Department of Basic Education

ANNUAL REPORT 2021/22

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

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PART A: GENERAL INFORMATION

1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

4IR	Fourth Industrial Revolution
AAPR	Annual Academic Performance Reports
ABSA	Amalgamated Banks of South Africa
ADE: SLM	Advanced Diploma in School Leadership and Management
ADEA	Association for the Development of Education in African
AENE	Adjusted Estimates of National Expenditure
AFL	Assessment for Learning
AGM	Annual General Meeting
AGSA	Auditor-General of South Africa
AGYW	Adolescent Girls and Young Women
AI	Artificial Intelligence
AIDS	Acquired Immunodeficiency Syndrome
AME	African Methodist Episcopal
AOP	Annual Operational Plan
APIP	Academic Performance Improvement Plan
APP	Annual Performance Plan
ASIDI	Accelerated School Infrastructure Delivery Initiative
ATP	Annual Teaching Plan
ATR	Annual Training Report
AU	African Union
B. Ed	Bachelor of Education Degree
BAC	Bid Adjudication Committee
BAS	Basic Accounting System
B-BBEE	Broad Based Black Economic Empowerment
BEC	Bid Evaluation Committee
BEEI	Basic Education Employment Initiative
BELA	Basic Education Laws Amendment
BI	Business Intelligence
BSC	Bid Specification Committee
BWE	Benita Williams Evaluation
C/LSPID	Children/Learners with Severe to Profound Intellectual Disability
CAF	Confederation of African Football
CAIP	Circuit Academic Improvement Plan
CAPS	Curriculum and Assessment Policy Statement
CAPs	Content Access Points
CAT	Computer Application Technology
CATC	Comprehension Across the Curriculum
CCI	Centre for Communication Impact
CCNU	Central China Normal University
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CESA	African Union's Continental Education Strategy for Africa
CET	Community Education and Training
CETA	Common Elements Treatment Approach
CGD	Center for Global Development
CGF	Conditional Grant Framework
CIES	Comparative International Education Society
CMC	Core Management Criteria
CMs	Circuit Managers
CoA	Certificate of Acceptability
COBIT	Control Objectives for Information and Related Technologies
CoE	Cost of Employees

COELT	Course on English Language Teaching and Learning
CoGTA	Department of Cooperative Governance and Traditional Affairs
COVID-19	Coronavirus Disease 2019
CPI	Consumer Price Index
CPTD	Continuing Professional Teacher Development
CRAM	Coronavirus Rapid Mobile Survey
CSE	Comprehensive Sexuality Education
CTLI	Cape Teaching and Leadership Institute
CTO	Cape Town Opera
DBE	Department of Basic Education
DBE-E3	Department of Basic Education Entrepreneurship Employability and Education Programme
DBSA	Development Bank of Southern Africa
DBST	District-Based Support Team
DCDT	Department of Communications and Digital Technologies
DCMS	District Coordination, Monitoring and Support
DDD	Data Driven Districts Dashboard
DDGs	Deputy Directors-General
DDM	District Development Model
DEF	District Education Forum
DEPASA	Deaf Principal Association of South Africa
DHA	Department of Home Affairs
DHET	Department of Higher Education and Training
DHIS	Department of Health Information Systems
DHs	Department Heads
DIP	District Improvement Plan
DIRCO	Department of International Relations and Cooperation
DoH	Department of Health
DoH	Department of Health
DoJ&CD	Department of Justice and Constitutional Development
DoL	Department of Labour
DoRA	Division of Revenue Act
DoT	Department of Transport
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DREAMS	Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe
DSAC	Department of Sports, Arts and Culture
DSD	Department of Social Development
DTDC	District Teacher Development Centre
DWYPD	Department of Women, Youth and Persons with Disabilities
EAs	Education Assistants
EBR	Evidence-Based Report
ECD	Early Childhood Development
ECF	Education Collaboration Framework
EFAL	English First Additional Language
EGMRP	Early Grade Mathematics Research Programme
EGRP	Early Grade Reading Programme
EGRS	Early Grade Reading Study
EIG	Education Infrastructure Grant
ELNA	Early Learning National Assessment
ELOM	Early Learning Outcome Measure
ELP	Early Learning Programmes
ELRC	Education Labour Relations Council
ELSEN	Education for Learners with Special Education Needs
EMGD	Education, Management and Governance Development
EMIS	Education Management Information Systems
EMS PMDS	Education Management Service Performance Management and Development System

EPG	Education Partnership Group
ESAC	Examination System Assessment Committee
ESRI	Environmental Systems Research Institute
ETAO	Education Technical Assistance Office
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EU	European Union
EVDS	Education Vaccination Data System
EXCO	Executive Committee
FAL	First Additional Language
FARA	Foreign Agents Registration Act
FET	Further Education and Training
FIFA	Federation Internationale de Football Association
FINCOM	Finance Committee
FLIMS	Funza Lushaka Information Management System
FOPs	Fundamentals of Performance
FP	Foundation Phase
FTP	File transfer protocol
FTSS	Full-time Shop Stewards
FUEL	Feed, Uplift, Educate and Love
G2G	Government-to-Government
GA	General Assistants
GBEM	Girls and Boys Education Movement
GBV	Gender-Based Violence
GBVF	Gender Based Violence and Femicide
GCAC	Global and Continental Affairs Committee
GDE	Gauteng Department of Education
GDP	Gross Domestic Product
GEC	General Education Certificate
GEPF	Government Employees Pension Fund
GET	General Education and Training
GHS	General Household Survey
GIS	Geographical Information System
GITO	Government Information Technology Office
GRP4ECE	Gender Responsive Pedagogy for Early Childhood Education
GRPBMEAF	Gender Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing Framework
GSAs	General School Assistants
GTAC	Government Technical Advisory Centre
GTI	Global Teachers Institute
HDIs	Historically Disadvantaged Individuals
HE	Home Education
HEDCOM	Heads of Education Department Committee
HEI	Higher Education Institution
HIV	Human Immunodeficiency Virus
HL	Home Language
HoDs	Heads of Department
HPP	High Pressure Processed
HPV	Human Papillomavirus
HR	Human Resources
HRD	Human Resource Development
IA	Implementing Agents
ICASA	Independent Communications Authority of South Africa
ICT	Information and Communication Technology
ICTS	International Cooperation, Trade and Security Cluster
ID	Identity Documents
IDC	International Development Cooperation
IEB	Independent Examinations Board

IECS	Integrated Examination and Computer System
IESBA	International Ethics Standards Board for Accountants
IIAL	Incremental Introduction of African Languages
IP	Intermediate Phase
IPASA	Independent Philanthropy Association of South Africa
IPIP	Infrastructure Programme Implementation Plan
IPREC	Inter-Provincial Rural Education Committee
IQMS	Integrated Quality Management System
ISAs	International Standard on Auditing
ISASA	Independent Schools Association of Southern Africa
ISCED	International Standard Classification of Education
ISHP	Integrated School Health Programme
ISPFTED	Integrated Strategic Planning Framework on Teacher Development
ISPs	Individual Support Plans
IT	Information Technology
ITE	Initial Teacher Education
IYM	In-Year-Monitoring
JLC	Joint Liaison Committee
KPI	Key Performance Indicator
KRA	Key Results Area
KZN	KwaZulu Natal
LAMAP	La main a La pate
LAN	Local Area Network
LDP	Leadership and Development Programme
LIASA	Library and Information Association of South Africa
LMS	Learning Management Systems
LO	Life Orientation
LOC	Local Organising Committee
LOGIS	Logistical Information System
LoLT	Language of Learning and Teaching
LPID	Learners Profound Intellectual Disability
LSA	Learning Support Agent
LSEN	Learners with Special Educational Needs
LSPID	Learners with Severe to Profound Intellectual Disability
LtP	Learning through Play
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information Tracking System
MANCOSA	Management College of Southern Africa
MCS	Modified Cash Standard
MEC	Member of the Executive Council
MMS	Middle Management Service
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
MPDoE	Mpumalanga Department of Education
MPO	Milk Producers Organisation
MPSA	Ministry of Public Service and Administration
MR&KM	Monitoring, Research and Knowledge Management
MRR	Monitoring, Reporting, and Response
MSAP	Mental Starters Assessment Project
MSDF	Michael and Susan Dell Foundation
MSMs	Marking Standardisation Meetings
MST	Mathematics, Science and Technology
MTBBE	Mother Tongue Based Bilingual Education
MTBPS	Mid Term Budget Policy Statement
MTEF	Medium-term Expenditure Framework
MTSF	Medium-term Strategic Framework

NACH	National Anti-Corruption Hotline
NAETSA	National Association for English Teachers of South Africa
NAF	National Assessment Framework
NAF	National Assessment Framework
NCC	National Coordinating Committee
NCF	National Curriculum Framework
NCF	National Curriculum for Children from Birth to Four
NCF	National Collaboration Forum
NCTT	National Core Training Team
NDP	National Development Plan
NE	Nutrition Education
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NEET	Not Employed, Education and Training
NEHAWU	National Education, Health, and Allied Workers' Union
NEIC	National Examinations Irregularity Committee
NEIMS	National Education Infrastructure Management System
NEMISA	National Electronic Media Institute of South Africa
NEPA	National Education Policy Act
NF	Ngangezwe Foundation
NGO	Non-Government Organisation
NGSLIS	National Guidelines for School Library and Information Services
NHC	National Heritage Council
NICPD	National Institute of Continuing Professional Development
NIDS	National Income Dynamics Study
NISPIS	National Integrated social protection information system
NITT	National Implementation Task Team
NLRD	National Learners' Records Database
NMCP	Nelson Mandela Children's Parliament
NMOG	National Macro-Organisation of Government
NNW	National Nutrition Week
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NRC	National Reading Coalition
NRCS	National Regulator for Compulsory Specification
NRD	National Recruitment Database
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSG	National School of Government
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NT	National Treasury
NTA	National Teaching Awards
NTI	New Teacher Induction
NTT	National Training Team
NWDoE	North West Department of Education
NWU	North West University
NYDA	National Youth Development Agency
OAU	Odel Acceleration Unit
ODA	Official Development Assistance
OHCHR	Office of the High Commissioner for Human Rights
OHS	Occupational Health and Safety
ORF	Oral Reading Fluency
PAA	Public Audit Act
PAIA	Promotion of Access to Information Act
PAM	Personnel Administrative Measures

PAT	Practical Assessment Task
PC	Portfolio Committee
PCO	Professional Conference Organiser
PE	Physical Education
PED	Provincial Education Department
PEIC	Provincial Examination Irregularities Committee
PEIR	Public Expenditure and Institution Review
PEIR	Personal Environmental Impact Report
PEIR	Public Expenditure and Institution Review
PERSAL	Personal and Salary System
PFMA	Public Finance Management Act, Act 1 of 1999
PHL	Presidential Hotline
PHSDSBC	Public Health and Social Development Sectoral Bargaining Council
PILO	Programme for Improvement of Learning Outcomes
PIRLS	Progress in International Reading Literacy Study
PLCs	Professional Communities of Learning
PMDS	Performance Management and Development System
PMO	Project Management Office
PMOG	Provincial Macro-Organisation of Government
PMTs	Project Management Teams
PoA	Programme of Assessment
POPIA	Protection of Personal Information Act
POS	Public Ordinary Schools
PPM	Programme Performance Measures
PPP	Public Private Partnership
PPPFA	Preferential Procurement Policy Framework Act
PRs	Principal Recipients
PSA	Public Servants Association
PSC	Project Steering Committee
PSCBC	Public Service Coordinating Bargaining Council
PSETA	Public Service Sector Education and Training Authority
PSPs	Professional Service Providers
PSRIP	Primary School Reading Improvement Programme
PSS	Psycho-Social Support
PTDIs	Provincial Teacher Development Institutes
PTSs	Professional Teaching Standards
PTT	Provincial Training Team
PYEI	Presidential Youth Employment Initiative
QEC	Qualifications Evaluation Committee
QLTC	Quality Learning and Teaching Campaign
QMS	Quality Management System
RCLs	Representative Councils of Learners
RCME	Research Coordination, Monitoring and Evaluation
RCs	Reading Champions
REALS-SA	Reading and Leadership Strengthening in South African
REAP	Rural Education Assistants Project
RFQ	Request for Quotation
ROSA	Regional Office for South Africa
RSP	Reading Support Project
SA	Subject Advisors
SACE	South African Council for Educators
SADC	Southern African Development Community
SADTU	South African Democratic Teacher Union
SAFE	Sanitation Appropriate For Education
SAFTA	South African Film and Television Award
SAHRC	South African Human Rights Commission

SAICA	South African Institute of Chartered Accountants
SAL	Second Additional Language
SAPA	South African Principals Association
SAPS	South African Police Service
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SASL	South African Sign Language
SASL HL	South African Sign Language Home Language
SBA	School-Based Assessment
SBIG	School Backlogs Infrastructure Grant
SBST	School-Based Support Team
SC	Select Committee
SC	Senior Certificate
SCC	Special Care Centres
SCM	Supply Chain Management
SCMP	Second Chance Matric Programme
SCOPA	Standing Committee on Public Accounts
SDG	Sustainable Development Goals
SDGs	Sustainable Development Goals
SDIP	Service Delivery Improvement Plan
SDLC	System Development Life Cycle
SDM	Service Delivery Model
SE	Systemic Evaluation
SEA	Sport and Enrichment Assistant
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGB	School Governing Body
SHERQ	Safety, Health, Environmental, Risk, Quality
SIAS	Policy on Screening, Identification, Assessment and Support
SIBG	School Infrastructure Backlog Grant
SILN	Systemic Improvement of Literacy and Numeracy in the Foundation Phase
SIP	School Improvement Plan
SIPO	School Intervention Project on Overcrowding
SISCO	School Improvement System Coordinating Officers
SIT	System Integration Testing
SITA	State Information Technology Agency
SIU	Special Investigating Unit
SLA	Service Level Agreement
SliEWG	Social Inclusion in Education Working Group
SLP	Short Learning Programme
SMS	Senior Management Services
SMT	School Management Team
SMTs	School Management Teams
SOGIESC	Social Inclusion of Sexual Orientation Gender Identity Expression and Sex Characteristics
SOI	Standardised Output Indicator
SoNA	State of the Nation Address
SOPs	Standard Operating Procedures
SP	Senior Phase
SPCHD	Social Protection, Community and Human Development
SPR	Strategic Planning and Reporting
SQL	Structured Query Language
SRGBV	School Related Gender-Based Violence
SSE	School Self-Evaluation
StatsSA	Statistics South Africa
STEM	Sciences, Technology, Engineering and Mathematics
STIs	Sexual Transmitted Infections
TASP	Teacher Appreciation and Support Programme

TB	Tuberculosis
TBF	Tiger Brands Foundation
TD	Tetanus and Diphtheria
TDCM	Teacher Development and Curriculum Management
TDI	Teacher Development Implementation
TICSA	Teacher Internship Collaboration South Africa
TIMSS	Trends in International Mathematics and Science Study
TMU	Teaching Mathematics for Understanding
ToRs	Terms of Reference
ToT	Training of Trainers
TR	Treasury Regulations
TRC	Truth and Reconciliation Commission
TSM	Three Stream Model
TSP	Telematics school broadcast project
TSU	Technical Support Unit
TUC	Teacher Union Collaboration
TVET	Technical and Vocational Education and Training
U-AMP	User Asset Management Plan
UAT	User Acceptance Testing
UIS	Institute for Statistics
UIS-ISECD-T	UNESCO Institute of Statistics International Standard Classification of Education Teachers
UJ	University of Johannesburg
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UP	University of Pretoria
URS	User Requirement Specification
USAID	United States Agency for International Development
USAO	Universal Service Access Obligations
VFH	Volunteer Food Handler
VRC	Virtual Reading Club
VVOB	Flemish Association for Development Cooperation and Technical Assistance
WCDoE	Western Cape Department of Education
WSE	Whole School Evaluation
WSMD	World School Milk Day
WSP	Work Skills Plan

3. FOREWORD BY THE MINISTER

The Department of Basic Education (DBE) 2021/22 Annual Report presents the performance of a Department that was still navigating the disruptions of the COVID-19 pandemic, but has proven to be resilient despite challenges. Nothing demonstrates this resilience better than the National Senior Certificate (NSC) results for the Class of 2021. The 2021 Grade 12 cohort was also impacted by the COVID-19 pandemic in 2020 while in Grade 11. Yet, the response of the Department, with the support of parents and their communities, to insulate this class from potential harm and safeguard their right to education's promise of a better future, has borne fruit. For 2021, we celebrate and salute the second cohort who wrote the NSC examinations under COVID-19 conditions and yet delivered more NSC passes and Bachelor passes than ever before. There was a significant increase in the number of full-time enrolments in 2021, increasing from 610 484 in 2020 to 733 917 in 2021. This difference of 123 487 candidates allays the concern that there would have been a significant dropout of learners in 2020 and 2021, given the COVID-19 pandemic. The overall pass rate in the 2021 examination improved from 76.2% to 76.4% and more than a third of candidates who wrote achieved Bachelor passes, allowing them to pursue further education at a University.

The crisis of the pandemic has led to various new initiatives that now present exciting opportunities for the future. The DBE supported the President's Youth Employment Initiative (PYEI) and created 273 571 job opportunities for young people as Education and General Education Assistants, who were placed in schools during the period under review. This experience gives us an opportunity to build on in the years to come by refining the way Education Assistants (EAs) are used to support teaching and learning, especially in the contexts of large classes. Over and above the benefits for those youths finding employment, this kind of programme has the potential to set the tone for more cost-effective ways to support teaching and learning.

The financial year under review further marked the mid-point of the 2019-2024 term of office of the sixth Administration of the Democratic Government of South Africa and the 2019-24 Medium-Term Strategic Framework (MTSF). The DBE had to account through a midterm review on its performance in implementing the priorities of government to determine the progress made to achieve the National Development Plan (NDP). A key focus in the reporting period was to assess the extent to which progress towards the long-term sector targets have been compromised by the pandemic, and to describe what is being done to get back on track to meet our goals. The commitment to achieve the following MTSF priorities is still on course:

a. Outcome 1: Improved school readiness of children;

b. Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning;

c. Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9;

d. Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa; and

e. Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach.

The Council of Education Ministers (CEM's) cardinal sector priorities as approved, intend to lay a solid foundation for a quality and efficient education system, as well as to continue contributing to providing permanent solutions to the architecture of the education and training system of our country. Some of the key progress on the CEM Priorities are as follows:

a. Improving foundational skills of Numeracy and Literacy, especially reading, which should be underpinned by a Reading Revolution.

Before the pandemic, we had seen progress in the reading abilities of young children. According to the international Progress in International Reading Literacy Study (PIRLS) programme, reading in Grade 4 improved substantially between 2006 and 2016. Monitoring of learning losses during the pandemic was possible for certain parts of the country, and here the news has not been good. For instance, the evidence suggests that by the end of 2021, the average Grade 4 learner could read as well as the average Grade 3 learner before the pandemic. Given these losses, and despite our best efforts in terms of our School Recovery Plan, we do not expect our PIRLS 2021 results, when released at the end of this year, to display improvements relative to the earlier PIRLS 2016 results. If we do see improvements, we would welcome this. But we have to be realistic.

The DBE has been actively building evidence about what works to improve the teaching and learning of reading through the Early Grade Reading Study (EGRS). This work has demonstrated the effectiveness of providing meaningful support to teachers in the Foundation Phase, consisting of structured lesson plans, integrated reading materials in the home language and quality

professional support to teachers. Building on these lessons, the Department is implementing the integrated Sector Reading Plan in order to support the President's call for all children to learn to read by the age of ten (10).

The Teaching Mathematics for Understanding (TMU) Field Testing (Grade 1-6) piloting the South African Mathematics Framework was implemented in three (3) provinces, viz. Eastern Cape, KwaZulu-Natal and Limpopo, and six (6) districts, where subject advisors were trained in content and pedagogy. The curriculum was reorganised to allow for greater depth in covering topics, and to ensure that learners are actively involved in doing Mathematics. Learner books in the Foundation Phase are bilingual (home language and English), to ensure the learners understand the concepts of Mathematics with full comprehension of the correct use of the mathematical terms.

b. Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools

The Three Streams Model is being piloted in schools to consolidate the final curriculum for effective implementation across all nine (9) provinces. The Three Stream Model is characterised by three (3) interlinked (portable) and equivalent streams: Academic, Technical Vocational and Technical Occupational. The Academic stream exists in Public Ordinary Schools (POSs), Focus and Special Schools, and aims to prepare learners for general, formative, well-rounded Post-School Education and Training (PSET) studies. The Technical Vocational stream is broadly aligned to a vocation, and is offered in both POSs and Focus Schools such as Technical, Agricultural and Arts High Schools. This stream prepares learners for professional learning in PSET and the world of work. Once fully endorsed, Technical Occupational will also prepare learners for specific workplace environments.

An example of these developments is the introduction of Marine Sciences. The first cohort of 13 Grade 12 learners wrote Marine Sciences as part of their 2021 NSC examination. Since the 2019 pilot, we are happy to report that the intake in Marine Sciences has increased to more than 300 Grades 10 and 11 learners. As a high school subject offering, South Africa should be proud that the offering of Marine Sciences is a world first; as other countries only provide for Marine Biology and Oceanography to tertiary level students.

c. Deal decisively with quality and efficiency through the implementation of standardised assessments to reduce failure, repetition and dropout rates and introduce multiple qualifications, such as the General Education Certificate (GEC) before the Grade 12 exit qualification

The Department is piloting the introduction of a General Education Certificate (GEC), a qualification that is intended to provide direction around further studies, and in this way to reduce dropping out of the education system. It is also intended to ensure that many of our youths who do not obtain a NSC, do still obtain an educational qualification of some kind. Pilot objectives in 2021 were to begin to test different forms of assessments to determine how these integrate into a single framework and begin to shift the system towards an assessment blueprint for the GEC education pathways framework in South Africa. Three (3) kinds of assessments are involved in the GEC trial, namely, benchmark assessments; projects and inclinations assessments. These were tested using different methods to understand their use and efficacy as modes of measuring learners' knowledge, general capabilities, aptitudes and inclinations. Full implementation of the Grade 9 GEC was targeted for 2023. The percentage of youths attaining the NSC has been increasing steadily for twenty years. However, for those youths who leave schools without completing Grade 12, the Grade 9 GEC will make it easier to navigate movement into a Technical and Vocational Education and Training (TVET) college or employment, whereas for those remaining in the system, the new Grade 9 assessments will make it easier to guide learners into the right subjects in Grades 10 to 12.

d. Urgent implementation of two (2) years of Early Childhood Development (ECD) before Grade 1, and the migration of the responsibility for 0-4-year-olds from the Department of Social Development (DSD) to the Department of Basic Education

The amendment of the legislation to regulate the new ECD landscape has been concluded. The proclamations were drafted and certified by the Office of the Chief State Law Advisors. The determination of needs that includes the resources in terms of posts, budget and assets that had to be transferred from DSD to DBE has also been completed. Both the national and provincial proclamations have been signed by the President and all Premiers, respectively. The DBE, in collaboration with the World Bank, is working on a Public Expenditure and Institutional Review (PEIR) of the ECD sector in order to plan for the future ECD funding model.

A Census of all ECD programmes was conducted by the DBE in partnership with the LEGO Foundation. The ECD Census 2021 constituted the first complete mapping of Early Learning Programmes (ELP) in South Africa. Its purpose is to integrate ELPs into the DBE's Education Management Information System (EMIS), identify gaps in the access to, and quality of, ELPs in South Africa, support research on ECD, and gain insights into the current enabling environment for Learning through Play (LtP). The Thrive by Five Index was initiated by First National Bank and Innovation Edge, in collaboration with the Department, and supported by the United States Agency for International Development (USAID) and ECD Measure. The Index provides nationally representative data on how well preschool children in South Africa (aged 50-59 months) are doing in three (3) key developmental domains: Early Learning, Physical Growth and Social-Emotional Functioning. These measures were selected because a child's performance in these domains at the point of entry into school is predictive of performance in the Foundation Phase of schooling, and beyond.

