2022/23 to R29.9 billion in 2025/26.

3.2. Economic Classifications Allocations over the 2023 MTEF

Table 3: Budget Estimates under Economic Classification

Economic Classification	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
Compensation of Employees	565,6	557,5	- 8,1	- 34,1	-1,43 per cent	-6,04 per cent
Goods and Services	2 228,5	2 461,0	232,5	117,5	10,43 per cent	5,27 per cent
Interest on rent and land	38,6	36,2	- 2,4	- 4,1	-6,22 per cent	-10,60 per cent
Transfers and subsidies	24 799,3	26 990,7	2 191,4	930,6	8,84 per cent	3,75 per cent
Payments for capital assets	2 061,1	1 737,3	- 323,8	- 405,0	-15,71 per cent	-19,65 per cent
Payments for financial assets	0,2	0,0	- 0,2	- 0,2	-100,00 per cent	-100,00 per cent
Total	29 693,2	31 782,7	2 089,4	604,8	7,04 per cent	2,04 per cent

Table 3 shows the Departments overall budget allocation per economic classification. The allocation shows an increase in budget from R29.6 billion in 202/23 to 31.7 billion in 2023/24, reflecting an increase 2 per cent when inflation adjusted. The budget increases in Goods and Services as well as Transfers and Subsidies were higher than inflation. There were reductions in budgets under Compensation of Employees, Interest on rent and land, Payments of capital assets, and payments for financial assets in both nominal and when inflation adjusted. The majority allocation of R26.9 billion was towards transfers and subsidies, which is a nominal change of 8.8 per cent or 3.7 per cent when inflation adjusted, from 2022/23 financial year. The highest nominal increase was in goods and services from R2.2 million to R2.4 million, which was a 10.4 per cent nominal change and 5.3 per cent inflation adjusted change.

4. Budgetary allocations per programme

4.1. Programme 1: Administration

This programme plays an important role in giving effect to first priority of the NDP, that is, to build a capable, ethical and developmental state. This priority is also expressed in the MTSF for

the five-year term 2019-2024, as a crucial mode that is required to achieve Vision 2030. This includes capacity-building programmes for the financial year 2023/24 that will target officials who have identified training programmes for their professional development as well as officials who have identified programmes to assist them in addressing skills needs and competencies required to deliver the outcomes of the Department.

Table 4: Programme 1 Budget Allocation 2022/23 – 2023/24

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
1: Ministry	35,9	35,8	- 0,1	- 1,8	-0,28 per cent	-4,94 per cent
2: Management	96,2	96,2	0,0	- 4,5	0,00 per cent	-4,67 per cent
3: Corporate Services	96,6	76,8	- 19,8	- 23,4	-20,50 per cent	-24,21 per cent
4: Office of the Chief Financial Officer	92,3	87,1	- 5,2	- 9,3	-5,63 per cent	-10,04 per cent
5: Internal Audit	11,7	9,9	- 1,8	- 2,3	-15,38 per cent	-19,34 per cent
6: Office Accommodation	231,5	233,0	1,5	- 9,4	0,65 per cent	-4,05 per cent
TOTAL	564,2	538,8	- 25,4	- 50,6	-4,50 per cent	-8,96 per cent

Table 4 shows the budget allocation in programme 1. There is an overall decrease from in budget from R546.2 million to R538.8 million, with is a nominal 4.5 per cent decrease or 8.9 per cent when inflation adjusted. Majority of the budget of R233 million is allocated towards office accommodation, which is a slight increase in nominal terms, but a decrease when inflation adjusted. There in a decrease in budget allocation from the previous year in all the sub-programmes when inflation in factored into the allocation. The highest decrease is in corporate services, which the decrease if from 96.6 million in 2022/23 to 76.8 million in 2023/24, reflecting a 24.2 per cent decrease in real terms. The Department stated that the filling of critical posts will be impacted by the lower budget allocation due to the shrinking allocations on the Compensation of Employees budget and economic circumstances.

4.2. Programme 2: Curriculum Policy, Support and Monitoring

Programme Objectives:

- Increase the number of learners who complete grade 12 by providing the Second Chance Matric programme for learners who failed to meet the National Senior Certificate and the Senior Certificate (amended) requirements annually.
- Improve the learning and teaching of critical foundational skills by developing, printing and distributing two (2) volumes of workbooks for Grade R, Grades 1 to 6 Literacy/Languages, Grades 1 to 3 Life Skills (quintile 1 to quintile 3), Grades 1 to 9 Numeracy/ Mathematics, and Grades 1 to 6 English First Additional Language to all learners in public schools annually.
- Improve learners' reading proficiency in the Foundation Phase in all underperforming rural and township schools by using the early grade reading assessment toolkit to assess learners' reading levels by 2023/24. This includes phonic knowledge, word recognition, and fluency and comprehension skills in the early grades.
- Fast track the rollout and implementation of ICT in schools by providing teacher training, ICT devices, digital content, software, connectivity, IT support to schools, and online learner and teacher support materials annually.
- Increase learner participation and success rates in Mathematics, Science and Technology by providing ICT equipment, machinery, subject specific resources and teacher development to schools each year over the medium-term by:
 - providing 485 schools, including those in the coding and robotics pilot project, with subject specific computer hardware and related software in accordance with the minimum specifications prescribed by the curriculum assessment policy statement;
 - repairing, maintaining or replacing workshop equipment and machinery for technology subjects at 232 technical schools;
 - providing 232 schools with funds for the maintenance of equipment and machinery;
 - providing 1 256 schools with laboratory equipment, apparatus and consumables, including manipulatives for Mathematics;

- supporting 50 000 learners in co-curricular services related to Mathematics, science and technology;
- supporting 1 500 teachers and subject advisers in curriculum assessment policy statement training; and
- supporting 1 000 teachers in structured teacher development programmes specific to Mathematics, science and technology.

Table 5: Programme 2 Budget Allocation 2022/23 – 2023/24

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
1: Programme Management: Curriculum Policy, Support and Monitoring	3,0	2,0	- 1,0	- 1,1	-33,33 per cent	-36,45 per cent
2: Curriculum Implementation and Monitoring	1 586,3	1 828,1	241,8	156,4	15,24 per cent	9,86 per cent
3: Curriculum and Quality Enhancement Programmes	1 681,8	1 696,1	14,3	- 64,9	0,85 per cent	-3,86 per cent
TOTAL	3 271,1	3 526,2	255,1	90,4	7,80 per cent	2,76 per cent

Table 5 shows the budget allocation for programme two. There is an overall increase in the budget from R3.2 billion in 2022/23 to R3.5 billion in 2023/24, which is a nominal increase of 7.8 per cent and 2.8 per cent when inflation adjusted. The highest increase was in sub-programme two of curriculum implementation and monitoring, which increased from 1.5 billion in 2022/23 to 1.8 billion in 2023/24, representing a nominal increase of 15.2 per cent and 9.9 per cent inflation adjusted. There was a significant decrease in sub-programme one of programme management: Curriculum, support, and monitoring, decreasing from R3 million to R 2 million, representing a nominal decrease of 33.3 per cent and 36.5 per cent when inflation adjusted. This decrease may compromise the monitoring and evaluation function in the programme.

4.3. Programme 3: Teachers, Education Human Resource and Institutional Development

Programme Objectives:

- Ensure an adequate supply of qualified teachers by securing 4 500 posts for Funza Lushaka bursary holders by June of the year after qualifying each year over the medium-term.
- Improve the quality of teaching and learning by ensuring an adequate supply of young and qualified teachers through awarding 36 400 Funza Lushaka bursaries to prospective teachers over the medium-term.
- Improve the quality of teaching and learning by monitoring and supporting the implementation of the policy on educator post-provisioning in all provincial education departments annually.
- Strengthen accountability by monitoring and supporting the implementation of educator performance management systems and school evaluations annually.

Table 6: Programme 3 Budget Allocation 2022/23 – 2023/24

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
1: Programme Management: Teachers, Education Human Resources and Institutional Development	2,6	2,6	0,0	- 0,1	0,00 per cent	-4,67 per cent
2: Education Human Resources Management	68,9	71,8	2,9	- 0,5	4,21 per cent	-0,66 per cent
3: Education Human Resources Development	1 414,1	1 415,6	1,5	- 64,6	0,11 per cent	-4,57 per cent
4: Curriculum and Professional Development Unit	18,5	17,5	- 1,0	- 1,8	-5,41 per cent	-9,82 per cent
TOTAL	1 504,1	1 507,5	3,4	- 67,0	0,23 per cent	-4,46 per cent

Table 6 shows the budget allocation for programme three. There is an overall slight change in the budget, but no real increase. The budget only shows a nominal increase of 0.2 per cent and a decrease by 4.5 per cent when inflation adjusted. There is a decrease in buying power in all the sub-programmes because the budget allocation from 2022/23 to 2023/24 is not in line with inflation, but below the inflation margin.

4.4. Programme 4: Planning, Information and Assessment

Programme objectives:

- Improve the delivery of school infrastructure over the medium-term by providing oversight and support to provinces through quarterly reporting on schools' furniture needs and deliveries, the national education infrastructure management system, and the education infrastructure grant.
- Contribute to enhanced teaching and learning by improving and upgrading infrastructure by March 2024 by:
 - building nine (9) schools to replace unsafe structures;
 - providing water to one (1) school;
 - providing sanitation to 350 schools.
- Track improvements in the quality of teaching and learning by providing standardised national assessments for grade 3, grade 6 and grade 9 learners and administering credible public examinations for grade 12 learners each year over the medium-term.
- Strengthen the capacity of district offices on an ongoing basis to support schools through quarterly provincial visits that monitor, evaluate and make recommendations on curriculum oversight, institutional management, the provision of governance support and human resource management operations.

