

*Every child is a National Asset*

# **ANNUAL REPORT ON THE PERFORMANCE OF THE DEPARTMENT OF BASIC EDUCATION (DBE) IN MEETING ITS OBJECTIVES FOR 2022/23**

## **PORTFOLIO COMMITTEE ON BASIC EDUCATION**

**20 OCTOBER 2023**



# PRESENTATION OUTLINE

## **PART A:**

- Overview of the Service Delivery Environment and Context

## **PART B:**

- Programme Performance
- 2022/23 Audit

## **PART C:**

- Financial Report: 2022/23 Financial Year Expenditure

# PURPOSE

- To **report** on the **achievements** of the Department of Basic Education for the 2022/23 financial year.
- To **report** on the **performance** of the Department against the planned targets of the pre-determined objectives in the Annual Performance Plan (APP) for the **2022/23** financial year.
- To **report** on the Department's **2022/23** financial year **expenditure**.

# PROGRAMMES OF THE DBE

The **Annual Performance Plan** summarises the priorities of the DBE. The activities of the DBE have been structured into five (5) programmes.

- **PROGRAMME 1: ADMINISTRATION**
- **PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING**
- **PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT**
- **PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT**
- **PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES**

# QUARTER 4 STATUS BAR FOR INDICATORS

Programme	No. of indicators per programme	Annual Targets	Biennial Targets	Biannual Targets	Quarterly Targets	Q4 status 2021/22		
						Not achieved	Partially achieved	Achieved
One	5	2	-	-	3	-	-	3
Two	32	30	-	1	1	-	-	2
Three	12	10	-	-	2	-	-	2
Four	16	15	1	-	-	-	-	-
Five	5	1	-	-	4	-	-	4
<b>Total distribution</b>	70	58	1	1	10	0/11	0/11	11./11
<b>Percentage distribution</b>	100%	83%	2%	2%	14%	0%	0%	100%
Programme	No. of indicators per programme	Annual Targets	Biennial Targets	Biannual Targets	Quarterly Targets	Q4 status 2022/23		
						Not achieved	Partially achieved	Achieved
One	6	2	-	-	4	-	-	4
Two	31	29	-	1	1	-	-	2
Three	11	10	-	-	1	-	-	1
Four	16	15	1	-	-	-	-	-
Five	6	3	-	-	3	-	-	3
<b>Total distribution</b>	70	59	1	1	9	0/10	0/10	10/10
<b>Percentage distribution</b>	100%	84%	1.4%	1.4%	13%	0%	0%	100%

- All Annual indicators are WHITE unless fully achieved.
- Where 50% of the target has not been achieved, the status is reflected as RED.
- Where 50% or more of the target has been realised, the status is reflected as AMBER.
- Where the target has been fully achieved, the status is reflected as GREEN.

# ANNUAL STATUS BAR FOR INDICATORS

Programme	No. of indicators per programme	Annual Targets	Biannual Targets	Biannual Targets	Quarterly Targets	Annual target status for 2021/22		
						Not achieved	Partially achieved	Achieved
One	5	2	-	-	3	-	-	5
Two	32	30	1	1	1	2	8	22
Three	12	10	-	-	2	-	1	11
Four	16	15	-	-	-	2	-	14
Five	5	1	-	-	4	-	-	5
<b>Total distribution</b>	70	58	1	1	10	4/70	9/70	57/70
<b>Percentage distribution</b>	100%	83%	2%	2%	14%	6%	13%	81%

\*Indicator 4.3.2 is a biennial target which is not measured for 2021/22

Programme	No. of indicators per programme	Annual Targets	Biennial Targets	Biannual Targets	Quarterly Targets	Annual target status 2022/23		
						Not achieved	Partially achieved	Achieved
One	6	2	-	-	4	-	1	5
Two	31	29	-	1	1	-	3	28
Three	11	10	-	-	1	-	1	10
Four	16	15	1	-	-	-	2	14
Five	6	3	-	-	3	-	-	6
<b>Total distribution</b>	70	59	1	1	9	0/70	7/70	63/70
<b>Percentage distribution</b>	100%	84%	1.5%	1.5%	13%	0%	10%	90%

All Annual Targets are WHITE unless **fully achieved**.

Where 50% of the target has not been achieved, the status is reflected as RED.

Where 50% or more of the target has been realised, the status is reflected as AMBER.

Where the target has been **fully achieved**, the status is reflected as GREEN.

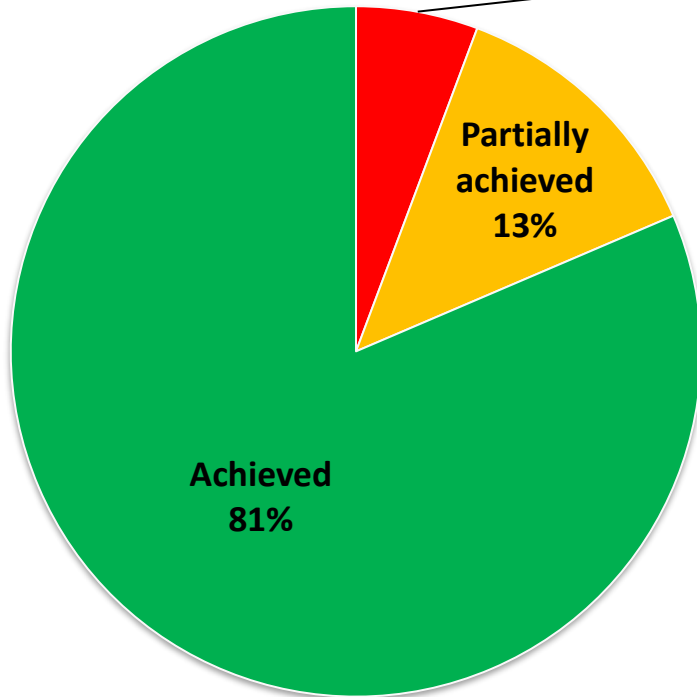
# COMPARISON OF SUMMARY OF ACHIEVEMENT IN 2021/22 AND 2022/23

- In Quarter 4 of 2021/22 100% targets were achieved out of a total of 70 indicators
- In Quarter 4 of 2022/23 100% targets were achieved also out of 70 indicators in the 5 programmes
- In 2021/22 81% of the targets was achieved, 13% was partially achieved with 6% not achieved
- In 2022/23 90% of the targets was achieved and 10% were partially achieved with 0% not achieved. This is an improvement of 9%

# PIE CHART STATUS-ANNUAL

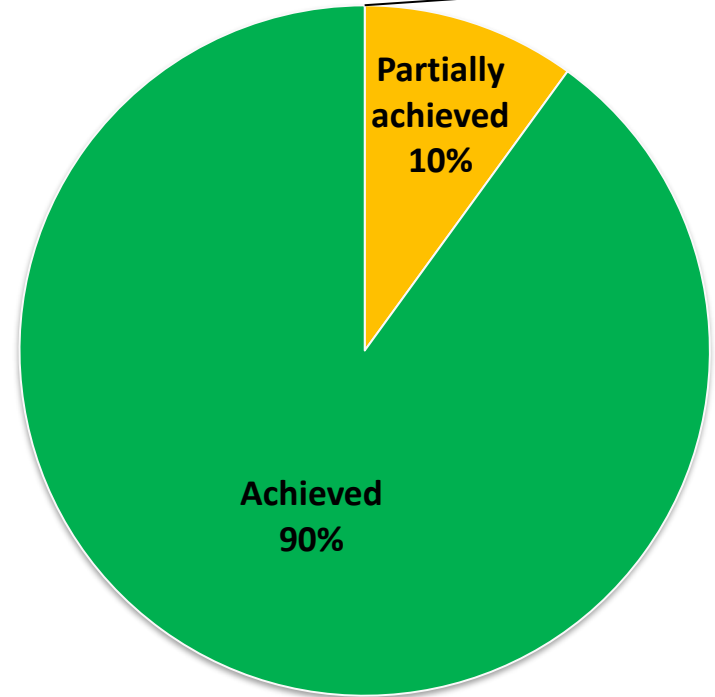
Annual target status 2021/22

Not achieved  
6%



Annual target status 2022/23

Not achieved  
0%





# **PART A: OVERVIEW OF THE SERVICE DELIVERY ENVIRONMENT AND CONTEXT**



# OVERVIEW OF THE SERVICE DELIVERY ENVIRONMENT

## Legislative Mandate

- **The National Education Policy Act (Act 27 of 1996) (NEPA)** inscribes into law the policies for the national system of education, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between **national and provincial authorities**.

## DBE's Statutory role is to :

- **Formulate policy, norms and standards;**
- **Monitor and evaluate** policy implementation and impact; and
- Lead the **provision of the right to basic education**.