There are five (5) strategic areas that have been identified for improving the quality of ECD in South Africa, namely:

- Curriculum-based early learning for all children from birth to 5 years, by implementing the National Curriculum Framework;
- Access to ECD programmes for all children from birth to 5 years across a continuum of strategic ECD programmes;
- Training and development for all those who are working in ECD for career-pathing with intensive, but flexible training opportunities;
- Strategic implementation, coordination, monitoring and evaluation of all ECD services, including a flexible funding, administration, management, governance and provisioning framework; and
- A strategic consultation plan with timelines that will involve the broader ECD sector.

e. Complete an integrated Infrastructure Development Plan, informed by infrastructure delivery; and regular maintenance, which is resourced

The Department is nearing completion of two (2) ground-breaking infrastructure projects, aimed at eliminating the most urgent infrastructure needs in the country. These are the Accelerated School Infrastructure Delivery Initiative (ASIDI), which aimed to eradicate backlogs in schools without water, sanitation and electricity and to replace those schools constructed from inappropriate material, and the Sanitation Appropriate For Education (SAFE) project, which is scheduled to have completed delivery of appropriate toilet facilities to all those schools identified in 2018 as having inappropriate or unsafe facilities, by the end of the 2022/23 financial year. Various organisations have made true of their promise to assist Government in addressing the sanitation challenges that exist in various schools located in rural areas. The responsibility is now shifting to the Provincial Education Departments (PEDs) to ensure that they are kept clean and regularly maintained, so that they last as long as their 20-year warranty and are usable to our learners and teachers for an extended period of time. To assist with the maintenance and as part of skills transfer, the National Education Collaboration Trust (NECT), has facilitated the partnerships and encouraged the community to nominate a group of local youth who will be trained on how to fix minor issues and dispose of the dry waste. The PYEI has also played a significant role in training the youth through maintenance work. The implementing agencies made progress in accelerating the delivery of school infrastructure in South Africa. As part of the monitoring programme, management has been monitoring the school infrastructure projects. Much more than a story of brick and mortar, the ASIDI schools are helping to restore pride that communities have in their schools. ASIDI has played a vital role in eradicating mud schools, and in so doing, bringing back dignity to education in rural areas.

f. Work with the Departments of Sport and Recreation, Arts and Culture, Health, and the South African Police Services to teach and promote Social Cohesion, Health, Psycho-social and School Safety

The DBE has developed an integrated monitoring tool to support the District Implementation of School Safety, Sport and Enrichment, Social Cohesion and Gender Empowerment. To date, all 75 districts have been monitored and support plans are developed with provinces based on the outcomes of the monitoring oversight process. The DBE leadership led the collective roll-out of the Campaign to End Violence, prevent bullying and stop Gender-Based Violence, Drugs and Substance Abuse. The Campaign pulled together the efforts of various government departments to collectively eradicate violence, bullying and sexual harassment incidents amongst learners, while also making communities aware of the various interventions that are available to support peace-building and the management of such social ills in schools. The Campaign has reached out to municipalities, community structures, the various government departments and other Non-Governmental Organisations (NGOs) to align and strengthen impact.

The impact of COVID-19 always remains one of the highest challenges faced by the sector. When schools closed on 18 March 2020 in response to the initial spread of COVID-19 in South Africa, a phased approach to reopening schools was adopted by government using data-driven initiatives based on the DBE and Department of Health's data in implementing a risk adjusted differentiated strategy. This meant that the amount of time that schools were closed varied across grades. Moreover, once schools were reopened, they had to adhere to social distancing rules, which had the inevitable effect that most schools adopted some form of rotational timetabling. The DBE analysis of 2021 Term 3 administrative data on attendance sourced from the South African School Administration and Management System (SA-SAMS), suggested that approximately 22% of contact time was lost nationally, but that in schools where rotational timetabling was still being implemented, the amount of lost contact time was as much as 50%.

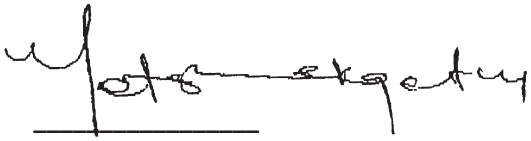
In delivering outcomes of the MTSF, the education sector has been confronted with some challenges and shortfalls in meeting the intended achievements for the Mid-term. Progress in rolling out internet connectivity and providing schools with access to ICT devices has not reached the desired stages but work with partners is underway to improve school connectivity. The provision of training for all teachers in language and mathematics has not yet been addressed on a large scale as the sector has been affected by the pandemic. The remaining years of the MTSF period will focus on improving all other interventions to achieve targets by 2024.

The Department has paid careful attention to the effect the pandemic has had on dropping out, and engaged with various researchers. After initial conflicting reports, there now is agreement that initial evidence that some half a million children did not return to school when they should have, is not correct. This was based on mobile household surveys and received significant media coverage in 2021. There have been some problems, such as Grades R to 1 enrolment being around 25 000 lower than expected in 2021, due to parents delaying first enrolment. But compared to the initial half a million estimate, this is a relatively small and manageable problem. Despite the dropping out, the main negative effect is that learners are behind in their learning. Monitoring of learning losses during the pandemic was possible for certain parts of the country, and here the news has not been good. Evidence suggests that by the end of 2021, the average Grade 4 learner could read as well as the average Grade 3 learner before the pandemic. This means that children have lost the equivalent of a full year's worth of learning. These losses are similar to what has been witnessed around the world.

The education sector faced numerous challenges in 2021, but as true heroes, our teachers, principals, subject advisors and all officials in the sector displayed an energy, commitment and persistence to rise above the challenges they faced. At the risk of their own welfare, it was heartwarming to witness how teachers reported for duty long before their official working hours, offered additional classes over weekends and school holidays and left no chalk unfinished to offer their relentless support to the learners.

As a Department, we must do more to support vulnerable learners, increase retention and stem the tide of dropouts. There is a need for a new social compact in basic education. There must be a paradigm shift in schooling communities for teachers to be held accountable for poor learner outcomes. We must see teachers displaying compassion as many of our learners come from diverse communities, child-headed households, high crime levels, unemployment, and various social ills.

As the Basic Education Sector, we thank our partners – from teacher unions, national governance associations, Umalusi, the South African Council for Educators (SACE), civic society, to the public and private sectors for ensuring that we strengthen the educational gains we had made during the 2021 academic year, despite the devastating impact COVID-19 on our Sector.



Mrs AM Motshekga, MP
Minister of Basic Education
September 2022

4. REPORT OF THE ACCOUNTING OFFICER

As we all know, an urgency of epic proportions, in the form of the COVID-19 pandemic, has consumed much time, effort and money since 2020. A particular tragedy was the educators who lost their lives due to COVID-19. The DBE's ongoing monitoring shows that by early 2022, around 3 600 educators in just the public service had succumbed since 2020. This is almost one percent of the educator workforce. We continue to pay tribute to the educators, as well as our education executive and management leaders, who lost their lives to COVID-19.

Although the Department and PEDs have worked hard to minimise the detrimental effects of the pandemic, we have to acknowledge that it was extremely harmful to children, and recovery will take many years. At the heart of the sector is learning. This is clear in the United Nations (UN), Sustainable Development Goals (SDGs), our National Development Plan (NDP), the five-year plans of government, and our own sector plan, Action Plan to 2024: *Towards the Realisation of Schooling 2030*.

Participation in schooling rose during the pandemic. According to recently released enrolment data, there has been substantial growth in school enrolments, before the pandemic in 2019. This growth did not slow down during the pandemic. Between 2019 and 2021, enrolments increased by half a million. This was mainly due to less learners dropping out. While in many ways this is a good thing, more learners in the system when budgets are tight makes delivering quality services more difficult.

It is important to emphasise that the key problem affecting younger learners is not dropping out, but that learners are behind in their learning. This was the case before the pandemic and is even more serious now as a result of the pandemic.

The ECD sector was particularly negatively affected by the pandemic, with many programmes closing down at least temporarily, and substantially fewer children aged 0 to 6 were attending an educational institution. However, an exciting development is the handover of many ECD functions, from Social Development to Basic Education that came to effect on 1 April 2022. ECD provides a critical foundation for the learning that occurs during primary and secondary school. To strengthen the DBE's ability for improved planning and resource allocation in the ECD sector, the DBE has concluded two (2) data collection exercises in 2021. The first was the ECD Census, which entailed the mapping of all ECD programmes across the country. The complete dataset has now been received by the Department and this will inform planning and support to ECD programmes. The second project was the Thrive by Five Index, which assessed the quality of ECD programmes in a nationally representative sample of ECD programmes. The Index, which was formally launched to the public on 8 April 2022, serves as a baseline of the quality of ECD provisioning at the time that the DBE assumed responsibility for the function. In years to come, we will be able to monitor the quality of early learning outcomes, which is a critical input to the school education that follows.

To cater for the two (2) years of ECD prior to Grade 1, section 3 of the South African Schools Act, 1996 (Act No. 84 of 1996), which deals with compulsory attendance, is in the process of being amended through the Basic Education Laws Amendment (BELA) Bill. After the BELA Bill has been signed into law by the President, attendance at Grade R classes by children who will be turning six (6) years of age, will be compulsory. Systematically, this will be followed by the introduction of compulsory attendance in Grade RR classes by children who will be turning five (5) years of age.

Turning to Grade 12, the 2021 examinations were surprising in the sense that the number of candidates and the number of passes were high and unprecedented. This was the opposite of what many had expected, given the context of the pandemic. To be precise, 538 000 full-time candidates obtained the 'Matric' in 2021, the highest figure in any preceding year being 456 000 in 2015. This reflects in part different promotion rules between Grade 11 and Grade 12 introduced during the pandemic.

The Medium-term Strategic Framework (MTSF) expresses government's long-term priorities within a five-year time span. The implementation of the MTSF 2019-2024 has been affected due to the outbreak of the COVID-19 pandemic, which has had a significant impact on our social and economic environment. This required that the MTSF be revised to consider this new context.

The MTSF five-year plan pays special attention to the number of youths who obtain a 60% mark in Mathematics or Physical Science. The number of such youths continued to increase, and marks appeared comparable to those in previous years. The MTSF also requires us to pay attention to expanding participation in technical subjects in Grades 10 to 12, especially among black learners. The MTSF refers to these as niche subjects. This is an area where there has been disappointingly little progress with respect to access in recent years, even if there have been innovations in terms of what is offered. For example, the percentage of black African or coloured Grade 12 candidates taking at least one niche technology-focussed subject in matric

remained unchanged between 2018 and 2021 at 9%. This compares to around 50% for white and Indian learners combined.

The MTSF is clear that all public servants need to be accountable, within accountability systems that are clearly defined, the outcome of consultative processes, and fair. The schooling system is no exception. While the Grade 12 examinations assist in bringing about accountability for learning outcomes in secondary schools, accountability is still weak at the primary level, for instance in relation to ensuring that all children get to read for meaning by age ten (10). As we exit the crisis of the pandemic, it will now be crucial for us to address early learning outcomes, such as reading, through both strengthened accountability for these learning outcomes and the provision of tools and training to teachers to allow them to improve their classroom practices.

While the pandemic has had many negative effects on education, these negative effects have highlighted the important and crucial role that our schools play. The negative impact on child hunger when schools were closed in 2020, for example, demonstrated the crucial role that the National School Nutrition Programme (NSNP) plays for the more than nine million children it feeds daily.

We have also managed to take a number of significant steps forward despite the pandemic. Through the Presidential Youth Employment Initiative (PYEI), we were able to create more than 273 571 job opportunities for South African youth. Over and above the impact on youth employment, this initiative has shown that it might be possible in future to use young people in cost-effective ways to support teaching and learning.

The policy framework for the introduction of the General Education Certificate (GEC) has been provisionally approved by Umalusi; and processes are underway to gazette it and to invite public comments. A blueprint document on assessment options, linked to career-pathing and future work skills, has been developed. This blueprint will inform learners, teachers, parents and the system in general, about the suitability of learners to undertake an academic, vocational or occupational track in Grades 10-12. The standardised assessment system will be piloted in 2022; and the first roll-out of the GEC is scheduled for 2023.

The DBE has drafted a National Assessment Framework (NAF), which will serve to coordinate all assessments conducted in the General Education and Training Bands. A basket of purpose-driven assessments from school entry (Grade R) to Grade 9 has been designed for implementation. A significant intervention of the National Assessment Framework is the roll-out of the Systemic Evaluation initiative, targeted at establishing key learner competencies in Mathematics and Languages at the end of Grades 3, 6 and 9; and establishing the enabling school and system support factors that contribute to the improvement of learning outcomes.

The 2021/22 financial year concluded the most difficult, but very successful, School Governing Bodies (SGB) elections in all our public schools. Because schools had to strictly observe non-pharmaceutical COVID-19 protocols, we had to explore election modalities we had never used before. We are now in the process of inducting and providing orientation and training to approximately 250 000 elected SGB members on their governance roles and responsibilities. We must applaud our officials, principals, teachers, support staff, parents and learners for running such successful SGB elections.

Finally, despite the pandemic, we have made huge strides towards the completion of school infrastructure projects. The vast majority of building projects within the Accelerated School Infrastructure Delivery Initiative (ASIDI) and the Sanitation Appropriate For Education (SAFE) project have reached practical completion, with the remainder due to be completed within the 2022/23 financial year.

These achievements in the face of adversity prove that the Basic Education Sector is resilient and is now well positioned to emerge from the COVID-19 crisis and deliver further educational improvements to the next generation of South African learners.

o Overview of the financial results of the department:

Table 1: Departmental receipts

Departmental receipts	2021/2022			2020/2021		
	Estimate	Actual Amount Collected	(Over)/Under Collection	Estimate	Actual Amount Collected	(Over)/Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	2 997	3 071	(74)	2 482	1 908	574
Sales of Scrap, Waste, other goods	200	9	191	200	33	167
Interest, Dividends and rent on land	12 000	6 321	5 679	7 000	1 031	5 969
Financial transactions in assets and liabilities	3 000	2 329	671	300	401	(101)
Total	**18 197**	**11 730**	**6 467**	**9 997**	**3 373**	**6 624**

Table 2: Tariffs

Certification	Tariff R
Replacement and re-issue of a Senior Certificate/National Senior Certificate	141
Changes or amendments on certificate (re-issue)	141
Confirmation document issued prior to the certificate (system generated document)	52
Letter to embassy and authentication of qualifications (work/study abroad)	52
Re-issue of statement results (provincial)	52
Replacement of Standard 6,7,8,9,10 practical certificate	141
Replacement of Teacher's certified statement/diploma	141
Statement for teacher qualifications	52
Verification of qualification prior to 1992 for government organisations	52
Verification of qualification prior to 1992 for non-government institutions	75
Examination Fees	
Re-mark	104
Re-check	25
Viewing	200

Table 3: Programme Expenditure

Programme Name	2021/2022			2020/2021		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	533 322	531 771	1 551	504 063	486 123	17 940
Curriculum Policy, Support and Monitoring	2 115 725	2 091 345	24 380	1 844 561	1 741 905	102 656
Teacher Education, Human Resource and Institutional Development	1 449 059	1 433 120	15 939	1 415 343	1 395 395	19 948
Planning, Information and Assessment	14 709 685	14 696 403	13 282	11 708 938	11 375 084	333 854
Educational Enrichment Services	8 431 469	8 418 602	12 867	7 922 067	7 902 118	19 949
Total	**27 239 260**	**27 171 241**	**68 019**	**23 394 972**	**22 900 625**	**494 347**

Table 4: Expenditure per economic classification

Economic Classification	Financial Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Compensation of employees	542 759	532 013	98.02%
Departmental Operations	1 968 550	1 915 994	97.33%
Specifically and Exclusively appropriated			
School Infrastructure Backlog Grant	2 396 564	2 396 559	100%
Conditional Grants to Provinces for:			
Mathematics, Science and Technology	412 134	412 134	100%
Learners with Profound Disability	242 760	242 760	100%
National School Nutrition Programme	8 115 269	8 115 269	100%
HIV and Allocation Grants	241 914	241 914	100%
Education Infrastructure	11 688 936	11 688 936	100%
Other Transfers	1 630 374	1 625 661	99.71%
Total	**27 239 260**	**27 171 241**	**99.75%**

Virements/roll overs

The savings were realised due to minimal or travel which could not occur within various programmes, as well as other internal projects which are seasonal did not fully utilise their budget. Savings were then shifted to cater for shortfalls in various items, such as write offs and leave gratuities. Machinery and Equipment (Computers) was also catered for as some obsolete computers had to be replaced.

Table 5: Virements/roll overs

From	Amount	To	Amount
Programme 2: Curriculum Policy, Support and Monitoring	(5 250)	Programme 1: Administration	5 250
Programme 4: Planning, Information and Assessment	(864)	Programme 1: Administration	864
Programme 5: Educational Enrichment Services	(2510)	Programme 1: Administration	2 510

Public-Private Partnerships (PPP)

The PPP for the Department of Basic Education head office is in the 12th year of operation. Project deliverables, as per the PPP agreement, continue to be provided.

No new PPP's were entered into.

Unsolicited bid proposals concluded for the year under review: There were no unsolicited bids concluded for the year under review.

SCM processes and systems in place to prevent irregular expenditure: The internal control measures are in place and reflected in the SCM policy. The SCM Policy is also under review to include the latest developments within the SCM environment, processes and systems (e.g. Payment checklists; compliance/ irregular expenditure checklists, standard operation procedures etc.) and officials will be guided on how to implement the instruction notes.

A checklist is used by the Bid Adjudication Committee (BAC) to check the bid's compliance before adjudication of the tenders.

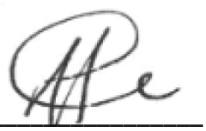
Challenges experienced in SCM and how they were resolved: National Treasury (NT) issued a communication based on the high court ruling regarding PPR 2017 which led to a halt in procurement of goods and service above R30 000 – National Treasury has since granted exemption for procurement of goods and services up to an amount of R1 000 000.

The cancellation of tenders due to the Bids not being compliant with the mandatory requirements as stipulated in the Terms of Reference (ToRs). The Managers participating in the bidding processes (Bid Committees) are being trained to capacitate them with the knowledge of the bidding processes.

Challenges regarding the ICT Equipment deliveries due to COVID-19 pandemic have adversely impacted the efficacy of Information Technology (IT) service delivery in relation to staff members rendering their services remotely from home. This led to budget not being spent in the particular financial year where the financial commitment was made.

Members not forming a quorum during the Bid Specifications meetings remains a challenge. The results therefore lead to delays in finalising the terms of references within a specific quarter.

The matter of members' non-attendance to committee meetings is to be escalated for the attention of senior management. Face-to-face meetings will resume in order to ease challenges experienced during virtual meetings.



Mr HM Mweli
Accounting Officer
Department of Basic Education
September 2022

5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the annual report are consistent.

The annual report is complete, accurate and is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

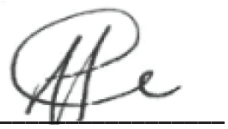
The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information, and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2022.

Yours faithfully



Mr HM Mweli
Accounting Officer
September 2022

6. STRATEGIC OVERVIEW

6.1. Vision

To contribute to a South Africa in which all our people will have access to lifelong learning, education and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

6.2. Mission

To provide leadership in the establishment of a South African schooling system for the 21st century.

6.3. Values

The Department of Basic Education adheres to the following values:

Children

Placing the interests of our children first.

People

Upholding the Constitution, being accountable to the Minister, the Government and the people of South Africa.

Excellence

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

Teamwork

Co-operating with one another and with our partners in education in an open and supportive way to achieve shared goals.

Learning

Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.

Innovation

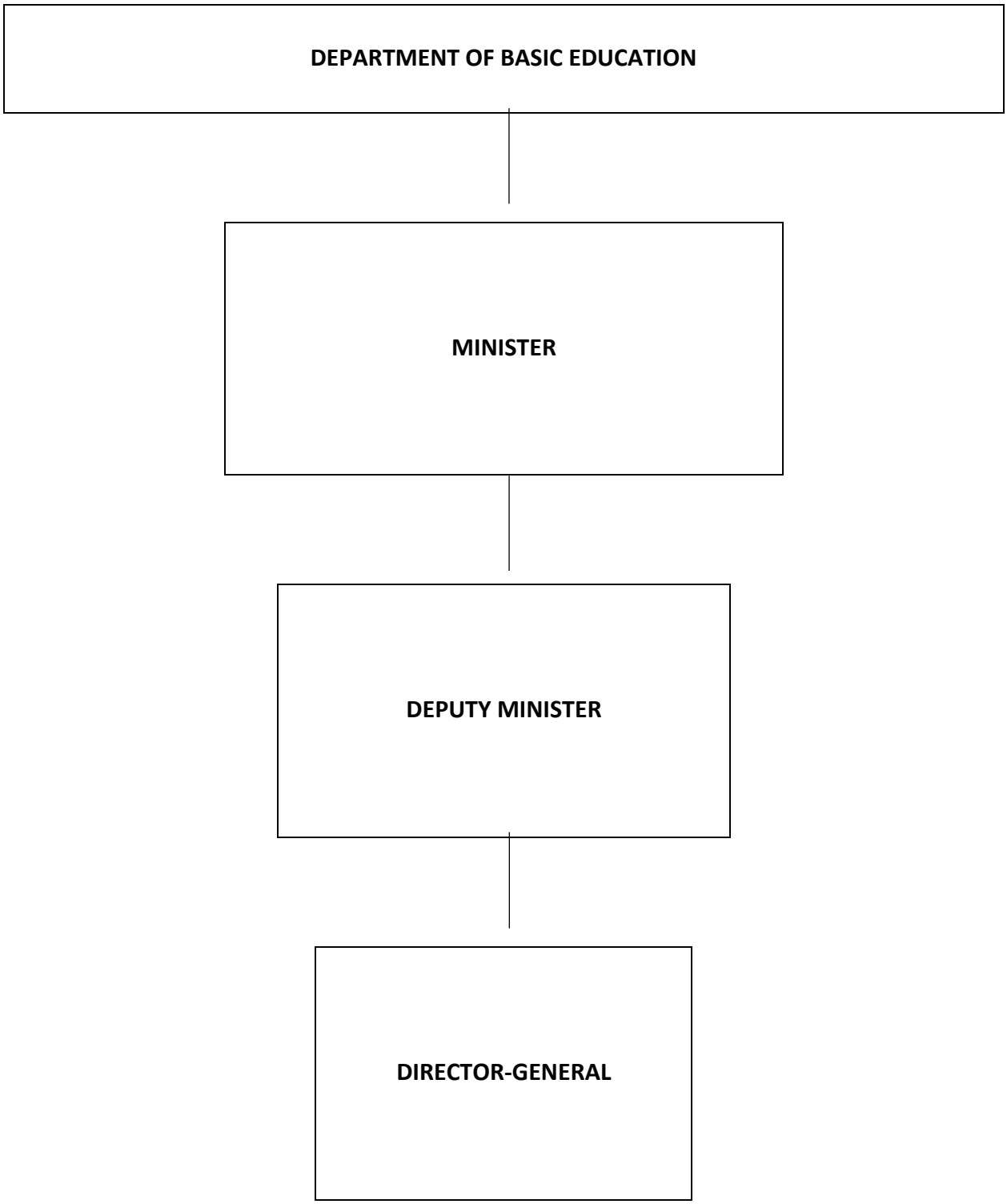
Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

