

# Report of the Portfolio Committee on Basic Education on the First Quarterly Report on the Performance of the Department of Basic Education in Meeting its Pre-Determined Objectives for 2023/24, date 7 November 2023

The Portfolio Committee on Basic Education, having considered the First Quarterly Report on the performance of the Department of Basic Education (DBE) in meeting its pre-determined objectives for 2023/24 reports as follows:

## 1. Introduction

The Portfolio Committee on Basic Education considered the First Quarterly Report on the performance of the Department of Basic Education (DBE) in meeting its pre-determined objectives for 2023/24 on 24 October 2023. Consideration of quarterly reports by committees is one of the established tools to fulfill Parliament's oversight and accountability mandates in terms of the Constitution and under rules established by the two Houses. Quarterly reports are enablers for in-year monitoring since they provide information on the performance of the executive against pre-determined objectives set in the annual performance plans.

This report gives an overview of the presentations made by the Department, focusing mainly on its achievements, outputs in respect of the performance indicators and planned targets of the pre-determined objectives set for 2023/24 and its financial performance. The report also provides the Committee's key deliberations and recommendations relating to the Department's performance. The achievements and output of the Department presented in this report are preliminary since they have not yet been audited.

## 2. Performance Indicators and Targets

The Annual Performance Plan (APP) summarises the priorities of the Department of Basic Education (DBE) as aligned to the 2019-24 Medium Term Strategic Framework (MTSF) and the Action Plan to 2024: *Towards the Realisation of Schooling 2030*. The activities of the DBE have been structured into five programmes, namely:

- 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; and
- Programme 5: Educational Enrichment Services.

## 3. Achievements for the First Quarter 2023/24

For the 2023/24 financial year, the Quarter One information indicated that the Department had a total of 69 indicators for all five programmes combined. Of the 2023/24 indicators, 58 were annual targets, nine (9) were quarterly targets, one (1) being a bi-annual target and one (1) being a bi-ennial target. As at the end of the First Quarter of the 2023/24 financial year, the Department had fully achieved nine (9) targets (100 percent).

## 4. Performance per Programme

**4.1 Programme 1: Administration** - The purpose of the programme is to provide strategic leadership, management and support services to the Department. Within this programme, the Department had six (6) targets – two (2) annual and four (4) quarterly targets.

### 4.1.1 Quarterly Target

- **Percentage of valid invoices paid within 30 days upon receipt by the Department** - The Department's quarterly target was set at 100 percent. The validated quarterly output stood at 100 percent (9 699/9 699). This target was achieved with no deviations.
- **Number of reports on misconduct cases resolved within 90 days** - The quarterly target was set at one (1) report and the validated output stood at one report. This target was achieved with no deviation.
- **Number of Schedule 4, 5 and 6 Conditional Grants Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter** – The quarterly target was set at seven (7) reports and the validated output stood at seven (7) reports. This target was achieved with no deviations.

- **Number of Quarterly Performance Reports submitted to National Treasury (NT) and the Department of Planning, Monitoring and Evaluation (DPME) 30 days after the end of each quarter** - The quarterly target was one (1) report and the validated output stood at one (1) report. This target was achieved with no deviation.

#### 4.1.2 Annual Targets

- **Number of capacity-building programmes offered to the DBE officials –** Although this was an annual target, the validated output stood at 12 programmes offered.
- **Annual Performance Plan is approved by 31 March each financial year** - The target was for the 2024/25 APP Management Plan and Management Tool to be developed.. This was an annual target.

The Department reported on further progress made in the key focus areas in Programme One for the First Quarter of 2023/24, which included the following, amongst others:

- Human Resource Management and Administration;
- Human Resource Development and Social Responsibility;
- Labour Relations;
- Legal Services;
- Legislative Services;
- Financial Management Services;
- Supply Chain Management;
- Security and Asset Management;
- Project Management;
- Provincial Budget and Monitoring;
- United Nations Educational, Scientific and Cultural Organisation (UNESCO);
- Strategic Planning and Reporting;
- Research Coordination, Monitoring and Evaluation;
- Donor Grant Management;
- Government Information Technology Officer;
- Communications;
- Parliamentary and Business Processes;
- Internal Audit Risk Management and Investigations;
- Partnerships;
- Internal and External Stakeholders;
- Intergovernmental and Technical Support; and
- Coordination and Secretariat Support.