# PERFORMANCE DELIVERY ENVIRONMENT 2022/23

The delivery environment requires that:

- **The National Department of Basic Education** focuses on **technical leadership, oversight, and the setting and maintenance of norms and standards** in the basic education concurrent function.
- There are factors that influence the plans and activities of the Department. Such plans are covered in the government mandates namely **the National Development Plan (NDP), 2019-2024 Medium Term Strategic Framework (MTSF), and the *Action Plan to 2024: Towards the Realisation of Schooling 2030.***
- **Departmental Outcomes** are linked to the **six (6) priority areas** of the sector as approved by the **Council of Education Ministers (CEM) and 2019-2024 Medium Term Strategic Framework (MTSF).**

# PERFORMANCE DELIVERY ENVIRONMENT

## MTSF 2019-2024 PRIORITIES

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

# ACTION PLAN TO 2024

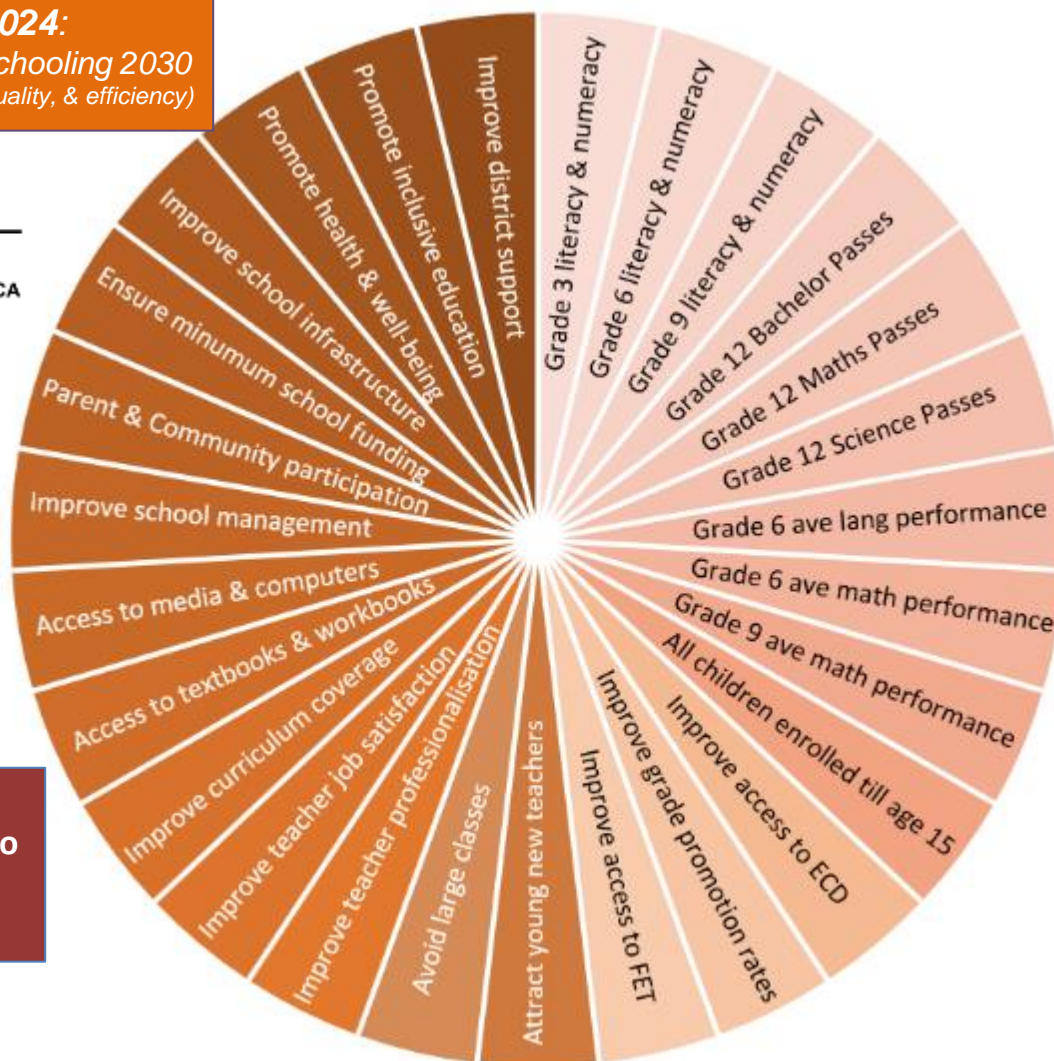
## Action Plan to 2024:

Towards the realisation of *Schooling 2030*  
(access, redress, equity, inclusivity, quality, & efficiency)



## basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



### Goals 1 to 13: Improved Learning Outcomes

- Improve learning outcomes in Language, Mathematics and Science as measured in Grades 3, 6, 9 and 12
- Ensure full access to compulsory schooling
- Decrease grade repetition and retention
- Improve access to FET colleges
- Improve quality of Grade R

### Goals 14 to 27: Interventions - the 'how to Improve Learning Outcomes'

# HIGHLIGHTS

## 2021/22

- Overall **733 917** full-time and **117 808** part-time candidates wrote the National Senior Certificate (NSC).
- The overall pass rate for 2021 was **76.4%**, an improvement of **0.2%** from 2020.

## 2022/23

- Overall **752 003** full-time and **168 631** part-time candidates wrote the NSC.
- The overall pass rate for 2022 was **80.1%**, an improvement of **3.7%** from 2021.

# HIGHLIGHTS...

## 2021/22

- **61 027 095** Grades R-9 Volume 1 and 2 workbooks were printed and delivered to **23 094** public schools
- **76% (3 527 of 4 645)** of Funza Lushaka graduates eligible for placement were placed in schools

## 2022/23

- **59 775 520** Grades R-9 Volume 1 and 2 workbooks were printed and delivered to **22 704** public schools
- **68% (2 954 of 4 348)** of Funza Lushaka graduates eligible for placement were placed in schools

# HIGHLIGHTS...

## 2021/22

- **18 854** young (30 years and below) and qualified educators were appointed
- **Monitoring School Feeding:** **134** schools were monitored against the target of monitoring and supporting **120** schools

## 2022/23

- **19 408** young (30 years and below) and qualified educators were appointed
- **Monitoring School Feeding:** **185** schools were monitored against the target of monitoring and supporting **125** schools, **exceeding** the target by **55** schools



# PART B: PROGRAMME PERFORMANCE



# PROGRAMME ONE: ADMINISTRATION

**The purpose of Programme 1 is to manage and provide strategic and administrative support services to the Department.**



# INDICATOR TABLE: PROGRAMME 1

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department	Quarterly	99.85% 27486/27527	100%	100% 34688/34688	No deviation	Not applicable
1.1.2 Number of reports on misconduct cases resolved within 90 days	Quarterly	4	4	4	No deviation	Not applicable
1.1.3 Number of capacity-building programmes offered to DBE officials	Annually	20	14	24	+10	The deviation is due to the higher demand for training. Some of the training requests arose from the outcome of performance assessments where skills and training needs were identified.

# INDICATOR TABLE: PROGRAMME 1...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
1.1.4 Number of Schedules 4, 5 and 6 Conditional Grants Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	Quarterly	-	28	20	-8	The reports were submitted four (4) days later than the prescribed 45 days. Late submission of PEDs reports to DBE affected EIG and ECD. The SIBG report was also delayed for finalisation.
1.2.1 Annual Performance Plan (APP) approved by 31 March each financial year	Annually	2022/23 APP approved by March 2022	2023/24 APP approved by March 2023	2023/24 APP approved by March 2023	No deviation	Not applicable
1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter	Quarterly	4	4	4	No deviation	Not applicable

# PROGRAMME 1

## Staffing Services and HR Support to Provinces

- **16 posts** were advertised during the course of this financial year.
- **91%** submission of **financial disclosures** was achieved. Final **warning** letters were issued to **9%** of officials who failed to submit their financial disclosure of interests within the stipulated time.

## Training and Social Responsibility

- **262** employees attended **skills development training**.
- **Bursary:** The Department had **88** bursary holders. **73** are recurring bursary holders, and **15** were awarded bursaries for the 2023 academic year.
- **Internship:** The Department appointed **95** interns for the financial year.

## Labour Relations

- **Grievance:** Nine (**9**) grievances were lodged, five (**5**) were resolved, and four (**4**) were not resolved.
- **Misconduct:** One (**1**) case of misconduct relating to theft, gross dereliction of duty, and gross dishonesty was addressed at a disciplinary hearing.

# PROGRAMME 1...

## Legal Services

- The Department received **43 court cases** wherein the Minister was cited. **36** of the litigation received emanates in the Provinces, with the Minister cited as a Respondent.

## Legislative Services

- The Portfolio Committee on Basic Education commenced with the **Provincial Public Hearings** on the **BELA Bill** in February 2023.

## Financial Services

- All invoices received were **paid within 30 days**.
- **Estimate of National Expenditure (ENE)**: The final 2022/23 ENE database and Chapter were signed off and submitted to the National Treasury for publication.
- **Monthly expenditure reports** from the PEDs were received and submitted to the National Treasury as prescribed by the Division of Revenue Act (DoRA).
- The **budgets of the public entities** for the 2023/24 financial year were reviewed and recommended to the Executive Authority for approval in terms of section 53(1) of the Public Finance Management Act, 1999 (PFMA), and Treasury Regulation 30.1.