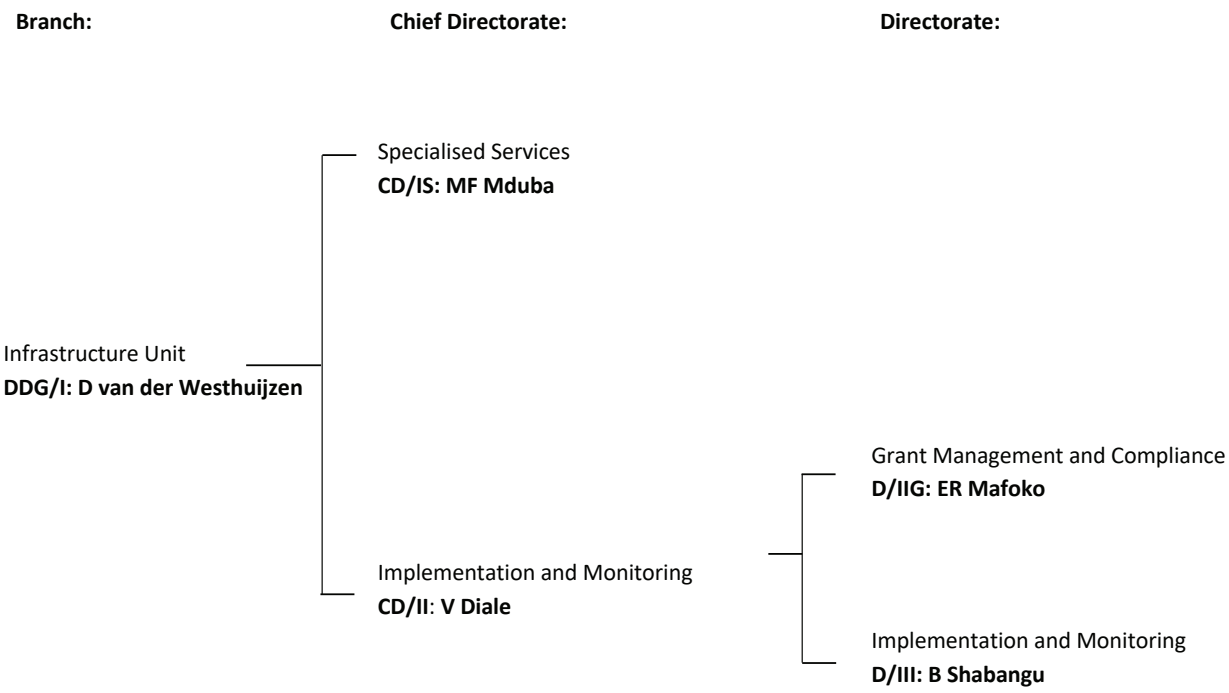
7. LEGISLATIVE AND OTHER MANDATES

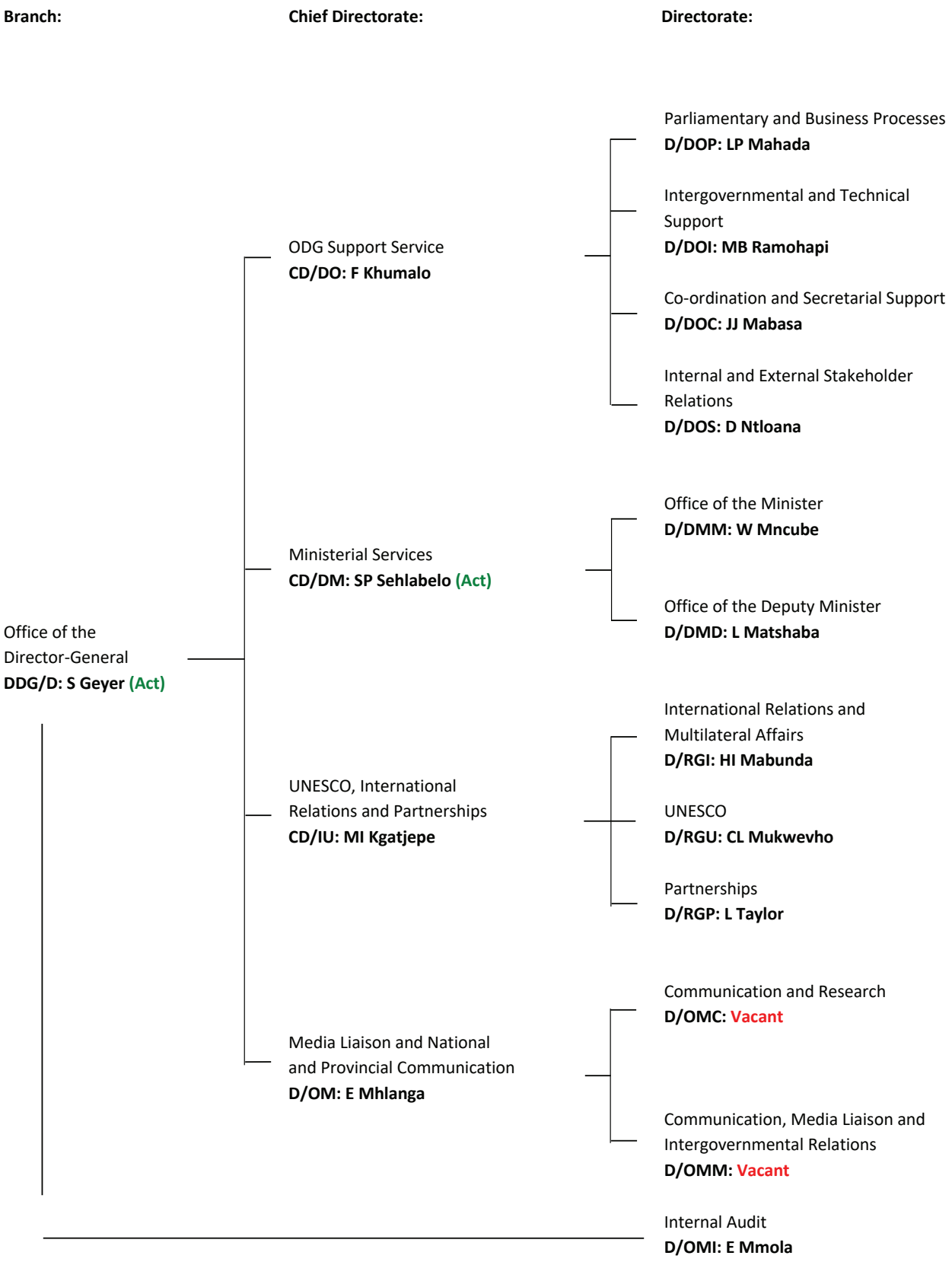
The Department of Basic Education derives its mandate from the following legislation:

- The **Constitution of the Republic of South Africa** requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education;
- The **National Qualification Framework Act, 2008 (Act No. 67 of 2008)** provides for the further development, organisation and governance of the National Qualification Framework;
- The **National Education Policy Act, 1996 (Act No. 27 of 1996)**, which inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Basic Education, and the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that would collaborate in the development of a new education system;
- The **South African Schools Act, 1996 (Act No. 84 of 1996)**, which promotes access to education, promotes quality and democratic governance in the schooling system. It further provides for a uniform system for the governance, funding and organisation of schools;
- The **Employment of Educators Act, 1998 (Act No. 76 of 1998)** regulates the appointments, conditions of service, discipline, retirement and discharge of educators;
- The **South African Council for Educators, 2000 (Act No. 31 of 2000)** regulates professional development of educators and maintains a set of rules to protect ethical and professional standards for educators;
- The **General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)** provide for:
  - the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council;
  - quality assurance in general and further education and training;
  - control over norms and standards of curriculum and assessment; and
  - the issue of certificates at the exit points; and the conduct of assessment.
- The **Children's Act, 2005 (Act No. 38 of 2005)** gives effect to certain rights of children as contained in the Constitution. It set out principles pertaining to child care and protection. It further regulates norms and standards for early childhood development.

8. ORGANISATIONAL STRUCTURE



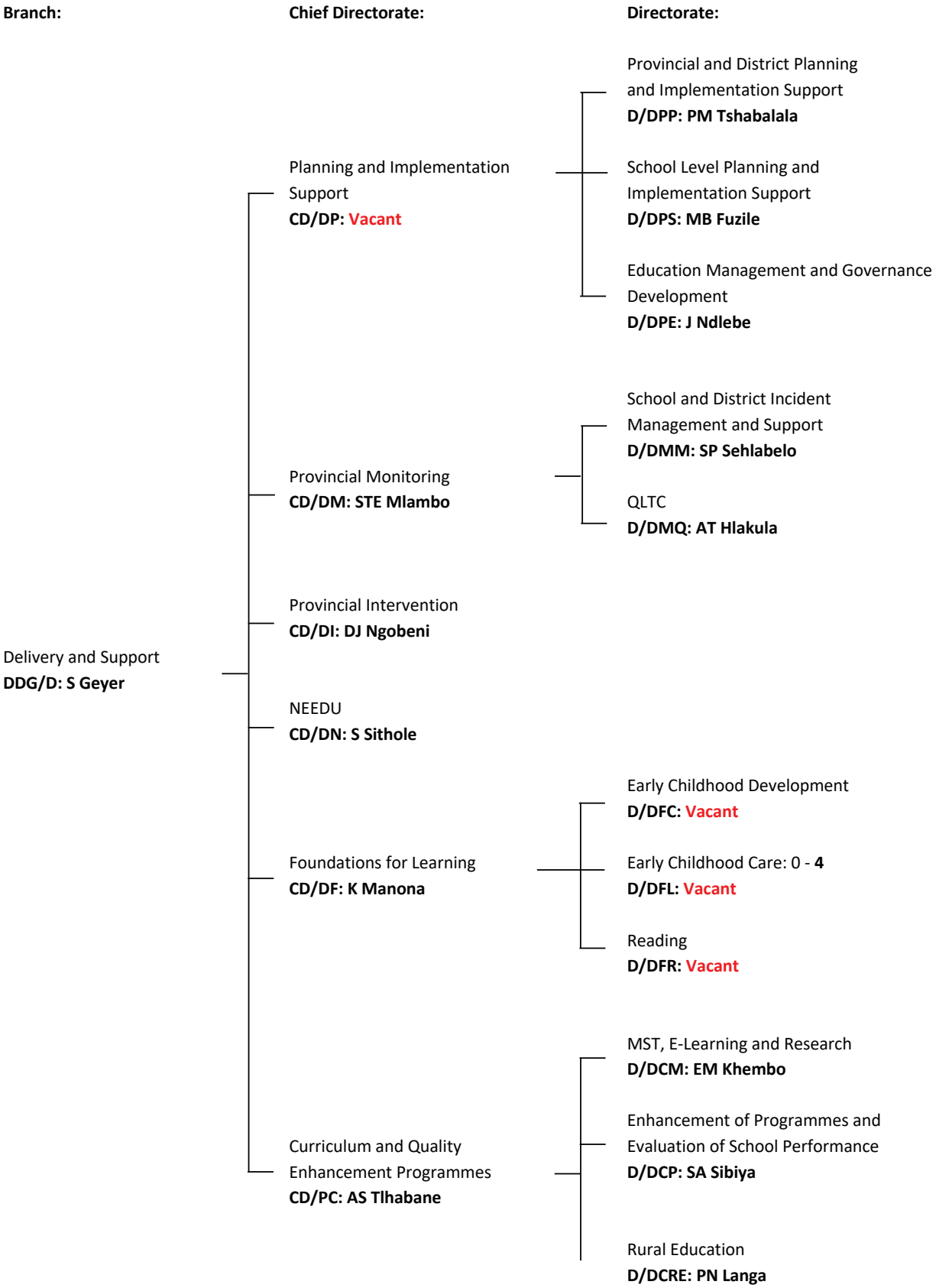

Branch:
Chief Directorate:
Directorate:
Specialised Services
CD/IS: MF Mduba
Infrastructure Unit
DDG/I: D van der Westhuijzen
Grant Management and Compliance
D/IIG: ER Mafoko
Implementation and Monitoring
CD/II: V Diale
Implementation and Monitoring
D/III: B Shabangu

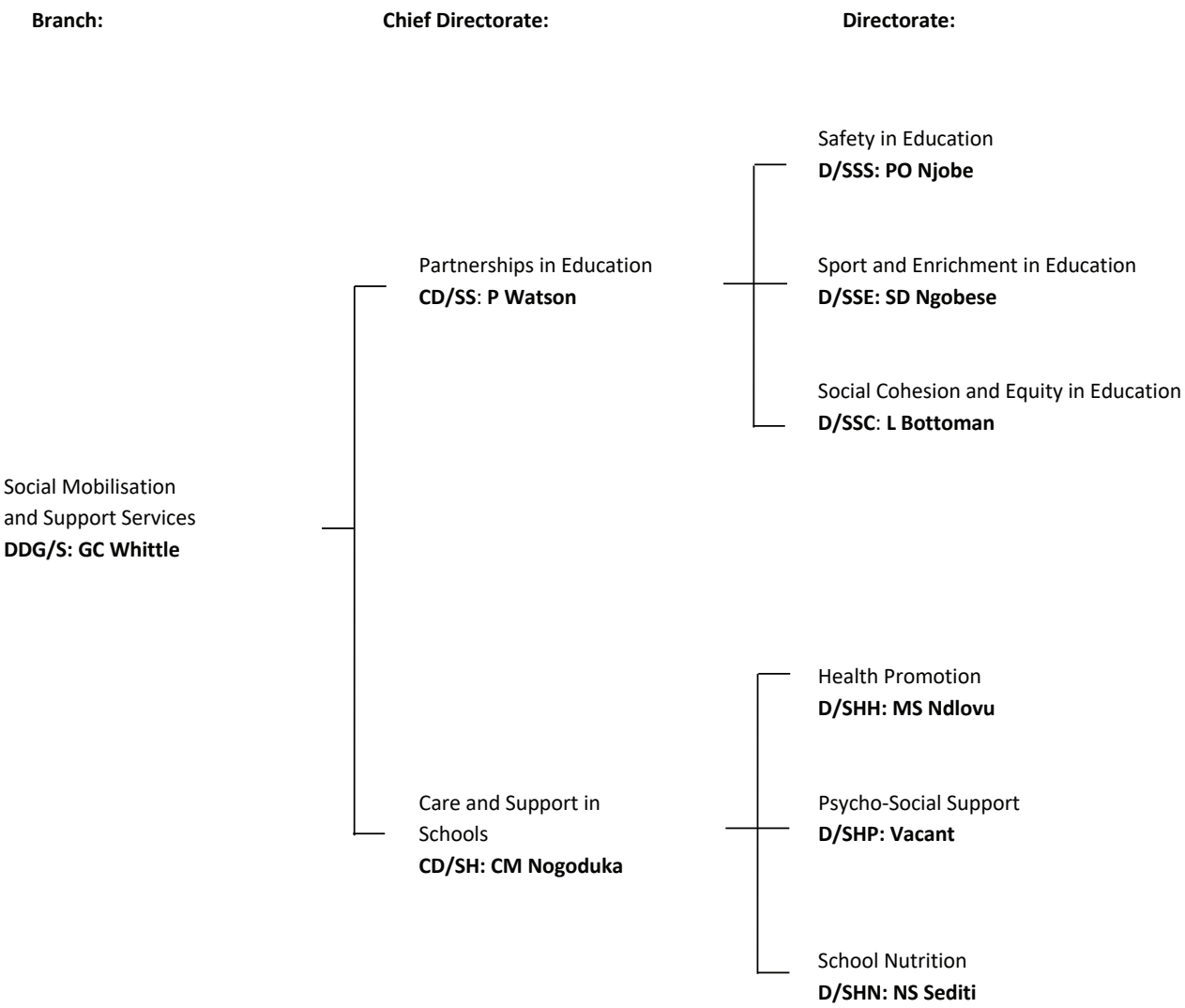

Branch:
Chief Directorate:
Directorate:
Office of the Director-General
DDG/D: S Geyer (Act)
ODG Support Service
CD/DO: F Khumalo
Parliamentary and Business Processes
D/DOP: LP Mahada
Intergovernmental and Technical Support
D/DOI: MB Ramohapi
Co-ordination and Secretarial Support
D/DOC: JJ Mabasa
Internal and External Stakeholder Relations
D/DOS: D Ntloana
Ministerial Services
CD/DM: SP Sehlabelo (Act)
Office of the Minister
D/DMM: W Mncube
Office of the Deputy Minister
D/DMD: L Matshaba
UNESCO, International Relations and Partnerships
CD/IU: MI Kgatjepe
International Relations and Multilateral Affairs
D/RGI: HI Mabunda
UNESCO
D/RGU: CL Mukwevho
Partnerships
D/RGP: L Taylor
Media Liaison and National and Provincial Communication
D/OM: E Mhlanga
Communication and Research
D/OMC: Vacant
Communication, Media Liaison and Intergovernmental Relations
D/OMM: Vacant
Internal Audit
D/OMI: E Mmola

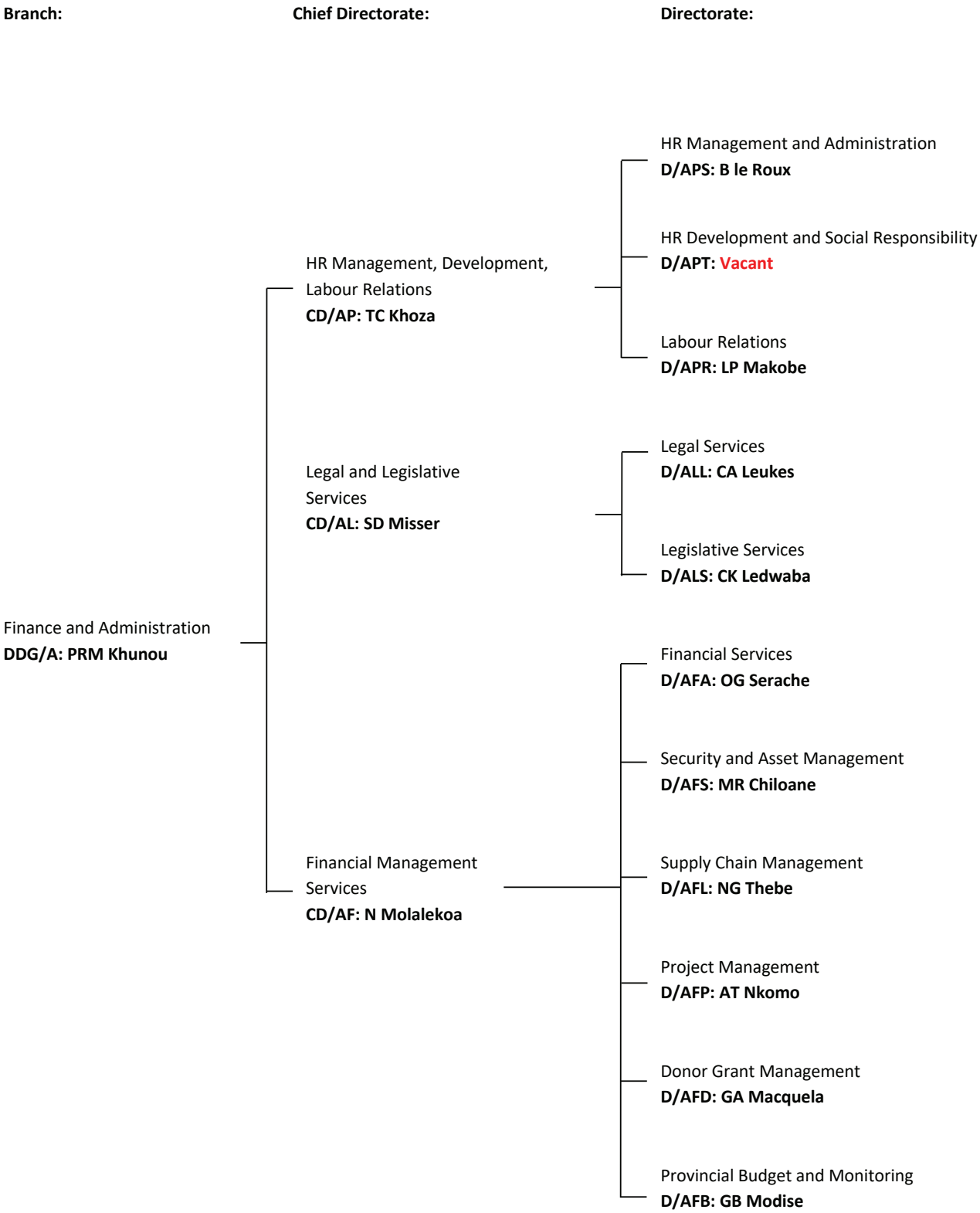
Branch:	Chief Directorate:	Directorate:
Business Intelligence **DDG/B: ATB Mpanza (Act)**	Strategic Planning, Research Evaluation and Monitoring **CD/BP: CO Nuga-Deliwe**	Strategic Planning and Reporting **D/BPS: NL Mbonambi**
		Research Co-Ordination, Monitoring and Evaluation **D/BPR: SGS Taylor**
	Information and Management Systems **CD/BI: ATB Mpanza**	EMIS **D/BIE: A Suleman**
		Government Information Technology Services **D/BIG: TH Dumezulu**

Branch:	Chief Directorate:	Directorate:
Curriculum Policy, Support and Monitoring **DDG/C: MT Simelane (Act)**	Curriculum Implementation and Monitoring **CD/CC: MT Simelane**	Curriculum, Implementation and Quality Improvement (FET) **D/CCS: CT Weston**
		Curriculum, Implementation and Quality Improvement (GET) **D/CCC: MK Modiba**
		Inclusive Education **D/CCI: EJ Ngcobo**
	Public Examinations and Assessments **CD/CP: RR Poliah**	Public Examinations **D/CPP: P Ogunbanjo**
		Assessment **D/CPA: M Chetty**
		Exams and Assessment Systems Administration **D/CPE: HM Visagie**

Branch:	Chief Directorate:	Directorate:
Teachers, Education Human Resources and Institutional Development **DDG/T: SG Padayachee**	Education Human Resources Management **CD/TE: MS Faker**	Education Labour Relations and Conditions of Service **D/TEL: MJ Galorale**
		Education Human Resource Planning, Provisioning and Monitoring **D/THE: L Munday**
		Educator Performance Management and Development and Whole School Evaluation **D/TEP: H Karimulla**
	Education Human Resources Development **CD/TH: MS Pillay**	Continuing Professional Teacher Development **D/THC: Vacant**
		Initial Teacher Education **D/THD: Vacant**
	Curriculum and Professional Development Institute **CD/TC: TE Rabotapi**	Curriculum Research **D/TCR: AE Nkosi**
		Teacher Development Implementation **D/TCI: PK Dikgomo**


Branch:
Chief Directorate:
Directorate:
Delivery and Support
DDG/D: S Geyer
Planning and Implementation Support
CD/DP: Vacant
Provincial and District Planning and Implementation Support
D/DPP: PM Tshabalala
School Level Planning and Implementation Support
D/DPS: MB Fuzile
Education Management and Governance Development
D/DPE: J Ndlebe
Provincial Monitoring
CD/DM: STE Mlambo
School and District Incident Management and Support
D/DMM: SP Sehlabelo
QLTC
D/DMQ: AT Hlakula
Provincial Intervention
CD/DI: DJ Ngobeni
NEEDU
CD/DN: S Sithole
Foundations for Learning
CD/DF: K Manona
Early Childhood Development
D/DFC: Vacant
Early Childhood Care: 0 - 4
D/DFL: Vacant
Reading
D/DFR: Vacant
Curriculum and Quality Enhancement Programmes
CD/PC: AS Tlhabane
MST, E-Learning and Research
D/DCM: EM Khembo
Enhancement of Programmes and Evaluation of School Performance
D/DCP: SA Sibiya
Rural Education
D/DCRE: PN Langa


Branch:
Chief Directorate:
Directorate:
Social Mobilisation and Support Services
DDG/S: GC Whittle
Partnerships in Education
CD/SS: P Watson
Safety in Education
D/SSS: PO Njobe
Sport and Enrichment in Education
D/SSE: SD Ngobese
Social Cohesion and Equity in Education
D/SSC: L Bottoman
Care and Support in Schools
CD/SH: CM Nogoduka
Health Promotion
D/SHH: MS Ndlovu
Psycho-Social Support
D/SHP: Vacant
School Nutrition
D/SHN: NS Sediti


Branch:
Chief Directorate:
Directorate:
Finance and Administration
DDG/A: PRM Khunou
HR Management, Development, Labour Relations
CD/AP: TC Khoza
HR Management and Administration
D/APS: B le Roux
HR Development and Social Responsibility
D/APT: Vacant
Labour Relations
D/APR: LP Makobe
Legal and Legislative Services
CD/AL: SD Misser
Legal Services
D/ALL: CA Leukes
Legislative Services
D/ALS: CK Ledwaba
Financial Management Services
CD/AF: N Molalekoa
Financial Services
D/AFA: OG Serache
Security and Asset Management
D/AFS: MR Chiloane
Supply Chain Management
D/AFL: NG Thebe
Project Management
D/AFP: AT Nkomo
Donor Grant Management
D/AFD: GA Macquela
Provincial Budget and Monitoring
D/AFB: GB Modise

9. ENTITIES REPORTING TO THE MINISTER

The table below indicates the entities that report to the Minister.