## 4.2 Programme 2: Administration

The purpose of the programme is to develop Curriculum and Assessment policies and monitor and support their implementation. Within this programme, there were 31 performance indicators with 29 annual, one (1) quarterly and one (1) bi-annual target. The details of the Department 's performance are as follows:

### 4.2.1 Quarterly Targets:

- **Number of Technical schools monitored for implementation of Curriculum and Assessment Policy Statements (CAPS)** - The quarterly target was set at six (6) schools and the validated output stood at six (6) schools. This target was achieved with no deviation.

### 4.2.2 Bi-Annual Targets:

- **Number of learners per year obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate, included upgraded NSC per year through the Second Chance Matric Programme (SCMP)** - The bi-annual target was set at 80 000 learners. The validated output indicated that 10 centres monitored in Phase 1. The purpose is to note the following aspects:
  - If classes are taking place;

- If learners are attending the classes;
- Attendance since the classes commenced; and any challenges/comments/suggestions for the Programme.

#### 4.2.3 Annual Targets:

- **Number of Children/ Learners with Profound Intellectual Disability (C/LPID) using the Learning Programme for C/LPID** - The annual target was set at 4 127 learners. The validated output indicated that educational psychologists were trained on the Grover Counter Scale of Cognitive Development, a South African Standardised Test used to assess learners who do not have verbal communication and can calculate Intelligence Quotient (IQ) below 50. Three (3) subjects of the Learning Programme for LPID were approved by the Minister. An online tracking tool to monitor the capturing of information and services rendered for special care centres, schools, caregivers, teachers and learners was compiled and shared with PEDs through the SharePoint Online Platform.
- **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** - The target was for an approved Annual National Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention. The validated output indicated that, for the First Quarter a meeting with provincial coordinators was conducted to analyse the provincial annual reports, guide them on completing the reporting template and discuss strategies to improve the implementation. Six (6) signed PED reports were received.
- **An Annual National Report is produced on piloting the new funding models for ECD** – The target was for an approved Annual National Report on the piloting of the new funding model for ECD. The validated output indicated that a Concept Development Study on Outcomes Fund for Early Childhood Education (ECD) in South Africa is developed.
- **An Annual Sector Report is produced on monitoring the registration of ECD Programmes** - The target was for an approved Annual Sector Report on monitoring the registration of ECD Programmes. The validated output in the First Quarter indicated a monitoring tool developed to monitor 10 ECD-aligned indicators.
- **An Annual National Report is produced on developing an ECD Human Resource Development (HRD) Plan** – The target was for an approved National Report on the approved service delivery and HR model. The validated output for the First Quarter indicated that Terms of Reference ( ToRs )for the ECD HRD plan and minutes adoption. A Draft ECD Service delivery model developed.
- **Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 – 12** – The annual target was set at 15 districts. The validated output for the First Quarter stood at 14 districts.
- **Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes** - The annual target was set at nine (9) provinces. The validated output for the First Quarter indicated a total of four (4) PEDs were monitored.
- **Number of schools monitored for implementing compulsory entrepreneurship education** - The annual target was set at 225 schools. The validated output for the First Quarter indicated a Management Plan, submission schedule and checklist on the completion of the APP survey developed.
- **An Annual National Report is produced on the piloting of the General Education Certificate (GEC)** - The target was an approved Annual National Report on the piloting of the GEC. The validated output for the First Quarter indicated 200 provincial officials trained and GEC Training Manuals and Workshop Report developed.
- **An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream respectively** - The target was an approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream respectively. The validated output for the First Quarter indicated that the Draft Management Framework for

Submission of Annual Reports by Provinces developed. Draft Monitoring Tools developed for Vocational and Occupational Subjects in the Three Stream Model.