# PROGRAMME 1...

## Security and Asset Management

- **Occupational Health and Safety (OHS): 54 officials** were trained as OHS supervisors, Safety, Health and Environment representatives, First Aiders and Fire Marshalls.
- **Asset Management:** Officials in the Department were resourced with tools of trade and 138 newly procured IT equipment.
- **987 departmental** inventories (IT equipment) were issued to the PEDs, Schools, and Centres across the country.

## Supply Chain Management (SCM)

- **Finalised Specifications/Terms of Reference (ToRs) as per the Procurement Plan:** The Procurement Plan had 33 projects. The 10 projects were IT projects, and the contract period was from 1 April 2022 until 31 March 2025 and 2027.

## Project Management

- **Presidential Youth Employment Initiative (PYEI) in Basic Education:** The DBE visited **12 schools in two (2) Provinces**, Mpumalanga and Limpopo, to **monitor** compliance in the implementation of the Basic Education Employment Initiative (BEEI) in schools.

# PROGRAMME 1...

## Government Information Technology Office (GITO)

- The DBE has **30 Service Level Agreements (SLAs)** with SITA. **Six (6)** SLAs were renewed, and **two (2)** SLAs were cancelled in this financial year.
- **DBE Network Infrastructure upgrade:** Funds were **approved to upgrade** the current **Network Infrastructure**. The request was sent to SITA, and SITA is busy with its bid specification procurement process.
- **DBE Server Infrastructure Upgrade and Cyber Security:** Funds were **approved** to upgrade the server infrastructure and current Cyber Security. The DBE is advertising a tender to appoint **suitable service providers**.

## Donor Grant Management

- The **Annual Performance Evaluation** of Conditional Grants was conducted at over **500** schools across all PEDs.
- An annual **Performance Evaluation of conditional grants was compiled** in all provinces at selected schools, and a final report was submitted to the National Treasury by 31 July 2022.
- As the Secretariat of the **Government 2 Government (G2G)** hosted by the International Development Cooperation of National Treasury, the DBE facilitated the approval of the milestones for year four (4) of the USAID programme.



# PROGRAMME 1...

## Strategic Planning and Reporting (SPR)

### Institutional Planning and Reporting

- The **2023/24 APP** for the Department was tabled on 14 March 2023, South African Council for Educators (SACE) and Umalusi were **tabled** in Parliament on 09 March 2023.
- The **2021/22 Annual Reports** for the Public Entities (SACE and Umalusi) were **tabled** in Parliament on 27 September 2022. The DBE 2021/22 Annual Report was tabled on 29 September 2022.

REPORT	OVERSIGHT REPORTING BODY	DATE SUBMITTED
• 2022/23 first quarter performance report	• DPME and National Treasury • Portfolio Committee	• 30 July 2022
• 2022/23 second quarter performance report	• DPME, National Treasury • Portfolio Committee	• 31 October 2022
• 2022/23 third quarter performance report	• DPME and National Treasury • Portfolio Committee	• 31 January 2023

- 2022/23 Quarter 1-3 performance reports, 2021/22 Annual Report, and 2023/24 APPs were presented to Audit and Portfolio Committees.
- **Annual Operational Plans:** The Director-General approved the Departmental Annual Operational Plan on 18 March 2023.

# PROGRAMME 1...

## Research Coordination, Monitoring and Evaluation (RCME)

- **Early Grade Reading Study (EGRS II):** Close-out activities included submission of reading anthologies report
- **Early Grade Reading Assessments (EGRA):** Progress charts for EGRA results being updated with reading categories established by benchmarks
- **Whole School Evaluation (WSE):** Instrument development and criteria setting for English Home Language and English as a First Additional Language concluded
- **General Household Survey:** Data cleaning and analysis for 2021 and 2022 concluded
- **Early Grade Reading Programme (EGRP):** DHs also trained on literacy coaching, classroom culture, pedagogical knowledge, and instructional leadership
- **School Monitoring Survey:** Data analysis and reporting finalised.

## **PROGRAMME TWO: CURRICULUM POLICY, SUPPORT AND MONITORING**

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



# INDICATOR TABLE: PROGRAMME 2

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.1.1 Number of technical schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).	Quarterly	18	18	18	No deviation	Not applicable
2.1.2 Number of learners obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the Second Chance Matric Programme (SCMP).	Bi-annually	June NSC:3 649 June SC: 18 973 November:40 303 Total: 62 925	50 000	71 612	+21 612	The overall improvement in national matric results in the mainstream results in more young learners taking the SCMP to improve their subject passes.

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/ LPID) using the Learning Programme for C/ LPID	Annually	4 347	3 927	4 381	+454	The DBE provided PEDs with additional guidance and documents to support the implementation of the Learning Programme for C/LPID and there has since been an increase in the number of learners using the Learning Programme in schools.
2.1.4 An Annual Sector Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Annually	Draft Annual Sector Report produced on monitoring of the implementation of the policy on SIAS as a mechanism for early identification and intervention.	Approved Annual National Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	Draft Annual National Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	Annual National Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	The Annual Sector Report was approved after the reporting period (3 April 2023) due to various levels of verification and validation of reported performance in the reports.

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.1.5 An Annual National Report is produced on the development of the a new funding model for ECD.	Annually	Approved National Report on the development of a new funding model for ECD.	Approved Annual National Report on the review of the subsidy payment mechanism	Approved Annual National Report on the review of the subsidy payment mechanism	No deviation	Not applicable
2.1.6 An Annual National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS.	Annually	Approved National report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Approved Annual National Report on the integration of ECD data into EMIS	Approved Annual National Report on the integration of ECD data into EMIS	No deviation	Not applicable

## INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.1.7 An Annual National Report is produced on developing an Early Childhood Development (ECD) Human Resource Development (HRD) plan.	Annually	Approved National Report on the piloting of a new ECD service delivery model and its workforce implications	Approved Annual National Report on piloting the new service delivery model and its workforce implications	Approved Annual National Report on piloting the new service delivery model and its workforce implications	No deviation	Not applicable
2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10-12.	Annually	15	8	18	+10	There were more underperforming districts than the 8 anticipated. As a result, the DBE increased the number to provide support to the additional districts.

## INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.1.9 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes.	Annually	9	9	9	No deviation	Not applicable
2.1.10 Number of schools monitored for implementing compulsory entrepreneurship education.	Annually	135	180 (20 per province)	180 (20 per province)	No deviation	Not applicable



## INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.1.11 An Annual National Report is produced on the implementation of the General Education Certificate (GEC)	Annually	Annual National Report is produced on the implementation of the General Education Certificate (GEC	Approved Annual National Report is produced on the implementation of the General Education Certificate (GEC	Annual National Report is produced on the implementation of the General Education Certificate (GEC	No deviation	Not applicable
2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively	Annually	Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.1.13 Number of schools monitored for piloting the Coding and Robotics curriculum	Annually	18	18 schools (2 per piloting Province)	18 schools (2 per piloting Province)	No deviation	Not applicable
2.2.1 Number of schools monitored on the implementation of the reading norms	Annually	18	18	18	No deviation	Not applicable
2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	Annually	18	18	18	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Annually	18	18	18	No deviation	Not applicable
2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit	Annually	32	32	32	No deviation	Not applicable
2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan	Annually	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	No deviation	Not applicable
2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	Annually	Draft Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.3.1 Number of schools per province monitored for utilisation of Information and Communications Technology (ICT) resources	Annually	27	27 (3 per province)	32	+5	Northern Cape and North West were selected to monitor five (5) additional schools due to their educational landscape. These provincial education structures did not have the personnel for e-Learning or supporting schools equipped with ICT devices. The increased data collection enables more informed decision-making and targeted interventions by gaining valuable insights into different approaches, best practices, and innovative strategies that can be shared and implemented across schools.
2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1–6 per year, after having placed an order	Annually	V1: 100.01% (17363/17362) V2: 99.99% (17007/17008)	100%	100.21% 16 821/16 786	+0.21%	Some schools were closed after the orders were placed and removed from the delivery list. New schools that were opened were added to the list for the language workbooks.

## INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1–9 per year, after having placed an order	Annually	V1: 100% (22891/22891) V2: 100% (22825/22825)	100%	99.73% 22 631/22 692	-0.27%	Some schools were closed after orders were placed and removed from the delivery list.
2.3.4 Percentage of public schools with workbooks for learners in Grade R per year, after having placed an order	Annually	100% (16010/16010)	100%	100.13% (16010/16010)	+0.13%	Some schools were closed after the orders were placed and removed from the delivery list. New schools that were opened were added to the list for the workbooks.