Table 6: Public Entities reporting to the Minister

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
South African Council for Educators (SACE)	Registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators	Subsidy for Continuous Professional Training and Development	Registration of educators; professional development of educators; policy, planning and research; and professional ethics.
Umalusi	Development and maintenance of a framework of qualifications for General and Further Education and Training: NQF Level 1–4; and for the attendant quality assurance and certification of such qualifications.	Grant	Qualifications, curriculum and certification; quality assurance of assessment, evaluation and accreditation; and statistical information and research.

PART B: PERFORMANCE INFORMATION

1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to page 247 of the Report of the Auditor-General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 Service Delivery Environment

The 2021/2022 financial year marked the third academic year since the outbreak of the COVID-19 pandemic that continues to threaten and derail the gains of the basic education reforms since 1994. The sector has lost curriculum time due to rotational timetabling and intermittent closures. Within the same period, there has been a loss of leaders in the education sector, teachers, support staff and learners. As a result, the education sector has suffered devastating, long-term effects caused by the pandemic. Through this, the sector needed to build a coherent response on the measures to reboot and rebuild the basic education system. The Department acknowledges that it must do more to support vulnerable learners, increase retention and stem the tide of dropouts. The recognition of a paradigm shift in schooling communities for teachers to be held accountable for poor learner outcomes became an aspect of strengthening. Teachers have also been critical in displaying compassion as the Department services learners that come from diverse communities, child-headed households, high crime levels, unemployment, and various social ills amid the pandemic period. What we think of as remedial is not widespread as within class variations in our schools has increased as a result of the inequalities of access, coverage and eLearning over the period of the pandemic.

In 2021, the DBE was honoured to celebrate and salute the second cohort who wrote the National Senior Certificate under COVID-19 protocols and yet delivered a miraculous achievement of improving performance, enabling a successful gateway to their further studies and the world of work. The challenge of the 2021 cohort was coping with the unknowns of new COVID-19 variants and managing its subsequent effects on learning. The triumph was overcoming learning loss and maintaining high academic discipline. The results of the class of 2021 demonstrate the triumph for the learners who participated and the society that supported them. The response of the Department with the support of parents and their communities to insulate the 2021 class from potential harm, and safeguard their right to education's promise of a better future, has borne positive results.

The Class of 2021 had a number of success stories. There was a significant increase in the number of full-time enrolments in 2021, increasing from 610 484 in 2020 to 733 917 in 2021. This difference of 123 487 candidates allays the concern that there would have been a significant dropout of learners in 2020 and 2021, given the COVID-19 pandemic. There were improvements in Mathematics and Physical Science by more than 3 percentage points over their 2020 counterparts; a testament to government's priority of equipping South African learners with relevant skills and knowledge for a changing world. These improved learner performance trends are in keeping with notable improvement patterns observed at the Grade 5 and Grade 9 levels in the Trends in International Mathematics and Science Study (TIMSS) over the last 10 years. Over the last two (2) years, the government has emphasised that the world of work is changing and the need for entrepreneurial skills is not only desired, but necessary for many candidates to become self-sufficient and successful. It is, therefore, encouraging to note that one of the best performing subjects was Business Studies with more than 80% of candidates achieving a pass score. The overall pass rate in the examination improved and more than a third of candidates who wrote will be able to pursue career interests at a university.

Realising the rights of persons with disabilities is crucial to fulfilling the core promise of the National Development Plan's Vision 2030: to leave no one behind. In 2021, South African Sign Language Home Language (SASL HL) candidates sat for the fourth SASL HL examinations in the National Senior Certificate (NSC) Examinations. A total of 879 learners with special needs attained admission to Bachelor studies, 636 achieved admissions to diploma studies, and 314 achieved admissions to higher certificate studies.

The provision of a dynamic education system keeps abreast with the demands of the fourth industrial revolution. In 2021, Marine Sciences was offered for the first time as an examinable subject in the Grade 12 NSC examinations. Various technical vocational specialisations, Technical Mathematics and Technical Sciences, were offered for the fourth year since their introduction in 2018. A remarkable improvement in the 2021 NSC results was noted in both Technical Sciences and Technical Mathematics. This

bodes well for our recent initiatives for introducing robotics and coding in earlier grades. The success also bears testament to the ongoing and planned initiatives of the Department to build sound foundations in learning from the early years of schooling, building back basic skills in numeracy and literacy and preparing learners adequately for 21st century skills and competencies. This carries the commitment towards ensuring learning is a successful journey that brings enjoyment and the fulfilment from early learning to exit qualifications. The census provided a holistic picture of development outcomes among some of the youngest learners that the DBE would be preparing to take responsibilty for , in partnership with health , social development and COGTA departments.

The DBE in implementing the ECD function shift has launched the ECD National Census. This was an important milestone for the Departments of Social Development and Basic Education. The ECD National Census was meant to highlight opportunities to broaden the access to quality learning for every South African child. The ECD census data and indicators also establish a baseline for assessing the quality of learning through play in South Africa. The key barrier to effective planning in the ECD sector, has been the lack of accurate data on ECD programmes and data systems. There is limited accurate information on ECD delivery, and the lack of empirical data concerning ECD provisioning is hindering informed resource allocation, practitioner support, policy development and planning initiatives. The ECD Census 2021 counted all registered and non-registered ECD programmes to build a data management information system for the ECD sector. During data collection by fieldworkers, a survey research and data science company, visited each ECD programme to conduct interviews with the principal or relevant representative and record observations. The information gathered will be used to integrate ECD into the Education Management Information System (EMIS), and expand education support programmes and play-based learning.

The DBE has embarked on the amendment of legislation to regulate the new ECD landscape. The Government Technical Advisory Centre (GTAC) was appointed to develop a diagnostic report to analyse the powers and functions that will be transferred, as well as the resources that are currently connected to the powers and functions. Based on the report, proclamations were drafted and certified by the Office of the Chief State Law Advisors. The determination of needs that includes the resources in terms of posts, budget and assets that will be transferred from DSD to DBE was done. Both the national and provincial proclamations have been signed by the President and all Premiers respectively. The labour relations process regarding the ECD function shift has also commenced and the item served at the National Implementation Task Team (NITT) of the Public Sector Coordinating Bargaining Council (PSCBC). The item was adopted and subsequently served at the Public Health and Social Development Sectoral Bargaining Council (PHSDSBC) as well as the Educator Labour Relations Council (ELRC). The National Department of Social Development (DSD) has established the departmental Task Team comprising of National DSD officials and organised labour representatives (PSA and NEHAWU) to ensure a seamless transition of the ECD function shift. Affected officials are constantly consulted as the process of consultation is ongoing. The National Macro Organisation of Government (NMOG) submission has also been finalised and signed by the Ministers of Social Development, Basic Education and Public Service and Administration. The Minister of Public Service and Administration has also written to the Minister of Finance to provide a determination. The ECD function shift is effective from 01 April 2022.

Relocation of the roles and responsibilities of the ECD from the DSD to the DBE meant that the DBE was to be responsible for securing sufficient funding for the provision of ECD through an increase of public funds from National Treasury, mobilised resources from development partners, donors and the corporate social investment sector, towards the funding of ECD. A national integrated ECD funding framework was developed to regulate, coordinate and support the mobilisation and coordination of funds towards the attainment of national integrated ECD priorities. Among the 2019-2024 Medium-term Strategic Framework, a greater milestone was to migrate the responsibility for pre-schooling to the DBE and develop and operationalise an ECD planning, funding, registration and information systems. This mandated the DBE to develop a model of payments for ECD programmes (including ECD centres and other modalities of implementation) that distributes public funding to programmes equitably and fairly from 01 April 2022. It also meant that the DBE had to review the subsidy model that was used by the DSD to see whether it is the best way to be supporting ECD programmes. There is broad consensus that the ECD sector remains largely underfunded and is heavily reliant on parents' or caregivers' ability to pay fees and the subsidies provided by the government are limited. It was revealed that in South Africa, roughly five (5) percent of national expenditure, or 1.5 percent of Gross Domestic Product (GDP) is spent on ECD. There is also pressure on the side of the public to finance key areas of ECD, such as early learning, nutrition, and parental support. The DBE has also collaborated with the World Bank on Public Expenditure and Institutional Review (PEIR) to determine the amount of funding that is being spent on ECD by the different spheres of government, as well as the different Government Departments. The ECD PEIR in South Africa will include an expenditure analysis on ECD as well as an institutional analysis of the prioritised ECD outcomes.

The Department has noted that social distancing requirements were a challenge in some schools, but continued to work with the Department of Health and stakeholders to explore solutions in this regard. The resurgence of COVID-19 cases in isolated parts of the country affected operations, resulting in the temporary closures of schools. Other than this, the system has remained stable and functional. The DBE is concerned about the learning losses observed across the system since the emergence of the COVID-19 pandemic in 2020. The unpredicted closures of schools and the unplanned disruptions to teaching and learning, have resulted in the reversal of gains made in the last 20 years. It is, therefore, likely that these learning losses would have been more significant in poorer communities, where children have less access to adequate remote learning opportunities and home support. Research indicates that lost school days, lead to foregone learning losses. International experience confirms learning losses experienced during pandemics lead to long-term adverse effects including learners obtaining lower overall educational value, and ultimately lower lifetime earnings.

The first step towards addressing the crisis of lost learning, is to prevent further disruptions to school time, and prevent other learning losses. The experts have provided an opinion that children are less susceptible to COVID-19 infections. The DBE's efforts are to introduce comprehensive safety protocols in schools. The vaccination of teachers and support staff have created the possibility to keep schools open and a sustained return to regular attendance. The second step is to introduce measures to catch-up on the time as well as the teaching and learning that were lost through the COVID-19 pandemic. Parents and all of the stakeholders in the sector have demonstrated support to the efforts that ensured that education continues without any further delays and / or disruptions. Provinces have made concerted efforts to align their actions and plans with national development priorities of reversing these learning losses, and improving the exposure of some of our youngest learners to quality materials and instruction.

2.2 Service Delivery Improvement Plan

The Department is reporting on the latest service delivery improvement plan. The tables below highlight the service delivery plan and the achievements to date. In the coming financial years, the Department will change its focus from issue replacement/ duplicate matric certificates, as the function will be automated and managed by Umalusi. The Department will continue to play an oversight role for these services. As matric certificates are an important signal of skills, knowledge and competencies covered, post school and further education opportunities rely on being able to obtain duplicate certificates where the orignals have been lost or destroyed by past learners. This service thererofre has the potential to enhance the contribuition of the sector to youth employment outcomes.

Table 7: Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Issue replacement /duplicate matric certificates	Former Matriculants; Employment institutions; and institutions of higher learning	Current time taken to process the applications from the time it is received until it leaves the DBE	Reduce the time taken to process the application from 10 days to seven (7) days	On average, it takes two (2) weeks to issue a replacement /duplicate matric certificate
Statement of results	Former Matriculants	Issued within 2 hours to 95% of the applicants	Issued to all applicants within 2 hours of the application being received	9 346 applications received, 9 346 applications processed within two (2) hours.

Table 8: Batho Pele arrangements with beneficiaries

Current/Actual arrangements	Desired arrangements	Actual achievements
Consultation	The Department communicates with clients via e-mail, post, walk-ins and telephone	Clients are assisted and inputs are received through e-mail, post, walk-ins and telephone.
Access	Clients access the service through walk-ins, call centres and website	All walk-ins, call centres and website enquiries are resolved.
Courtesy	The "SMS" facility to update clients of the progress must be implemented	Clients receive notification on updates of the services
Openness and transparency	Clients are kept informed via letters and telephone. Changes in tariffs are updated on the website.	Changes in tariffs are updated and published on the website. Furthermore, the tariffs are posted at the service centers.

Current/Actual arrangements	Desired arrangements	Actual achievements
Information	Updated information is available on the website, e.g. Application forms, tariffs, and procedures	Application forms, tariffs, and procedures are updated on the website and copies are made available
Redress	Response to complaints via letters/e-mail. Complaints are monitored.	All enquiries are swiftly responded to
Value for money	Issuing and replacement of certificates enables service beneficiaries to gain admission to tertiary institutions and jobs.	The process for issuing and replacement of certificates is available to clients in need
Service Standards	Clients are informed about the services and its turnaround times for services	Services and its turnaround times are published through print and on websites

Table 9: Service delivery information tool

Current/Actual information tools	Desired information tools	Actual achievements
Action Plan to 2024: *Towards the realisation of Schooling 2030*	Maintain the current information tools and develop a Complaints and Compliments mechanism as per DPSA requirements	Indicators in the Action Plan are tracked in the Operational Plans and Annual Performance Plans
Strategic Plan 2020-2025		Outcomes of the Strategic Plan are monitored on an annual basis
Annual Performance Plan 2021/22		Quarterly Performance reports are submitted to DPME and NT. They are further presented to Parliament structures.
Call centre report		Call centre Annual Report is produced annually

Table 10: Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
Telephone (012) 357 3000 Toll-free line: 0800 202 933 Presidential Hotline: 17737 Fax number: (012) 324 4484	100% resolution of all calls	99.2%
Email Callcentre@dbe.gov.za Info@dbe.gov.za Certification@dbe.gov.za	100% resolution of all website enquiries	81%

The DBE is currently at 99.92% of the call resolution rate without any challenges in terms of resolving enquiries. As at 31 March 2022 , there are no backlog cases and resolution rates are well managed. There are 1 305 cases that have been resolved with one (1) outstanding case. A total number of 6 245 website enquiries were received and 5 070 (81%) were finalised while 1 177 (19%) were junk and repeated postings. Enquiries received were related to Matric Certificate Replacement, Home Schooling Information, GDE Online Admissions, ASC Matric Rewrite Examinations and Timetables Collection, Funza Lushaka Bursary and DHET related enquiries.

2.3 Organisational environment

The Department always creates a conducive work environment for all employees. The Department has an efficient and effective Employee Health and Wellness Programme to manage the safety, health and wellness of employees. Officials with personal and work-related problems are supported through counselling within the Department and some are referred for external professional intervention. Those employees with work-related problems are supported through counselling, mentoring, coaching and capacity building programmes. Employees are always encouraged to observe health and safety measures such as COVID-19 regulations. A conducive environment is created for women, people with disabilities, the bereaved employees, women with small children, the youth, people with commodities and victims of gender-based violence.

During the course of the year, the Department prioritised the filling of vacant posts. The following key Senior Management posts were filled:

- Chief Director: Implementation and Monitoring;
- Chief Director: Education Human Resource Development;
- Chief Director: Foundation for Learning;
- Chief Director: Care and Support in Schools;
- Chief Director: HR Management, Development and Labour Relations;
- Director: Curriculum, Implementation and Quality Improvement;
- Director: Enhancement of Programmes and Evaluation of School Performance;
- Director: Financial Services; and
- Director: Security and Asset Management.

These appointments will assist in ensuring adequate human resources for the attainment of the outcomes in the Action Plan to 2024: *Towards the Realisation of Schooling 2030.*

In terms of addressing gender equity at the Senior Management level, the DBE has a ratio of 37.8% female to 62.2% male staff. At the Middle Management Service (MMS) level, the DBE has a ratio of 55.7% female and 44.3% male staff. The overall ratio within the Department totals 60.3% female to 39.7% male staff. In this regard, the Department has exceeded the 50:50 ratios.

The Departmental Recruitment Policy has been revised to require equity statistics to be reported on at SMS post interviews, as well as in submissions to the Minister and Director-General.

The achievement of the 50% female target at SMS level is difficult as there are insufficient male retirements/terminations to allow for females to be appointed at this level. The Department, however, pursues the resolution of this problem continuously through, *inter alia*, the policy of succession planning. Capable female staff from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department arranges courses to create proficiency in various identified areas.

To address competency skills gaps, 317 employees attended skills development and training programmes. This is an ongoing process that is dependent on bi-annual and annual Performance Management and Development System (PMDS) evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Departmental database to gauge the successful application/implementation of skills attained in courses attended.

The DBE has revised the PMDS policy, which was approved in October 2018 and this is being implemented and reviewed by the Department. Assessments and the moderation thereof take place annually. Poor performance is monitored continuously and reports on poor performance in relation to assessments are submitted to the Department of Public Service and Administration (DPSA).

The following services were provided by the DBE through the HR Development and Social Responsibility Directorate:

- 16 counselling sessions;
- 15 officials referred to psychological services;
- One (1) rehabilitation session;
- Counselling for officials diagnosed as HIV-positive; and
- Counselling for two (2) members due to being injured on duty.

2.4 Key policy developments and legislative changes

The Leave Policy is slightly affected by ‘work from home arrangements’ in the sense that, in the financial year 2021/22, fewer employees took vacation leave. However, the Department has informed employees that, where employees failed to take their vacation leave before the end of the leave circle, they will forfeit their leave days, as articulated in the Leave Policy.

3. ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES

DBE Impact Statement: Provide quality basic education for all and lead the establishment and development of a South African schooling system for the 21st century.

The DBE is mandated to implement the Medium-Term Strategic Framework (MTSF) which expresses the government's long-term priorities within a five-year time span. Making progress in the basic education sector requires a continual focus on our long-term targets, while also addressing urgencies as they arise. The DBE is leading on Priority 3: Education, Skills and Health as one of the seven (7) government MTSF priorities. Priority 3 is a shared responsibility between the DBE, Department of Higher Education and Training (DHET) and Department of Health (DoH). Through Priority 3, the MTSF states that government continues to invest in the development of South Africans' capabilities in the education sector.

The **2019-2024 MTSF Priority 3 Outcome Statements led by DBE** are:

- 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; and
- Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach.

The DBE provides a contribution to MTSF Priority 4: Consolidating the social wage through reliable and quality basic services. This positions the government to play a central role in social protection in addressing the critical challenges of eradicating poverty and reducing inequality. The Early Childhood Development function will fully shift to the DBE with effect from 01 April 2022. Priority 4 is led by the Department of Social Development (DSD). It is anticipated that after April 2022 , when the function migrates, the sector departments will more clearly indicate the priorities against a comprehensive sectoral focus on investing the first 1000 days.

The **2019-2024 MTSF Priority 4 Outcome Statements contributed by DBE** are:

- Outcome 1: Increased access to quality ECD services and support;
- Outcome 2: National Integrated social protection information system (NISPIS); and
- Outcome 3: Increased access to development opportunities for children, youth and parents/ guardians.

The DBE contributes to MTSF Priority 6: Social cohesion and safe communities. The MTSF notes that a socially cohesive and safe South Africa requires a series of intersecting interventions that unites the country. To achieve this vision, democratic culture of participation and equality must be instilled, which requires dedicated interventions to address actions that undermine these values. Achieving social cohesion and safe communities requires strengthening the criminal justice platforms, police services and community participation in public policing as noted in the NDP. Priority 6 is led by the Department of Sports, Arts and Culture (DSAC).

The **2019-2024 MTSF Priority 6 Outcome Statements contributed by DBE** are:

- Outcome 1: Fostering constitutional values;
- Outcome 2: Equal opportunities, inclusion and redress; and
- Outcome 3: Promoting active citizenry and leadership.

The **2020-25 DBE Strategic Plan Outcomes Statements** are:

- Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system;
- Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector;
- Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery;

- Outcome 4: Advance the development of innovative and high-quality educational materials;
- Outcome 5: Conduct strategic interventions to assist and develop provincial education systems; and
- Outcome 6: Communicate information to, and partner with, relevant stakeholders in better ways.

The DBE Outcomes 5 and 6 are cross-cutting and relate to how the organisation transacts, communicates, coordinates and leads the sector in achieving the MTSF outcomes.

There has been some significant progress noted in the implementation of Priority 3 Outcomes. School readiness and Early Childhood Development were severely impacted by the COVID-19 pandemic, with substantial disruptions to ECD attendance and subsequently to the financial sustainability of the providers of early learning programmes. However, there were significant developments in the policy landscape which should provide a platform on which to build future improvements in the quality of ECD provision in South Africa. The migration of ECD function from the Department of Social Development to the Department of Basic Education came into effect on 1 April 2022, the ECD Census was completed in February 2022, and the Thrive by Five Index was launched providing a national baseline measure of early learning outcomes at the time of the Department of Basic Education taking over the new function.

Similar to the ECD sector, early learning has also been severely impacted by the COVID-19 pandemic. Learning losses have been measured in the early grades and the evidence suggests that by the end of 2021, the average Grade 4 learner could read roughly as well as the average Grade 3 learner before the pandemic. This means that there has been a loss of learning equivalent to about one year's worth of normal learning. The National Reading Plan has been developed and aims to increase the percentage of children who learn to read with comprehension by the age of 10 by providing detailed lesson plans for home language literacy in Grades 1 - 3, additional graded reading materials and substantial training and on-going support to teachers. Work has begun on developing some of these components but they are yet to be rolled out on a wide scale. The provision of training for all teachers in language and mathematics has also not yet been addressed on a large scale. A new curriculum has been developed for Coding and Robotics and Umalusi has evaluated the new curriculum. Inputs from the evaluation are currently being considered by the DBE for final approval.

Most of the indicators about the state of youth preparedness beyond Grade 9 have seen some progress since 2019 but with significant limitations in what has already been achieved. For example, the General Education Certificate (GEC) has been piloted but requires substantial design work before it is ready to be implemented on a national scale. Similarly, a new systemic evaluation system has been developed but the reports on the piloting of this system are still to be completed and released. This means that although accountability frameworks such as the QMS are in place, there is limited accountability for learning outcomes at the primary school level.

It is important to note the strong NSC results of 2021 despite the pandemic. More candidates have written the NSC than ever before, and the pass rate, as well as the number of bachelor's passes, are unprecedented. However, as the table shows there are some significant gaps in achieving the MTSF targets such as expanding the participation of black learners in technical subjects in Grades 10 to 12.

Significant progress has been made in rolling out appropriate school physical infrastructure, in particular through the ASIDI and SAFE programmes. However, progress in rolling out internet connectivity and providing schools with access to ICT devices has been slow. Stronger coordination with the Department of Communications and Digital Technologies (DCDT) will be enhanced to improve progress over the MTSF period.

The AGSA assessed alignment against these outcomes , and largely noted the high degree of alignment apart from newly reported areas which could not be included in the APP before the promulgation of ECD for instance. Nevertheless, provincial education department are alerted to the MTSF areas in need of support and prioritisation.