- **Number of schools monitored for piloting the Coding and Robotics Curriculum** - The annual target was set at 18 schools (two per piloting province). The validated output for the First Quarter indicated six (6) schools monitored.
- **Number of schools monitored on the implementation of the reading norms** - The annual target was set at 18 schools. The validated output for the First Quarter indicates a monitoring plan, monitoring instrument and submission approved by the Director-General on monitoring visits developed.
- **Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)** - The annual target was set at 18 schools. The validated output for the First Quarter indicates a monitoring plan, monitoring instrument and submission approved by the Director-General on monitoring visits developed.
- **Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)** - The annual target was set at 36 schools. The validated output for the First Quarter indicates a monitoring plan, monitoring instrument and submission approved by the Director-General on monitoring visits developed.
- **Number of schools with Multi-grade classes monitored for implementing the Multi-grade toolkit** - The annual target was set at 36 schools. The validated output for the First Quarter indicates a monitoring plan, monitoring instrument and submission approved by the Director-General on monitoring visits developed.
- **An Annual Sector Report is produced on the implementation of the National Reading Plan** – The target was an approved Annual Sector Report on the implementation of the National Reading Plan. The validated output for the First Quarter indicated a Management Plan and reporting template developed to implement the National Reading Plan.
- **An Annual Sector Report is produced on the number of public schools monitored on the availability of readers** – The target was an approved Annual Sector Report on the number of public schools monitored on the availability of readers. The validated output for the First Quarter a first meeting was held on Library Information Services (LIS), where the importance of the submission of the Provincial Annual Reports on the availability of readers was discussed.
- **Number of schools per province monitored for utilisation of Information and Communications Technology (ICT) resources** The annual target was set at 27 schools (three per province). The validated output for the First Quarter indicate submission approved by the Director-General for Integrating ICT in teaching and learning. Letters were sent to PEDs to monitor the utilisation of ICT.
- **Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order** - The annual target was set at 100 percent. The validated output for the First Quarter indicate Grades 1 – 6 Home Language V1 signed print proofs in 9 languages. Workbook requisitions received from 7 PEDs.
- **Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order** - The annual target was set at 100 percent. The validated output for the First Quarter indicate Grades 1 – 6 Mathematics V1 signed print proofs. Workbook requisitions received from 9 PEDs.
- **Percentage of public schools with workbooks for learners in Grades R per year, after having placed an order** - The annual target was set at 100 percent. The validated output for the First Quarter indicate Grade R T 1 – 4 signed print proofs. Workbook requisitions received from 9 PEDs.
- **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** – The annual target was an 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. The validated output for the First Quarter indicate reporting template for provinces developed and emailed to PEDs.

- **The number of schools monitored for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1-4** - The annual target was set at 10 schools. The validated output for the First Quarter indicates a monitoring plan, monitoring instrument and submission approved by the Director-General on monitoring visits developed.
- **Number of special schools provided with electronic devices as part of the Universal Service Access Obligations** - The annual target was set at 87 special schools. The validated output for the First Quarter indicates MTN and Cell C have communicated their implementation plan for providing the remaining Special Schools with electronic devices
- **An Annual Sector Report is produced on the monitoring of procurement and distribution of ICT devices** - The annual target was an approved Annual Sector Report on the monitoring of procurement and distribution of ICT devices. The validated output for the First Quarter indicate data collection tool developed that includes data to be collected every quarter for various focus areas.
- **An Annual Sector Report is produced on the number of teachers trained on inclusion** – The annual target was an approved Annual Sector Report on the number of teachers trained on inclusion. The validated output for the First Quarter indicate approved First Quarter Sector Report on the number of teachers trained on inclusion developed.
- **An Annual Sector Report is produced on the number of learners in public special schools** - The annual target was an approved Annual Sector Report on the number of learners in public special schools. The validated output for the First Quarter indicate approved First Quarter Sector Report on the number of learners in public special schools developed.
- **An Annual Sector Report is produced on the percentage of public special schools serving as resource centres** - The annual target was an approved Annual Sector Report on the percentage of public special schools serving as resource centres. The validated output for the First Quarter indicate approved First Quarter Sector Report on the percentage of public special schools serving as resource centres developed.
- **An Annual Sector Report is produced on the establishment of Focus Schools per Provincial Education Department** – The annual target was an approved Annual Sector Report on the establishment of Focus Schools per Provincial Education Department. The validated output for the First Quarter indicate submission approved by the Director-General to host two (2) face-to-face Curriculum Development workshops using Operation Phakisa funds.

The Department reported on further progress made in the key focus areas in Programme 2 for the First Quarter of 2023/24, which included the following, amongst others:

- Early Childhood Development (ECD);
- Mathematics, Science and Technology (MST) E-learning and Research;
- Rural Education;
- Enhancement Programmes and Evaluation of School Performance;
- Reading;
- Curriculum Implementation and Quality Improvement (GET and FET);
- Inclusive Education; and
- Second Chance Matric Programme (SCMP).

#### **4.3 Programme 3: Teachers, Education Human Resources and Institutional Development**

The purpose of the programme is to promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources. Within this programme, there was a total of 11 performance indicators, 10 annual indicators and one quarterly indicators. The details of the Department's performance are as follows:

##### **4.3.1 Quarterly Targets:**

- **Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six months upon confirmation that the bursar has completed studies** – The target was set at four (4) reports. The validated output for the First Quarter indicated one (1) report.