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Annually	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	No deviation	Not applicable
2.3.6 The number of schools monitored for home languages in which Literacy Grades 1–3 Lesson Plans have been developed for terms 1 to 4	Annually	10	10	10	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.3.7 Number of special schools with access to electronic devices	Annually	13	70	49	-21	49 special schools received ICT equipment, connectivity, and assistive devices, based on the availability of funding from Mobile Network Operators (MNOs). The DBE is the receiving department of a Universal Services Obligations Agreement (USOA) with DCDT and ICASA and the budget does not lie with the DBE.
2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	Annually	Draft Annual Sector Report produced on the monitoring of procurement and distribution of ICT devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 2...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	Annually	Draft Annual Sector Report produced on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report produced on the number of teachers trained on inclusion	No deviation	Not applicable
2.4.2 An Annual Sector Report is produced on the number of learners in public special schools	Annually	Draft Annual Sector Report produced on the number of learners in public special schools.	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report produced on the number of learners in public special schools.	No deviation	Not applicable
2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres	Annually	Draft Annual Sector Report produced on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	No deviation	Not applicable
2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED	Annually	Draft Annual Sector Report is produced on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	No deviation	Not applicable



# PROGRAMME 2...

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

- **Curriculum and Reading Champions** training was hosted on the TeacherConnectLearn platform. **62 000** potential teacher assistants registered for the courses. **78%** of users completed the course and received certificates.
- **12 979** users have started the **project-based learning** course, and **2 639** have completed the course.

## Inclusive Education

- There are **760 full-service schools**, of which **656** have been **assessed**, **186** support programmes were provided, and **267** have introduced outreach programmes for their neighbouring **ordinary schools**.
- **Screening, Identification, Assessment, and Support (SIAS): 184 623** learners were screened, and **85 168** were identified as experiencing barriers to learning.
- The schools resolved **45 924** cases, and **22 826** were referred to the District Based Support Teams (DBSTs).
- **61** teachers were trained in **braille**, **305** in **South African Sign Language (SASL)**, **855** in **Autism**, and **52 702** in **inclusive programmes** such as psycho-social support, accommodations and concessions, reading and numeracy barriers, and the strategies for intervention.

# PROGRAMME 2...

## Curriculum, Implementation and Quality Improvement (FET)

- **Monitoring of Extra Support Classes:** **115** schools/centres programmes were monitored in seven (7) provinces, and 31.6% of these centres offered more than 10 subjects.
- The DBE evaluated all **NSC** Question Papers in preparation for the 2022 standardisation process. **57 Question Paper Evaluation Reports** were developed.
- **14 Diagnostic Reports** covering languages, including SASL, and **16** selected key gateway subjects, including technical subjects, were developed.

## Second Chance Matric Programme (SCMP)

- **460 100 learners** who registered to rewrite the NSC/ SC examinations in May/June 2022 and October/November 2022, **151 022 achieved** their **subject passes** in both.
- **4 300 teachers** and **230 Centre Managers**, who offered classes to second-chance learners at the selected centres after school hours and over the weekends, were paid **stipends**.
- There were more than **50 000 learners** who attended the face-to-face classes.

# PROGRAMME 2...

## Enhancement of Programmes and Evaluation of School Performance

- **Workbooks:** The DBE printed a total of **57 750 810** Grades R to 9 Volumes 1 and 2 workbooks for use by learners during the 2023 academic year. A total of **59 775 520** (including the surplus stock from the previous year) Grades R to 9 Volumes 1 and 2 workbooks were delivered to **22 704** public schools.
- **Learning and Teaching Support Materials (LTSMs) for Three Stream Model Curriculum:** 48 out of 52 Vocational Oriented subjects had the LTSM developed, whereas **198** out of **208 LTSM** have been developed for Occupational subjects.

## Rural Education

- **Edulution Project:** Young people from surrounding communities were recruited and trained as coaches. **70 coaches in 24 centres** (schools) were serving over **7 400 learners**.

# PROGRAMME 2...

## Rural Education...

- KwaZulu-Natal was ravaged by **floods**, severely affecting the Edulution schools. **Food parcels** were **donated** and distributed to the schools and learners in June 2022. Furthermore, **psycho-social counselling** to affected learners was provided.

## Mathematics, Science and Technology (MST), E-Learning and Research

- **Technical Schools: 18** Technical Schools were **monitored** for the implementation of the **CAPS**.
- **Coding and Robotics:** The DBE, in collaboration with the State Information Technology Agency (SITA), **awarded** Ozias Dovahana Secondary School from Limpopo 1<sup>st</sup> prize in the national Coding and Robotics challenge, a STEM laboratory worth **R1.1 million**.
- **Focus schools:** The development and introduction of **Marine Sciences** in 2019, with a cohort of **12 NSC candidates** from the Western Cape only, **increased to 62 in 2022**. Currently, the **enrolment is 121**, with learners from five (5) provinces: Eastern Cape, Gauteng, KwaZulu-Natal, Northern Cape, and Western Cape.

# PROGRAMME 2

## Early Childhood Development (ECD)

- **Implementation of the National Curriculum Framework (NCF): 11 681 ECD practitioners** were trained in implementing the NCF. This number is inclusive of **247 ECD supervisors**. Furthermore, **730 ECD centres** were monitored and supported across all nine (9) provinces.
- **ECD PLAYSA Online Training: 7 139 ECD Practitioners** completed the in-service training on the ECD PLAY Online Training course.
- **Training of the ECD Practitioners on NQF Level 4: 1 345 ECD practitioners** have been trained towards a minimum Qualification NQF Level 4 by accredited training service providers.
- It is currently estimated that **2 143 904 children** are accessing ECD services.

## Reading

- Foundation Phase **Storybooks** were distributed to **8 842** primary schools in **444** NRC circuits across all provinces.
- **57 725 books** were collected from the Universities of Pretoria and Johannesburg and **distributed** to primary schools in North West, Mpumalanga, and Limpopo.

## **PROGRAMME THREE: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT**

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



# INDICATOR TABLE: PROGRAMME 3

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	Annually	86% 860/1 000	70% of 1 000 sampled schools	94.3% 943/1000	+24.3%	The high achievement is attributed to the fact that SGBs are in their second year in office and are performing their roles and responsibilities.
3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	Annually	100% 1 000/1 000	100% of 1 000 sampled schools	100% 1 000/1 000	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 3...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year	Annually	11 856	11 800	11 971	+171	Funds not utilised in one Higher Education Institutions (HEIs), are reallocated to other HEIs that have applicants. More Postgraduate Certificates in Education increased the number of bursaries.
3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies	Quarterly	4	4	4	No deviation	Not applicable



# INDICATOR TABLE: PROGRAMME 3...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
3.1.5 An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers	Quarterly	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers.	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Draft Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	The Annual National Report was approved after the reporting period (20 April 2023) due to various levels of verification and validation of reported performance in the reports
3.2.1 An Annual National Report is produced on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Annually	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 3...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting	Annually	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	No deviation	Not applicable
3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards	Annually	9	9	9	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 3...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
3.2.4 An Annual Sector Report on Grade R practitioners with NQF level 6 and above qualifications produced	Annually	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification	Approved Annual Sector Report on Grade R practitioners with NQF level 6 and above qualifications produced	Approved Annual Sector Report on Grade R practitioners with NQF level 6 and above qualifications produced	No deviation	Not applicable
3.3.1 Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school-based educators	Annually	9	9	9	No deviation	Not applicable
3.3.2 Number of PEDs monitored on the implementation of Education Management Service: Performance Management and Development System (EMS: PMDS)	Annually	9	9	9	No deviation	Not applicable

# PROGRAMME 3...

## Educator Performance Management and Development and Whole School Evaluation

- Quality Management System (QMS) training for school-based therapists, counsellors and psychologists, as informed by *Collective Agreement 2 of 2022*, was rolled out to stakeholders in the sector to enable **full implementation** in 2023.

## Education Human Resource Planning, Provisioning and Monitoring

- **Monitoring and support of the implementation of the educator Post Provisioning Norms:** In 2022/23 **all PEDs submitted** their post-provisioning plans for the 2023 school year. All PEDs were monitored for **compliance with the post-provisioning policy**, and an annual consolidated report was compiled.
- **Monitoring and reporting on the number of qualified educators aged 30 years and below:** **19 408 young and qualified educators** were appointed to posts in the PEDs, of which **6 651 were permanent**, **9 773 were temporary**, and **2 984** were substitute/relief appointments. This was approximately **56%** of all appointments made during the period.

# PROGRAMME 3...

## Education Labour Relations and Conditions of Service

- **Vetting of Educators:** The amended Criminal Law (Sexual Offences and Related Matters) Amendment Act, Amendment Act 13 of 2021, outlaws **sexual exploitation and sexual grooming of children and persons with mental disabilities**. Four (4) meetings were held on the **Vetting of Educators** against the National Register for Sex Offenders (NRSO) and National Child Protection Register (NCPR) to ensure that all employees working with children are vetted against the NRSO and NCPR.

## Initial Teacher Education (ITE)

- **11 971** Funza Lushaka bursaries were **awarded** to students for ITE by 31 March 2023.
- **511 promissory letters** were signed and issued to HEIs.
- Rolled out New Teacher Induction in four provinces and held orientation sessions with the officials at PEDs, Districts, Circuits, School Principals, mentors and mentees

# PROGRAMME 3...

## Continuing Professional Teacher Development (CPTD)

- The Teacher Union Collaboration (TUC), as part of the **Skills for a Changing World** project, **trained 23 967 (107%) teachers** in Coding and Robotics, and Digital Skills.
- **Upgrading of Grade R Practitioners' qualifications:** 7 249 Grade R practitioners (37%) from 19 502 have at least **NQF level 6 and above qualifications**.