The following table represents a summary of the details in the matrix which follows the mapping of all the DBE Strategic Plan outcome areas, key outputs and indicators to each MTSF outcome and the MTSF outcome indicator.

Table 11: Mapping of all the DBE Strategic Plan outcome areas, key outputs and indicators

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 1	Migrate the responsibility for pre-schooling to the DBE	1.1. Amendment of legislation to regulate the new Early Childhood Development (ECD) landscape	Presidential and provincial Proclamations gazetted by 2022 and migration concluded by 2024	Outcome 1	No Strategic Plan indicator required		2.1.5 Amend legislation to regulate the new ECD landscape	Approved National Report on the amended legislation to regulate the new ECD landscape	Proclamations signed and gazetted; Migration came into effect 1 April 2022.
Outcome 1	Develop and operationalise an ECD planning, funding, registration and information systems	1.2. Develop new funding models for ECD delivery	Approved funding model by 2023	Outcome 1	No Strategic Plan indicator required		2.1.6 A National Report is produced on the development of a new funding model for ECD	Approved National Report on the development of a new funding model for ECD	Funding model under development
Outcome 1	Develop and operationalise an ECD planning, funding, registration and information systems	1.3. Operationalise an ECD Education Management Information System (EMIS)	ECD Education Management Information System operational by 2024	Outcome 1	No Strategic Plan indicator required		2.1.7 A National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	ECD Census to be completed and launched by May 2022
Outcome 1	Develop and operationalise school readiness assessment system	1.4. School readiness assessment system	School Readiness Tool Assessment system operational by 2022	Outcome 1	1.3 Improve the proportion of Grade R learners that are school ready by 2024	15% increase off the baseline that will be established in 2022	4.2.7 A National Report is produced on developing and operationalising a school readiness assessment system	Approved National Report on the First Early Learning National Assessment	The DBE has worked in partnership with Innovation Edge in developing the Language and Mathematics assessment tools. The Innovation Edge will assist the DBE in analysing the data collected, finalising the assessment instruments for the next cycle and compile an ELNA. The First ELNA was undertaken

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 2	Drawing from the lessons of the Early Grade Reading Study (EGRS) and other research, roll out best practices, such as lesson plans, graded reading books, individualised coaching of teachers, and other innovations	2.1. Lesson plans for home language literacy in Grades 1-3 have been developed in all languages	All languages have Grade 1-3 home language literacy lesson plans				2.3.6 The number of schools monitored for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1-4	10	10 different schools are monitored each financial year. In 2021/22 six (6) languages (Sepedi, Setswana, IsiNdebele, English and IsiZulu) were monitored on lesson plans and contributions to teaching and learning.
Outcome 2	Drawing from the lessons of the Early Grade Reading Study and other research, roll out best practices, such as lesson plans, graded reading books, individualised coaching of teachers, and other innovations	2.2. National Reading Plan for primary schools implemented	All provinces implementing National Reading Plan				2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	All PEDs have submitted reports on the implementation of the National Reading Sector Plan
Outcome 2	Implement innovative assessment approaches such as the Early Grade Reading Assessment (EGRA) so that teaching is facilitated	2.3. All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3	100% of schools have received the Early Grade Reading Assessment tools	Outcome 3	No Strategic Plan indicator required		2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment	18	Phase 4 of 5 EGRA provision complete. Phase 5 is in the procurement stage.
Outcome 2	Invest in the development of reading material in indigenous languages for academic purposes, including workbooks	2.4. Availability of reading material for Grade 3 learners in indigenous languages	100% of Grade 3 learners who learn through indigenous languages have graded reading books	Outcome 4	4.2 Improve the availability of quality early reading materials for teaching Home Language Literacy in indigenous languages	100% of Grade 3 learners who learn through indigenous languages have graded reading books	2.2.1 Number of schools monitored on the implementation of the reading norms	18	School Monitoring Survey 2022 to provide data. An administration system is being developed to monitor the granular provisioning at the school level.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 2	Professional teacher development provided for teaching, reading and numeracy	2.5. Percentage of Foundation Phase teachers trained on teaching reading	100% of Foundation Phase teachers trained in teaching reading and numeracy				2.2.6 An Annual Sector Report is produced 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	Variety of training for the Foundation Phase happened but full-scale training of teachers in both reading and numeracy is still underway towards 2024.
Outcome 2	Enrol children with disabilities in appropriate formal education programmes	2.6. Number of educators trained in inclusion	All special schools have access to required therapists by 2024				2.4.1 An Annual Sector Report is produced on the number of teachers trained in inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	For the period under review, a total of 3 530 teachers were trained on inclusion. More teachers were trained on inclusive programmes (3 412) and 55 have been trained in Braille and 70 have been trained on Autism.
Outcome 3	Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training	3.1. Number of districts in which teacher development has been conducted as per district improvement plan	2024: all districts				4.3.6. Number of districts in which teacher development has been conducted as per district improvement plan	60	District Improvement Plans are submitted to reflect teacher development plans. Comprehensive data on Teacher Development conducted per phase, subject, and district over time against the demand to be provided after assessment.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 2	2.1 Improve learning outcomes in Grade 6 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 6 performance in the new Systemic Evaluation: Mathematics - Literacy: (Targets to be determined after first assessment)	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	500	Data collection has already been undertaken and reports are yet to be released by early 2023
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 2	2.2 Improve learning outcomes in Grade 9 in critical subjects reflected through the new Systemic Evaluation by 2024.	Grade 9 performance in the new Systemic Evaluation - Mathematics - Literacy: (Targets to be determined after first assessment)			
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 3	3.1 Improve the proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	Grade 3 performance in the new Systemic Evaluation: Reading: (Targets to be determined after first assessment)			
Outcome 3	Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	3.2. New Systematic Evaluation is operational	In all provinces	Outcome 2	No Strategic Plan indicator required		4.2.6 A National Report is produced on learning outcomes linked to the National Assessment Framework	2021 PIRLS progress report; and 2019 TIMSS Grades 5 and 9 reports developed	PIRLS and SEACMEQ are not available due to the postponement of studies a year after the scheduled date

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 3	Build on past successes in improving learner access to textbooks and workbooks with a view to ensuring that no learners are without the books they need	3.3. Percentage of learners with access to required Mathematics and English First Additional Language (EFAL) textbooks in Grades 6 and 9	2024: 100%		No Strategic Plan indicator required		2.3.5 An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6 and 9	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	School Monitoring Survey 2022 to provide data. An administration system is being developed to monitor granular materials provisioning at the school level.
Outcome 3	Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession	3.5. Percentage of Funza Lushaka bursary holders placed in schools within six (6) months upon completion	90% by 2024		No Strategic Plan indicator required		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	4	82% in December 2020. 76% in December 2021.
Outcome 3	Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools	3.6. A better accountability system for district and school management agreed	A fully functional system is in place by 2024	Outcome 2	No Strategic Plan indicator required		3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	100% of 1 000 sampled schools	QMS exists mainly to provide accountability for performance and management, but accountability for learning is still not in place at the level of the school, especially in primary grades
Outcome 3	Introduce the General Education Certificate (GEC) in Grade 9, in part to facilitate movement between schools and Technical and Vocational Education and Training (TVET) colleges	3.7. A policy pertaining to the Conduct, administration and management of the General Education Certificate ready in Grade 9	First GEC examinations piloted by 2022		No Strategic Plan indicator required		2.1.12 An Annual Sector Report is produced on the implementation of the General Education Certificate (GEC)	Approved GEC pilot study report developed	Some aspects of the GEC were piloted in 2021. Pilot studies will continue to 2024.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 4	Increase access among historically disadvantaged learners to "niche" subjects such as those focusing on engineering and computing	4.1. Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning)	Coding, robotics and other 4IR subjects in place by 2024		No Strategic Plan indicator required		No Annual Performance Plan indicator		The new curriculum was sent to Umalusi for evaluation. Inputs from the evaluation are being considered by the DBE for final approval.
Outcome 4	Programmes for improvement of teacher subject knowledge and teaching skills	4.2. Number of teachers trained in Mathematics and language content and methodology	All teachers qualifying for training trained by 2024	Outcome 3	No Strategic Plan indicator required		3.2.2 A National Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	43 486 teachers trained in 2019-2021. Limited data on the full-scale of teachers qualifying for the training, and need.
Outcome 4	Programmes for improvement of teacher subject knowledge and teaching skills	4.2. Number of teachers trained in Mathematics and language content and methodology	All teachers qualifying for training trained by 2024	Outcome 3	No Strategic Plan indicator required				
Outcome 4	Better opportunities for second-chance NSC (improved) pass	4.3. Programmes implemented to enhance performance in second chance NSC pass 4.6. Number of learners achieving subject passes towards a matric qualification **(new)**	All programmes fully functional 60 000 learners by 2024	Outcome 1	No Strategic Plan indicator required		2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year	June NSC: 3649 June SC: 18 973 November: 40 303 Total: 62 925	62 295 in 2021. However, not enough black and coloured learners taking/passing niche technical subjects

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 4	Three Stream Model introduced to cater differently talented learners	4.4. Percentage of Schools of Skills implementing technical occupational curriculum Number of ordinary schools implementing technical occupational curriculum	100% of schools by 2024 1 007 schools by 2024	Outcome 1	No Strategic Plan indicator required		2.1.13 An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream	Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22	66% (74/112) of Schools of Skill have piloted the Occupational Stream in 2021.
Outcome 4	Focus Schools introduced to nurture talent across different disciplines	4.5. Number of Focus Schools for high-tech, maritime, aviation, arts and science	5 Focus Schools rolled out by 2024		No Strategic Plan indicator required		2.4.4 An Annual Sector Report is produced on the establishment of Focus Schools per PED	Approved Annual Sector Report is produced on the establishment of Focus Schools per PED.	Guidelines for the Establishment and Management of Focus Schools was finalised after consultations with PEDs in March 2022
Outcome 5	Number of schools built through ASIDI completed and handed over for use by 2024	5.1. Number of ASIDI schools completed and handed over for use	122 additional ASIDI schools completed and handed over for use (cumulatively 337 by 2024)	Outcome 1	No Strategic Plan indicator required		4.1.1 Number of new schools built and completed through ASIDI	23	81 have already progressed to practical completion over the MTSF period.
Outcome 5	Proportion of schools identified through the Sanitation Appropriate for Education (SAFE) project provided with appropriate sanitation facilities	5.2. Number of schools that are provided with appropriate sanitation facilities through the SAFE Initiative	3 898 schools completed by 31 March 2022	Outcome 1	No Strategic Plan indicator required		4.1.2 Number of schools provided with sanitation facilities	1 026	1 425 have already progressed to practical completion over the MTSF period.
Outcome 5	Leverage ICT related programmes to support learning	5.3. Number of special and multi-grade schools with access to electronic devices (including tablets)	Target to be determined after the survey	Outcome 3	No Strategic Plan indicator required		2.3.7 Number of special schools with access to electronic devices	13	214 special schools already provided with devices and ICT in 2020 – 2021.

2019-2024 MTSF Outcome Statements	2019-2024 MTSF Output Statements (Interventions)	2019-2024 MTSF Output Indicators	2019-2024 MTSF Output Targets	2020-25 Strategic Plan Outcomes Statements	2020-25 Strategic Plan Outcomes Indicators	2020-25 Strategic Plan Five-year Targets	2021/22 DBE APP indicators	2021/22 Achievements	Progress on achievement of the five-year targets
Outcome 5	Leverage ICT related programmes to support learning	5.4. Schools with access to ICT devices	All provinces meet their targets for ICT devices including tablets	Outcome 4	4.1 Increase the percentage of schools with access to functional internet connectivity for teaching and learning connected through different options working with the Department of Telecommunications and Postal Services (DTPS).	90% to be connected for teaching and learning (DTPS and Private sector)	2.3.1 Number of schools per province monitored for utilisation of ICT resources	27 (3 per province)	36 Schools in 2021/22. Heavy reliance on stakeholder and partnership support as there are budget deficits in this programme.
Outcome 5	Leverage ICT related programmes to support learning	5.5. Digitised textbooks on devices	Digitise all state-owned textbooks	Outcome 4	No Strategic Plan indicator required		No Annual Performance Plan indicator		Successfully digitised all available state-owned resources developed by the Learning and Teaching Support Materials (LTSM) Directorate http://dbecontent.bhelela.com/FETContent.php
Outcome 5	Leverage ICT related programmes to support learning	5.6. Develop provincial infrastructure planning and monitoring capacity (including the Education Facility Management System (EFMS)	System will be operational by 2022 in all provinces		No Strategic Plan indicator required		No Annual Performance Plan indicator		Takeover and implementation of the EFMS were completed in February 2021 and are operational and hosted by SITA.
Outcome 5	Leverage ICT related programmes to support learning	5.7. Connect all schools working with Department of Communications and Digital Technologies (DCDT) using different forms of connectivity			No Strategic Plan indicator required		No Annual Performance Plan indicator		A total of 74,2% of schools have some form of connectivity

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Education sector does not have Standardised Output Indicators (SOIs) for 2021/22. However, the PEDs were encouraged to include the agreed indicators in their Annual Performance Plans for uniformity in terms of monitoring sector priorities in time for the deadline set by the DPME for adoption as not all provinces approved adoption by the deadline.

Despite the number of meetings, starting in 2017, the sector has negotiated the standardisation and the processes followed are summarised below.

54 Programme Performance Measures (PPMs) were adopted at the Heads of Education Departments Committee (HEDCOM) Subcommittee on 6 October 2017. PEDs that had not submitted approval letters were reminded to do so by 20 October 2017. It was agreed at the HEDCOM of 05 December 2017 that the Director-General would hold a meeting in the new year with PEDs to engage on the PPMs. Province specific issues were presented at the meeting. HEDCOM members did not adopt the PPMs and it was agreed that there will be a meeting to resolve PPMs on 13 April 2018. On 6 February 2018, Provinces presented some of the PPMs incorporated within the Second Draft 2018/19 Annual Performance Plan in responding to the MTSF. On 7 March 2018, the PPMs analysis presentation served at HEDCOM Sub-Committee and PEDs approved 17 out of 19 newly aligned PPMs. There was no unanimous agreement and there was no standardisation due to two PEDs opting to provincialise. This necessitated that 2017/18 PPMs be confirmed as 2018/19 PPMs.

In December 2018, HEDCOM resolved that a special Task Team be established to review 2019/20 PPMs to narrow the differences between DBE, PEDs and the DPME in relation to AGSA recommendations and to establish a common understanding with the DPME on what is expected from DBE, PEDs, districts and schools. The suggestion was to exempt some problematic PPMs from being audited. At the HEDCOM Subcommittee on 6 June 2019, the meeting noted that the inability to reach a consensus on PPMs has resulted in non-standardisation for the sector for 2019/20. Members then discussed PPMs at a high level with suggestions taken on whether to retain, amend or remove the individual PPMs. This was in preparation for 2020/21 standardisation and finalisation. The standardisation could not be finalised despite the processes that were followed.

The HEDCOM Sub-committee on PME held on 3 June 2020 agreed that a working group with representatives from the PEDs would be established and convene to agree on a set of SOIs for the 2021/22 financial year. A virtual meeting (working group) was held on 19 June 2020 with eight (8) PEDs represented, except for Mpumalanga, though all were invited. The purpose of the meeting was to review and refine the aim of standardisation and inclusion of 39 SOIs in provincial APPs in 2021/22. The draft 2021/22 SOIs were sent to the PEDs on 14 August 2020 for submission of inputs on 24 August 2020, but there were no inputs received.

Letters approved by the Director-General were sent to the HoDs on 21 September 2020 to note the decisions and agreements of the sector in relation to the 2021/22 SOIs in their plans. The PEDs were also requested to include inputs emanating from the 2019/20 audit on the SOIs document as a final opportunity to incorporate any issues from the 2019/20 audit, when the PEDs respond by 29 September 2020. The PEDs submitted their inputs, except for the Eastern Cape Education Department. Inputs from all PEDs were consolidated into the final document, indicating what was incorporated and what was not, with reasons.

The analysis revealed that only three (3) indicators were agreed on by all the PEDs without issues raised. Consultations were held with individual PEDs to get sufficient consensus on indicators that the majority had agreed to increase the number of SOIs in the sector.

As a result of consultations by Planning colleagues, the agreement on SOIs increased from three (3) to twenty (20), which were then approved by the Director-General with letters to HoDs on 6 November 2020. The approved SOIs were submitted to the Department of Planning, Monitoring and Evaluation (DPME) on 6 November 2020 and the DPME requested letters from all the PEDs confirming the adoption of the same.

A total of seven (7) PEDs submitted adoption letters (Gauteng, Limpopo, Northern Cape, Eastern Cape, KwaZulu-Natal, North West and Free State). The two (2) outstanding provinces are Western Cape and Mpumalanga. This resulted in the sector not having approved SOIs in the 2021/2022 financial year as SOIs that are developed and agreed had to be signed off / approved by all nine (9) provincial HoDs until such time the set standardised indicators are not considered as final.

During the 2021/22 financial year, the sector approved 20 SOIs that will be applicable for implementation and reporting in the 2022/23 financial year.

4. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

4.1 PROGRAMME 1: ADMINISTRATION

4.1.1 PURPOSE

The purpose of Programme 1 is to provide strategic leadership, management and support services to the Department.

4.1.2 LIST OF SUB-PROGRAMMES

Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Legal and Legislative Services.

4.1.3 LIST OF INSTITUTIONAL OUTCOMES

Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.

4.1.4 PROGRAMME OVERVIEW

The Programme: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The Department contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. Key processes are continuously strengthened to support the Department in respect of administrative procedures and systems.

Outcomes, outputs, output indicators, targets and actual achievements

HR MANAGEMENT, DEVELOPMENT, LABOUR RELATIONS

HR Management and Administration

Achievements:

In line with the Department of Public Service and Administration's (DPSA's) Circular No 5 of 2022, all staff members have resumed normal working hours and are functioning at 100% capacity, in adherence to established safety protocols.

Organisational Structure: The approved organisational structure was submitted to the Ministry of Public Service and Administration (MPSA) for concurrence on 15 March 2022.

Recruitment: 86 posts were advertised during this financial year, i.e. from 1 April 2021 to 31 March 2022, as follows:

- Nine (9) posts were re-advertisements;
- Five (5) key Senior Management Services (SMS) posts were filled;
- 22 lower-level posts were filled; and
- 50 posts are in the process of receiving applications, being captured, shortlisted or interviewed.

Performance Management and Development System (PMDS):

Performance Agreements: A communication to inform staff member of their obligation to submit their Performance Agreements for the 2022/23 assessment period was sent on 17 March 2022.

Annual Assessments: The moderation of the annual assessments of all DBE staff members, including Deputy Directors-General (DDG's) have been finalised and performance bonuses were paid to qualifying staff members.

Financial Disclosures of Interest:

2021/22 Financial Year: A 100% submission of financial disclosures from SMS Members were achieved on 30 April 2021, i.e. the period covering the 2020/21 financial year.

91% submission of financial disclosures were achieved for the category "*Other Designated Employees*", i.e. officials appointed as Middle Management Services (MMS) Members (salary levels 11 and 12) and all staff appointed in the Finance and Supply Chain Directorates.

Final written warning letters were issued to the outstanding 9% of officials in this category, who failed to submit their financial disclosure of interests in time. Formal disciplinary processes are in progress for those officials who failed to disclose, even after being alerted to the fact that the disclosure of their financial interests is compulsory. A report to the DPSA was signed by the Director-General on 13 March 2022.

2022/23 Financial Year: An explanatory letter addressed to all SMS Members, reminding each of their obligation to disclose their financial interests for the period 1 April 2021 until 31 March 2022, by no later than 30 April 2022, as well as the steps to follow when registering on the eDisclosure System, was signed by the Director-General and emailed to all SMS Members on 17 March 2022.

Other Remunerative Work and Gift Register: News Flashes regarding Other Remunerative Work and the Gift Register are issued to employees quarterly.

Applications for Work Outside the Department are continuously being processed within 30 days of receipt. Approval is obtained and Approval Certificates are issued to the respective officials.

HR Development and Social Responsibility

Achievements:

Skills Development and Training: During the 2021/22 financial year, 317 employees attended skills development training and 20 programmes were conducted as per the following table:

Table 12: Skills Development and Training

NO.	COURSE NAME	INSTITUTION	TRAINING DATES	NO. OF OFFICIALS	AMOUNT
1	Bid Committee (PFMA)	National School of Government (NSG)	11-15 October 2021	40	R296 500.00
2	Construction Contracts	University of Pretoria	15-19 November 2021	10	R186 875.00
3	Creative Writing	Centrixo Holdings	07-10 December 2021	10	R97 980.00
4	Employment Equity	Lemark Training and Development	30-31 August 2021	30	R87 975.00
5	Executive Coaching	National School of Government (NSG)	18 March 2022	1	R12 960.00
6	Mentoring for Public Service Managers	National School of Government (NSG)	09-11 February 2022	9	R72 240.03
7	MS Excel (Advanced)	Pearson Corporate Training	14-16 April 2021	15	R79 500.00
8	POPI Act Training	Nduna Project Consulting	On-line	100	R148 000.00
9	Project Management (Basic)	National School of Government (NSG)	17-21 January 2022	16	R134 880.00
10	Report Writing (Advanced)	Basitsana Consulting	17-18 March 2022	15	R68 982.75
11	Sign Language	Basitsana Consulting	08-11 May 2021	17	R136 830.45
12	Skills Development Facilitator	Regenesys Business School	14-18 February 2022	16	R91 200.00
13	The Joint Building Contract Committee	The Joint Building Contract Committee	01-03 December 2021	19	R183 350.00
Total				**298**	**R1 597 273.20**

Table 13: NSG Non-Funded on-line Skills Programmes

NO.	COURSE NAME	INSTITUTION	TRAINING DATES	NO. OF OFFICIALS	AMOUNT
1	Ethics in the Public Service	National School of Government (NSG)	On-line	5	R0.00
2	Introduction to Leading Change	National School of Government (NSG)	On-line	1	R0.00
3	Introduction to Strategic HRM	National School of Government (NSG)	On-line	1	R0.00
4	Introduction to Strategic Planning and Management	National School of Government (NSG)	On-line	1	R0.00
5	Policy and Procedure on Incapacity Leave and Ill-health Retirement (PILIR)	National School of Government (NSG)	On-line	1	R0.00
6	Public Service SMS Pre-entry Programme	National School of Government (NSG)	On-line	6	R0.00
7	Writing for Government: Basic Writing Skills	National School of Government (NSG)	On-line	4	R0.00
Total				**19**	**R0.00**

The Annual Training Report 2021/22 and Workplace Skills Plan 2021/22 were submitted to Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and Public Service Sector Education and Training Authority (PSETA) respectively on 30 April 2021.

The Human Resource Development (HRD) Implementation Plan and HRD Monitoring Report, as well as the five-year HRD Strategic Plan, were submitted to the DPSA on 31 May 2021.

The report on the Implementation of the Directive on Compulsory Capacity Development, Mandatory Training Days, Minimum Entry Requirements and Competency-Based Assessment for SMS was submitted on 31 July 2021.

Induction: 24 officials attended internal induction.

Bursary: Currently the Department has 77 bursary holders. 61 are recurring bursary holders and 16 were awarded bursaries for the 2022 academic year.

Three (3) officials have completed their studies and graduated.