#### 4.3.2 Annual Targets:

- **Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness** - The target was set at 90 percent of 1 000 sampled schools. The validated output for the First Quarter indicate the mediations of SGB functionality template by explaining how they should complete and administer the tool.
- **Percentage of schools producing the minimum set of management documents at a required standard** - The target was set at 100 percent of 1 000 sampled schools. The validated output for the First Quarter indicate the mediations of template for circuit management, governance coordination, and officials by explaining how they should complete and administer the tool.
- **Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year** – The target was set at 12 000 bursaries awarded. The validated output for the First Quarter indicated an achievement of 10 416 bursaries awarded.
- **An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers** - The target was an approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers. The validated output for the First Quarter indicate an approved first quarter National Report on the number of qualified teachers aged 30 and below entering the public service as teachers.
- **An Annual Sector Report is produced on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres** – The target was an approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres. The validated output for the First Quarter indicate nine (9) signed PEDs quarterly reports on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres.
- **An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting** - The target was an approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting. The validated output for the First Quarter indicate nine (9) signed PEDs quarterly reports on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting.
- **Number of PEDs that had their post provisioning processes assessed for compliance with the post provisioning norms and standards** - The target was set at nine (9) PEDs. The validated output for the First Quarter indicates that letters and post-provisioning template as approved by the Director-General emailed to the PEDs.
- **An Annual Sector Report is produced on the number of Grade R practitioners with NQF level 6 and above qualifications produced** – The target was an approved Annual Sector Report on Grade R practitioners at NQF Level 6 and above qualifications produced. The validated output for the First Quarter indicate data collection tool emailed to PEDs and a workshop was arranged on 20 June 2023 to assist PED officials in completing the tool, compile a narrative report and database of Grade R practitioners
- **Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school-based educators** - The target was set at nine (9) PEDs. The validated output for the First Quarter indicates that one (1) PED monitored (i.e. Limpopo).

- **Number of PEDs monitored on the implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) –** The target was set at nine (9) PEDs. The validated output for the First Quarter indicates that three (3) PED monitored (i.e. Free State, Limpopo and Gauteng).

The Department reported on further progress made in the key focus areas in Programme 3 for the First Quarter of 2023/4, which included the following, amongst others:

- Education Management and Governance Development;
- Educator Performance Management and Development and Whole School Evaluation;
- Continuing Professional Teacher Development;
- Initial Teacher Education;
- Curriculum Research; and
- Teacher Development Implementation.

#### 4.4 Programme 4: Planning, Information and Assessment

This programme is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The programme had a total of 15 performance indicators made up of 14 annual and one (1) bi-ennial target. The details of the Department's performance are as follows:

##### 4.4.1 Annual Targets:

- **Number of new schools built and completed through Accelerated Schools Infrastructure Delivery Initiative (ASIDI) –** The annual target was set at 9 new schools built and completed. The validated output stood at zero schools achieved to date.
- **Number of schools provided with sanitation facilities -** The target was set at 350 schools. The validated output stood at 85 school.
- **Number of schools provided with water facilities through ASIDI -** The target was set at one (1) school. The validated output stood at zero schools achieved to date.
- **Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9 -** The target was set at 500 test items developed. The validated output indicates an approved Languages and Mathematics appointment letters developed.
- **Number of NSC reports produced -** The target was four (4) NSC Reports. The validated output indicates preliminary registration of part-time and full-time Grade 12 learners across all PEDs completed.
- **Number of question papers set for June and November examinations –** The target was set at 320 question papers. The validated output indicates approved appointment of examiners and moderators.
- **Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting -** The target was set at 98 percent. The validated output indicates the Director-General approved the 2023 EMIS Calendar with submission dates, which was communicated to all provinces.
- **An Annual National Report is produced on the number of provinces monitored for implementation of Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities –** The target was an approved Annual National Report on the number of provinces monitored for implementation of LURITS and EMIS priorities. The validated output indicates the Director-General approved the 2023 monitoring schedule of the LURITS implementation and EMIS priorities and it was communicated to all provinces.
- **An Annual National Report is produced on learning outcomes linked to a systemic study featuring in the National Assessment Framework (NAF) –** The target was an approved Annual National Report on the learning outcomes linked to a systemic study featuring in the NAF. The validated output indicates an endorsed PIRLS Highlight Report developed.