## Teacher Development Implementation (TDI)

- **LAMAP Project:** In partnership with the French Embassy, the DBE **implemented an Inquiry-based Science Education project** in five (5) districts in five (5) provinces.
- **MST Teacher Support in Collaboration with the NECT:** The Recovery Planners and Trackers were developed and distributed in May 2022 to five (5) provinces, namely Free State, Gauteng, Limpopo, Mpumalanga, and North West.
- **Support for Grades 8 and 9 Mathematics and Natural Sciences:** Given Senior Phase Mathematics and Science weaknesses, the Department planned and implemented a Grade 8 and 9 teachers' capacity building programme in 14 districts.

# PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

## JOB OPPORTUNITIES ALLOCATED VS PLACED

PROVINCE	Allocated job opportunities 2020/21	Appointed job opportunities 2020/21	One month extension 2020/21	Allocated job opportunities 2021/22	Appointed job opportunities 2021/22	Allocated job opportunities 2022/23	Appointed job opportunities 2022/23	Allocated job opportunities 2023/24	Appointed job opportunities 2023/24
EC	55,803	57 253	55,803	40,316	39,286	39,286	36,023	40,100	36,450
FS	19,002	19 226	19,087	16,020	15,309	15,309	14,839	15,500	15,214
GP	41,129	45 633	41,129	50,816	48,988	45,000	39,964	40,000	37,109
KZN	73,655	73 953	48,137	64,117	62,229	62,229	57,205	58,500	58,393
LP	52,116	49 362	52,116	38,429	38,128	38,429	37,051	35,000	32,574
MP	26,108	26 108	27,000	24,568	24,087	24,067	21,577	22,000	19,953
NC	7,323	6 894	3,172	6,793	6,487	6,493	6,200	7,000	6,480
NW	23,523	21 836	3,835	19,221	19,196	19,196	16,732	16,000	14,846
WC	20,402	18 231	17,944	27,144	19,860	21,000	19,131	21,000	21,555
NATIONAL	319,061	318 496	268,223	287,424	273,571	271,009	248,722	255,100	242,574

**Phase III – youth were placed in schools as at end of August 2022 and two PEDs extended to end September 2022**  
**Phase IV placement in Feb and March 2023 we placed +/- 115 000 the additional 127 000 was added from May 2023 with a total of 242 530 as at end September 2023**

# PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

*Summary of the number of assistants trained per category at the end of Phase III*

Province	CYCW	Handymen	Reading Champions	Sports & Enrichment Assistant	eCadres	Curriculum	Total
EC	100	1,100	5,330	1,637	4,216	7,351	19,734
FS	442	456	1,078	883	1,012	3,474	7,345
GP	0	0	2,753	3,874	1 345	2,040	10,012
KZN	158	5,819	3,958	313	Not provided	19,147	29,395
LP	1,696	3,827	3,646	350	3,004	12,131	24,654
MP	0	1,595	2,643	1,602	2,000	11,833	19,673
NC	304	284	602	341	389	3,085	5,005
NW	0	1,601	440	396	1,371	5,407	9,215
WC	108	3,736	321	666	10,242	10,786	25,859
<b>Total</b>	<b>2,808</b>	<b>18,418</b>	<b>20,771</b>	<b>10,062</b>	<b>23,579</b>	<b>75,254</b>	<b>150,892</b>



# PYEI-BEEI ALLOCATION VS SPENDING FOR ALL 4 PHASES

PROVINCE	2020/21 Allocation	2020/21 Spent	2021/22 Allocation	2021/22 Spent	2022/23 Allocation	2022/23 Spent	2022/23 %Spent	2023/24 Allocation	2023/24 Spent	2023/24 %Spent
EC	R 1,190,680	R929,173	R 841,591	R990,477	R 1,006,835	R 946,307	94%	R1,011,006	R735,773	73%
FS	R 411,622	R307,402	R 334,412	R302,116	R 397,009	R 392,203	99%	R394,093	R324,016	82%
GP	R 1,085,722	R891,403	R 1,060,793	R917,594	R 1,006,835	R 1,012,389	93%	R1,011,006	R691,354	68%
KZN	R 1,424,238	R1,099,916	R 1,338,452	R1,207,951	R 1,479,762	R1,326,380	90%	R1,483,932	R1,290,936	87%
LP	R 987,826	R800,930	R 802,210	R743,019	R 882,381	R923,157	98%	R884,669	R717,092	81%
MP	R 490,893	R426,224	R 512,859	R500,780	R 558,799	R54,505	90%	R556,194	R459,844	83%
NC	R 148,277	R138,280	R 141,811	R132,253	R 185,433	R168,574	86%	R180,184	R126,558	70%
NW	R 445,251	R431,497	R 401,242	R383,915	R 409,454	R382,053	90%	R405,590	R192,515	47%
WC	R 814,291	R547,891	R 566,630	R427,182	R 267,492	R482,803	90%	R530,926	R392,591	76%
<b>NATIONAL</b>	<b>R 6,998,800</b>	<b>R5,572,716</b>	<b>R 6,000,000</b>	<b>R5,605,287</b>	<b>R 6,194,000</b>	<b>R5,688,371</b>	<b>93%</b>	<b>R6,457,600</b>	<b>R4,930,679</b>	<b>76%</b>

*Phase IV expenditure is as at 16 September 2023 (September not included as yet, NW – stipends for July, August and September not paid but HOD signed for payment to be processed)*

# PROGRAMME 3...

## Curriculum Research

- **Connectivity: Wi-Fi Routers were distributed** to the **31 e-Learning Labs** at Teacher Centres plus 1TB of monthly data with a top-up option.
- **40 Video-Based Learning** videos were produced for Teacher Training (Education Students). The videos are also accessible to Professional Educators.
- The DBE partnered with SchoolNet to roll out several **digital skills programmes**; with this initiative, **11 000** teachers were trained.
- **CPTD Online Platform (CPTD Delivery Platform)**: The CPTD Online platform went live on 31 January 2023. There are **786** micro-learning modules on the platform and over **3 000 users**.

# PROGRAMME 3...

## Education Management and Governance Development

- **Survey on the Availability of Management Documents in Schools:** The process of verifying **3% of the 1 000 sampled schools** on the availability and implementation of the Management Documents (Survey Tool) was conducted in 19 schools from four (4) provinces in Gauteng, North West, Free State and Mpumalanga.
- **Training of the Departmental Heads:** In managing and leading curriculum effectively and efficiently, **2 010 School Management Teams (SMTs)** were trained.
- **Support Networks for Female Principals:** Four (4) seminars were held with the Eastern Cape, Free State, North West and Limpopo **female principals** to focus on issues of **social justice, socio-economic issues** and bouncing back better for women's resilience.
- **Induction of Newly Appointed Principals:** The DBE, in collaboration with the PEDs, conducted workshops to induct school principals appointed in 2020 and 2021. A total of **3 572** principals and officials were in attendance.
- **Survey on SGB Functionality Tools:** The Department **achieved 94.3%** of the **targeted 70%** with a positive deviation of 24.3% of the 1 000 surveyed schools that met the **minimum requirements** for effectiveness.

## **PROGRAMME FOUR: PLANNING, INFORMATION AND ASSESSMENT**

**The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system through planning, implementation and assessment.**



# INDICATOR TABLE: PROGRAMME 4

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
4.1.1 Number of new schools built and completed through ASIDI	Annually	23	30	27	-3	One (1) school (Ngozi) was cancelled due to a protracted community dispute regarding the location of the new school. The Contractor cancelled the contract, and the Implementing Agent (IA) accepted cancellation in line with the provisions of the contract. Two (2) schools had contractors who defaulted on their contractual obligations which led to delay in the completion of projects. The projects will be completed in the 2023/24 financial year.
4.1.2 Number of schools provided with sanitation facilities	Annually	1 026	450	457	+7	Some of the contractors completed their projects before practical completion due date as there was intense monitoring which includes site visits by IA, Programme Support Unit, the Director-General, DBE Infrastructure Officials and Provincial Works Inspectors.
4.1.3 Number of schools provided with water facilities through ASIDI	Annually	110	50	50	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 4...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	500	500	500	No deviation	Not applicable
4.2.2 Number of NSC reports produced	Annually	4	4	4	No deviation	Not applicable
4.2.3 Number of question papers set for June and November examinations	Annually	296	320	320	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 4...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	99.73% 21 486/21 544	98%	99.38% 21 363/21 497	+1.38%	SA-SAMS is policy aligned and used for promotion reporting. PED's are benefitting from the DBE's investment in SA-SAMS to provide standardised data for the sector e.g. NSC registrations and Curriculum Assessment reporting from schools, as well as an administration system that is free of charge for schools.
4.2.5 An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Annually	Approved National Report on the number of provinces monitored for implementation of the LURITS	Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 4...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
4.2.6 An Annual National Report is produced on learning outcomes linked to the National Assessment Framework	Annually	2021 PIRLS progress report; and 2019 TIMSS Grades 5 and 9 reports developed	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	No deviation	Not applicable
4.2.7 A National Report is produced on the Early Learning National Assessment to determine school readiness	Annually	Approved National Report on the First Early Learning National Assessment	Approved Annual National Report on the Second Early Learning National Assessment	Approved Annual National Report on the Second Early Learning National Assessment	No deviation	Not applicable