Internship and Learnership: Currently, the Department has 24 interns, appointed as follows:

Table 14: Internship and Learnership

Branch	Directorate	Male	Female	Start date	End date
Branch A	Security and Asset Management	1	3	2020/06/15	2022/06/14
Branch A	Legal Services	0	1	2021/04/01	2022/03/31
Branch A	Supply Chain Management	2	3	2021/04/01	2023/03/31
Branch I	Infrastructure	2	4	2021/02/01	2023/01/31
Branch D	Rural Education	1	2	2021/04/01	2022/03/31
Branch D	Quality Learning Teaching Campaign	0	1	2021/04/01	2022/03/31
Branch ODG	Communication and Research	0	1	2021/04/01	2022/03/31
Branch ODG	Internal Audit	0	1	2021/04/01	2022/03/31
Branch S	School Nutrition	1	0	2021/04/01	2022/03/31
Branch S	School Safety	0	1	2021/04/01	2022/03/31
Total		**7**	**17**		
Grand Total		**24**			

Employee Health and Wellness:

Four (4) pillar Operational Plans were submitted to the DPSA on 31 March 2021. Quarterly and annual Integrated Employee Health and Wellness Reports were submitted to DPSA. The System Monitoring Tool report was submitted to the DPSA on 30 June 2021. World AIDS Day was observed on 1 December 2021, which included the distribution of condoms and pamphlets

(Wellness information). An onsite Doctor renders health services every Wednesday to officials in the Department. Vaccination of employees was conducted from 6 to 9 July 2021. 267 officials were vaccinated in the Department and 117 officials were vaccinated externally. 17 declared that they have not been vaccinated.

National Campaigns: The Men's Forum was successfully held on 26 November 2021.

Diversity Management: The new Employment Equity Committee was appointed. The Employment Equity Plan was approved and the committee members attended Employment Equity training. The Employment Equity Report was submitted to the Department of Labour (DoL) on 14 December 2021. The Sexual Harassment report was submitted to the DPSA on 30 April 2021 and the Job Access and Gender Equality Reports and Strategic Plans were submitted on 28 April 2021.

Under-achievements:

Due to COVID-19 regulations, the Employee Health and Wellness Campaign and Financial Wellness were not conducted, and the commemoration events, as well as the Long Service Awards ceremony, were not organised. Internship targets were not met due to work rotation and financial constraints. There is also a high demand for experiential learning.

The Compulsory Induction Programme experienced challenges owing to a lack of resources for officials to attend the online training during the lockdown.

Labour Relations

Achievements:

Grievances: Ten (10) grievances were lodged during the period under review and are categorised as follows:

Table 15: Grievances

GRIEVANCE	NUMBER OF CASES
Unfair treatment by the manager.	1
Unprofessional conduct of manager and delegating duties to other employees.	2
Incapacity leave.	2
Salary adjustment.	1
Non-payment of subsistence and travel allowance.	1
Recruitment and Selection process (Non-shortlisting)	1
PMDS (Reduction of performance scores).	1
Refusal to supervise a subordinate	1
TOTAL	**10**

Seven (7) cases were finalised successfully and three (3) are still under investigation.

An awareness session on grievances for employees on level 1 to 12 and for SMS members was conducted through a News Flash sent to these officials in the Department.

Misconduct: One (1) formal disciplinary hearing relating to fraud was held and concluded. Three (3) disciplinary hearings on allegations of non-compliance with the Financial Disclosure Framework were held and sanctions are awaited. Final Written Warnings (Progressive discipline) were issued.

Precautionary suspensions: One (1) employee was placed on precautionary suspension twice on allegations of fraud, and the case was concluded.

Appeals: Three (3) appeals of a written warning issued as a progressive discipline were concluded.

Conciliations: Three (3) conciliation meetings were held and remain unresolved.

Arbitrations: Two (2) arbitrations were lodged and are still awaiting notice for the sitting meetings.

Departmental Bargaining Chamber: Six (6) Departmental Bargaining Chamber meetings were held.

An awareness session on the Code of Conduct of the Department was conducted quarterly for newly appointed employees.

Training on the referral of grievances to the Office of the Public Service Commission was conducted to the Shop Stewards of the South African Democratic Teacher Union (SADTU), the National Education, Health, and Allied Workers' Union (NEHAWU) and the Public Servants Association (PSA).

Under-achievements:

None.

LEGAL AND LEGISLATIVE SERVICES

Legal Services

Achievements:

Litigation: The Department received 27 court cases wherein the Minister was cited. Out of the 28 cases, five (5) were finalised. The Department settled four (4) cases and won one (1) case. Most of the litigation received emanates in the Provinces with the Minister cited as a Respondent. In most instances, the Minister is cited as the Executive Authority responsible for Basic Education and there is no relief sought against the Minister. The claims have to be settled by the Provincial Education Departments (PEDs).

Contracts: 60 contracts were drafted for the financial year and only nine (9) contracts were not finalised due to information that was required.

Legal Advice: 13 legal opinions were finalised.

Under-achievements:

None.

Legislative Services

Achievements:

Basic Education Laws Amendment (BELA) Bill: The BELA Bill has been introduced in Parliament. It is currently with the Portfolio Committee on Basic Education. Legal and Legislative Services will provide technical support to the Portfolio Committee on the BELA Bill.

Regulations pertaining to Special School Hostels: The revised data on the National Education Infrastructure Management System (NEIMS) has been forwarded to the Finance Unit to conduct costing for refurbishment and maintenance of existing hostels in Education for Learners with Special Education Needs (ELSEN) schools.

Regulations relating to minimum uniform norms and standards for public school infrastructure: The Council of Education Ministers (CEM) has approved the amendments to the norms and standards for public infrastructure and also agreed to a public participation process.

Other Policies, Notices and Circulars provided by the DBE include the following:

a) Promotion of Access to Information Act/ Protection of Personal Information Act (PAIA/ POPIA) Guidelines and Framework;
b) Draft Code of Conduct in terms of section 60 of the POPIA;
c) Draft Second Children's Amendment Bill;
d) Published Directions for primary school learners to return to daily attendance and the traditional time tabling model;
e) The Early Childhood Development (ECD) Proclamations were published; and

f) The PAIA manual and the POPIA guidelines were approved by the Director-General for publication.

Legal Opinion: Six (6) legal opinions were finalised.

Under-achievements:

None.

FINANCIAL MANAGEMENT SERVICES

Financial Services

Achievements:

Annual Financial Reporting: The Department complied with National Treasury reporting requirements regarding the In-Year-Monitoring (IYM). The Minister and Management's reports on the expenditure and revenue (Cash flow statements) were compiled and distributed as required by section 40(4)(c) of the Public Finance Management Act (PFMA), 1999. 2021/22 revised drawings as per adjusted estimate of national expenditure was submitted to National Treasury. The completed IYM Report for the 2021/22 financial year has been sent to National Treasury for reporting as per section 40(4)(c) of the PFMA.

Estimate of National Expenditure (ENE): The final 2022/23 ENE database and Chapter were signed off and submitted to National Treasury for publication.

Capturing of Budgets on the Basic Accounting System (BAS): The 2021/22 Original budget, budget adjustment as well as budget virement were captured on BAS.

Financial Statements reporting: The inputs from various units within the Department for the compilation of the Interim Financial Statements were received. The Interim Financial Statements were compiled and submitted to the National Treasury as well as the Auditor-General of South Africa (AGSA) on the prescribed dates issued by the National Treasury.

Annual Conditional Grants Expenditure reports: Monthly expenditure reports from PEDs were received and submitted to National Treasury as prescribed by the Division of Revenue Act (DoRA).

Public Entities Quarterly Reports and Annual Reports: The quarterly reports were received and analysed in terms of Treasury Regulation (TR) 26.1 and 30.2.1. The report of the analyses was submitted to the Executive Authority. The budgets of the public entities for the 2022/23 financial year were reviewed and recommended to the Executive Authority for approval in terms of section 53(1) of the PFMA and Treasury Regulation 30.1.

Payments of suppliers within 30 days: 99% of payments submitted to the DBE were processed within 30 days.

Bookkeeping Management: The certificate of compliance was submitted to the National Treasury on a monthly basis as required by National Treasury regulations. The Department closed books in time and no overdraft was experienced in the 2021/22 financial year.

Writing off Debts: Cases worth over R5 million related to car damages and no-shows were written off in terms of Treasury Regulations 12.1.1, 12.2.1 and 12.6.1.

Employees' Salaries: All employees of the Department were paid on prescribed dates.

Claims, and Subsistence and Travelling claims: All claims received from examiners and moderators were processed and all subsistence and travelling claims were processed.

Under-achievements:

Suspense Account: The balance of the suspense account (Disallowance) could not be reduced as desired due to cases that are still with the State Attorney as well as the Loss and Disposal Committee not sitting regularly due to unavailability of members. The Secretariat of the Committee has been requested to schedule more meetings to address the backlog.

Security and Asset Management

Achievements:

Public Private Partnership (PPP): The COVID-19 safety initiatives that have been put in place continue to be provided and managed. It includes cleaning and sanitising of the building as well as screening procedures for staff and visitors. Hand sanitising stations have been installed for use by the Department.

Payment of small works invoices and unitary fee invoices were managed well. Unitary Invoices for R 211 769 899 (incl. VAT) were received and paid to the Private Party. No contractual amounts are outstanding.

The escalated unitary fee for the upcoming financial year, based on the December 2021 Consumer Price Index (CPI) rates, was received and accepted. No penalties were received during the financial year. The escalated small works rates, also based on the December 2021 CPI, were received and accepted.

Monthly Steering Committee Meetings are held to deal with the administration of the PPP. Operational meetings with the facilities managers continue to take place on a weekly basis.

The annual Broad-based Black Economic Empowerment (BEE) report, as well as audited financial statements, were submitted to the Department as per the PPP agreement requirements.

Asset Management: A total number of 1 054 inventory Information Technology (IT) equipment to the value of R11 013 321.11 were issued to schools in various provinces and proof of delivery notes have been provided for reporting and auditing purposes.

Security Management:

Establishment of a Security Committee for the Department of Basic Education: Security Committee (SC) for the Department was established. The members of the SC consist of all the DDGs and Acting DDGs and the Security Management Unit provides secretariat support.

Occupational Health and Safety (OHS): 54 officials to be trained as OHS supervisors, Safety Health and Environment representatives, First Aiders and Fire Marshalls were recruited. The training is scheduled for April 2022.

Physical Security: The Security Management has conducted a physical security awareness workshop in May 2021 for officials in the DBE. The South African Police Service (SAPS) has conducted a physical security audit in the DBE where the DBE achieved a result of 100%.

Events Management: The following major events were successfully managed:

- The National Teaching Awards (NTA);
- The Symposium on Antibullying in Schools;
- The Standardisation of question papers;
- Ministerial release of the National Senior Certificate (NSC) results;
- DBE Lekgotla which was coordinated both face-to-face and virtual; and
- The Presidential Youth Employment workshop.

These events were successfully coordinated before the Professional Conference Organiser (PCO) for the Department was appointed.

In total, 87 events took place at the total amount of R30 275 263.04.

Under-achievements:

The delay of the appointment of a panel of service providers who must conduct the pre-screening of candidates on behalf of the Department of Basic Education (DBE).

The delay of the appointment of the Professional Conference Organiser (PCO) was a challenge from April 2021 until 31 October 2021 due to the lack of optimal functioning of the events sub-directorate.

Supply Chain Management

Procurement and Administration: The telephone system was successfully upgraded and licences were installed by the State Information Technology Agency (SITA) approval for participation in the RT15-2021 Transversal contract was granted. The Department received the signed Intergovernmental Vehicle Lease agreement in February 2022. A Forensic Investigation company was appointed to investigate the fraudulent activities within SCM. A report on the investigation was submitted and the suspected official in question voluntarily resigned from the Department before the conclusion of the investigation. A Logistical Information System (LOGIS) System Controller was appointed during the last quarter of the 2021/22 financial year.

Bids and Contract Administration:

Tender advertisements: During the year under review, the Department advertised 14 tenders (DBE164 to DBE177) and one (1) quotation. Four (4) tenders were cancelled and five (5) are at the evaluation/ adjudication stage. Five (5) tenders (DBE164, DBE167, DBE168, DBE169 and DBE170) were awarded.

Participation in the Development Bank of Southern Africa (DBSA) Contract: During the year under review, the Department finalised the request for the DBE to participate in the DBSA Framework Contract to provide the Quantity Surveyors.

Deviation in the appointment of service providers: During the year under review, the Department finalised the request for printing and delivery of Braille Question Papers and printing and delivery of 2021 Systemic Evaluation materials.

Extension of contracts: During the year under review, the Department extended the ACER contract and the contract for the provision of Private Protection Services for the North West Administrators.

Demand Management: The Bid Specification Committee (BSC) members for 2022 were appointed and appointment letters were sent out to members on time.

The Annual Procurement Plan for the 2022/23 financial year: The Annual Procurement Plan for the 2022/23 financial year has been approved by the Accounting Officer and duly submitted to National Treasury by 15 March 2022. The following Terms of Reference (ToRs) from the procurement plan were presented and scrutinised by the BSC and recommended to the Bid Adjudication Committee (BAC):

- Appointment of a panel of professional service providers (PSPs) for internal audit services and investigations;
- Appointment of a service provider or a consortium of service providers for printing, packaging and distribution of scripted lesson plans, educators guide and posters for schools in Johannesburg South district in Gauteng;
- Appointment of a service provider to support the Department in assessing procurement processes of implementing agents in order to improve on the completeness of irregular expenditure disclosed as related to infrastructure projects;
- Appointment of a service provider or consortium of service providers to print, package, and distribute the Early Grade Reading Assessment toolkits;
- Appointment of a service provider(s) or a consortium of service providers to reprint the Second Chance Matric Programme Learning and Teaching Support Materials (LTSM) in preparation for the 2022/23 and 2024 academic years.
- Appointment of a service provider or a consortium of service providers with the expertise to print, pack and distribute the Systemic Evaluation 2021 material.
- Appointed a suitable service provider to provide local area network (LAN) infrastructure upgrade for the Department;
- The appointment of a service provider for the supply, delivery and installation of two (2) Container kitchens and kitchen equipment to eligible schools for the National School Nutrition Programme (NSNP);
- Appointment of a service provider or a consortium of service providers for printing, packaging and distribution of workbooks; and
- Appointment of a service provider or a consortium of service providers for printing, warehousing, packaging and distribution of teacher toolkits to schools in two (2) Districts in the Mpumalanga.

Under-achievements:

Delays in finalising the ToRs within a specific quarter due to the following:

- In instances where there is no quorum during the BSC meetings and the meetings are postponed.
- Poor network connectivity is experienced during virtual meetings.
- The cancellation of tenders due to the Bidders' non-compliance with the mandatory requirements as stipulated in the ToRs.

Delays in the procurement of certain goods and services due to the National Treasury issuing a communication based on the High Court ruling regarding PPR 2017, which led to a halt in the procurement of goods and services above R30 000.

Project Management

Achievements:

E4E Programme: The Department managed to ultimately achieve the drawing down of funds from the National Treasury (NT) to ensure the roll-out of the implementation of the Three Stream Model (TSM) across Provinces. The Department, in collaboration with the National Education Collaboration Trust (NECT) managed to achieve the development of the ToRs on the different Work streams of the TSM, i.e. LTSM, Curriculum, Communications and Advocacy, Human Resource and Mobilisation, and the Funding Model/Framework.

Systemic Improvement Literacy and Numeracy in the Foundation Phase: The Department coordinated and convened monthly meetings with relevant stakeholders, including the National Treasury and partners to ensure the finalisation of the different ToR's and adherence to the Work Plan in line with the agreed Business Plan.

Technology Grades 7-9: The Department, in collaboration with the National Treasury and the Mathematics, Science and Technology (MST) Directorate, has undertaken a visit to all nine (9) Provinces to monitor the implementation of the Coding and Robotics curriculum. The focus of the aforementioned monitoring was primarily on the utilisation of funds and the availability of relevant resources (personnel and any gadgets, etc.). 24 schools offering Coding and Robotics were visited from 27 January to 09 March 2022 in all nine (9) Provinces. A detailed report will be shared with the Director-General and the Project Steering Committee (PSC).

Vaccination of Educators: The Directorate formed part of the monitoring team that monitored the vaccination of educators in the KwaZulu-Natal Province. The three (3) districts monitored were Harry Gwala District, Umzinyathi District and Amajuba District.

Presidential Youth Employment Initiative (PYEI) in Basic Education: Since the Presidency has approved the continuation of the second phase of the Presidential Youth Employment Initiative in Basic Education, the Directorate was requested to participate in the facilitation of the Task Teams and One-on-One meetings with PEDs.

Monitoring of the Interviews, placement and training of Education Assistants (EAs) and General School Assistants (GSAs) for the Presidential Youth Employment Intervention Phase II commenced from 23 October to 12 November 2021.

The Project Management Directorate was able to monitor the implementation of the PYEI in six (6) Provinces and participated and co-facilitated at the National PYEI workshop held from 18 to 19 February 2022 at Birchwood hotel.

Under-achievements:

Due to delays in the implementation of all European Union (EU) funded projects, the Project Steering Committee (PSC) meeting for the three (3) EU funded projects were not convened. However, the process is underway to resuscitate the functionality of the PSC.

Donor Grant Management

Achievements:

Annual Evaluation of Conditional Grants: The Department conducted the annual performance evaluation of conditional grants at more than 300 schools located across all PEDs. The conditional grants under focus were Education Infrastructure Grant (EIG), HIV and AIDS Life Skills Education Programme, Learners with Severe to Profound Intellectual Disability (LSPID), Mathematics, Science and Technology (MST) and National School Nutrition Programme (NSNP). The Annual Performance Evaluation Report on Conditional Grants was approved by the Director-General and then submitted to National Treasury by 31 July 2021 in compliance with DoRA prescripts.

Quarterly Performance Reports for Six (6) Conditional Grants Submitted to National Treasury: The Department submitted performance reports for conditional grants for each of the four (4) quarters of the financial year for the EIG, HIV and AIDS Life Skills Education Programme, LSIPD, MST, School Backlogs Infrastructure Grant (SBIG) and NSNP. Submission of the quarterly performance reports is a statutory requirement emanating from the DoRA and enhances monitoring of the sector by the national transferring officer, who in turn reports to stakeholders on the performance of the grants. As per DoRA prescripts, the transferring officer complied with the submission of the quarterly reports to the National Treasury after 45 days following the end of each quarter. This thus enhances oversight over grant resources and contributes to the effective management of resources allocated to the sector.

Approval of Conditional Grants Business Plans for 2021/2022: The DoRA requires that PEDs implementing conditional grants should submit business plans and be issued with compliance certificates by the national transferring officer, should the business plans be approved. To this end, a total of 45 conditional grants business plans for the Early Childhood Development Grant, HIV and AIDS Life Skills Education Programme, LSPID, MST and NSNP for all nine (9) PEDs were approved by the Director-General and submitted to National Treasury in compliance with the prescripts of the DoRA. Certificates of Compliance were subsequently issued by the national transferring officer to certify to the PEDs that the various institutional arrangements, including their procurement processes and human resources assigned to the grant, were compliant with the prerequisites for the implementation of the grants.

Donor Grant Resources

The Department coordinated and performed its function as the Secretariat for the Government-to-Government (G2G) project between the DBE and the United States Agency for International Development (USAID). The purpose of the project is to align and consolidate the DBE's Life Orientation Conditional Grant to better support the implementation mandates of the South African National Policy on HIV, Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for learners, educators, school support staff and officials in all primary and secondary schools in the Basic Education Sector.

The DBE facilitated the sign-off by the Director-General on the five (5) year business plan for the G2G project, a requirement of the National Treasury. Meetings were hosted between DBE Finance, G2G Financial Manager and the International Development Cooperation (IDC) at National Treasury to outline business processes for disbursement of funds as per the Foreign Agents Registration Act (FARA) Agreement with USAID. Four (4) out of the five (5) milestones were achieved in Year Two (2) of the project. The year three (3) work plan and milestones are being finalised. The Department as the Official Development Assistance (ODA) coordinator facilitated the Technical and Project Steering Committee meetings for this project. The ODA coordinator for the G2G project monitored the Learning Support Agents (LSA's) training in the 56 schools in the Johannesburg South district in March 2022.

The DBE participated in the Project Steering Committee meetings with the South Korean Embassy project. The project was concluded with the Minister of Basic Education, the Member of the Executive Council (MEC) of Education in the Eastern Cape and the South Korean Ambassador presiding over the official handover ceremony for the sanitation project in the Eastern Cape that was held on 4 March 2022 at Nkosemntu Combined Primary School just outside Queenstown.

The Department was represented at the Global and Continental Affairs Committee (GCAC) Sub-Committee of the International Cooperation, Trade and Security Cluster (ICTS) monthly meetings hosted by the Department of International Relations and Cooperation (DIRCO). DBE attended the conference on Migration and Urbanisation in South Africa that was convened by Statistics South Africa (StatsSA). The DBE attended the 25th Congress of the World Association for Sexual Health.

Meetings with the United Nations Population Fund (UNFPA) and the DBE on the UNFPA's strategic country plan for South Africa to synergise with USAID partner resources in this area were facilitated. The DBE was represented at the State of the World Population Report 2021; South Africa's Multi-Year programme on the Demographic-Dividend; and the National Sexual and Reproductive Health Stakeholder's Roundtable.

Provincial Budget and Monitoring

Achievements:

The DBE monitored and supported the PEDs on financial matters. During the year under review, the Department published amendments to the National Norms and Standards for School Funding: National table of targets for the school allocation (2022-2024) and the updated national poverty distribution table.

To provide PEDs with guidance relating to the implementation of the National Norms and Standards for School Funding, an implementation plan specifying implementation dates and activities to be carried out during 2022, as well as a pictorial version thereof, have been developed. Letters were written to the Heads of Departments (HoDs), providing them with the mentioned plan.

HEDCOM Sub-committee on Finance meetings were successfully conducted (June 2021, August 2021, December 2021 and March 2022). The aim is to provide support to PEDs with regard to compliance with the sector's funding policies, improvement of the audit outcome, and budget and expenditure.

The analysis of the 2021 Medium-Term Expenditure Framework (MTEF) budget was completed.

Bilateral meetings were finalised with all PEDs (Budget monitoring and budget standards exercise). The aim of the meetings was to evaluate the spending of PEDs at a specified time and discuss the preliminary 2022 MTEF to assess the funding of the core sector functions. The report was compiled and submitted to the Director-General, Deputy Minister and the Minister.

The DBE had a workshop with PEDs regarding the revision of the budget and programme structure. The proposed changes are envisaged to be implemented during the 2023 MTEF.

The Department dealt with coordination of the changes to the Budget and Programme Structure (PEDs) to include the function shift of Early Childhood Development (ECD) from the Department of Social Development (DSD) to the Department of Basic Education.

The DBE was part of the finance work stream in order to interrogate and analyse the budget that will be transferred to PEDs. During the year under review, 10x10 meetings were coordinated for the sector by the National Treasury.

In-year monitoring spending analysis was reported to the Minister. Furthermore, for identified months, based on the analysis, enquiries were made to PEDs about their spending trends to date.

A response was provided to all PEDs regarding non-financial data appearing on the electronic Quarterly Performance Reporting System (preliminary and audited for 2020/21 and three (3) quarters for the 2021/22 financial year). The analysis of the final 2021/22 and draft 2022/23 Annual Performance Plans of PEDs was compiled and shared with all relevant stakeholders.

The 2021 Educational Expenditure (ISCED 0-8) questionnaire was submitted to UNESCO Institute for Statistics (UIS). The Basic Education expenditure data is ready for consolidation with the Department of Higher Education and Training (DHET) data for the 2022 Educational Expenditure (ISCED 0-8) questionnaire. The analysis of Compensation of Employees was done on a monthly basis and shared with PEDs at meetings.

Feedback was provided on the financial data that was submitted by the UIS. The Department had to collaborate with officials from the DHET in order to finalise the response. The areas where there were discrepancies were highlighted to the UIS. The UIS has made changes in line with the feedback received from South Africa.

Under-achievements:

None.