- **An Annual National Report is produced on the Early Learning National Assessment (ELNA) to determine school readiness** - The target was an approved Annual National Report on the Early Learning National Assessment (ELNA) to determine school readiness. The validated output indicates an endorsed ELNA Report developed.
- **Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme** - The target was set at 60 officials. The validated output indicates the Director-General approved the appointment of four (4) mentors.
- **Percentage of District Directors that have undergone competency assessment prior to their appointment** - The target was set at 100 percent. The validated output indicates an established baseline data of vacant and acting District Director posts.
- **Number of underperforming secondary schools monitored at least twice a year by sector officials** - The target was set at 1 000 secondary schools. The validated output indicates a total of 247 monitored in the First Quarter.
- **Number of District Director forums held** – The target was set at three (3) forums. The validated output indicate a Minister’s meeting with Districts Directors was held on 8 June 2023.

#### 4.4.2 Biennial Targets:

- **Percentage of school principals rating the support services of districts as being satisfactory** – This target was not measured in 2023/24

The Department reported on further progress made in the key focus areas in Programme 4 for the First Quarter of 2023/24, which included the following, amongst others:

- Public Examinations;
- National Assessment and Public Examinations;
- Examination and Assessment System Administration;
- Provincial and District Planning and Implementation Support;
- Quality Learning and Teaching Campaign (QLTC);
- School and District Incident Management and Support;
- National Education Evaluation and Development Unit (NEEDU); and
- Education Infrastructure Grant (EIG).

#### 4.5 Programme 5: Educational Enrichment Services

The purpose of the programme is to develop policies and programmes to improve the quality of learning in schools. Within this programme, there was six (6) performance indicators with three (3) annual and three (3) quarterly targets. The details of the Department’s performance in this programme are as follows:

##### 4.5.1 Quarterly Targets:

- **Number of districts monitored on the implementation of the National School Safety Framework (NSSF)** - The target for was set at 10 districts monitored. The validated output stood at 10 districts with no deviation.
- **Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes** – The target was set at 1 500 and the validated output indicated a total of 2 334 achieved. This was a positive deviation of 834. The positive deviation was due to collaboration with external stakeholders being beneficial in hosting Ministerial engagements through Social Cohesion and Equity in Education programmes.
- **Number of participants and stakeholders reached with dialogues, engagements and training workshops to end school-related gender-based violence** - The target was set at 1 500. The validated output stood at 1 715 – a positive deviation of 215. This was due to CEM recommended internal stakeholders consultations on Guidelines and Protocol, which was conducted as additional to the planned sessions for the quarter.

##### 4.5.2 Annual Targets:



- **An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements** - The target was for an approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements. The validated output indicates Management plans for the NSNP quarterly reports developed. Schedule submitted to all PEDs.
- **Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme** – The Annual Target was set at nine (9) approved business plans. Report on Mpumalanga school monitoring visits developed. Report on the oversight Management and support meetings for Limpopo and Mpumalanga developed. Annual Performance Evaluation tools for Mpumalanga and Limpopo developed.
- **Number of professionals trained in SASCE programmes** - The Annual Target was set at 900 professionals trained. The validated output indicates a programme for 2023 SASCE developed and finalised. The ABC Motsepe SASCE National Championships were held in June 2023.

The Department reported on further progress made in the key focus areas in Programme 5 for the First Quarter of 2023/24, which included the following, amongst others:

- Safety in Education;
- Psycho-Social Support;
- Sport and Enrichment in Education;
- Health Promotion;
- School Nutrition; and
- Social Cohesion and Equity in Education.

## 5. Quarter One: Budget and Expenditure

### 5.1 Introduction

The total appropriation budget of the Department for the 2023/24 financial year amounted to R31.783 billion. A total of 82 percent of the budget amounting to R26.991 billion is allocated to transfer payments as follows:

- Conditional Grants: R25.329 billion;
- Transfers to Public Entities: R179.0 million; and
- Other Transfers: R1.483 billion.

The remainder of the budget (R4.792 billion) is allocated to the following:

- Compensation of Employees: R557.5 million;
- Goods and Services: R2.461 billion;
- Interest on Rent and Land: R36.2 million; and
- Payments of Capital Assets: R1.737 billion.

The total actual expenditure of the Department for the 2023/24 financial year First Quarter amounts to R9.942 billion. Expenditure amounting to R9.089 billion was made up of transfer payments as follows:

- Conditional Grants: R7.665 billion;
- Transfers to Public Entities: R46.2 million; and
- Other Transfers: R1.378 billion.

The remainder of the expenditure (R852.8 million) is made up as follows:

- Compensation of Employees: R148.0 million;
- Goods and Services: R337.2 million;
- Interest on Rent and Land: R9.7 million;
- Payment of Capital Assets: R357.2 million; and
- Payment of Financial Assets: R261 000.