Table 7: Programme 4 Budget Allocation 2022/23 – 2023/24

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
1: Programme Management: Planning, Information and Assessment	3,9	4,3	0,4	0,2	10,26 per cent	5,11 per cent
2: Financial Planning, Information and Management Systems	52,1	53,0	0,9	- 1,6	1,73 per cent	-3,02 per cent
3: School Infrastructure	14 915,8	15 961,8	1 046,0	300,4	7,01 per cent	2,01 per cent
4: National Assessments and Public Examinations	378,1	427,9	49,8	29,8	13,17 per cent	7,88 per cent
5: National Education Evaluation and Development Unit	15,4	17,3	1,9	1,1	12,34 per cent	7,09 per cent
6: Planning and Delivery Oversight Unit	167,4	151,6	- 15,8	- 22,9	-9,44 per cent	-13,67 per cent
TOTAL	15 532,7	16 615,9	1 083,2	307,1	6,97 per cent	1,98 per cent

Table 7 shows the budget allocation for programme four. There is an overall increase in the budget from R15.5 billion in 2022/23 to R16.6 billion in 2023/24, which is a nominal increase of 7 per cent and 2 per cent when inflation adjusted. The highest increase was in sub-programme four of national assessments and public examinations, which increased from R378.1 million in 2022/23 to R427 million in 2023/24, representing a nominal increase of 13.2 per cent and 7.9 per cent inflation adjusted. There was a significant decrease in sub-programme six of planning and delivery oversight unit, decreasing from R167.4 million to R151.6 million, representing a nominal decrease of 9.4 per cent and 13.7 per cent when inflation adjusted. This decrease may compromise the monitoring and evaluation function in the programme. This sub-programme works with provinces to ensure that provincial initiatives are aligned with national priorities, and provides institutional support for their effective delivery. The risk in reduction in budget could compromise the alignment of provincial initiatives from national priorities.

4.5. Programme 5: Educational Enrichment Services

Programme Objectives:

- Ensure the holistic development of learners, enhance their learning experience, and maximise their school performance by implementing sport, safety and social cohesion programmes to reduce barriers to learning each year over the medium-term.
- Improve learner health and wellness by implementing school health programmes, including the provision of nutritious meals, to all learners in quintiles 1 to 3 primary, secondary and identified special schools annually.
- Mitigate the impact of HIV and AIDS, and TB by providing a caring, supportive and enabling environment for learners and educators annually.

Table 8: Programme 5 Budget Allocation 2022/23 – 2023/24

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
1: Programme Management: Educational Enrichment Services	4,2	3,7	- 0,5	- 0,7	-11,90 per cent	-16,02 per cent
2: Partnerships in Education	34,2	36,9	2,7	1,0	7,89 per cent	2,85 per cent
3: Care and Support in Schools	8 782,7	9 553,7	771,0	324,7	8,78 per cent	3,70 per cent
TOTAL	8 821,1	9 594,3	773,2	325,0	8,77 per cent	3,68 per cent

Table 8 shows the budget allocation for programme five. There is an overall increase in the budget from R8.8 billion in 2022/23 to R9.6 billion in 2023/24, which is a nominal increase of 8.8 per cent and 3.7 per cent when inflation adjusted. About 99 per cent of the budget is allocated to sub-programme three of care and support in school. The highest increase was in sub-programme three of care and support in schools, which increased from R8.7 billion in 2022/23 to R9.5 billion in 2023/24, representing a nominal increase of 8.7 per cent and 3.7 per cent inflation adjusted. There was a significant decrease in sub-programme one of Programme Management: Educational

Enrichment Services, decreasing from R4.2 million in 2022/23 to R3.7 million in 2023/24, representing a nominal decrease of 11.9 per cent and 16 per cent when inflation adjusted.

5. Details of Conditional Grants Allocations/Transfers (R'000) over the 2023 MTEF

Table 9: Allocation to Conditional Grants 2022/23 – 2023/24

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Learner with Profound Intellectual Disabilities	255,5	260,4	4,9	- 7,3	1,92 per cent	-2,84 per cent
Early Childhood Development Grant	1 192,6	1 242,4	49,8	- 8,2	4,18 per cent	-0,69 per cent
Maths, Science and Technology Grant	424,7	433,0	8,3	- 11,9	1,95 per cent	-2,81 per cent
Education Infrastructure Grant	12 500,8	13 872,4	1 371,6	723,6	10,97 per cent	5,79 per cent
HIV and AIDS life skills Educators Grant	242,2	241,6	- 0,6	- 11,9	-0,25 per cent	-4,91 per cent
National School Nutrition Programme Grant	8 508,3	9 278,9	770,6	337,2	9,06 per cent	3,96 per cent
TOTAL	23 124,1	25 328,7	2 204,6	1 021,5	9,53 per cent	4,42 per cent

Table 9 shows the budget allocation for conditional grants. There is an overall increase conditional grants from R23.1 billion in 2022/23 to R25.3 billion in 2023/24, which is a nominal increase of 9.5 per cent and 4.4 per cent when inflation adjusted. The allocations in five conditional grants namely, learner with profound intellectual disabilities, early childhood development grant, maths, science, and technology grant, HIV and AIDS life skills educators grant are below inflation, which ultimately means less buying power from the previous year. The only grants that had an allocation higher than inflation were the Education infrastructure grant and the National school nutrition programme grant. The Education infrastructure grant increased from R12.5 billion in 2022/23 to R13.9 billion in 2023/24, representing a nominal increase of 11 per cent and 5.8 per cent when inflation adjusted. The national school nutrition programme grant increased from R8.5 billion in

2022/23 to R9.3 billion in 2023/24, representing a nominal increase of 9 per cent and 4 per cent when inflation adjusted. Both the Education infrastructure grant and the National school nutrition programme grant make up 91 per cent of total conditional grant budget of the Department of Basic Education.

6. Transfers to Entities

Table 10: Transfers to the DBE Entities 2022/23 – 2023/24

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
1: Umalusi	187,7	197,4	9,7	0,5	5,17 per cent	0,26 per cent
2: South African Council for Educators	123,0	114,1	- 8,9	- 14,2	-7,24 per cent	-11,57 per cent
TOTAL	310,7	311,5	0,8	- 13,8	0,26 per cent	-4,43 per cent

Table 10 shows the budget transfers to the Departmental entities. There is very little increase allocation the Departments entities, showing an overall increase from R310.7 million in 2022/23 to R311.5 million in 2023/24, grants from which is a nominal increase of 0.2 per cent and a decrease of 4.4 per cent when inflation adjusted. Umalusi received the highest increase in budget from R187.7 million in 2022/23 to R197.4 million in 2023/24, which represents a nominal increase of 5.2 per cent and 0.2 per cent when inflation adjusted. However, the budget allocation for the South African Council for Educators (SACE) significantly decreases from R123 million in 2022/23 to R114.1 million in 2023/24, representing a nominal decrease of 7.2 per cent and 11.6 per cent when inflation adjusted. The below inflation budget for SACE means that the entity will have less purchasing power and may have to implement austerity measures.

7. Budget votes of provincial Departments of Education

7.1. Overview of Provinces by DBE

- All provinces and districts will continue to encourage learners to enrol in the Second Chance Matric Programme (SCMP) to improve their chances of life.

- In the coming year, the Presidential Youth Employment Initiative (PYEI) will look at implanting Phase IV of the Presidential Employment Stimulus (PES) in Provincial Education Departments (PEDs). The programme is looking at creating about 255 000 job opportunities for the youth residing at a location of the schools. This programme will generate employment opportunities in the local areas of the schools. The programme has created more than 850 000 job opportunities in more than 20 000 schools across all PEDs.
- The District Development Model (DDM) is a crucial intervention to ensure that Government does not work in silos and is committed to improving people's lives. The Basic Education Sector will be able to address challenges relating to school infrastructure, curriculum coverage and learner safety.
- Statistics indicate that Early and Unintended Pregnancy (EUP) is a reality in our schools, and across all provinces, especially in the Gauteng Province. Dialogue discussions on this topic will take place openly and honestly, with a focus on contributing factors such as poverty, gender inequalities, gendered expectations for the two sexes, poor access to contraceptives and open sexuality education.
- In total, 4000 learners, educators, parents, School Governing Body Association members and other education stakeholders are targeted to be reached through social cohesion programmes, and 900 professionals will be trained in the South African School Choral Eisteddfod (SASCE) programmes.
- ECD migration, especially systems and processes required to raise the quality and standard of learning to which the youngest members of our communities are exposed.
- We continue to work with provinces to improve awareness and vaccination rates through the in-school vaccination programme, which requires consent forms to be signed by parents.
- Over the last few years, the Department of Basic Education has been actively building evidence about what works to improve the teaching and learning of Reading through the Early-Grade Reading Study (EGRS). The DBE is currently conducting an impact evaluation of another intervention where Foundation Phase Heads of Department (HoDs) are being supported to play the role of an internal coach. By early 2024, this evaluation should indicate whether HoD-led coaching has the potential to be a cost-effective alternative to on-site coaching.

From the above, it is concluded that from a provincial perspective, the DBE highlights projects such as the Second Chance Matric Programme (SCMP), the Presidential Youth Employment Initiative (PYEI), the District Development Model (DDM), Early and Unintended Pregnancy (EUP), social cohesion programmes, the South African School Choral Eisteddfod (SASCE) programmes, ECD migration, the in-school vaccination programme, and the Early-Grade Reading Study (EGRS). These will be focused on under the section titled 'Issues for Consideration'.

7.2. Programmes of the Provincial Departments

Programme 1: Administration. This is to provide for the overall management of the education system in accordance with the National Education Policy Act., the Public Finance Management Act, and other policies. Programme 1 includes publicly funded goods and services, in particular teachers, non-teachers and office items, utilized for governance, management, research and administration, as well as general office services, e.g. cleaning and security services, if utilized in the provincial head office and its subsidiary district and circuit offices.

Programme 2: Public Ordinary Schools. This is to provide public ordinary education from Grade 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. (E-learning is also included)

Programme 3: Independent Schools. This is to support independent schools in accordance with the South African Schools Act as enshrined in the Norms and Standards for School Funding Regulations.

Programme 4: Public Special Schools Education. This is to provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education. Including E-learning and inclusive education.

Programme 5: Early Childhood Development. This is to provide Early Childhood Education (ECD) at the Grade R and pre-grade R in accordance with White Paper 5 (E-learning is also included)

Programme 6: Infrastructure Development. This is to provide and maintain school infrastructure facilities through infrastructure programmes in support of teaching and learning at schools. The aim is to ensure that the school infrastructure is in compliance to the Regulations Relating to the Minimum Norms and Standards for Public School Infrastructure.

Programme 7: Examination and Education Related Services. This is to provide the education institutions as a whole with examination and education related services.