STRATEGIC PLANNING, RESEARCH EVALUATION AND MONITORING

Strategic Planning and Reporting

Achievements:

The strategic direction of the Department is derived from the government's plans and priorities, namely the National Development Plan (NDP), Medium-term Strategic Framework (MTSF) and the State of the Nation Address (SoNA). Furthermore, the strategy of the Department is guided by the functions articulated for a National Department in the National Education Policy Act (NEPA), the sector plan (Action Plan to 2024 *Towards the realisation of Schooling 2030*) which indicates the sector response to the NDP.

The 2021/22 financial year implemented the third year of the five-year MTSF commitments and the Department is still resolute on achieving Priority 3: Education, Skills and Health through the following outcomes:

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

Institutional Planning: The Annual Performance Plan (APP) sets out what the Department intends to do in the financial year and during the MTEF period to implement its Strategic Plan. The APP reflects performance indicators and targets for budget programmes and sub-programmes where relevant, to facilitate the institution in realising its goals and objectives set out in the Strategic Plan.

The following institutional planning and reporting priorities were implemented: The 2021/22 APPs for the South African Council for Educators (SACE) and Umalusi were tabled on 11 March 2022, and the Department of Basic Education APP was tabled in Parliament on 12 March 2022.

The process for the development of the 2022/23 Departmental Annual Operational Plans (AOPs) has been concluded. Branches were provided with training to assist and equip them with the necessary knowledge required in developing the operational plans at a sub-directorate level. The AOPs for all Branches were assessed to ensure that they meet the requirements as set in National Treasury Instruction Note 10. The 2022/23 AOP were approved by the Director-General on 30 March 2022 for implementation from 1 April 2022.

Systems Descriptions: The DBE developed the 2021/22 Systems Descriptions to guide the Auditor-General of South Africa (AGSA) during the audit of the 2021/22 performance indicators. Systems Descriptions serve as Standard Operating Procedures (SOPs) and provide details on the planning, processing and reporting stages of each indicator. Branches were guided to link the quarterly milestones to the planning and processing stages of the Systems Descriptions during the Branch reviews. Branches have been advised during Branch Reviews held in August 2021 of the identified gaps to be addressed before submission for approval. The 2021/22 Systems Descriptions were approved on 18 September 2021.

Institutional Reporting: The Quarterly Performance Reports were submitted to the Department of Planning, Monitoring and Evaluation (DPME) and National Treasury (NT) and were presented to the Portfolio Committee on Basic Education in Parliament, on the following dates in the table below:

Table 16: Quarterly Performance Reporting

REPORT	OVERSIGHT REPORTING BODY	DATE SUBMITTED
2020/21 Fourth Quarter Performance Report	DPME and National Treasury	30 April 2021
	Portfolio Committee	24 August 2021
2021/22 First Quarter Performance Report	DPME and National Treasury	30 July 2021
	Portfolio Committee	7 December 2021
	Audit Committee	2 September 2021
2021/22 Second Quarter Performance Report	DPME and National Treasury	29 October 2021
	Portfolio Committee	7 December 2021
2021/22 Third Quarter Performance Report	DPME and National Treasury	31 January 2022
	Portfolio Committee	29 March 2022

2020/21 Annual Report: The DBE submitted the approved 2020/21 Annual Report to the DPME, National Treasury (NT) and AGSA on 31 August 2021. The 2020/21 Annual Reports for the Public Entities (Umalusi and SACE) were tabled in Parliament on 16 and 30 September 2021, respectively. The DBE 2020/21 Annual Report was tabled in Parliament on 29 September 2021.

The DBE has successfully met all reporting obligations for the year under review, in line with government frameworks and guidelines.

Branch Reviews: The Branch Reviews are aimed at reflecting on progress with the delivery of programmes by considering evidence of performance. The purpose is to support and improve planning and reporting in the DBE. The new approach taken by the DBE allows branches to interact more during the meeting, to be able to respond to issues and concerns, and resolve problematic matters. Through the reviews, branches are formally provided with support and guidance. However, in between branch reviews, the quality of performance information is also discussed with branches against their plans and progress highlighted for noting and corrective action where necessary.

The first round of quarterly Branch Reviews was held from 09 to 21 June 2021 to support Branches and improve planning for 2021/22 in the DBE.

The second round of branch reviews was held from 02 to 12 August 2021. The following areas were discussed: Proposed indicators for 2022/23 APP; 2021/22 APP proposed milestones, annual and quarterly indicators; the 2020/21 Annual Report; AOPs; 2022/23 SOIs; feedback on 2021/22 Systems Descriptions; the revised MTSF; and key planning and reporting dates.

The last round of branch reviews was held from 08 to 17 November 2021. The following areas were discussed: The draft 2022/23 APP, Operational Plans, 2021/22 SOIs, preparation for 2022/23 Systems Descriptions, feedback on the 2nd Quarter Report for the Gender Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing Framework (GRPBMEAF), and key dates.

The Performance Information Reporting Tool was developed to improve the focus of internal accountability for DBE branches to signal planning and reporting performance. The tool allows managers to track and manage the submission of evidence concerning what has been reported each quarter and is updated weekly. However, it is recognised that the tool's presence needs to be supported by management action and/or sanction, noting the limitation of compliance-driven actions in improving organisational performance.

Sector reporting: The quarterly performance reports for Priorities 4 and 6 were submitted to lead departments, namely, the Department of Social Development (DSD) and the Department of Sports, Arts and Culture (DSAC) within 30 days after the end of each quarter.

The outbreak of COVID-19 necessitated the revision of the MTSF. Budget cuts and re-prioritisation have adversely impacted MTSF implementation. In addition, the national lockdown slowed down implementation. In consideration of all these factors, the DPME, in consultation with the rest of the government, initiated the review of current plans, interventions and targets. The revised MTSF was approved in October 2021 to address the critical changes that implementing departments have encountered since the outbreak of the pandemic.

Fortunately, the education sector experienced minor changes in its MTSF. The revisions ranged from changes in the baselines, and the year in which the targets will be achieved, some additional indicators, as well as a change of impact on infrastructure. The table below shows the revised MTSF indicators:

Table 17: Revised MTSF indicators

OUTCOME	INDICATOR	INTERVENTIONS	2024 TARGETS
Youths are better prepared for further studies and the world of work beyond Grade 9	Enrol children with disabilities in appropriate formal education programmes	Number of learners with disabilities enrolled in formal education programmes	All learners with a disability enrolled by 2024
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	Ramp up the introduction of the Three-Stream Curriculum Model	Percentage of Schools of Skills implementing technical-occupational curriculum	100% of Schools by 2024
		Number of ordinary schools implementing technical-occupational curriculum	1 007 schools by 2024
	Redesign and reconfigure the Second-Chance Matric Programme to focus on two pillars, namely: • matric rewrite for learners to achieve subject passes towards the matric qualification • Introduce a programme to train unemployed youth in general maintenance of schools	Number of learners achieving subject passes towards a matric qualification	60 000 learners by 2024
		Number of unemployed youths trained in an accredited course in general maintenance of school buildings	At least 710 youth trained within the 71 education districts
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Old Indicator: Proportion of schools identified through the SAFE project provided with appropriate sanitation facilities	Number of schools identified through SAFE programme has sanitation meeting minimum infrastructure norms	All schools identified through SAFE programme have sanitation meeting minimum infrastructure norms by 2024
	Revised indicator: Eradication of inappropriate sanitation facilities through the Sanitation Appropriate for Education SAFE Initiative	Number of schools that are provided with appropriate sanitation facilities through Sanitation Appropriate for Education Initiative	3 898 schools to have reached practical construction completion by 31 March 2022

The new indicators were reported from the 2021/22 third quarter progress report and continue onwards for the MTSF cycle. Satisfactory progress has been recorded for the MTSF indicators for the financial year. The following three (3) MTSF interventions are considered as areas where the DBE needs to strengthen activity in the sector:

a) Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools;

b) Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training; and

c) Increase access among historically disadvantaged learners to "niche" subjects, such as those focusing on engineering and computing.

The Department has further coordinated the response to the GRPBMEAF which was submitted to the Department of Women, Youth and Persons with Disabilities on 29 October 2021.

Sector Alignment: The HEDCOM Subcommittee on Planning, Monitoring and Evaluation was held on 02 June 2021, where the sector priorities, as well as planning and reporting requirements, were discussed. On 14 September 2021, a meeting was conducted to discuss and finalise the SOIs to be included in the 2022/23 APPs of PEDs. The HEDCOM Subcommittee agreed on six (6) additional indicators in the forum (4 reading indicators and 2 ECD indicators). Some of the PEDs could not confirm the implementation of others such as Programme 3 Indicators (Independent Schools) and Teacher Training Indicators. The SOIs were circulated to PEDs to consult with programmes managers and provide a response. Inputs from the PEDs were incorporated and shared with the PEDs for confirmation. 2022/23 SOIs were approved by the Director-General on 21 October 2021. PEDs have submitted all nine (9) adoption letters that were forwarded to the DPME to standardise the sector.

The progress that has been made with 2022/23 SOIs is a great milestone for the Department as it has not been successful in reaching standardisation for the past three (3) financial years. The Technical Working Group on Planning, Monitoring and Evaluation has identified the need to close the gaps in the SOIs to cover other key priorities such as Reading and ECD that were not fully agreed to by all nine (9) PEDs. Though these indicators were not standardised, the PEDs have provincial indicators that are responding to such priorities. The progress of the 2022/23 SOIs and the process to develop 2023/24 SOIs were presented in the HEDCOM Subcommittee on 16 February 2022.

Adjusted Estimates of National Expenditure (AENE): The AENE aims at providing information on adjustments in the budget as well as expenditure and performance achievements for the first six (6) months of the current financial year. The DBE compiled the AENE chapter from the Branch inputs. The AENE chapter was submitted to National Treasury on 11 October 2021 and has since been finalised.

Estimates of National Expenditure (ENE): The ENE for 2022 commenced in quarter three (3) of the 2021/22 financial year. The 2022 ENE guidelines, the 2022 ENE chapter template, the preliminary allocation letter and the Department's Preliminary *Annexure A* allocations were thus received from the National Treasury. The templates were consulted with Branches to populate the required information for the ENE and the DBE submitted the first draft to the National Treasury on 13 December 2021. Consultations between the National Treasury and the DBE were undertaken in January 2022 to improve the inputs of the ENE submission. The final ENE 2022 chapter was approved and submitted to the National Treasury on 10 February 2022.

Service Delivery Improvement Plan (SDIP): To improve compliance with the SDIP directive, a submission and letter were routed for approval by the Director-General to request Umalusi to plan and report on the production of certificates. A meeting to discuss the reporting requirements was held with the Department of Public Service and Administration (DPSA) on 20 September 2021.

A workshop was held from 7 to 8 October 2021 with the DPSA, DBE and DSAC to share revised Service Delivery Improvement Directive and Guidelines. The 2008 SDIP Directive requires Departments to submit approved SDIPs to DPSA before 13 March of every three (3) years to enable the DPSA to report to Parliament on the status of service delivery. The workshop advised departments to rework their Draft SDIP based on the revised templates and methodology, also informed by the Framework for SP and APP that has included contents of the SDIP guidelines. The Department must attach its strategic plans when submitting to eliminate duplication of processes. In departments that were not ready for submission by 30 October 2021, the DPSA has awarded them an opportunity to submit by 30 November 2021. A memo to request the Director-General's approval to submit the draft SDIP was routed for approval to endorse the submission of the SDIP by 30 November 2021 as per DPSA directives. The Strategic Planning and Reporting directorate had a consultation with Branch Curriculum Policy, Support and Monitoring to finalise the gaps in the draft SDIP as developed. A meeting was convened on 19 November 2021, to discuss the progress on the SDIP and the amendments that were discussed in the workshop with DPSA. The meeting advised that certification as part of service monitored through the SDIP will fully move to Umalusi as they are developing a certification system that will become fully functional by 01 April 2022, thereby the process will minimise the DBE's role in the certification process. The meeting further concluded that guidance would be sought from Senior Management to identify other services to be monitored through the SDIP.

The Department in the coming financial year will identify other services to be monitored through the SDIP looking at programmes not limited to a) National School Nutrition Programme (NSNP) and b) School Safety to Monitoring Service Improvements.

Under-achievements:

The Department has not achieved a complete analysis of Provincial APPs for sector priorities. However, numerous analyses were conducted to check for MTSF alignment. With the additional capacity, the DBE plans to analyse the provincial APPs using the assessment developed by the DPME.

The Department has not been able to finalise the approval of the SDIP as the key area of certification as Umalusi has embarked on the development of an online system for applications of replacement certificates (duplicate certificates), where the original certificate is lost, damaged, or destroyed. It is envisaged that candidates would be able to apply directly online to Umalusi for a replacement certificate. The system was said to be effective from 01 April 2022.

Research Coordination, Monitoring and Evaluation (RCME)

Achievements:

Early Childhood Development (ECD) Function Shift: During the 2021/22 financial year, the Minister of Basic Education, the Minister of Social Development, the Minister of Public Service and Administration and the President has signed the national proclamation. The national proclamation was subsequently gazetted. Similarly, all the Provinces had their provincial proclamations signed by the Premier and gazetted.

The DBE and Department of DSD have further entered into a Memorandum of Agreement (MoA) to oversee the function shift transitional period and to communicate concurrence in preparing for the transfer of the function on 01 April 2022.

The national Department and all nine (9) provincial departments have ring-fenced their posts, budgets and assets. The National Macro Organisation of Government (NMOG) submission was developed and signed by the Ministers of Basic Education, Social Development and Public Service and Administration. The Minister of Public Service and Administration also wrote to the Minister of Finance to provide a determination for the function shift. At a provincial level, all provinces had their Provincial Macro Organisation of Government (PMOG) submissions signed by both the MECs for Social Development and Basic Education and were submitted to their Premier's office. The function shift was tabled at the National Implementation Task Team (NITT) of the Public Service Coordinating Bargaining Council (PSCBC) and three (3) progress reports were presented throughout the year. The matter was accepted without concerns.

The function shift was presented to the Technical Committee for Finance on 27 August 2021 and subsequently, the Minister of Finance tabled the function shift in the Medium-Term Budget Policy Statement on 11 November 2021.

Finally, a systematic process of the transfer of institutional knowledge regarding the ECD business processes, SOPs, ongoing projects, and monitoring and reporting activities were undertaken to ensure readiness to fulfil the function. This entailed workshops on both the subsidy and infrastructure components of the conditional grant framework, the Vangasali registration process and the ECD subsidy guidelines.

Throughout the financial year, stakeholder engagement sessions were held with the sector and various other parties to ensure transparent communication about the function shift. These include monthly dialogues with the sector on specific themes in ECD, presenting to the Inter-Sectoral Forum, the National Inter-Departmental Committee and the Portfolio Committees of Basic Education and Social Development. A Cabinet Memorandum was also prepared and has been approved by the Social Protection, Community, and Human Development (SPCHD) Cluster to be taken to Cabinet.

Census of all Early Learning Programmes: The national census of Early Learning Programmes aims to map all Early Learning Programmes in South Africa to understand the full size and shape of the sector. During the 2021/22 financial year, the LEGO Foundation appointed a service provider, conducted a pilot of the data collection instruments and process, trained all the fieldworkers and collected data from August 2021 to February 2022. Data collection for the census was completed on 18 February 2022 and data was collected on 42,420 ECD programmes across the country. The final data and a draft report were provided to the DBE in March 2022.

Early Years Index and baseline assessment of Early Learning Programmes: The South African Early Years Index was initiated as a partnership between the DBE, Innovation Edge, First National Bank and the USAID. The purpose of the Early Years Index is to monitor trends over time in the proportion of young children who are on track for age in key areas of development, as well as to provide systemic information on the quality of ECD services. The Index will further allow South Africa to report on Sustainable Development Goal 4.2.1. "The percentage of children that are developmentally on track". During this financial year, fieldworkers were trained, the pre-visits to obtain research consent from ECD programmes and parents were conducted and the data was collected from September to November 2021. Data collection was completed on 19 November 2021, with 5 452 children assessed across all nine (9) provinces. In March 2022, the analysis team completed the technical and summary reports and the final arrangements for the launch of the Index were finalised.

Second Children's Amendment Bill: An inter-departmental technical task team has been established to lead the redrafting of the Second Children's Amendment Bill. This emanated from a decision taken by the Portfolio Committee for Social Development based on the public hearings held on the Children's Amendment Bill. The technical task team conducted a themed analysis of all the inputs received through the public consultation process. All task team members agreed upon the proposed objectives and

the Bill was redrafted. The technical team also started reviewing the regulations, norms and standards. Finally, the DBE wrote to the Portfolio Committees for Basic Education and Social Development to ask for guidance on the processing of the Bill and the Second Amendment Bill was included in the Department's legislative programme.

District Development Model: The Department has been engaging with the Department of Cooperative Governance regarding the inclusion of ECD in the One Plans of the District Development Model. The Department assisted with analysing possible mechanisms that could be used to include ECD into the One Plans proposed template and workshopped the template with various municipalities.

Public Expenditure and Institutional Review: In collaboration with the World Bank and National Treasury, the DBE will be undertaking a Public Expenditure and Institution Review (PEIR) to determine the amount of funding that is being spent on ECD by the different spheres of government, as well as the different Government Departments. The ECD PEIR in South Africa includes an expenditure analysis on ECD in South Africa, as well as an institutional analysis of the prioritised ECD outcomes. An inter-departmental advisory group was established to provide strategic direction on the PEIR. Consultants were also appointed to assist with the analysis and report writing. In March 2022, the Advisory Group was furnished with the first draft report.

General Household Survey Report: The data for the 2019 General Household Survey (GHS) was received in March 2020 and the 2019 Focus on Schooling report was compiled, quality assured and approved by the Director-General during the first quarter of the financial year. The data for the 2020 General Household Survey was received in December 2021, but given the complexities of the 2020 data collection process due to COVID-19, the analysis of the data is still ongoing.

Early Grade Mathematics Research Programme (EGMRP): The DBE initiated the EGMRP in 2017. The EGMRP seeks to build evidence of effective interventions to improve the teaching and learning of Mathematics in the Foundation Phase and to facilitate better evidence use in government policy and programme development. The early phases of this work involved a scoping study and review of mathematics research, as well as a design and implementation evaluation of the pilot of the DBE Framework for Teaching Mathematics with Understanding. The project has five (5) workstreams that fall under the research umbrella and each workstream has accompanying activities. The programme has received approval from senior officials of the DBE for noting its activities.

A service provider was appointed to review Assessments and LTSM for early grade Mathematics. The appointment of the service provider was made following the shortlisting of all three (3) candidate service providers who submitted their bidding documents. The service provider with Zenex Foundation, who are funders of the EGMRP, signed the legal agreement. An inception meeting was convened on 07 October 2021 with the service provider where clarity was sought on the design and scope of the work that the service provider intended to undertake. A committee of experts had its first workshop on 18 February 2022. This committee comprises early grade Mathematics experts from academia, various DBE Directorates, donor funders and key individuals from the service provider. The next committee of experts' workshop will be held on 18 March 2022.

The adherence of COVID-19 protocols resulted in the hosting of Early Grade Mathematics Research Indaba by the DBE using the virtual platform. In total, three (3) seminars were hosted during the 2021/22 financial year. Seminar 1 was hosted on 14 October 2021 under the theme "The early grade mathematics context in South Africa: Understanding mathematics learning outcomes". The second seminar of Early Grade Mathematics Research Indaba was held on 9 December 2021 under the theme "The early grade mathematics context in South Africa: Understanding mathematics curriculum policy". Seminar 3 of Early Grade Mathematics Research Indaba was hosted by the DBE on 10 February 2022 under the theme "Understanding early grade mathematics interventions that work and interventions that are promising".

African Languages Reading Benchmarks: The DBE is in the process of developing reading and writing norms and standards for African languages. The RCME Directorate is leading the work for the early grades while the General Education and Training (GET) Directorate is leading this for the Intermediate Phase in English.

During the year under review, funding and collaborations for the establishment of benchmarks in Sepedi, Afrikaans and Xitsonga were confirmed and data collection for the first two (2) was concluded in the 2021-2022 financial year. Setswana and English First Additional Language (FAL) benchmark reports are being concluded at the time of reporting. Dissemination of the EFAL and Sotho-Tswana Language Group Benchmark Reports is planned for June 2022.

Through World Bank funding, the DBE was able to contract a seconded junior analyst who supports the benchmarking work through their quantitative training.

Whole School Evaluation (WSE) – Early Grade Reading Support: In the year under review, DBE continued its support of the WSE unit's work by guiding the development of Grade 3 and Grade 6 learner assessments as a component included to measure the reading progress of schools who undertake evaluations. Despite COVID-19 and its complications, in-person training of the Free State PED was conducted. The DBE provided training and an overall briefing of the learner assessments to officials in the province.

Reading Anthologies: During the year under review, the reading anthologies project aimed to provide Vula Bula Reading Anthologies, teacher guides and parent posters to be delivered to 100 schools in King Cetshwayo District, KwaZulu-Natal (KZN).

The following evaluation activities were carried out:

- Classroom Observation Study to observe the isiZulu Home Language lessons in 60 classrooms to see if and how teachers are using the anthologies during the lesson. Teacher interviews to see what their experiences have been with the anthologies, teacher guide and posters. Finally, the evaluation included taking a look at the resources available in the schools to see whether they are used and whether there are any unused resources in the school. At the end of the Classroom Observation Study, the service provider submitted the fieldwork report and the data collected for analysis and reporting to the DBE in December 2021.

- A qualitative case study that included lesson observations in classrooms and focus group discussions were conducted with parents of learners in the Foundation Phase in six (6) schools in the King Cetshwayo District in KwaZulu-Natal. The purpose of the case studies was to clearly understand whether the provision of reading anthologies has implications for reading practices and how the sustainable use of the reading anthologies can be supported**.** The qualitative case study report was submitted and presented to the DBE in March 2022.

Early Grade Reading Programme (EGRP): EGRP is implemented in 140 schools in quintile 1 to 3 schools in both Setswana Home Language and English as a First Additional Language in the North West province. The intervention is evaluating external coaching compared to coaching by the Foundation Phase Department Heads (DHs) and will be implemented from 2021 to 2023. In 2021 all 80 coaching schools were coached by an external coach, in 2022 the schools were split into 40 to be coached externally and 40 to be coached by DHs.

There are 828 teachers in the programme. Over the past financial year, the programme was implemented successfully with coach and teacher training taking place quarterly. Attendance at coach training was 100% and attendance at teacher training was consistently above 90%. In addition, the full package of LTSM such as Big Books, flashcards and reading anthologies as well as a tablet with lesson plans, was provided successfully to all teachers. In the last quarter, January to March 2022, the functionality of the app was improved to ensure better implementation in 2022.

For the evaluation side, a monitoring and evaluation workshop was held to improve the quality of implementation data. In addition, a case study report was finalised based on six (6) schools, to identify factors that could lead to success. Finally, a baseline assessment to measure where learner performance was completed in all 140 schools in November 2022. A baseline report was submitted during this financial year.

Reading Support Project (RSP): Implementation of the Early Grade Reading Study (EGRS) took place from 2015 to 2017 in 230 schools in the Foundation Phase in Setswana; this was extended in 2019 and 2020 as the RSP. During the financial year, the summative implementation evaluation report was finalised. In addition, data was collected from all 230 schools from 07 September 2021. The assessments focused on measuring the impact of the RSP on Grade 3 and Grade 4 learners as well as the longitudinal impact on learning for the original EGRS learners who were in Grade 7. The reports from this data collection will be finalised in the next financial year.

A report on COVID-19 impacts in schools was completed and submitted based on contextual information; in addition, a research note on learning losses was compiled and presented on various platforms.