### 5.2 Allocation against Expenditure per Programme for the 2023/24 Financial Year

Programme	Budget R'000	Expenditure R'000	Variance R'000	Percentage Spent
Administration	538 829	143 501	395 328	26.63%
Curriculum Policy, Support and	3 526 130	559 689	2 966 441	15.87%

<b>Monitoring</b>				
<b>Teachers, Education Human Resources and Institutional Development</b>	1 507 517	1 366 045	141 472	90.62%
<b>Planning ,Information and Assessment</b>	16 615 877	4 754 501	11 861 376	28.61%
<b>Educational Enrichment Services</b>	9 594 360	3 117 808	6 476 552	32.50%
<b>Total</b>	31 782 713	9 941 544	21 841 169	31.28%

### 5.2.1 Reasons for Material Variances

#### 5.2.1.1 Programme 2: Curriculum Policy, Support and Monitoring –

- Workbooks - The expenditure in Programme 2 is low as it only relates to the unspent Workbooks funds in the 2022/23 financial (Quarter 4). The spending on the 2023/24 Workbooks budget will intensify in Q3 as printing happens towards the end of the calendar year.

#### 5.2.1.2 Programme 3: Teachers, Education Human Resources Development and Institutional Development –

- The once-off transfer of R1,3 billion for Funza Lushaka Bursaries was made to NSFAS on 1 April 2023. The once off transfer is due to the fact that Universities start the academic year in February annually, and the fees are due immediately.

### 5.3 Allocation Against Expenditure Per Economic Classification for 2023/24 Financial Year

<b>Economic Classification</b>	<b>Budget R'000</b>	<b>Expenditure R'000</b>	<b>Variance R'000</b>	<b>Percentage Spent</b>
<b>Compensation of Employees</b>	557 535	147 944	409 591	26.18%
<b>Goods and Services</b>	2 460 990	337 217	2 123 773	13.70%
<b>Interest on Rent and Land</b>	36 184	9 694	26 490	24.36%
<b>Transfers and Subsidies</b>	26 990 726	9 089 226	17 901 500	36.65%
<b>Payments of Capital Assets</b>	1 737 278	357 202	1 380 076	17.30%
<b>Payments of Financial Assets</b>	-	261	131	66.58%
<b>Total</b>	31 782 713	9 941 544	21 841 169	31.28%

### 5.3.1 Reasons for Material Variances

#### 5.3.1.1 Goods and Services:

- Workbooks – The expenditure in Programme 2 is low as it only relates to the unspent Workbooks funds in the 2022/23 financial (Quarter 4). The spending on the 2023/24 Workbooks budget will intensify in Q3 as printing happens towards the end of the calendar year.

#### 5.3.1.2 Payment for Capital Assets

- The slow expenditure is attributed to the focus on year-end activities. The Implementing Agents have certified the value of work to the total amount of R 354 855 233 against the BAS balance of R 161 206 000. There has been

improvement in the processing and capturing of monthly expenditure report on BAS and consequently expenditure patterns will be in line with the projections.

#### 5.4 Allocation Against Expenditure per Conditional Grants for 2023/24 Financial Year

<b>Economic Classification</b>	<b>Budget R'000</b>	<b>Expenditure R'000</b>	<b>Variance R'000</b>	<b>Percentage Spent</b>
Learners with Profound Disability Grant	260 424	52 083	208 341	20.00%
Maths Science and Technology Grant	433 079	43 306	389 773	10.00%
Early Childhood Development Grant	1 242 487	310 624	931 863	25.00%
Education Infrastructure Grant	13 872 429	4 161 728	9 710 701	30.00%
National School Nutrition Programme	9 278 942	3 073 056	6 205 886	33.12%
HIV and AIDS Life Skills Education Grants	241 653	24 165	217 488	10.00%
<b>Total</b>	<b>25 329 014</b>	<b>7 664 962</b>	<b>17 664 052</b>	<b>30.26%</b>

#### 5.5 Allocation Against Expenditure per Details of Transfer for the 2023/24 Financial Year

<b>Other Transfers</b>	<b>Budget R'000</b>	<b>Expenditure R'000</b>	<b>Variance R'000</b>	<b>Percentage Spent</b>
<b>UNESCO Membership fees</b>	17 841	0	17 841	0.00%
<b>ADEA</b>	1 001	0	1 001	0.00%
<b>Guidance Counselling and Youth Development Centre: Malawi</b>	205	0	205	0.00%
<b>Childline South Africa</b>	86	0	86	0.00%
<b>National Education Collaboration Trust</b>	121 515	40 505	81 010	33.33%
<b>Households</b>	0	1 361	-1 361	49.60%
<b>Southern and Eastern Africa Consortium for Monitoring Educational Quality</b>	3 831	0	3 831	0.00%
<b>Uhambo Foundation ECD</b>	2 143	1 072	1 071	50.02%
<b>SA Congress for ECD</b>	829	415	414	50.06%