# INDICATOR TABLE: PROGRAMME 4...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Annually	60	60	60	No deviation	Not applicable
4.3.2 Percentage of school principals rating the support services of districts as being satisfactory	Biennially	0%	75%	87%	+12%	Overall support given to schools by districts was increased during and beyond the COVID-19 pandemic period and subsequently led to improved satisfaction rating by school principals.
4.3.3 Percentage of District Directors who have undergone competency assessment prior to their appointment	Annually	100% 5/5	97%	75% 3/4	-22%	The appointed official unfortunately did not attend the competency test timeously due to an administrative error linked to capacity challenges in the PEDs' HR Unit. The official had acted for an extended period prior to the post being advertised and filled. Once the mistake was picked up, he was sent for the competency test. The results of the competency test are used as part of the development areas

# INDICATOR TABLE: PROGRAMME 4...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
4.3.4 Number of underperforming schools monitored at least twice a year by district officials	Annually	29.78% 1 440/4 835	1 000	1 101	+101	The Department seconded SISCOs from provinces that are performing well to those that have many underperforming schools and had few SISCOs to visit schools. Four (4) SISCOs from Gauteng and two (2) from North West were seconded to Limpopo which had 625 underperforming secondary schools. Eastern Cape has only three (3) SISCOs and was assisted by two (2) SISCOs from Mpumalanga. The DBE-based officials augmented the teams in all the provinces.
4.3.5 Number of districts in which teacher development has been conducted as per District Improvement Plans.	Annually	60	65	65	No deviation	Not applicable
4.3.6. Number of District Director forums held	Annually	4	3	3	No deviation	Not applicable

# PROGRAMME 4...

## Examinations and Assessments

- **Management and Maintenance of the Integrated Examination and Computer System (IECS):** All system enhancements, changes, and new developments were successfully concluded and **implemented**.
- **Data Management for the Integrated Examination Computer System:** Business Intelligence is integrated into the **Examination system**, contributing to improved data management. It is actively used for the DBE **resulting process**.
- **New technologies to improve Assessment and Examination Systems:** The June open examination system replaced the supplementary examination and allowed all **previous NSC candidates from 2008** to rewrite any subject previously registered for.
- **Certification:** The certification **turnaround time** for combination, replacement, and verification has been reduced from four (4) weeks to a maximum of **two (2) weeks**.

# PROGRAMME 4...

## National Assessment

- **Early Learning National Assessment (ELNA):** The 2022 ELNA administration report was compiled. The training of **76 ELNA assessors** was conducted successfully.
- **Systemic Evaluation (SE):** The primary analysis of 3 400 sampled schools in Grades 3, 6, and 9 in Language and Mathematics was conducted by the Australian Council for Education Research (ACER).
- **Diagnostic Assessments: 500 test items** for Grades 3, 6, and 9 Language and Mathematics items were developed into testlets to be used by schools.
- **Teacher and Learning International Survey (TALIS):** South Africa participated in the TALIS pilot study from February to March 2023. The online survey was completed among 500 teachers in 29 sampled schools.
- **Progress in International Literacy Study (PIRLS):** A national report on the PIRLS 2021 study was completed in March 2023.
- **Trends in International Mathematics and Science Study (TIMSS):** The TIMSS diagnostic reports were compiled and distributed to PEDs.

# PROGRAMME 4...

## Provincial Budget and Monitoring

- The PEDs were provided and updated with the **implementation plan** specifying implementation dates and activities for 2023 in line with the **National Norms and Standards for School Funding (NSSF)**, amendments to the NSSF which were published, and the 2023 No Fee List was published.
- The **2022 MTEF budget analysis** and the **2022/23 APP analysis** were completed.
- The analysis of the **final 2022/23 and draft 2023/24 APPs** of PEDs was compiled and shared with all PEDs.

# PROGRAMME 4...

## Provincial and District Planning and Implementation Support

- **Mentorship programme:** Six (6) mentors supported **12 districts** from three (3) provinces: Eastern Cape, Limpopo, and Northern Cape. All the participating districts showed an **increase** in the **NSC pass rate**.
- **Competency Assessment of newly appointed District Directors:** Three (3) provinces, Gauteng, Northern Cape, and Western Cape, appointed new District Directors and provided evidence of **competency assessments** for the **four (4) newly appointed** District Directors.
- **Principals Satisfaction Survey:** The percentage of principals rated the support received from district offices in 2022 as satisfactory at **82%**. This exceeded the set target of **75%**, largely due to **improved school support**.
- **Circuit Management Workshops:** The Director-General **conducted workshops** with District Directors, circuit managers and teacher unions from 31 August to 01 September 2022. **535** participants attended the workshops.
- **Monitoring the Filling of Vacancies and Tools of Trade:** Workshops on updating and **verifying data** for filling vacancies were conducted with **all** provinces from 26 October to 15 November 2022.

# PROGRAMME 4...

## School-Level Planning and Implementation Support

- **Support visits to underperforming schools:** School Improvement Support Coordinators (SISCOs) conducted support visits to **995 secondary schools** in **59 districts** across all provinces. This constitutes **58%** of the total number of underperforming schools.
- **833 (84%) of the 995 schools** supported by SISCOs improved their performance in **NSC 2022**.
- **Strengthening the utilisation of performance data for improved performance:** SISCOs continued working with **91 identified Circuit Managers (CMs)** from poor-performing circuits in **30 districts**, potentially **empowering** them to support **2 875 schools**.
- **76 of the 91 focus circuits improved** their performance in NSC 2022.
- **School Readiness Monitoring:** SISCOs monitored **323 schools** in **20 districts** to assess the state of readiness of schools to commence the 2023 academic year. All schools **received stationery and workbooks**. Teaching and learning commenced on the first day.

# PROGRAMME 4...

## School and District Incident Management and Support

- **The Cumulative Performance (Presidential Hotline) for the DBE:** The DBE is **99.48%** of the call resolution rate. **1 348 cases** have been resolved with seven (7) outstanding cases.
- **Call Centre:** **12 440** enquiries were received and resolved.
- **Website Enquiries:** **2 958** website enquiries were received, **2 420 (82%)** were finalised, while **538 (18%)** were junk and repeat enquiries.
- **Correspondence:** The Department worked with PEDs and resolved 116 (70%) out of 166 cases reported to the DBE.
- **School Readiness Monitoring:** **622 schools in 26 districts** were monitored in all provinces. All **school-specific challenges** were brought to the attention of provincial HoDs.



# PROGRAMME 4...

## National Education Evaluation And Development Unit (NEEDU)

- **Improving the use of DBE Home Language workbooks in the Foundation Phase:** Research was conducted to investigate how the DBE workbooks in schools improve the foundational skills of **numeracy and literacy**.
- The research report documents **39 best practices** for teachers **using language DBE workbooks** effectively and optimally in the Foundation Phase to improve reading skills.
- To ensure that the best practices documented in the report lead to a **system-wide impact**, NEEDU conducted **249** workshops/sharing sessions in **34** districts across provinces

# PROGRAMME 4...

## Educational Management Information Systems (EMIS)

- **LURITS Uploads: 25 149 (99%)** schools with over **12.8 million learners** and over **438 000** educators were uploaded on LURITS.
- **SA-SAMS:** The SA-SAMS helpdesk assisted approximately **6 650 schools and districts** with SA-SAMS queries and corrected about **727 databases**. Over 1 660 officials in five (5) PEDs and their districts have been trained on SA-SAMS. **21 326 (99.4%)** of public schools submitted data using SA-SAMS in eight (8) provinces (excluding Western Cape).
- **SA-SAMS Modernisation:** Established the NECT IRG Sub-Board committee for the Project, Release 1 (OpenEMIS baseline solution) and Release 2 (Manage School and Learner) were tested and rolled out to the sandpit for all provinces to access.
- **EMIS Data Dissemination: 25 701** downloads of the 2021 Master List and **2 134** downloads of the *2020 and 2021 School Realities Reports*. Over **285 data** requests, including Masterlist queries and 13 Parliamentary questions, were attended to.