7.3. Eastern Cape

Table 11: Summary of the Eastern Cape Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of Annual indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	6	5	1	-	-
Public Ordinary School Education	12	12	-	-	-
Independent school subsidies	3	2	1	-	-
Public special school education	3	2	1	-	-
Early Childhood Development	4	2	2	-	-
Infrastructure Development	10	10	-	-	-
Examination and education specific activities	5	5	-	-	-
Total distribution	43	38	5	-	-

Percentage distribution	100%	88%	12%	-	-
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Table 11 presents a summary of indicators per programme for the Eastern Cape ED. The Department has a total of 43 indicators distributed as follows: 38 indicators have annual targets (i.e. 88 per cent); 5 indicators have quarterly targets (12 per cent).

Table 12: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	2 961,8	2 970,5	8,7	- 130,1	0,29 per cent	-4,39 per cent
Public Ordinary School Education	31 007,9	32 453,7	1 445,8	- 70,1	4,66 per cent	-0,23 per cent
Independent school subsidies	157,8	110,3	- 47,5	- 52,7	-30,10 per cent	-33,37 per cent
Public special school education	1 049,9	1 118,7	68,8	16,5	6,55 per cent	1,58 per cent
Early Childhood Development	1 014,9	1 062,2	47,3	- 2,3	4,66 per cent	-0,23 per cent
Infrastructure Development	2 054,8	1 829,3	- 225,5	- 310,9	-10,97 per cent	-15,13 per cent
Examination and education specific activities	1 548,6	1 583,3	34,7	- 39,3	2,24 per cent	-2,54 per cent
TOTAL	39 795,7	41 128,0	1 332,3	- 588,8	3,35 per cent	-1,48 per cent

The 2023/24 budget allocation increased by 3.3 per cent from R39.8 billion in 2022/23 to R41.1 billion. However there is a decline of 1.5 per cent in the overall budget allocation when adjusted according to inflation. The programme with the highest increase in budget is programme four of Public special school Education which shows a nominal increase by 6.5 per cent and 1.6 per cent when inflation adjusted. This is the only programme which the budget is in-line with inflation.

7.4. Free state Department of Education

Table 13: Summary of the Free State Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of Annual indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	9	6	3	-	-
Public Ordinary School Education	28	28	-	-	-
Independent school subsidies	3	2	1	-	-
Public special school education	4	3	1	-	-
Early Childhood Development	6	6	-	-	-
Infrastructure Development	6	6	-	-	-
Examination and education specific activities	10	10	-	-	-
Total distribution	66	61	5	-	-
Percentage distribution	100%	92%	8%	-	-

Table 13 presents a summary of indicators per programme for the Free State ED. The Department has a total of 66 indicators distributed as follows: 61 indicators have annual targets (i.e. 92 per cent); 5 indicators have quarterly targets (8 per cent).

Table 14: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	1 288,3	1 196,0	- 92,3	- 148,2	-7,16 per cent	-11,50 per cent
Public Ordinary School Education	12 728,9	12 750,2	21,3	- 574,3	0,17 per cent	-4,51 per cent
Independent school subsidies	111,0	125,8	14,8	8,9	13,33 per cent	8,04 per cent
Public special school education	682,7	670,7	- 12,0	- 43,3	-1,76 per cent	-6,35 per cent
Early Childhood Development	640,0	621,6	- 18,4	- 47,4	-2,88 per cent	-7,41 per cent
Infrastructure Development	1 081,7	1 027,6	- 54,1	- 102,1	-5,00 per cent	-9,44 per cent
Examination and education specific activities	1 138,4	1 165,9	27,5	- 27,0	2,42 per cent	-2,37 per cent
TOTAL	17 671,0	17 557,8	- 113,2	- 933,3	-0,64 per cent	-5,28 per cent

Table 14 shows the overall budget allocation for the Free State Department of Education. The 2023/24 overall budget allocation decreased from R17.6 billion to R17.5 billion, or 0.64 per cent in nominal terms and 5.3 per cent when inflation adjusted. The budget allocation for 2023/24 is below inflation in all the programmes except programme three of independent school subsidies, which is the only one with above inflation increment. One of the concerning areas is a decrease in the infrastructure development budget which was decreased by 9.4 per cent when inflation adjusted. This could have a negative impact on the much needed infrastructure development and maintenance in schools.

7.5. Gauteng Department of Education

Table 15: Summary of the Gauteng Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	5	3	2	-	-
Public Ordinary School Education	13	13	-	-	-
Independent school subsidies	2	2	-	-	-
Public special school education	3	2	1	-	-
Early Childhood Development	5	5	-	-	-
Infrastructure Development	6	6	-	-	-
Examination and education specific activities	9	9	-	-	-
Total distribution	43	40	3	-	-
Percentage distribution	100%	93%	7%	-	-

Table 15 presents a summary of indicators per programme for the Gauteng ED. The Department has a total of 43 indicators distributed as follows: 40 indicators have annual targets (i.e. 93 per cent); 3 indicators have quarterly targets (7 per cent).

Table 16: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	5 012,4	5 111,6	99,2	- 139,6	1,98 per cent	-2,78 per cent
Public Ordinary School Education	42 324,2	44 552,5	2 228,3	147,2	5,26 per cent	0,35 per cent
Independent school subsidies	1 026,8	1 038,8	12,0	- 36,5	1,17 per cent	-3,56 per cent
Public special school education	4 893,1	5 249,1	356,0	110,8	7,28 per cent	2,26 per cent
Early Childhood Development	1 979,3	2 329,3	350,0	241,2	17,68 per cent	12,19 per cent
Infrastructure Development	1 735,5	2 460,7	725,2	610,3	41,79 per cent	35,16 per cent
Examination and education specific activities	2 764,4	2 679,4	- 85,0	- 210,2	-3,07 per cent	-7,60 per cent
TOTAL	59 735,7	63 421,4	3 685,7	723,2	6,17 per cent	1,21 per cent

Table 16 shows the overall budget allocation for the Gauteng Department of Education. The 2023/24 overall budget allocation increased from R59.7 billion to R63.4 billion, or 6.2 per cent in nominal terms and 1.2 per cent when inflation adjusted. The budget allocation for 2023/24 is in line with inflation except programme one, three, and seven. The highest budget increase is in programme six of infrastructure development which increased from R1.7 billion to R2.4 billion, representing a 41.8 per cent increase and 35.2 per cent increase when inflation adjusted.

7.6. Kwa-Zulu Natal Department of Education

Table 17: Summary of the Kwa-Zulu Natal Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	5	3	2	-	-
Public Ordinary School Education	12	1	-	-	-
Independent school subsidies	2	2	-	-	-
Public special school education	4	4	-	-	-
Early Childhood Development	4	4	-	-	-
Infrastructure Development	9	9	-	-	-
Examination and education specific activities	6	6	-	-	-
Total distribution	43	41	2	-	-
Percentage distribution	100%	95%	5%	-	-

Table 17 presents a summary of indicators per programme for the Kwa-Zulu Natal ED. The Department has a total of 43 indicators distributed as follows: 41 indicators have annual targets (i.e. 95 per cent); 2 indicators have quarterly targets (5 per cent).

Table 18: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	2 291,6	2 282,3	- 9,3	- 115,9	-0,41 per cent	-5,06 per cent
Public Ordinary School Education	45 877,8	48 194,4	2 316,6	65,4	5,05 per cent	0,14 per cent
Independent school subsidies	95,7	95,7	0,0	- 4,5	0,00 per cent	-4,67 per cent
Public special school education	1 420,7	1 602,2	181,5	106,7	12,78 per cent	7,51 per cent
Early Childhood Development	1 930,2	2 005,0	74,8	- 18,9	3,88 per cent	-0,98 per cent
Infrastructure Development	2 700,8	3 205,6	504,8	355,1	18,69 per cent	13,15 per cent
Examination and education specific activities	3 163,7	3 251,9	88,2	- 63,7	2,79 per cent	-2,01 per cent
TOTAL	57 480,5	60 637,1	3 156,6	324,2	5,49 per cent	0,56 per cent

Table 18 shows the overall budget allocation for the Kwa-Zulu Natal Department of Education. The 2023/24 overall budget allocation increased from R57.4 billion to R60.6 billion, or 5.5 per cent in nominal terms and 0.56 per cent when inflation adjusted. The budget allocation for 2023/24 is below inflation in programme one, three, five, and seven. The highest budget increase is in programme six of infrastructure development which increased from R2.7 billion to R3.2 billion, representing an 18.7 per cent increase and 13.2 per cent increase when inflation adjusted.

7.7. North West Department of Education

Table 19: Summary of North West Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	13	10	3	-	-
Public Ordinary School Education	25	15	10	-	-
Independent school subsidies	4	3	1	-	-
Public special school education	8	6	1	1	-
Early Childhood Development	6	4	2	-	-
Infrastructure Development	14	14	-	-	-
Examination and education specific activities	12	12	-	-	-
Total distribution	82	64	17	1	-
Percentage distribution	100%	78%	21%	1%	-

Table 19 presents a summary of indicators per programme for the North West ED. The Department has a total of 82 indicators distributed as follows: 64 indicators have annual targets (i.e. 78 per cent); 17 indicators have quarterly targets (21 per cent); and one indicator has a Bi-Annual target (1 per cent).

Table 20: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	1 026,2	981,9	- 44,3	- 90,2	-4,32 per cent	-8,79 per cent
Public Ordinary School Education	15 329,7	15 021,8	- 307,9	- 1 009,6	-2,01 per cent	-6,59 per cent
Independent school subsidies	38,6	50,8	12,2	9,8	31,61 per cent	25,46 per cent
Public special school education	862,9	904,9	42,0	- 0,3	4,87 per cent	-0,03 per cent
Early Childhood Development	984,3	979,2	- 5,1	- 50,8	-0,52 per cent	-5,17 per cent
Infrastructure Development	1 242,2	1 297,5	55,3	- 5,3	4,45 per cent	-0,43 per cent
Examination and education specific activities	1 295,0	1 339,2	44,2	- 18,4	3,41 per cent	-1,42 per cent
TOTAL	20 778,9	20 575,3	- 203,6	- 1 164,7	-0,98 per cent	-5,61 per cent

Table 20 shows the overall budget allocation for the North West Department of Education. The 2023/24 overall budget allocation decreased from R20.7 billion to R20.5 billion, or 0.98 per cent decrease in nominal terms and 5.6 per cent when inflation adjusted. The budget allocation for 2023/24 is below inflation in all programmes except programme three of independent schools. The highest budget increase is in programme three which increased from R38.6 million to R50.8 million, representing a 31.6 per cent increase and 25.5 per cent increase when inflation adjusted.