<b>Ntataise</b>	1 083	542	541	50.05%
<b>NSFAS: Funza Lushaka</b>	1 334 160	1 334 160	0	100.00%
<b>Total Other Transfers</b>	1 482 694	1 378 055	104 639	92.94%
<b>Umalusi</b>	162 945	40 737	122 208	25.00%
<b>ETDP (SETA)</b>	474	474	0	100%
<b>South African Council for Educators (SACE)</b>	15 599	5 000	10 599	32.05%
<b>Total Public Entities</b>	179 018	46 211	132 807	25.81%

#### 5.5.1 Reasons for Material Variances

**5.5.1.1 Households** – The transfer on households is made to employees that exit the system.

- This item is not budgeted for during the Estimates of National Expenditure (ENE) as it can never be measured with certainty. Funds are allocated during the year depending on the actual spending

**5.5.1.2 ETDP SETA** – The once-off transfer to SETA is for skills development for the employees of the Department (including learnerships and internships) for accredited courses and bursaries.

- The once-off transfer to SETA is for skills development for the employees of the Department (including learnerships and internships) for accredited courses and bursaries.

#### 5.6 Allocation Against Expenditure on Schools Backlogs Grant (SIBG) for 2023/24 Financial Year

<b>Economic Classification</b>	<b>Budget R'000</b>	<b>Expenditure R'000</b>	<b>Variance R'000</b>	<b>Percentage Spent</b>
<b>Compensation of Employees</b>	6 632	2 313	4 319	34.88%
<b>Goods and Services</b>	357 877	55 900	301 977	15.62%
<b>Building and Other Fixed Structures</b>	1 714 193	351 559	1 362 634	20.51%
<b>Total</b>	2 078 702	409 772	1 668 930	19.71%

#### 5.6.1 Reasons for Material Variances

##### 5.6.1.1 Compensation of Employees

- Overspending on this item is offset against the overall budget at year-end.

##### 5.6.1.2 Goods and Services

- The low spending results from Management fee which is paid when claims/invoices are received from Implementing Agents.

#### 6. Portfolio Committee Observations and Questions

The Portfolio Committee raised the following with the Department of Basic Education in respect of the First Quarterly Report for 2023/24:

- Members queried the progress of the Department in implementing the Audit Action Plan to respond to the Auditor-General's findings – and whether the action plan responded to all recommendations made by the AG.
- With performance targets which exceeded 50 percent of the annual target, would the Department exceed the initial target to optimise the effectiveness of the 1<sup>st</sup> Quarter.
- In respect of infrastructure projects, Members queried the measures taken by the Department in the 1<sup>st</sup> Term to address the challenges of the previous financial year – and how the department would ensure that planned projects were implemented successfully.
- With focussed schools, Members queried the level of progress and what outcomes would be expected in the current financial year.
- Members queried the strategic training implemented by the Department on the Presidential Youth Employment Initiative (PYEI) to increase skills of beneficiaries.
- Members welcomed the consequence management action on officials and queried whether there was further consequence management for remaining officials. Members also queried whether any of the officials were involved in procurement processes.
- Members queried the level of financial performance of the conditional grants
- What was the progress on infrastructure and financial allocations.
- Members also needed clarity on the level of spending on infrastructure maintenance as a percentage of infrastructure spending.
- In respect of Funza Lushaka placements, Members noted some provinces were slow in placement of Funza Lushaka graduates. Members queried reasons for this and how the Department was able to intervene to ensure placement of these graduates.
- With project management, Members needed clarity on whether teachers and principals were receiving training on project/programme management. Members need to understand how such training was being distributed amongst provinces and districts.
- Regarding international summits, Members queried how teachers benefitted from the outcomes of such summits. How did the Department stimulate short-term exchange programmes for educators to attend training abroad.
- With Strategic Plan, Members queried how far the Department was in meeting the implementation of the NDP prescripts in as far as Mathematics, Science and Technology was concerned.
- With Inclusive Education, were there programmes for Funza Lushaka students to encourage them to take-up these subjects when they start training as teachers.
- In respect of the ECD delivery model, Members queried how the Department solicited inputs from the general public to make their inputs on the ECD model.
- Members also queried whether the GEC pilot was benefitting communities, especially rural communities – and what were the outcomes.
- Members noted challenges with SACE CPTD programme. Members did not believe the support from SACE to educators was satisfactory – the Department needed to note this and do the necessary monitoring in this regard.
- With PIRLS and TIMSS, Member queried the outcomes for South African learners who participated in the study. What were the plans of the Department to support and assist these learners to prepare them for such studies for improved performance and results.