# PROGRAMME 4...

## Education Infrastructure Grant (EIG)

- The total allocation for the 2022/23 financial year is **R12.384 billion**. This budget was **transferred** to the PEDs in five (5) instalments.
- **Sanitation Progress:** Of the **22 970** schools, **50%** of schools use waterborne (municipal and septic), **32%** of schools use VIP, **15%** of schools use pit latrines, and **8%** of schools use Enviro Loo.
- **Water Progress:** Of the **22 539** schools, **43%** of schools use Municipal supply, **33%** of schools use Borehole, **32%** of schools use Rainwater Harvesting, **16%** of schools use Municipal Communal, and **6%** of schools use Mobile tankers.
- **Electricity Progress:** Of the **22 539** schools, **95%** of schools use Grid connection, **4%** of schools use Generators, and **1%** of schools use Solar.
- **Inappropriate Structures:** **27** projects have reached practical completion.
- **Basic services (Water and Sanitation):** **457** schools have been provided with sanitation. **50** schools have been provided with water facilities.

# PROGRAMME FIVE: EDUCATIONAL ENRICHMENT SERVICES

**The purpose of Programme 5 is to develop policies and programmes to improve the quality of learning in schools.**



# INDICATOR TABLE: PROGRAMME 5

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
5.1.1 An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements	Annually	-	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	No deviation	Not applicable
5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	Annually	9	9	9	No deviation	Not applicable
5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes	Quarterly	75	75	75	No deviation	Not applicable

# INDICATOR TABLE: PROGRAMME 5...

Output Indicator	Reporting Cycle	Audited Actual Performance 2021/2022	Planned Annual Target 2022/2023	Actual Achievement 2022/2023	Deviation from planned target to Actual Achievement 2022/2023	Reasons for deviations
5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes	Quarterly	6 733	3 500	7 068	+3 568	Collaboration with external Stakeholders was beneficial in advocating for Social Cohesion and Equity programmes.
5.1.5 Number of districts implementing the programme on school assemblies to end school-related gender-based violence	Quarterly	75	75	75	No deviation	Not applicable
5.1.6 Number of professionals trained in SASCE programmes	Annually	-	900	1 001	+101	Free State and Northern Cape decentralised their workshops to accommodate more professionals trained in SASCE programmes.

# PROGRAMME 5...

## National School Nutrition Programme (NSNP)

- **185 schools** were monitored on the implementation of the programme.

## Psychosocial Support

- Training on the Psychosocial Support Guide in the Free State province reached 26 LSAs and 27 District officials.
- The Resilience training in the Northern Cape province reached 10 District officials and 22 LSAs.
- The **online Psychosocial Support training** course has been developed for Care and Support Agents allocated to schools through the PYEI programme.

## Health Promotion

- **Implementation** of Health Promotion programmes monitored in **44 out of a target of 25** schools.
- **HIV and AIDS Life Skills Conditional Grant** Framework and nine provincial **Business Plans** approved by the Director-General.

## Safety in Education

- **The National School Safety Framework (NSSF) Monitoring:** In supporting districts to monitor the implementation of the NSSF, Social Cohesion, Sport and Enrichment programmes, **75 districts** across **all nine (9)** provinces were **monitored and supported**.

# PROGRAMME 5...

## Sports and Enrichment in Education

- **7 000 learners** across all provinces participated in the South African School Choral Eisteddfod (SASCE) 2022 **National Championships**.
- **1 001** professionals have been trained in preparation for the 2023 SASCE National Championships.

## Social Cohesion and Equity in Education

- **Truth and Reconciliation Commission (TRC) Educational Assistance Programme:** Out of **2 600** applications received, **1 800** were processed and paid.
- **Socio-Educational Inclusion of Diverse Sexual Orientation, Gender Identity, Expression and Sex Characteristics Programmes (SOGIESC)** in Schools guidelines and the Protocol for the **Elimination of Unfair Discrimination** in Schools were approved by the Council of Education Ministers (CEM) for consultation. Consultations have been conducted in five (5) provinces.



# 2022/23 AUDIT



# AUDIT OUTCOME FOR 2022/23

- The Department received an **Unqualified Audit opinion with no matters of emphasis** for the **2022/23 financial year**.

## Historical Audit Outcomes:

Year	Audit Outcome
2018/19	Qualified Audit Opinion
2019/20	Qualified Audit Opinion
2020/21	Unqualified Audit Opinion with matters of emphasis
2021/22	Unqualified Audit Opinion with no matters of emphasis
2022/23	Unqualified Audit Opinion with no matters of emphasis

# 2022/23 AUDIT ACTION PLAN

FS Item	Findings	Actions & Internal Control Improvement	Progress
AOPO	APR are not supported by valid supporting documents as detailed in the indicator description grid	<ol style="list-style-type: none"> <li>1. DBSA ASIDI claimed PC for sections</li> <li>2. CDC SAFE claimed PC for sections</li> <li>3. DBSA to submit supporting documents for clustered contract</li> <li>4. CDC to submit supporting documents for sectional completion</li> <li>5. DBE to include narrative explanation of sectional practical completion in the Annual Report.</li> </ol> <p><b>The TIDs have clarified that Practical Completion can be achieved for the “work as a whole” or for the work “in sections”. Some contracts included multiple schools. In such cases, Practical Completion should be certified “in sections” with each school constituting such section. In narratives in the reporting periods will detail the works completed in sections. (SPR)</b></p>	<ol style="list-style-type: none"> <li>1. DBSA documents received, finding resolved with AGSA</li> <li>2. CDC provided amendments to contract to allow sectional PC</li> <li>3. DBE included narrative explanation of sectional practical completion</li> </ol>

# 2022/23 AUDIT ACTION PLAN

FS Item	Findings	Actions & Internal Control Improvement	Progress
AOPO	<p>Reports are signed outside the reporting period</p> <p>2.1.4 An Annual National Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention and</p> <p>3.1.5 An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers</p>	<p>The National Report is compiled using the PERSAL download data obtained from the National Treasury, which only becomes available 15 days after the end of each month. This means that the data will be received on 15 April 2024.</p> <p>The due date for submission per the technical descriptive document in the approved Annual Performance Plan is 15 April 2024. This date does not consider the time to analyse and compile the reports.</p>	<p>An addendum prepared for DG and Minister approval, then tabling in Parliament to indicate under the TID that reports will be approved by 30 April 2024 to allow various levels of verification upon receipt of evidence.</p> <p>2024/25 1<sup>st</sup> draft APP TID amended to 30 April 2025</p>

# 2022/23 AUDIT ACTION PLAN

FS Item	Findings	Actions & Internal Control Improvement	Progress
AOPO	1.1. Basic annual management processes not implemented effectively to improve school performance.	<p>The Chief Directorate Planning and Implementation Support is coordinating the work of affected four directorates in the implementation of Basic Annual Management processes to address the root cause of the findings.</p> <p>The Education Management and Governance Development, School Level Planning, District Level Planning and Whole School Evaluation are developing a joint programme to mediate Basic Management Documents and provide training on Basic Annual Management process. The programme will include the monitoring on the implementation of all processes.</p>	The two branches D (EMGD and District Planning) and T (WSE) have met to start coordinated work on how to better improve school performance.

# 2022/23 AUDIT ACTION PLAN

FS Item	Findings	Actions & Internal Control Improvement	Progress
AOPO	<p>Predetermined Objectives: MTSF indicators and targets not included in the Annual Performance Plan</p>	<p>The indicator “ Number of unemployed youths trained in an accredited course in general maintenance of school buildings” is reported on using the Presidential Youth Employment Initiative (PYEI) data.</p> <p>The funding of the PYEI programme is in the equitable share fund, timing of funding is not known and funding is not certain, and lastly the programme is short-term and therefore it would <b>not be practical to include it to the APP.</b></p> <p><b>The APP indicators must be reported on for the Financial Year and not short term.</b></p>	<p>The Department continues to report on the number of youths trained through the PYEI in the MTSF that is submitted to DPME and the Minister presents the report to Cabinet.</p>

# 2022/23 AUDIT ACTION PLAN

FS Item	Findings	Actions & Internal Control Improvement	Progress
Irregular Expenditure	The department incorrectly utilised the unspent conditional grant received from the provinces	<ol style="list-style-type: none"> <li data-bbox="759 289 1404 1168"> <p>To ensure there is favorable bank balance, Department will do following:</p> <ul style="list-style-type: none"> <li data-bbox="759 425 1404 546">• Department will request all Voted funds from NT irrespective of the projected spending.</li> <li data-bbox="759 561 1404 682">• Department will request IAs to surrender unutilised advances before the financial year-end.</li> <li data-bbox="759 696 1404 818">• Department will follow up with NT on outstanding donor funds payable to the Department.</li> <li data-bbox="759 832 1404 953">• Department will pay over all known Conditional grants surrendered by Provincial Departments.</li> <li data-bbox="759 968 1404 1089">• Department will reserve equivalents cash to cater for unknown receipts.</li> <li data-bbox="759 1103 1404 1168">• Department will request condonation on funds which were utilised without approval by NT.</li> </ul> </li> </ol>	<p>Submission has been approved to request condonation of the irregular expenditure.</p> <p>Letter has been submitted to National Treasury, awaiting feedback.</p>

# 2022/23 AUDIT ACTION PLAN

FS Item	Findings	Actions & Internal Control Improvement	Progress
Non-compliance	Non-compliance with B-BBEE Act	Management did not ensure that they complied with Section 13G (1) read with regulation 12 of the B-BBEE Regulations.	The BBEE Certificate has since been issued and submitted to the BBEE Commission.