7.8. Mpumalanga Department of Education

Table 21: Summary of Mpumalanga Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of Annual indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	9	7	2	-	-
Public Ordinary School Education	16	14	2	-	-
Independent school subsidies	3	2	1	-	-
Public special school education	5	3	2	-	-
Early Childhood Development	7	5	2	-	-
Infrastructure Development	11	11	-	-	-
Examination and education specific activities	10	10	-	-	-
Total distribution	61	52	9	-	-
Percentage distribution	100%	85%	15%	-	-

Table 21 presents a summary of indicators per programme for the Mpumalanga ED. The Department has a total of 61 indicators distributed as follows: 52 indicators have annual targets (i.e. 85 per cent); 9 indicators have quarterly targets (15 per cent).

Table 22: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	1 500,5	1 404,7	- 95,8	- 161,4	-6,38 per cent	-10,76 per cent
Public Ordinary School Education	19 743,5	19 977,1	233,6	- 699,6	1,18 per cent	-3,54 per cent
Independent school subsidies	23,2	23,3	0,1	- 1,0	0,43 per cent	-4,26 per cent
Public special school education	445,3	453,5	8,2	- 13,0	1,84 per cent	-2,92 per cent
Early Childhood Development	922,7	874,4	- 48,3	- 89,1	-5,23 per cent	-9,66 per cent
Infrastructure Development	1 206,2	1 206,6	0,4	- 56,0	0,03 per cent	-4,64 per cent
Examination and education specific activities	1 021,9	981,1	- 40,8	- 86,6	-3,99 per cent	-8,48 per cent
TOTAL	24 863,3	24 920,7	57,4	- 1 106,7	0,23 per cent	-4,45 per cent

Table 22 shows the overall budget allocation for the Mpumalanga Department of Education which slightly increased from R24.8 billion in 2022/23 to R24.9 billion in 2023/24. Therefore, there was no significant increase in the 2023/24 allocation from the previous year, resulting in a nominal increase of 0.23 per cent, but a 4.5 per cent decrease when inflation adjusted. There was a decrease in budget allocation in all programmes when adjusted in accordance with inflation. A concerning areas was a 5.2 nominal (9.7 inflation adjusted) decrease in programme four of Early Childhood Development moving from R922.7 million in 2022/23 to R874.4 million in 2023/24. This could have a negative impact on the support for ECD centers post-migration from Social Development.

7.9. Northern Cape Department of Education

Table 23: Summary of Northern Cape Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of Annual indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	3	3	-	-	-
Public Ordinary School Education	11	10	1	-	-
Independent school subsidies	1	1	-	-	-
Public special school education	2	2	-	-	-
Early Childhood Development	3	3	-	-	-
Infrastructure Development	8	8	-	-	-
Examination and education specific activities	5	5	-	-	-
Total distribution	33	32	1	-	-
Percentage distribution	100%	97%	3%	-	-

Table 23 presents a summary of indicators per programme for the Northern Cape ED. The Department has a total of 33 indicators distributed as follows: 32 indicators have annual targets (i.e. 97 per cent); one indicator has quarterly targets (3 per cent).

Table 24: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	734,5	770,7	36,2	0,2	4,93 per cent	0,03 per cent
Public Ordinary School Education	5 744,5	5 818,4	73,9	- 197,9	1,29 per cent	-3,44 per cent
Independent school subsidies	11,7	11,5	- 0,2	- 0,7	-1,71 per cent	-6,30 per cent
Public special school education	183,8	190,3	6,5	- 2,4	3,54 per cent	-1,30 per cent
Early Childhood Development	208,8	207,2	- 1,6	- 11,3	-0,77 per cent	-5,40 per cent
Infrastructure Development	686,9	717,2	30,3	- 3,2	4,41 per cent	-0,47 per cent
Examination and education specific activities	361,6	352,1	- 9,5	- 25,9	-2,63 per cent	-7,18 per cent
TOTAL	7 931,8	8 067,4	135,6	- 241,2	1,71 per cent	-3,04 per cent

Table 24 shows the overall budget allocation for the Northern Cape Department of Education. The overall budget allocation increased from R7.9 billion in 2022/23 to R8 billion in 2023/24, representing a 1.7 per cent increase in nominal terms, but a 3 per cent decrease when adjusted in accordance with inflation. The budget allocation for 2023/24 is below inflation in all programmes except programme one of administration. This means that the Department will have overall less buying power.

7.10. Western Cape Department of Education

Table 25: Summary of Western Cape Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	11	9	2	-	-
Public Ordinary School Education	11	11	-	-	-
Independent school subsidies	3	2	1	-	-
Public special school education	5	4	1	-	-
Early Childhood Development	4	3	1	-	-
Infrastructure Development	13	13	-	-	-
Examination and education specific activities	16	16	-	-	-
Total distribution	63	58	5	-	-
Percentage distribution	100%	92%	8%	-	-

Table 25 presents a summary of indicators per programme for the Western Cape ED. The Department has a total of 63 indicators distributed as follows: 58 indicators have annual targets (i.e. 92 per cent); 5 indicators have quarterly targets (8 per cent).

Table 26: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
R million						
Administration	1 499,5	1 657,5	158,0	80,6	10,54 per cent	5,37 per cent
Public Ordinary School Education	19 910,6	20 640,7	730,1	- 234,1	3,67 per cent	-1,18 per cent
Independent school subsidies	144,9	152,3	7,4	0,3	5,11 per cent	0,20 per cent
Public special school education	1 486,6	1 599,1	112,5	37,8	7,57 per cent	2,54 per cent
Early Childhood Development	964,6	1 088,6	124,0	73,2	12,86 per cent	7,58 per cent
Infrastructure Development	2 538,7	2 930,3	391,6	254,7	15,43 per cent	10,03 per cent
Examination and education specific activities	1 620,9	1 479,7	- 141,2	- 210,3	-8,71 per cent	-12,98 per cent
TOTAL	28 165,8	29 548,2	1 382,4	2,2	4,91 per cent	0,01 per cent

Table 26 shows the overall budget allocation for the Western Cape Department of Education. The overall budget allocation increased from R28.2 billion in 2022/23 to R29.5 billion in 2023/24, representing a 4.9 per cent increase in nominal terms and a 0.01 per cent increase when adjusted in accordance with inflation. The budget allocation for 2023/24 is inline inflation in all programmes except programme two and programme seven. The highest increase in budget allocation was in programme five of Early Childhood Development which increased from R964.6 million to R1.1 billion, representing a nominal increase of 12.9 per cent and 7.6 per cent when inflation adjusted.

7.11. Limpopo Department of Education

Table 27: Summary of Limpopo Department of Education Programme Performance Indicators for the 2023/24 financial year

Programme	No. of indicators per programme	Annual Targets	Quarterly Targets	Bi-Annual Targets	Biennially/ Targets
Administration	4	4	-	-	-
Public Ordinary School Education	15	15	-	-	-
Independent school subsidies	2	1	1	-	-
Public special school education	2	2	-	-	-
Early Childhood Development	4	4	-	-	-
Infrastructure Development	7	7	-	-	-
Examination and education specific activities	7	7	-	-	-
Total distribution	41	40	1	-	-
Percentage distribution	100%	98%	2%-	-	-

Table 27 presents a summary of indicators per programme for the Limpopo ED. The Department has a total of 41 indicators distributed as follows: 40 indicators have annual targets (i.e. 98 per cent); one indicator has quarterly targets (2 per cent).

Table 28: Summary of the overall Budget allocation 2022/23 – 2023/24

Programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2022/23	2023/24	2022/23 – 2023/24		2022/23 – 2023/24	
Administration	1 947,2	2 027,8	80,6	- 14,1	4,14 per cent	-0,73 per cent
Public Ordinary School Education	30 510,9	31 434,9	924,0	- 544,4	3,03 per cent	-1,78 per cent
Independent school subsidies	153,5	160,3	6,8	- 0,7	4,43 per cent	-0,45 per cent
Public special school education	610,6	662,3	51,7	20,8	8,47 per cent	3,40 per cent
Early Childhood Development	690,3	676,9	- 13,4	- 45,0	-1,94 per cent	-6,52 per cent
Infrastructure Development	1 607,4	1 486,5	- 120,9	- 190,3	-7,52 per cent	-11,84 per cent
Examination and education specific activities	2 106,9	1 739,7	- 367,2	- 448,5	-17,43 per cent	-21,29 per cent
TOTAL	37 626,8	38 188,4	561,6	- 1 222,2	1,49 per cent	-3,25 per cent

Table 28 shows the overall budget allocation for the Limpopo Department of Education. The overall budget allocation increased from R37.6 billion in 2022/23 to R38.2 billion in 2023/24, representing a 1.5 per cent increase in nominal terms, but a 3.3 per cent decrease when adjusted in accordance with inflation. The budget allocation for 2023/24 is below inflation in all programmes except programme four of public special school education. The highest increase in budget allocation was in programme four which increased from R610.6 million to R662.3 million, representing a nominal increase of 8.5 per cent and 3.4 per cent when inflation adjusted.

8. Committee Deliberations on APP and Budget

8.1. Committee Observations on National Department of Basic Education (DBE)

The Committee, having considered and deliberated on the Annual Performance Plans 2023/24 of the Department of Basic Education made the following key observations and findings:

- Members requested the National Department to provide an update on the plans to eradicate unsafe pit latrines in schools at national level.
- Members requested the unique national initiatives linked to the delivery of ICT infrastructure and internet access within schools.
- Members enquired an update on the building of nine new schools under the ASIDI grant.
- Members wanted detailed information on the SAFE projects nationally, and the monitoring and evaluation thereof.
- Members wanted to know whether the department is attending the parliamentary public hearings on the Basic Education Amendment Bill (BELA), and how are they dealing with negative connotations from the communities.
- Members were concerned over lack of PPE provided to food handlers working in the National School Nutrition Programme (NSNP).
- In its APP, the Department envisaged the provision of health and psychosocial facilities for all children including learners with mental health or substance abuse problems. The members wanted to know how much budget was required to achieve this, what was the involvement government agencies interested in making this a reality in the current financial year.