## **7. Responses from the Department of Basic Education**

With the PIRLS and TIMSS studies, the Department was giving the necessary assistance and support to learners to prepare them for these studies. Further to this, the Department was of the view that these studies may not be appropriate for our South African learners as opposed to learners from other competing countries. With the TIMSS, the Department was doing all the necessary inputs and was awaiting results to be made available in due course – the Department is confident there would be an improvement. The Department was also considering the contextual features of the various countries participating in these studies, especially the developed countries. South Africa needed to consider migrating to a study for lower developed countries. The Department was also of the view that the South African results needed to be treated with caution - where we had different languages. The Department was responding to this with certain milestones in place. In respect of the appropriateness of the tool to measure our learners, the Department indicated that all reading instructions were not language specific - and designed around English. DBE has put together a language specific plan to ensure the reading instruction was based on the language itself. The plan is currently being costed.

In respect of the GEC pilot programme, the Department explained that the pilot would take the form of a representative number of schools - and tests to ascertain whether this would work or not.

With inputs received for ECD, the Department utilised civil society forums as well as the visit by the Minister to provinces to meet with NGOs and other stakeholders to receive inputs on the ECD model.

With International Summits, teachers were definitely benefitting – and teacher unions were also participating in international forums. Further to this, some teachers were also nominated to participate in such forums.

The Department indicated that with the Funza Lushaka graduate placements or non-placement, the main factor that negatively impacted on the placement was budget constraints of PEDs. With limited budget, PEDs were unable to plan and place all Funza Lushaka graduates.

The Department indicated that skills were being provided to young people in respect of the Presidential Youth Employment Initiative. With youth training there were various phases, and the Department was currently at Phase 4 – offering training in various categories e.g. curriculum assistant, reading champions, e-cadres, care and support and handypersons. Further to this the Department was also embarking on training in entrepreneurship and career guidance, digital skills etc. The Department also hosted webinars to cover topics on how young persons could market themselves.

The Department is focussed on ensuring they meet all targets set .

With the Audit Action plan and targets, the Department was implementing all recommendations from the Office of the Auditor-General of South Africa. Where these cannot be implemented, it may be due to system challenges only.

In respect of training and development for principals, the Department had a number of initiatives for conducting and monitoring of training for principals. These included school improvement plans, identified training needs, provincial training modules and identified areas of weakness and school performance. All are prioritised training for principals to undergo. In respect of focussed schools, the Department had a target for 2025 where they hoped to introduce eight (8) different types of focussed schools. To date, the Department was able to achieve five (5) focussed schools.

With infrastructure and infrastructure maintenance, the Department would make available spending patterns and budget utilisation for this item. The Department had specific targets for the financial year for both ASIDI and SAFE. The Department could report that they had completed a certain number of projects with others partially completed.

## **8. Portfolio Committee Recommendations**

Based on the observations made above, the Portfolio Committee requests that the Minister of Basic Education to ensure that the Department of Basic Education consider these recommendations:

- The Department should review its participation in the PIRLS and TIMSS studies and consider studies for lower developed countries on par with South Africa.
- The Department should conclude the GEC pilot programme to ascertain its viability for the system.
- In collaboration with PEDs, the Department should ensure placement for Funza Lushaka graduates within the system.
- The Department ensure written reports are submitted in respect of the following:
  - Report on details in respect of expenditure on conditional grants as well as infrastructure expenditure 90 days after the adoption of this report .
  - Report on details pertaining to disclosures.
  - Report on infrastructure and infrastructure maintenance spending patterns and budget utilisation 90 days after adoption of this report
- The Department should ensure that, as far as possible, all recommendations from the Office of the Auditor-General of South Africa are implemented.
- The Department should ensure even distribution of project/programme management for educators and principals in provinces and districts.
- The Department should consider increased stimulation of short-term exchange programmes for educators training abroad.

- The Department, in collaboration with Higher Education and Training Institutes ensure Funza Lushaka students are encouraged to take-up Inclusive Education subjects when they start training as teachers.
- The Department must note concerns of the Portfolio Committee regarding the SACE CPTD programme related to support of educators – currently support to educators was not satisfactory. The Department should ensure that there is adequate monitoring of the situation.

Report to be considered.