# MATERIAL IRREGULARITIES

Material Irregularities (MI)	Status or Progress
<b>MI 01: Interest Paid on Payment not made within 30 days (TCN Architects)</b>	<ul style="list-style-type: none"><li>• An investigation into the matter by the departmental investigation committee was finalised on 31 May 2022 and officials responsible were identified.</li><li>• Disciplinary process were finalised on 31 May 2023 and the responsible officials were charged.</li><li>• The internal controls were intensified for the review and approval of all the invoices on time as required by the act. Furthermore, effective internal controls were put in place to ensure that there are no late payments to prevent financial losses.</li><li>• The accounting officer is following a legal process to recover the financial loss from the responsible officials.</li></ul>

# MATERIAL IRREGULARITIES

Material Irregularities (MI)	Status or Progress
<p><b>MI 02: FEEDBACK ON KHA RI GUDE CAMPAIGN – Learner materials distributed to learners who did not qualify to be on the Kha Ri Gude programme as controls to verify learners registered for the program were ineffective (inadequate)</b></p>	<p><b>19 September 2022 – 07 October 2022:</b></p> <ul style="list-style-type: none"><li>• The Investigating Officers were to present the solicited information from the DBE to the Prosecuting Authority for completeness of information from DBE and for determination on the way forward, on the case.</li><li>• The Investigating Officers committed to providing updates on the case to the DBE on a regular basis, and the DBE still awaits the first update after the meeting.</li><li>• The HAWKS investigator had an engagement with Internal Audit on the finalisation of the supplementary statement for correctness prior sign off. A meeting was held for sign off of the supplementary statement with the HAWKS.</li></ul> <p><b>19 September 2022: Actions Taken</b></p> <ul style="list-style-type: none"><li>• Salaries of coordinators were stopped in 2016.</li><li>• Final written warnings were issued in 2016 to the affected officials.</li><li>• Chief Director who was responsible for the project has since passed on.</li></ul> <p><b>July 2023</b></p> <ul style="list-style-type: none"><li>• Latest update is that the department received in July 2023 a progress report indicating the prosecutor feedback that no prospect of success based on evidence. Based on our subsequent meeting with the HAWKS investigators, they still need to engage the prosecutor on any further areas to be investigated.</li></ul>

# MATERIAL IRREGULARITIES

Material Irregularities (MI)	Status or Progress
<b>MI 03: Prepayment for goods not delivered (Bulk purchasing of material)</b>	<p><b>19 September 2022 - 07 October 2022</b></p> <ul style="list-style-type: none"><li>• TMT submitted a revised summary of actual purchases amounting to R56 million, which is R22 million lower than the pre-payment of R78 million.</li><li>• R16 million was recovered previously. The balance of R8 million was recovered from TMT management fees.</li><li>• Preliminary calculation of interest on the outstanding amounts was prepared by DBE.</li><li>• Working sessions on 5-6 October 2022 with TMT EC mapped the way forward regarding the submission of supporting documents. Similar working sessions will be planned for TMT LP.</li><li>• The accounting officer recovered the financial loss of <b>R22 million from the implementing agent by 23 March 2023</b> and effective internal controls were established to prevent prepayments that are not informed by an agreement. Disciplinary processes could not be metered out as the official responsible was no longer employed by the department. The material irregularity has been resolved.</li><li>• The TMT has submitted the bank statement into which the advance was deposited and showing interest earned for the period. The interest was paid back to the DBE.</li></ul>

# MATERIAL IRREGULARITIES

Material Irregularities (MI)	Status or Progress
<p><b>MI 04 (Part A): Payments not made within 30 days resulting in the withdrawal of the contractor from site and cancellation of the contractual arrangement (RICTS Interest)</b></p>	<p><b>19 September 2022 - 07 October 2022</b></p> <p>The revised report after further consultation with the relevant affected line function, ASIDI and SCM to clarify on areas of concerns. The completed and the revised report was shared with DG and Labour Relations. The Labour Relations process of issuing an <i>audi letter</i> has started. The Labour Relation Unit has received a response from the affected official to be analysed and further processing.</p> <p><b>August 2023</b></p> <p>The disciplinary process was completed and consequence management was implemented.</p> <p>The recovery process was facilitated through Legal Service and the State Attorney opinion was received, that the debt is extinguished by prescription and a further opinion is been requested</p>

# MATERIAL IRREGULARITIES

Material Irregularities (MI)	Status or Progress
<p><b>MI 04 (Part B): Payments not made within 30 days resulting in the withdrawal of the contractor from site and cancellation of the contractual arrangement (RICTS Interest)</b></p>	<p>Cluster 2 Case</p> <p>RICTS has filed their pleas and issued a counterclaim in the sum of R17 605 568.49 alternatively R8 909 799.50</p> <p>We filled a reapplication to the Defendant’s plea and also filed a plea to the counterclaim.</p> <p>Cluster 6</p> <p>The dispute has now been resolved and the particulars of claim was submitted to the State Attorney Cape Town for services. The summons was served for cluster 6 to RICTS. RICTS entered a notice to oppose and also filed their plea.</p>

# PART C: FINANCIAL REPORT: 2022/23



# ALLOCATION AGAINST EXPENDITURE PER PROGRAMME FOR 2022/23 FINANCIAL YEAR

PROGRAMME	Budget R'000	Expenditure R'000	Variances R'000	% Spent
Administration	569 582	564 259	5 323	99.07%
Curriculum Policy, Support and Monitoring	3 267 520	3 172 133	95 387	97.08%
Teachers, Education Human Resources and Institutional Development	1 497 761	1 496 586	1 175	99.92%
Planning, Information and Assessment	15 529 447	15 366 653	162 794	99.05%
Educational Enrichment Services	8 828 850	8 827 028	1 822	99.98%
<b>Total</b>	<b>29 693 160</b>	<b>29 426 659</b>	<b>266 501</b>	<b>99.10%</b>

## ALLOCATION AGAINST EXPENDITURE PER ECONOMIC CLASSIFICATION FOR 2022/23 FINANCIAL YEAR

Economic Classification	Budget R'000	Expenditure R'000	Variances R'000	% Spent
Compensation of Employees	565 162	549 929	15 233	97.30%
Goods and Services	2 226 119	2 082 914	143 205	93.47%
Interest on Rent and Land	39 793	39 774	19	99.95%
Transfers and Subsidies	24 796 691	24 796 578	112	100.00%
Payments of Capital Assets	2 065 003	1 957 086	107 918	94.77%
Payments of Financial Assets	392	378	14	96.43%
<b>Total</b>	<b>29 693 160</b>	<b>29 426 659</b>	<b>266 501</b>	<b>99.10%</b>



# ALLOCATION AGAINST EXPENDITURE ON SCHOOLS BACKLOGS GRANT (SIBG) FOR 2022/23 FINANCIAL YEAR

Economic Classification	Budget R'000	Expenditure R'000	Variances R'000	% Spent
Compensation of Employees	6 712	9 025	-2 313	134.46%
Goods and Services	358 319	283 178	75 141	79.03%
Interest & Rent on Land	40	40	0	100.00%
Households	376	376	0	100.00%
Building and Other Fixed Structures	2 037 672	1 930 806	106 866	94.76%
<b>Total</b>	<b>2 403 119</b>	<b>2 223 425</b>	<b>179 694</b>	<b>92.52%</b>

# Reasons for material variances Per Economic Classification

CHALLENGES/DEVIATION	MITIGATORY MEASURES/PROGRESS
<p>Goods and Services:</p> <p>The bulk of the allocation on this Item is in respect of the Workbooks and Conditional grants.</p> <p>Spending is lower at 93.5%.</p>	<p>The remaining budget is due to Workbooks projects, where submission of invoices were submitted late for processing. The roll-over was requested for the remaining budget.</p>
<p>Payments for Capital Assets:</p> <p>The bulk of the remaining allocation in this programme is for School Infrastructure Backlog grant.</p> <p>Spending is lower at 94.8%.</p>	<p>Remaining budget is due to late submission of invoices for School Backlog Infrastructure projects. The Department has requested roll-over for the remaining funds.</p>

## ALLOCATION AGAINST EXPENDITURE PER CONDITIONAL GRANTS 2022/23 FINANCIAL YEAR

Grant Name	Budget R'000	Expenditure R'000	Variances R'000	% Spent
Learners with Profound Disability Grant	255 521	255 521	0	100.00%
Maths Science and Technology Grant	424 793	424 793	0	100.00%
Early Childhood Development Grant	1 192 682	1 192 682	0	100.00%
Education Infrastructure Grant	12 500 851	12 500 851	0	100.00%
National School Nutrition Programme	8 508 321	8 508 321	0	100.00%
HIV and Allocation Grants	242 275	242 275	0	100.00%
<b>Total</b>	<b>23 124 443</b>	<b>23 124 443</b>	<b>0</b>	<b>100.00%</b>

*Thank you!*

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