8.2. Committee Observations on provincial Education Departments

- Members noted that the Eastern Cape ED would continue to prioritise the rationalisation and realignment of viable schools for optimum resource distribution, through the densification of schools for enhanced and effective school management that would result in improved learning outcomes. They enquired on the challenges and successes experienced with the support programme to viable schools, and how viable schools were chosen for the support package.
- Members requested the Eastern Cape ED to elaborate on more on their plans to reprioritise their budget in 2023/24 to enable infrastructure development, as it relates to the backlog in the eradication of pit-latrines and provision for better sanitation in schools. The question on plans to eradicate pit-latrines was extended to all provinces.

- Referring to the training and development as highlighted in the budget policy statement on education in the Eastern Cape, members requested the Department elaborate on the quality and training types that would be provided. Members also wanted to ascertain whether the Department had any partnerships with tertiary institutions on ECD practitioner training as well as trainings intended for Educators.
- Members requested information about the “Second Chance Matric Programme” that allowed learners to rewrite their matric exams. They indicated that there were instances where students had complained about being barred from rewriting their exams on the basis of their age and a whole host of other reasons and requested that the Department provide information on how it would address this matter.
- Members enquired about the progress of ECD migration from Social Development to the Department of Education. Concerns were raised that ECD centers do not offer formal educational instructions that would develop young minds and preparing them to be future productive citizens. Therefore, it requested the Departments indicate what system re-design would allow ECD learners to be easily integrated into the formal education system. Members also requested more information on the training and upskilling of ECD practitioners. Members also wanted to know if careful consideration was taken into ensuring that ECD centers are disability friendly.
- Members referred to non-performing schools across the country and the value they brought to society, since they had not recorded any matric passes. It would have been better if these schools had recorded underperformance, as opposed to non-performance. What had the Department done to upskill teachers and assist the school governing bodies (SGBs) in dealing with the worrying trend of non-performance?
- Members wanted to know how schools in Gauteng performed after the 2021 July riots that left several schools vandalised, damaged or totally burned down in other instances.
- Members noted the Eastern Cape ED had reported the launch of pilot programmes in coding and robotics as part of the curriculum with 136 schools been identified in the Grade R to Grade 3 category, and 111 in Grade 7. They requested the Department to provide an update on the challenges and successes experienced with this pilot rollout.

- On the Free State's plans for implementation in line with learners' attainment of the National Senior Certificate (NSC), and the intervention programmes implemented to assist learners in obtaining their NSC, members wanted to establish to what extent learners who were not academically inclined were encouraged to pursue vocational training which only needs a Grade 9 pass.
- Members wanted to know about the findings during the school readiness monitoring conducted in January 2023. How was it affecting education delivery in the country and how was the Department prepared to address the issues? The Department had mentioned that 1 007 sanitation projects were to be completed by the 2023/24 financial year. In what ways was the Department evaluating and monitoring the implementation of the projects? How did the Department plan to ensure that the timeline and standards were met at the end of 2023/2024 financial year?
- Members wanted to know what had happened to schools that were affected by the July uprisings in Gauteng.
- Members wanted to know how Gauteng ED was dealing with its second chance Matric Programme and also wanted to know whether there are improvements in results.
- Members wanted an update on the state of eradication of pit-latrines in Gauteng schools.
- Members requested an update on the Youth Brigade project in Gauteng.
- Members were concerned about the high levels of school drop-out in Gauteng schools and wanted to know the cause.
- Members wanted to know how much the Gauteng ED spends per mobile class room and what is the life span of mobile class rooms as some seem to have reached their lifespan.
- Members were concerned about the learner-teacher ratio in Gauteng schools and whether it was conducive to teaching and learning.
- Members enquired on the status and measures being taken to ensure safety and security within Gauteng schools.
- Members enquired on the social cohesion programmes including school sport within Gauteng schools.

- Members enquired on how many schools in Gauteng are underperforming schools and what is the province doing to assist these schools.
- Members requested Mpumalanga ED to indicate what value does the Peace Corp volunteer programme add to the improvement of their teachers.
- Members noted the difficulties in attracting Maths and Science Educators and asked if the provinces could attract them to rural areas, given that most teachers with scarce skills tend to take on opportunities and reside in urban areas.
- Members enquired about the high rates of drop-out in schools. Although the question was directed at all provinces, they were more interested in Gauteng which has the highest dropout rate. They wanted to know how provincial governments were planning to address the problem of school dropout?
- Members asked about the triumphs and challenges were encountered by the District Development Model (DDM) with its emphasis on infrastructure, school nutrition, and water and sanitation supported by certain departments, and how the DDM assisted in addressing the budget shortfalls?
- KwaZulu Natal was questioned on how they are getting ready for the 2024 school year, including the preliminary work done by key players, how the public is included in planning processes, and how the results of the in-year school survey will be communicated to the public.
- Members noted with huge concern the eradication of asbestos roofs in KZN schools. They wanted to know the number of schools affected by this and whether students and parents aware of the presence of these asbestos-roofed schools? They also wanted to know whether regular medical tests or health screenings were for students, teachers and staff who were still exposed to these asbestos structures.
- Members were concerned about the KZN school nutrition programme, and raised further concerns over the centralisation of power and the responsibility given to an individual to handle such a complex activity of distributing food to schools in the province. Members further wanted to know if there have been consequences for the service provider responsible for food distribution and whether there was a plan to assist learners who were negatively affected by the lack of food distribution.

- Members raised concerns over drug abuse in schools and how drugs have been made easily accessible.
- Members also raised concern over a lack of special schools in Emaphamdleni and asked if there are plans for building special schools in the near future.
- Members described the worst school situations the Committee encountered during its oversight visit to KZN. The saddest scenario was a school for children with severe impairments being plundered and losing all their equipment and food. Therefore, they asked if the July 2021 riots had been addressed in returning affected schools to normalcy.
- Members wanted to know the main problems, achievements and experiences with the Second Chance Matric programme in schools in addressing unplanned pregnancies.
- Members asked about the KZN department's strategies for managing the influx of learners who would be moving from one school to another due to the floods and the July 2021 uprising. There asked about the steps and necessary interventions employed to address food shortages in the KZN school nutrition programme.
- Members noted that in Mpumalanga, ECD practitioners are now working without protective clothing in numerous ECD centres and asked on the status of the procurement of protective clothing for ECD practitioners.
- Members were concerned about the corrupt elements in the province including Department officials trying to hi-jack the scholar transport tenders.
- Members wanted to know if there are corrective measures in place for the unauthorised expenditure by the KZN Education Department.
- With questions directed to the Northern Cape, members wanted to know about the state of affairs at the Landbouskool (Agricultural School) in Jan Kempdorp. The school used to be an Afrikaans-medium instruction institution, but was changed to dual-medium instruction. At the beginning of 2022, English speaking learners were placed there to get instruction in English, but this was mired with irregularities. Therefore, more information on the matter was requested.
- Members were concerned at the state of hostels in Barkley West and Delportshoop in the Northern Cape. These hostels urgently needed refurbishments and no plans had yet been forthcoming, despite the evident lack of scholar transport. The mentioned

hostels were in a state of disarray; many did not have door handles. This meant learners were not even safe while sleeping. Water damage to the hostels and schools has impacted the quality of education the learners received. There had also been complaints about a lack of food. The Northern Cape only allocated a paltry R500 per learner for both food and accommodation.⁶² learners were not receiving food at the moment. Clearly, this state of affairs could not be entertained. Delportshoop had no mathematics and Afrikaans teachers since the start of the school year. They therefore called for a speedy resolution to the accommodation challenges at these hostels.

- Directed to the Northern Cape, members wanted to understand the successes of the cyber laboratories and the impact they had on deep rural areas; if monitoring visits had been undertaken to ensure learners got the right instruction since the conversion of Afrikaans spaces to English dual-medium.
- Directed to the Western Cape, members were concerned about violence within schools in the province. They requested more information about the collaboration between the Department of Education and the Office of the Premier regarding violence prevention in schools. They wanted to establish which areas required intervention.
- Members requested the Western Cape to brief them about the lifespan of White Paper Six, which was implemented in 2001. It was indicated that the White Paper had reached the end of its lifespan by 2021 yet the province still referenced it. They wanted to know its current status and if there had been any amendments.
- Members asked the Northern Cape ED about their intention to cancel a memorandum of understanding (MOU) with the Northern Cape Department of Sports, Arts and Culture regarding school sport. What does this mean for sport participation in schools? The province was also asked to provide information on how active the schools are in the provision of extramural activities.
- Members asked both the Northern Cape and Western Cape on how they managed the Presidential Youth Employment programme.
- The Western Cape ED was requested to provide input on the School Evaluation Assessments (SEA) reports. Members wanted to know how these reports were used to encourage best practice.

9. Responses from the Departments

9.1. Responses by National Department of Basic Education

- In terms of new schools built under the ASIDI programme, the Department reported only two schools are under construction, and construction hasn't commenced on the other seven schools.
- On the SAFE programme, the Department indicated that it will send a written report on all its SAFE projects to date. A programme support unit had been established solely for the purpose of monitoring this is conducted at the office of the DG.
- On the ICT matters, the Department has a sub-committee that does the monitoring of ITC and progress on connectivity in schools. To date, about 18 000 schools have been connected. The only challenge is the schools in rural areas that have not been connected due to the unavailability of network infrastructure for all mobile networks. They needed more collaboration from telecom companies and the Department of Communications. Devices needed to be made available. The Department had received a donation of tablets that were used by Statistics South Africa in the last census. These tablets had been allocated to all provinces and full usage would commence after they had been cleaned up. However, there might not be enough for all schools.
- On school readiness findings, Provinces write reports to the DBE on how they are dealing with the reports and the process is ongoing.
- On the BELA Bill, the Department indicated that it has been attending the public hearings and it will scrutinise the comments made during the hearings.
- On the NSNP, the Department indicated that it provides ongoing training to food handlers in provinces on proper use of PPE.
- A framework policy for regulation of online schools had been developed. The DBE's legal department was consulted to ensure that checks and balances were in place. The final process was underway, after which the structure would be presented for final approval and publication.
- On school readiness findings, the Department reported that reports were provided to the provinces and districts and were monitored by a team working in the DBE. This

team worked with provinces to review how best to address the issues raised. The provinces then provided reports on how the issues were addressed.

- The Department outlined the challenges picked up in the monitoring of the National School Nutrition Programme. These included inadequate training of volunteers, health and hygiene issues, the quality of food delivered by service providers and financial management. The DBE provided ongoing training to the provinces and districts, with a large team of national monitors constantly addressing these challenges.
- Regarding psycho-social services, there were working relationships with the Department of Social Development and NGOs working in that field. The Department also had a dedicated unit of psycho-social practitioners to deal with incidents at schools.

9.2. Responses by Eastern Cape Department of Education

- The Department had also stated that they would continue to ensure the provision of an appropriate package of support to viable secondary schools in quintiles 1 to 3. It had also been resolved that the provision of quality education was the main factor behind the rationalisation of small and unviable schools. The second objective was improved financial efficiency and the re-distribution of resources to where they were most needed. The process of rationalisation of schools was complex, so it would be informed by a provincial education plan, based on a needs assessments and merger trends. Infrastructure revitalisation and development would be aligned with the rationalisation process.
- On the issue of infrastructure development and the return of R100 million to treasury in the previous financial year, the Eastern Cape ED reported that it had done a lot to ensure that when it opened this year, all planning and implementation of policies and procedures had taken place at the right time. It used to procure at the beginning of each financial year, and this impeded its implementation later on. It had since instituted measures that aided earlier planning, execution and implementation of its plans. Another issue they highlighted was the payments to the 60 infrastructure

implementing agents. The Department had decided to effect tranche payments to these implementing agents, who could then pay their contractors as well. These measures have been implemented to prevent disruption of projects.

- On the issue of viable school support, the Department reported that when it moved learners from a non-viable school to a viable school, it ensured that the schools were equipped for the task. One other non-administrative intervention was scholar transport. Scholar transport was a shared competency with the Department of Transport (DoT), and at times the lines of communication between the DoT and the DoE became “blurred”. Where scholar transport could not be provided, the Department’s focus was on providing extra classrooms and hostel facilities.
- On the upskilling of staff, the Department reported that at a district level, there was up-skilling of subject advisors and circuit managers on the fundamentals for district performance. This ensured that there was uniformity across the districts. This process was largely driven by the Department of Basic Education (DBE).
- On the second chance programme, the Department reported that it had never encouraged learners to repeat their matric. The DBE had a programme under which former matriculants could rewrite certain subjects during the month of June, as well as in December. It allocated rewriting centres across the province for both the June and December cycles. Through these interventions, it tried to alleviate the stress of schools having to accommodate these former matriculants as well. That was why they could rewrite certain subjects in June and December without repeating the entire grade and consolidating their results. This was a very big programme driven by the national DBE and located within the Minister's office.
- On the ECD migration, the Department reported that the ECD migration in the Eastern Cape had been successful. The Department had managed to smoothly transition the functions from the Department of Social Development, and coordination had gone well. The Department was also working with ECD practitioners on up-skilling and training. Formal partnerships had also been established with universities for officially recognised accreditation, and the national Ministry of Basic Education largely drove this process. In the past, non-governmental organisations (NGOs) used to provide

training programmes, but these were not accredited to the National Qualifications Framework (NQF), especially at NQF Level 6.

- It was stated that the DBE was also in the process of setting up an information management system across the nine provinces. This would provide a one-stop-shop of information and resources that all nine provincial education departments could draw from.
- On coding and robotics, the Department noted that pilot projects always had their unique dynamics that had to be managed and tested quite carefully. The coding and robotics policy had been established by the Department of Basic Education, which wanted to capture the outcomes in terms of the Curriculum Assessment Policy Statement (CAPS). The availability of learner resource material and textbooks in line with the CAPS remained a challenge.
- One publisher had indicated their willingness to work with the Department on textbooks. Some training providers also provided lesson plans and other resource material. The Department had decided to go back to the annual teaching plan, and opted to train existing technology teachers in the coding and robotics curriculum.
- The training of subject advisors and various strategies would be devised to assess how robotics was taught in schools. The Department would also be looking at the funding framework and the scope of these pilot projects. Funding baselines had been established by using the baselines of other technical subjects. There was a very small number of schools in the pilot, yet these schools were also representative of the various kinds of schools in the province. The Department hoped to learn lessons from these.
- The members were not satisfied that their questionnaire on pit-latrines were not answered.

9.3. Responses by Free State Department of Education

- The Free State ED reported that the software question was about corporate operational requirements, and had absolutely nothing to do with the software made available to schools. The software utilised by schools was provisioned for in terms of the various budgetary allocations.

- The Department reported that it had five smart schools which it operated, and these are all well-resourced. Coding and robotics were funded through the Maths, Science and Technology (MST) grant. This was specifically for learners. Teachers were trained through the skills levy.
- On ECD migration, the Department reported that when the ECD competency was moved to the Department it was integrated into existing programmes. Some ECD centres were already integrated into Programme 5. Those centres that came from the DSD were fully functional and funded. The Department had a record management problem, and has since ensured that these centres were integrated into the information management system (IMS). Additional support came through the Department's partnership with the University of the North West's Potchefstroom campus. It was also reported that the ECD migration had been successful, and that Grade R practitioners had received training on CAPS, and pre-Grade R practitioners on the national curriculum framework. There had also been up-skilling for advanced practitioners from Level 5 to NQF Level 6. This qualified practitioners as full teachers, and 450 had been absorbed into the Personnel Salary System (PERSAL).
- On underperforming schools, the Department reported that the provincial strategy on learner attainment was specific on the interventions required when dealing with under-and non-performing schools. The Department would embark on intervention measures as soon as results were released. Most grades were assessed, but the Department assessed grades 8 and 9 in particular. These interventions were seen as critical in stemming problems arising closer to grade 12. Additional support to non-and under-performing schools was also provided through spring, autumn and winter classes. Saturday classes were encouraged and implemented in large numbers. This programme assisted the learners immensely. Schools would also begin to benchmark themselves, and had started their own extra classes programme. Learners could be observed walking to school on Saturdays with their textbooks in their hands across the province.
- On the Second chance programme, the Department shared some statistics on the "Second Chance Matric Programme". In one region, 524 people had written, and 466 had passed. This gave a pass rate of 88.9 per cent. In Letshobela, 2 459 people had

written, of whom 1 756 had passed. In Mangaung, 2 580 people wrote, of whom 2 095 had passed, and in Gariiep, 908 wrote and 646 passed. In another region, 3 276 people wrote and 2 785 had passed. This gave the “Second Chance Matric Programme” a 78.9 per cent pass rate. The performance was quite considerable.

- The Department also reported that it recognised Non-performing schools as those schools which recorded a pass rate of 65 per cent and less. The Department had now set the target at 75 per cent, to encourage schools to maintain higher pass rates

9.4. Responses by Gauteng Department of Education

- The Department responded to members’ concerns over drop-out rates. Gauteng had found that the dropout rate in the GET band had stabilized. There were gaps in the figures caused by the migration of learners to other forms of education, such as home schools. The 18 and 19 year-olds referred to in the question were deemed to be over-age in most cases. However, it was not the intention to allow anyone to leave school without a full education. Learners not returning to school had to be dealt with by the school principals. Where they could not deal with it, the matter should be escalated to the district office. It was difficult to enforce education for those over the age of 15 because they were out of the compulsory education band. Learners leaving a provincial education system did not necessarily mean they were dropping out. Interprovincial migration was a factor.
- On the issue of mobile classrooms, the Department reported that it spends approximately R400 000 per mobile classroom and each class lasts about 20 years depending on how the school looks after it. There was a limited budget, funded mainly from the National Infrastructure Grant, which limited the GDE’s ability to be more responsive in building permanent structures. There was a net increase of 60 000 learners annually. Settlement patterns were not clear and this affected projections. The GDE had received a national allocation of R1.5 billion over the next three years to build 18 schools. With this and the national grant, a total of 35 schools would be built. Most of them would replace schools with asbestos roofing, schools with structural damage and mobile schools.

- On safety and security in schools, the Gauteng ED has a formal agreement with SAPS and community safety over safety and security in schools. There are regular patrols in schools being done and community safety committees within communities each adopting a school that they will assist in making sure that the particular school provides a safe environment for teaching and learning. One big initiative was to recruit community members to serve as patrollers. About 6 000 were deployed in high-risk areas and at no fee schools.
- On social cohesion, the Department reported that it is working of getting township schools to introduce school sport and will incentivize them to make school sport more competitive. The department further reported that the Gauteng Department of Sports, Arts, Culture and Recreation, remains the main funder of school sport in the province. Learners were also encouraged to participate in cultural activities such as chess tournaments, public speaking and leadership programmes.
- On second chance programme and underperforming schools, the Department reported that there are four schools that are underperforming, with less than 40 per cent of Matric Pass rate, and these are mainly independent schools. They were picking up from the June/July exams that most learners making use of the opportunity were completing the old National Senior Certificate process. Measures were in place to assist underperforming schools. The Department was considering management and personnel changes at five chronically underperforming schools.
- On pit-latrines, the Department says it have eradicated pit-latrines in the province and of a few schools still remaining. There were two schools that still had pit-latrine facilities, even though waterborne toilets had been installed. The problem was getting the municipal authorities to extend bulk services to the schools. The schools were refusing to allow the pit latrines to be demolished. They would now be provided with alternative solutions.
- Regarding teacher-learner ratios, a model was used that allocated exactly the same number of teachers to schools offering the same subjects and with the same number of learners. However, most township schools were multilingual and these complicated efforts to have a fair distribution of teachers, some classes were overcrowded because

of the language choice. Sometimes there was a shortage of classrooms. Budget cuts meant additional teachers could not be employed.

- The Department was able to stabilise schools affected by the July uprisings, however there were ongoing problems related to civil strikes among community organisations which disrupted schooling.

9.5. Responses by Kwa-Zulu Natal Department of Education

- On the challenges facing the National School Nutrition Programme, the Department indicated that it had made an effort to advise the service provider to seek more assistance in distributing food. The service provider did embrace the advice and collaborated with big shops and it indeed helped to some extent. However, there were still challenges with punctuality and coordination of delivery addresses. Another challenge KZN experienced was that some service providers abruptly cancelled their contracts with the Department and this consequentially affected food reaching learners. At some point the Department directly distributed food to different schools, although there have been processes unfolding to resolve this matter permanently. For now, the MEC has resolved to revert back to the old way of doing things where the service provider buys the food and drops it off at a central location and the distribution is administered and dispatched from there. Deliberations with management and potential stakeholders will unfold around this suggestion going forward. The MEC referred the question of why the entire KZN relied on a single service provider to the HOD because it is a procurement matter. KZN Education HOD reported that there was more than one participant. The only problem was that they were required to procure food from one big retail shop. The rationale behind that was that in the past, learners were supplied with poor quality food because it was coming from different sources. Secondly, the service providers who were mainly SMMEs did not have cheaper access to food and it would impact negatively on their profit margins. However, the big retail shop that won the tender failed and is in breach of contract. He has already written a letter to them whilst at the same time exploring the legal loopholes of cancelling the contract. The HOD made a commitment that whilst pursuing contract cancellation, they will make efforts to continue feeding learners.

- On the unauthorised expenditure, the Department replied that this arises from the impact of the budget cuts on the compensation of employees. This meant that teachers had to be paid and retrenchment is never an option. If the KZN department were to reduce the number of teachers, it will lead to near collapse of the education system.
- On the Second Chance Matric and teenage pregnancy, the Department replied that they have been putting systems in place and have introduced the programme called “My Future, My Life” with the intention to conscientise learners about sexual activity, drug abuse and other social ills. This was done, in some instances, with the collaboration of South African Police.
- The KZN ED has a thorough list of schools damaged by floods and the status of their repairs. It inspected the damage after the floods. It then classified the severely damaged ones which the province had to deal with. In some cases, schools were given an opportunity to repair with their own budget. Due to budget constraints, there is still a backlog in some rural areas and some special schools.
- On bullying, KZN has incorporated it into the “My Future, My Life” campaign as well as in the Life Orientation course.
- On the DDM and how it helps with budget shortfalls, the KZN PED has been working with other departments such as the Department of Transport, particularly on how they can help in building bridges. Programmes such as Sukumasakhe have a war room in every ward where the departments meet and engage on important matters of taking communities forward.
- On pit-latrines, the provincial department has received extensive assistance from the National Department in eliminating many of them. This also is done without losing focus on dealing with aging infrastructure of sanitation facilities. Although KZN is transporting 67 000 learners, the need for more learner transport remains, hence the need for an increase in the budget.
- In response to the members asking if the province still has Peace Corp volunteers, the Department reported that they did have three years ago but not at the moment.

9.6. Responses by North West Department of Education

- The Department hailed its relationship with the North West Department of Arts, Culture and Sport. The relationship was almost perfect and DCAS provided a lot of support. The Summer and Winter Games were run without challenges. Currently, the focus is on athletics. The Department also acknowledged the DCAS assistance with deaf learner instruction. The North West had one special school for the deaf, while the private schools struggled to attract suitably qualified teachers. The province engaged on this matter at various universities in the province, and the engagement was ongoing. BCAA's would assist the Department in finding suitably qualified teachers for deaf learners.
- On choral music tuition and competitions, the HOD said the North West employed several choral music teachers, though these teachers were not all necessarily qualified. Plans were afoot to assist these unqualified teachers to become qualified.
- The North West had a total of four Special Schools Resource Centres attached to four full-service schools.

9.7. Responses by Mpumalanga Department of Education

- The Department replied that there are currently eight US Peace Corps members that are utilised according to their area of specialisation. This has been a mutually beneficial exercise as the volunteers have benefited from the communities they reside in.
- The Second Chance Matric programme is funded by the DBE, although the province does augment to ensure that there is coverage across all the districts and sub-districts.
- On recruiting of Maths and Science teachers, like other provinces, they have benefited from the Funza Lushaka programme.
- On pit latrines, Mpumalanga has only one school that uses pit latrines but there have been efforts to address this. However, sanitation remains a challenge. She made a projection that by the end of 2024 all schools in the province will have adequate basic services and would have eradicated or at least provided additional adequate sanitation.
- On asbestos, the HOD emphasised that there is no school that is built totally in asbestos, but there are cases where one or two classrooms may be built or roofed with

asbestos. So overall there are 64 schools and 30 of these schools have one or two classrooms made of asbestos. However, efforts are made to completely eradicate them.

- On learner dropouts, the province has conducted a study assisted by the University of Witwatersrand and that has influenced how the department responds to this. The dropout rate has been declining as a result of identifying problems. Because what the study demonstrated is that the drop out is mostly caused by what happens outside school premises as opposed to in schools. In collaboration with Social Development, the province has launched programmes to combat substance abuse and bullying. There is also a programme under the leadership of the Deputy Minister, where work is being done in partnership with stakeholders, including Social Development, to educate students about the consequences of bullying. The Department stated that in schools and regions where incidents have been confirmed, there is counselling for both the perpetrator and the victim, as well as in situations where the perpetrator or victim must be shifted from one school to another.
- On school transport, the matter between local taxis and school transport was resolved through the National Department of Transport.

9.8. Responses by Northern Cape Department of Education

- The Committee was informed that Landbouskool in Jan Kempdorp was offering a mixed curriculum to meet the demand of English learners as well. The school had not abandoned its core function of teaching Agriculture. The Northern Cape wanted the school to maintain its agriculture focus. The Northern Cape Department of Agriculture had also been engaged in a partnership agreement to assist the school. These dialogues are still ongoing. The school would remain tasked with teaching Agriculture and large tracks of its land were currently under irrigation. The Northern Cape would also provide information on the current intake and the curriculum offered at the school.
- On pit latrines, committee members were informed the Northern Cape eradicated pit latrines and only three pit latrine sites still have to be filled. A tender with the required

specifications had been sent out for official gazette. All three of these schools had the proper sanitation.

- Regarding Early Childhood Development (ECD) centres, committee members heard the migration had been completed. Many of the ECD centres from the Department of Social Development (DSD) functioned as glorified babysitting centres. The Northern Cape Department of Education had to ensure these former DSD centres were aligned to those already under Education's purview. Plans and policies were continuously being introduced to align these centres. Before ECD centres could be registered, they had to meet certain criteria. Members were also informed about age-specific toilet seats, which would be a feature of all newly built ECD centres and the guidelines were sent out to all ECD centres. The Northern Cape conceded, given current realities, there would be centres which still did not have these and remained a work in progress.
- There were 160 primary schools which already had a specific toilet seat. Inappropriate school structures remained a challenge and the Northern Cape had what it called an entire asbestos belt comprising many schools.
- The Northern Cape had, on several occasions, submitted applications for extra infrastructure funds, however these were never granted. It seemed Gauteng province was the only one that was successful in its motivation. Nonetheless, the province currently had nine new schools under construction and was following the guidelines on asbestos. The province maintained a 60-40 split on Education Improvement Grant (EIG) funding. The entire Budget of the province for infrastructure development stood at R997 million and laid bare the challenges for the province. If the province managed to spend its entire Budget on infrastructure development, it would unlock incentive funding from Treasury going forward. Members were also informed a tender had been put out for both the hostel and the School at Delportshoop. A total of 30 hostels are also currently being renovated to the tune of R212 million. Two new hostels were also due to come into operation in the rural areas of the Northern Cape.
- On the Scholar Transport tender, she said the Department was in the process of finalising the tender. Scholar Transport remained a challenge for the Northern Cape, given its geographical spread. Members were also informed about the province not having a transport provider. However, this provider had withdrawn its services a day

prior to the opening of schools in the Northern Cape. Emergency discussions with this service provider proved fruitless and emergency plans had to be made. The end result was the community revolted to show its unhappiness.

- On the question about there not being any Maths or Afrikaans teachers at the Delporthoop school, the official said additional teachers had since been appointed. She had not heard of any ceiling which collapsed and recalled severe weather affected a school in the Brandvlei area.
- On cyber labs, the MEC noted these labs brought technology to both urban and far-flung areas. It gave learners access to the world and a variety of subject matters. The Department of Education launched this innovation in an effort to modernise the education system and to provide solutions toward being responsive to the demands of the fourth industrial revolution. These cyber labs were unique as they responded to four zones which represented the economic drivers of the Northern Cape, namely Mining, Agriculture, Astronomy, and Solar Energy. Learners would also be able to navigate various dimensions of each zone through the giant multi-touch high-resolution screens, would be able to watch 3D animations, take virtual tours, and engage with interactive content and simulations giving it continued career guidance and stimulation for innovative long-life learning. These cyber labs were spaces designed for learners and provided it with explorative hardware and software, which was exciting and meaningful. The cyber labs also housed augmented reality posters, digital tablets, and virtual reality headsets, enabling learners to create an environment with a sense of presence. Since the community members found out about these high tech centres the cyber labs have experienced high levels of vandalism and break-ins, with devices and other equipment being stolen. This matter was receiving attention in various communities.
- The demand for English-speaking schools was high. The Department engaged with Afrikaans schools to phase out certain Afrikaans subjects to make way for English learners. This was only done where no interest had been shown in Afrikaans classes.
- On the issue of school dropouts, the Department noted the issue of school dropouts was a societal issue which touched on many socio-economic ills. The Department had a variety of initiatives which contributed to stemming rising incidents of school

dropouts. Peer education had also been instituted with the help of the HIV/AIDS grant. Sexual reproduction health has also received particular attention. The Department had a policy to encourage learners not to abscond and to return to school. Continuous psychosocial support to learners through the Special Education Unit was already in place. The Department also leveraged its relationship with the Department of Social Development (DSD) to tackle issues such as gangsterism at schools. The Department reported that the National Nutritional Schools programme was another way to combat school dropouts as many learners faced food insecurity at home. The Northern Cape had taken a holistic approach to the issue instead of being simplistic about it.

- The Department's relationship with the Northern Cape Department of Sport, Arts and Culture (DSAC) was said to be cordial and assisted the former with sports administration and social cohesion matters.
- The Second-Chance Matric programme was also said to be alive and well in the Northern Cape. There was a lot of enthusiasm and results were always eagerly awaited.
- The Department responded to the question on capacitating invigilators and said after each exam cycle, monitoring and evaluation reports were drafted. These reports, in conjunction with those of Umalusi, were turned into training manuals for the province's five districts. The districts would then host "Coaching Clinics" and Training seminars on these manuals with circuit and district officials.

9.9. Responses by Western Cape Department of Education

- On the White Paper six of 2001, the *Department* indicated that the WCED collaborated with higher education institutions to give more impetus to White Paper Six and to develop a working narrative on inclusive education. To this end, work had focused on strengthening full-service schools, increasing the number of full-service schools, and the establishment of Special Schools Resource Centres. Selected Special Schools had an outreach function to ordinary and full-service schools. Various outreach teams had also been dispatched to districts, especially on autism. All these efforts formed part of understanding the challenges at Special Schools. Learner

support teachers were also employed to give further meaning to the intended deliverable of White Paper Six. The Western Cape is also currently busy with a review of White Paper Six and this should be completed in due course.

- On violence in schools, the Department conceded the point about violence in schools and lamented the rising incidents. The Department used funds from its HIV-AIDS grant for an anti-drug campaign which was launched in schools, as drugs were associated with violence. To further curb rising violence incidents at Western Cape schools, School Resource Officers had been deployed to schools and assisted in areas such as Manenberg. These School Resource Officers have been trained in law enforcement by the City of Cape Town. The Department was busy with school safety initiatives in the form of School Safety Committees based at schools. These School Safety Committees took responsibility for school safety plans. These self-regulatory organisations (SROs) were engaged with crime prevention, relationship-building with stakeholders, and a Discipline programme premised on restorative justice. More SROs would also be employed to Khayelitsha, Delft, Philippi, and Westbank to stem violence and drug prevalence in Western Cape schools.
- On the second chance programme, the Department reported that the Second Chance Matric programme and said it was up and running and provided face-to-face tutoring in 17 centres in all eight districts of the province. These learners received study guides, the Critical Appraisal Skills Programme (CASP) guides, had access to past exam papers, and used laptops. These centres were administered by centre managers, teachers, and assistants. These staff members were all unemployed people from neighbourhoods and this programme worked because the WCED said it had a close working relationship with the circuits as well as the districts. Remuneration was calculated according to a sliding scale; for example, a tutor might receive R387.50 cents an hour for 30 learners; R193.06 per hour for six to nine people; and R96 per hour for five or fewer. These centres also employed administrative assistants who worked for 60 hours a month and were remunerated at R86.80 cents per hour. Currently, 2 206 people were registered as candidates, nine as administrative assistants, and 59 teachers were on the books. All subjects except those of a technical nature were offered from Mondays to Saturdays. Centres did not tutor every day. The

Chief Director of Districts coordinated and planned the various classes and provided supplementary support with A4 paper for printing, for example.

- On extra mural activities, the Western Cape after-school programmes were coordinated at the Chief Directorate level in the various districts. In the Western Cape, it was called the Schools Enrichment programme and included special projects and competitions. A School Enrichment coordinator within the District supported and managed the afterschool programme, which also encourages social cohesion and inclusion. This programme broadly had two parts: learner participation and training teachers to support learners in the rolling out of cultural diversity activities. Currently, the province participated in various initiatives such as the Moot Court mock court competition, the Youth Citizen in Action, the Oral History programme, and the High School Drama Festival in conjunction with the Artscape Theatre in Cape Town.
- On sporting codes, the Committee was told the Department currently offered 17 different sporting codes. When it came to Mass Participation, Opportunity and Access, Development and Growth (MODD) centres, the Department had worked in close cooperation with the Department of Culture, Arts and Sports within the Western Cape Province. To this end, the Department made a tutoring budget available for MODD. These tutoring activities were aligned and incorporated into other sporting codes and Arts and Culture activities. The aim was to ensure a hundred percent participation in after-school activities. Schools were very creative in learning from one another, especially regarding sharing timetables and hosting events on the same day. This prevented learners from waiting on scholar transport. District Resource Officers report to districts after each event. The District Development Plan also set target sporting codes.

9.10. Responses by Limpopo Department of Education

- On the second chance programme, the Department indicated that the Second Chance programme for matric students that might not have returned because of the high rate of pregnancy or those that are returning. Limpopo has 23 Second Chance centres that are spread across the 10 districts and that there are two phases. The first phase starting

in January is mainly for repeat learners writing exams in May/June. The second phase in July is intended for repeat part-time candidates who will take exams in November/December. The Department has presently enrolled 6 000 people in the province in phase one throughout all districts, for those who wish to improve their grades and those who did not appear for the exams due to the difficulties presented.

- On the eradication of pit latrines, the MEC demarcated pit latrines into three categories: 1) about 519 pit latrines have been addressed; 2) unsuitable facilities in schools where the resolution has been to demolish them; 3) those for which the national department has already made a grant available.
- The MEC explained that the ECD migration has been finalised and it has been included in the department organogram and budget.
- The Department answered that previously the Department has hired foreign nationals as Maths and Science teachers but teaching is no longer classified as a scarce skill. In some cases, the posts are filled through the HOD where the school will request the department to help fill such posts.
- On bullying, the province has strengthened its relationship with the police with some schools being adopted by police stations. The Limpopo health department has also been engaged and has been helpful on issues such as teenage pregnancy and HIV awareness.
- The Department replied about the District Development Model, saying that districts have their own projects and the Department has noted that even though there is information for all the districts, sometimes the districts run on their own and do not engage when it comes to developing or finalising their Integrated Development Plan (IDP) so that it becomes an integrated plan.

10. Committee recommendations

10.1. Committee recommendations to the National Department of Basic Education

The Committee, having considered Budget Vote 16: Basic Education, together with the Annual Performance Plan of the Department of Basic Education recommends the following:

- The Department is to provide members with a plan that will formalise ECD curriculum in a way that will ensure that children are being prepared for the formal education system. The Department should also provide a plan to ensure that ECD centers are disability friendly for children living with disabilities. The Department is to also indicate by when ECD practitioners will receive the necessary training and qualifications. These plans are to be reported back to the committee by the end of the third quarter.
- The Department is to ensure that all schools within provinces have eradicated pit-latrines by the end of the third-quarter and report back to the committee on the status of eradication by 28 February 2024. The Department should also provide a report on the state of all its planned SAFE projects and those currently underway by the end of the first quarter of the 2023/24 financial year.
- The Department is to implement a programme of how it will work with provinces to combat school drop-outs and how it plans to ensure that it brings those that have dropped-out back into the system.
- The Department is to ensure effective monitoring over the expenditure of conditional grants in provinces and ensure that measures are in place to ensure that monies are spent for their intended purpose.
- The Department is to implement a new MOU with the Department of Sport, Arts, and Culture to ensure that there is provision of competitive sport school and as well as creative Arts in all schools.
- The Department is to ensure that the construction of all nine schools under the ASIDI programme is concluded by the end of the financial year. A status report must be sent to the committee by the 31st January 2024.
- The Department is to interact with all its stakeholders to ensure that all schools have access to internet connectivity before the end of the financial year.
- The Department should work together with provinces to ensure that there are measures in place to strengthen and implement the Second Chance Matric Programme (SCMP) in all provinces in order for more learners to obtain national certificates and access higher education.

10.2. Committee recommendations to the Provincial Departments of Education

- All provinces are to ensure that all schools have eradicated Pit-Latrines by the end of the third quarter of 2023/24 financial year. A status report must be sent to the Select Committee the end of January 2024.
- The Provinces should ensure that a training and development plan for ECD practitioners is available and implemented by the end of the Second Quarter of the 2023/24 financial year. The Departments should form partnerships with institutions of higher learning to allow for training of ECD practitioners to acquire formal qualifications. A status report on the implementation is to be sent to the committee by the end of January 2024.
- All provinces should provide resources and support to non-performing schools (schools with high matric failure rate) and submit a report on work done to assist these schools to perform better, by the end of February 2024.
- The Gauteng Education Department should provide feedback on all the schools that were vandalised during the 2021 July riots, and the state of those schools currently. Feedback should be provided to the committee by the end of the second quarter.
- All Departments are to implement a retention plan targeted at attracting and retaining Maths and Science Educators in rural areas.
- All the Departments are to ensure that schools work together with their local law enforcement agencies and community policing forums to ensure safety and security in schools. High risk schools should be provided with the necessary security officers.
- All Departments are to prioritise the eradication of Asbestos roofs in schools in the 2023/24 financial year. The Departments are to send a report to the committee on how many schools in their respective provinces have asbestos roofs, and how many have been eradicated. The reports should be submitted by the end of February 2024.
- The Committee called for a speedy resolve of the KZN school nutrition programme and immediate assurance that learners in all affected schools receive food with immediate effect. Members seek an immediate investigation into the matter, consequence management to be taken, and a detailed report to be submitted to the committee during the second quarter (end of July 2023).

- All provinces are to ensure that all suppliers involved in the NSNP are effectively vetted to deliver food to schools. This includes the provision of personal protective equipment (PPE) to food handlers. This should be a matter of priority, given the challenges around KZN NSNP.
- The Committee seeks a detailed report from both the Gauteng Province and the Kwa-Zulu Natal Education Departments on the state of rebuilding and functioning of schools that were damaged during July 2021 riots. The report in KZN should also include that status of schools that were affected by the floods. The feedback report should be provided to members by the end of the Second quarter in September 2023.
- The Northern Cape Education Department is to address the infrastructure challenges at the accommodation/hostels of Barkley West and Delportshoop schools in the Northern Cape. The Department is to send a progress report to the committee on the fixing of the school's infrastructure by the third quarter with the deadline being 30 November 2023.
- Members are to receive a report on the collaboration between the Department of Education and the Office of the Premier, as well as law enforcement agencies regarding violence prevention in schools and as to whether the collaboration has curbed incidences of violence in schools. The deadline for this report will be the 30th of November 2023.
- The Committee should receive an update on plans and MOUs outlining how the Departments will work together with the provincial Departments of Sport and Recreation, Arts and Culture to strengthen social cohesion programmes including school sport and arts programmes. The MOUs between the departments must be concluded before the end of the second quarter by end of August 2023.

11. Conclusion

Having satisfied itself in its engagement with the Department of Basic Education on their Annual Performance Plan and Budget, the Select Committee on Education and Technology, Sports, Arts and Culture recommends that Budget Vote 16: Basic Education be adopted and that the House approves Budget.

Report to be considered.