Coaching course: The core of the EGRS I which was implemented in 2015-2017 and scaled up as the RSP, was a comparison of the cost-effectiveness of three (3) promising intervention models to improve reading outcomes in learners in Setswana home language in the Foundation Phase. Of the three (3) intervention models evaluated, the on-site specialised coaching intervention emerged as the best alternative. In addition to the programme implementation through RSP in the North West, the development of an accredited on-site coaching programme is one of the core components of institutionalising this approach and standardising the skills, content and *modus operandi* of this intervention. The development of the course concluded in December 2020 and implementation was funded by UNICEF.

During the last financial year, the University of Johannesburg (UJ) registered the course as a Short Learning Programme (SLP) and submitted the course to the Department of Higher Education and Training as an Advanced Diploma in Education; this is in addition to the SLP. This process is still underway. The first cohort of the course, consisting of RSP coaches and subject advisors, participated in the course, 22 participants in total, and of these eight (8) submitted their portfolios. Funds have been secured to roll out the course to the second cohort of coaches and subject advisors.

Municipal costs: The Department has been working on a request to reduce municipal services costs incurred by schools, primarily water and electricity. The DBE was requested to support these efforts by providing local and international research on school practices, innovations and policies to influence school electricity and water usage. During the financial year, international and local literature was shared and engaged local experts with local research from 25 schools in the Western Cape, identified as instructive. The task team agreed that the next steps are to extend the local research base to additional provinces to validate the findings and ensure sector buy-in. The second phase would be implementing the intervention at scale across all schools following the success of the first phase. The unit has also supported efforts to secure funding for the research aspect of the work. It is anticipated that phase one of this work will start in the next financial year.

Capacity building was provided to the Chicago University Economics and Development class on 14 February 2022. The DBE provided capacity building to the DPME on Impact Evaluations on 06 August 2021 and to officials from the Premier's offices and national officials on 22 September 2021. A presentation was also made at the Government Technical Advisory Centre (GTAC) winter school on 18 August 2021.

COVID-19 Support: Representatives from the DBE provided feedback and served as panellists in the DPME COVID-19 Country Report Validation Workshop. In addition, support was provided to the teacher vaccination efforts.

Efforts included the National Income Dynamics Study (NIDS) Coronavirus Rapid Mobile Survey (CRAM), which is a national consortium of 30 social science researchers from five (5) South African universities convened to conduct the study between May 2020 and July 2021. The NIDS-CRAM project aims to collect, analyse and disseminate data on the effects of COVID-19 on South Africans. With the permission of the South African Presidency and other relevant stakeholders and institutions.

The Department also developed a research note on the learning losses due to COVID-19 and presented this at the Basic Education Sector Lekgotla held on 26-28 January 2022.

Stakeholder Engagement: The Department participated in several public engagements including the Centre for Global Development (CGD) Working Group on New Evidence Tools for Policy Impact. The CGD is an independent, non-profit, and non-partisan policy think tank working on development issues. The DBE further participated in the World Bank Early Grade Reading Dialogue; the NECT-DBE postgraduate support programme workshop; the Independent Philanthropy Association of South Africa (IPASA) Basic Education Funder Workshop; the Reading Panel on 01 February 2022, the Funda Wande Literacy Lekgotla on 02 February 2022, and the learning backlogs workshop organised by Zenex Foundation on 03 February 2022.

Participation also included the Comparative International Education Society (CIES) virtual conference that took place from 25 April to 02 May 2021.

School Monitoring Survey: During the year under review, the Project Management Team (PMT) met in November 2021 to discuss the way forward for the fieldwork. The PMT met from 12 to 13 January 2022 to clarify the eight (8) priority areas as well as the sample to the service provider. The DBE held a qualitative workshop with Nexia SAB&T on 31 January 2022 to refine the instruments before piloting. The Steering Committee meeting was held on 10 February 2022 for an update before data collection commences. Qualitative data collection was conducted between 21 February 2022 and 08 March 2022. A quantitative instrument workshop was held on 15 and 24 March 2022 to refine the instruments before piloting. The quantitative work is scheduled for the 2022/23 financial year.

HEDCOM Subcommittee on Planning, Monitoring and Evaluation: During the year under review, the Subcommittee met on 18 February 2021, 2 June 2021, 29 October 2021 and 16 February 2022. All decisions emanating from these meetings were tabled at HEDCOM meetings.

Under-achievements:

General Household Survey Report: The data for the 2019 General Household Survey was received in March 2020 and the 2019 Focus on Schooling report was compiled, quality assured and approved in the first quarter of the financial year. The data for the

2020 General Household Survey was received in December 2021, but given the complexities of the 2020 data collection process due to COVID, the analysis of the data is still ongoing.

Early Grade Mathematics Research Programme (EGMRP): A service provider was appointed in the third quarter of the financial year 2021/22 to review early grade mathematics assessments and LTSM. There were delays in the commencement of work during quarter three (3) due to longer than expected contract negotiations. The contract was signed by the end of 2021 between the service provider and the Zenex Foundation.

Whole School Evaluation (WSE) – Early Grade Reading Support: The scheduled in-person training of the Northern Cape PED was cancelled due to the COVID-19 surge in the second quarter of 2021/22. A new date has been set for in-person training for both the Northern Cape and KwaZulu-Natal PEDs in the second quarter of 2022/23.

Government Information Technology Office (GITO)

Achievements:

DBE Network Infrastructure upgrade: Funds were approved to upgrade the current Network Infrastructure. The tender DBE177: "Appointment of a Service Provider or a consortium of Service Providers to provide Local Area Network (LAN) infrastructure upgrade for the National Department of Basic Education" was advertised on 8 February 2022. The tender closed on 4 March 2022 at 11h00. The Bid Evaluation Committee (BEC) is busy with this tender.

Implementation of Corporate Governance of ICT Policy frame framework: The process was done in partnership with SITA. The process included a review of the DBE governance processes, an assessment of the Control Objectives for Information and Related Technologies (COBIT) framework and recommendations based on the assessment. Governance documents were also produced including Governance and Management of Information and Communication Technology (ICT) policy framework, DBE ICT Portfolio Management framework, Corporate Governance of ICT and Charter, Change Management Plan and Strategy.

Filling of the vacant position in GITO: The vacant position of Deputy Director in GITO has been filled. The incumbent assumed duty on 1 August 2021.

Governance of ICT: DBE Service Level Agreement (SLA) Meetings: During the period under review, nine (9) DBE SLA meetings took place on 22 April 2021, 28 May 2021, 22 July 2021, 31 August 2021, 22 September 2021, 4 November 2021, 30 November 2021, 31 January 2022 and 29 March 2022. Resolutions were taken, some were implemented and the rest were in progress. The purpose of these meetings is to review and report on the services provided by SITA through the signed SLA for each month. A report was presented on incidents recorded, systems changes, project progress updates and updates on the audit findings action plan. The GITO Strategic and Operational plans were reviewed and approved.

ICT Steering Committee Meetings: During the period under review, six (6) DBE ICT Steering Committee meetings took place on 29 April 2021, 26 May 2021, 30 August 2021, 14 September 2021, 19 October 2021 and 3 December 2021. The next meeting will be held on 30 March 2022. The purpose of these meetings is to present a progress report on ICT services to the ICT Steering Committee members. Progress on ICT related processes was presented including ICT projects, SLAs and the ICT audit action plan.

Under-achievements:

Underachievement is reported for the upgrading of the Server Infrastructure. The storage area network and servers connecting to the storage area network are old and need to be upgraded urgently. This leads to hardware failure such as faulty hard drives, which increase the risk of data loss.

Some audit findings could not be resolved due to the old infrastructure. Ms Windows 7 workstations and other old outdated equipment (like switches and Storage Area Network) need to be replaced. Out of 18 audit findings, 13 findings were resolved and closed. The removal of the Ms Windows 7 workstations is in progress. Only workstations where officials could prove that they are busy replacing equipment were allowed on the network.

Table 18: Programme 1: Report against the tabled Annual Performance Plan

Programme 1: Administration									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that administration, planning and Human Resource (HR) systems evolve to deal with and support emerging priorities of the national Department	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department	Quarterly	99.55% (35 327/ 35 485)	Q1: 96.30% 1 561/1 621 Q2: 98.93% 2 408/ 2 434 Q3: 99.76% 4 712/4 723 Q4: 99.47% 5 448/5 477 Total: 99.12% 14129/14255	100%	**99.85%** **27486/27527**	**-0.15%**	**Delay was due to Project Manager not signing the invoices on time.**
		1.1.2 Number of reports on misconduct cases resolved within 90 days	Quarterly	4	4	4	**4**	**No deviation**	**Not applicable**
		1.1.3 Number of capacity-building programmes offered to DBE officials	Annually	-	Q1: 0 Q2: 2 Q3: 13 Q4: 4 Total: 19	12	**20**	**+8**	**There has been an increase in demand from officials to attend additional capacity-building programmes from those that were planned. The use of face- to-face and online training methods for training contributed to the over achievement.**
		1.2.1 Annual Performance Plan (APP) approved by 31 March each financial year	Annually	-	2021/22 APP approved by March 2021	2022/23 APP approved by March 2022	**2022/23 APP approved by March 2022**	**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	-	Four Quarterly Reports submitted to NT and DPME 30 days after the end of each quarter	4	**4**	**No deviation**	**Not applicable**

Strategy to overcome areas of underperformance

The Programme 1: Administration has one (1) indicator of the five (5) that has not been achieved which is indicator 1.1.1 "Percentage of valid invoices paid within 30 days upon receipt by the Department". The Department has managed to pay 27 486 of the 27 527 resulting in a difference of 41 invoices not paid within 30 days, thus providing a deviation of -0.15%. Although this indicator has been underachieved, it also demonstrates the commitment and results from the strategies put in place in the previous financial year, as there has been an improvement from the deviation of -0.88% to the current of -0.15%. Though the deviation is minimal, it remains a concern for the Department to address as it impacts on service delivery and contributions to the business sector. Therefore, to overcome the underperformance, the DBE will continue to engage project managers to expedite necessary supporting documents on invoices and be signed within five (5) days as required. This will assist the Department to ensure compliance with the payment of invoices within 30 days as required by National Treasury regulations.

Table 19: Sub-programme expenditure

	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Ministry	38 001	37 485	516	30 325	28 794	1 531
Departmental Management	96 384	96 932	(548)	88 232	84 397	3 835
Corporate Services	76 268	75 247	1 021	69 843	66 161	3 682
Office of the Chief Financial Officer	83 776	83 369	407	92 380	85 781	6 599
Internal Audit	8 858	8 739	119	7 843	6 932	911
Office Accommodation	230 055	229 999	36	215 440	214 058	1 382
Total	**533 342**	**531 771**	**1 551**	**504 063**	**486 123**	**17 940**

Linking performance with budgets

The expenditure in relation to current payments: Compensation of Employees was increased towards financial year-end to cater for the shortfall incurred from payment of salary adjustments for Senior Management Service (SMS), as their adjustments were omitted when calculating the overall Compensation of Employees' adjustments calculations. Goods and Services: The sub-programme remained within the allocated funds and part of the remaining budget was shifted to other sub-programmes to close their shortfalls to avoid any over expenditure. The main cost drivers of this sub-programme are audit costs and computer services for software licences and BAS, PERSAL and LOGIS mainframe.

The Office Accommodation budget, determined by National Treasury, increased by 5.25% while the Unitary Fee, determined by Consumer Price Index (CPI), only increased by 3.1%. This difference determined the underspending.

As a result of challenges posed by the COVID-19 pandemic, the DBE was unable to fulfil some of its monitoring and oversight responsibilities due to the restrictions posed by COVID-19. Most of the physical meetings, such as the Lekgotla, Director-General's engagements and other key oversight meetings, were held on virtual platforms to ensure that its ultimate objectives were reached. This programme as rendering key administrative functions of the Department, and key strategic documents for communications that are normally printed, were replaced with electronic copies. The slight variance of under-expenditure is mainly attributed to the Goods and Services budget. The expenditure has assisted in closing the gap by contributing to the achievement of other sector's key priorities. The expenditure contributed to the implementation of key activities outlined in the ECD Migration Communication strategy and thereby contributing to ensuring effective communication and a smooth transition of the migration of ECD from DSD to the DBE. The operational budget also contributed to facilitating key partnerships that contributed to supporting key educational programmes and these included literacy interventions, and support to various Ministerial programmes such as the NSC Examination Results Announcements and the Basic Education Employment Initiative (BEEI).

Reporting on the Institutional Response to the COVID-19 Pandemic

Table 20: Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Office Accommodation	Hand sanitiser for the DBE head office	Gauteng, City of Tshwane CBD	900			R 65 203		Hand sanitisers were made available as per COVID-19 regulations

Non-pharmaceutical intervention measures have been key in preventing and control of the transmission of COVID-19 within the society as well as the working environment. For the period under review hand sanitisers were procured for DBE head office to assist in curbing the resurgence of the virus to contribute to a healthy working environment.

4.2 PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

4.2.1 PURPOSE

The purpose of Programme 2 is to develop curriculum and assessment policy and support, monitor and evaluate curriculum implementation.

4.2.2 LIST OF SUB-PROGRAMMES

Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Curriculum Enhancement Programmes and Second Chance Matric Programme.

4.2.3 LIST OF INSTITUTIONAL OUTCOMES

- **Outcome 1:** Maintain and develop the system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.
- **Outcome 3:** Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.
- **Outcome 4:** Advance the development of innovative and high-quality educational materials.
- **Outcome 5:** Conduct strategic interventions to assist and develop provincial education systems.

4.2.4 PROGRAMME OVERVIEW

The Programme: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the Basic Education Sector. The indicators in this programme are fundamentally directed towards improving learner performance as captured in the *Action Plan to 2024: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals on learner performance:

Action Plan Goals on Learner Performance	
Goal 1 ▶	Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum Language and Numeracy competencies for Grade 3.
Goal 2 ▶	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum Language and Mathematics competencies for Grade 6.
Goal 3 ▶	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum Language and Mathematics competencies for Grade 9.
Goal 4 ▶	Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.
Goal 5 ▶	Increase the number of Grade 12 learners who pass Mathematics.
Goal 6 ▶	Increase the number of Grade 12 learners who pass Physical Science.
Goal 7 ▶	Improve the average performance of Grade 6 learners in Languages.
Goal 8 ▶	Improve the average performance of Grade 6 learners in Mathematics.
Goal 9 ▶	Improve the average performance of Grade 8 learners in Mathematics.
Goal 10 ▶	Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
Goal 11 ▶	Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
Goal 12 ▶	Improve the grade promotion of learners through Grades 1 to 9.
Goal 13 ▶	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.
Goal 19 ▶	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
Goal 20 ▶	Increase access among learners to a wide range of media, including computers, which enrich their education.
Goal 26 ▶	Increase the number of schools that effectively implement the Inclusive Education policy and have access to centres that offer specialist services.

CURRICULUM IMPLEMENTATION AND MONITORING

Curriculum, Implementation and Quality Improvement (GET)

Achievements:

Systemic Improvement of Literacy and Numeracy in the Foundation Phase (SILN):

School Management Teams (SMT) and District Curriculum Leadership Training: The Terms of Reference (ToRs) for the training of teachers, Departmental Heads and Subject Advisors served at the BSC meeting, and amendments to the ToRs were made as per the recommendation of the BSC meeting.

Project Management: A total of 12 project management meetings were held with stakeholders, including the Flemish Association for Development Cooperation and Technical Assistance (VVOB), the Mpumalanga PED, the DBE, Zenex Foundation, and the Programme for Improvement of Learning Outcomes (PILO). The achievements from these meetings include the following:

- Finalisation of the printable resources for learners and teachers;
- Strengthened ToRs for Classroom Library Boxes;
- Refined and strengthened ToRs for the training of Teachers, Departmental Heads and Subject Advisors; and
- Feedback report on the progress of the project provided to the National Treasury;

Curriculum Materials: The provincial team finalised the toolkits per subject, per language and per grade that will inform the printing tender process, and Mpumalanga PED responsible for General Education and Training (GET) Curriculum, formally endorsed the toolkits.

Curriculum Implementation and Quality Improvement Activities:

Monitoring: A total of 96 schools were monitored and supported.

Multi-grade teaching: A multi-grade teaching workshop was conducted in the Eastern Cape from 14 to 17 September 2021.

Presidential Youth Employment Initiative (PYEI) as implemented in Basic Education:

- Development of training manuals for Education Assistants;
- Monitoring the implementation of the PYEI:
  - A telephone survey (desktop monitoring) on the implementation of the PYEI was conducted in all nine (9) PEDs. A total of 90 Curriculum Education Assistants (EAs) were interviewed telephonically.
  - In addition, a survey on the implementation of the PYEI was also launched on the WhatsApp Teacher Connect platform. A total of 21 000 EAs have responded to the survey.

Languages Interventions:

Grade 4 – 6 Second Additional Language (SAL) programme roll-out: In collaboration with the NECT, the Department hosted two (2) Grade 4 – 6 Second Additional Language (SAL) Co-ordinators meetings with PEDs to provide progress reports on the implementation and to share plans for the rest of 2021.

EFAL Languages TV Broadcasts for learners in Grades 4, 6, 7 and 9: To support the learners in English First Additional Language, the DBE selected, evaluated and submitted videos during April 2021 for broadcasting on SABC and the DBE Channels with the purpose of covering aspects of the (realigned) curriculum as well as possible, and to provide some guidance about preparation for the upcoming examinations.

Incremental Introduction of African Languages into South African Schools (IIAL): In collaboration with NECT, the Department participated in Grades 4-6 SAL and IIAL Programmes as follows:

- Coordinators meetings: August 2021;
- Training of Subject Advisors: Term 2 and 3: July 2021;

- Briefing session for participating schools; and
- SMTs briefing sessions: 23 August 2021;

Mother Tongue Based Bilingual Education (MTBBE): In collaboration with the Education Technical Assistance Office (ETAO) established by the DBE and the NECT, the Department participated in a meeting held on 31 August 2021, to conceptualise the establishment of the Language in Education Unit in the DBE, to facilitate the development of policy to ensure that African Languages are developed to the level of usage as languages of learning and teaching beyond Grade 3.

English Across the Curriculum: Activities that exemplify English Across the Curriculum in Social Sciences and Life Skills Grades 4-6 were developed. The activities referred to are exemplar lesson plans, exemplar formative and summative assessment tasks.

Eastern Cape Reading Webinar: In collaboration with the Eastern Cape Department of Education, the Department conducted a Reading Webinar on 15 October 2021 in which the "*Understanding the milestones that learners need to achieve in Reading across Languages"* was presented.

Foundation Phase and Reading Interventions: The Foundation Phase Home Languages Structured Learning Programme was piloted in selected schools in eight (8) PEDs.

Tanzania Draft Implementation Plan: The DBE drafted an Implementation Plan for the introduction of Kiswahili into South African schools for the 2022 academic year.

Curriculum and Assessment Policy Statement (CAPS): Technical Occupational (Year 1-4): Two (2) national workshops were conducted from 24 to 31 January 2022 and 21-28 February 2022, to infuse Umalusi comments into both the Home Language (HL) and First Additional Language (FAL) CAPS Annual Teaching Plans (ATPs): Technical Occupational (Year 1-4). Outstanding LTSM was developed, namely a Teacher's Guide and Learner Booklet for Occupational and Vocational Subjects Year 1-4 HL and FAL. The Teacher's Guide incorporates:

- Pedagogy for teaching all the skills;
- Assessment Item Banks; and;
- Differentiated approaches to teaching and learning;

Entrepreneurship education:

The DBE coordinated data collection with teachers and SMTs in a sample of participating schools to evaluate the progress of the programme towards outcomes and as part of monitoring the requirements of the Annual Performance Plan 2021/2022. As per the Annual Performance target, 135 schools were evaluated. The purpose of the surveys was to understand the programme's effects on the level of knowledge, understanding and ability of beneficiaries of the programme in relation to the implementation of Project Based Learning in South African classrooms through the Department of Basic Education Entrepreneurship Employment and Education (DBE-E^3) Programme.

The Grade 9 integrated project for the General Education Certificate (GEC) Trials were developed and implemented. The integrated project comprised the subjects of Life Orientation, Economic and Management Sciences, Creative Arts, English and Social Science. The Grade 9 integrated projects for Natural Science and Technology were developed in February 2022.

Six (6) virtual and two (2) physical provincial and national training sessions were conducted from 10 May to 11 June 2021 in all the provinces for the implementation of the Grade 9 GEC Pilot in 34 schools. Nine (9) provincial coordinators, 20 subject advisors and 30 teachers were trained.

Longitudinal research in 108 cohort 1 schools:

- 12 schools per province (9 x 12) were identified as *deep research* schools. The 108 schools were provided with training and support by the DBE-E^3 Programme team. On-going in-person and virtual training was conducted from May 2021 – February 2022;

- From 11 to 14 February 2022, 36 master trainers, 11 interns and nine (9) Provincial coordinators were trained and another 18 master trainers were re-trained to strengthen the training teams for 2022/2023; and;

- Training materials were developed during the period under review for virtual and face-to-face training workshops.

Biannual uLab workshops were held using the Theory U Methodology with a group of education eco-system partners during 2021. The process is being planned and supported by a core team of five (5) stakeholders from the education sector. These include Teach the Nation, Pearson Marang Trust, Saville Foundation, Durban University of Technology, NECT Edhub and the Jakes Gerwel Fellowship.

The DBE-E^3 Programme placed 12 unemployed youth in Limpopo in January 2022 to support the roll-out and implementation of the DBE-E^3 Programme through the Youth@Work to provide additional support to the DBE-E^3 support staff in the District Teacher Development Centres.

The DBE plans to have all schools registered for Entrepreneurship Education (the DBE-E^3 Programme) by 2024 in the following increments: 3 600 schools during 2021/2022 and 10 000 schools during 2022/23. To implement this, Circular S1 of 2022 was issued and school principals signed up to participate in the DBE-E^3 programme using the TeacherConnect WhatsApp Platform.

Online training materials were developed for a 10-hour course entitled, “Introduction to Project-Based Learning”. This course was developed for the 3 600 schools, who signed up by 31 March 2022. Content for this course includes:

- A downloadable PDF Teacher’s Guide, which is an Introduction to Project-Based Learning;
- Five (5) Instructional videos to support the course on Introduction to Project-Based Learning;
- Five (5) Audiobook chapters that can be streamed. These support the Introduction to Project-Based Learning in an innovative and engaging manner; and
- Reflection activities that support the Introduction to Project-Based Learning course. Internal testing of the online course began in March 2022.

A digital platform was developed which was used as an advocacy tool for many programmes of the Department during the period under review. These programmes include the President’s Youth Employment Initiative in Phase Two for content; assets; mentorship; guidelines; communication; advocacy (push messaging); feedback (surveys); and online training; reading champions; COVID-19 health check and deworming.

As at 31 March 2022, the following statistics were achieved on the TeacherConnect Platform:

- 165 698 General App Users with an average organic growth of 2 275 users per month. 131 509 users are registered which constitutes 79% of total General Users;

- A total of 4.17 million messages on the TeacherConnect chat platform have been communicated to date. 9% of General Users have engaged with the platform (sent a message) within the last 30 days, while 13% have engaged within the last 60 days. The engagement over time is an indication of how enjoyable or useful the TeacherConnect chat community finds the content that is available to them on the platform;

TeacherConnectLearn is an online learning site accessed by mobile phone or computer. Relevant statistics as of 31 March 2022 include:

- A total of 283 000 visits and just under 117 000 unique visitors to the site. A total of 18 182 teachers have registered for a course on TeacherConnectLearn, which represents 15% of total unique visitors;

- The average completion percentage of teachers who start the courses versus those who finish is 72% (average completion rate for online courses is about 13% therefore, the completion rates being seen on TeacherConnectLearn are encouraging);

The Department participated in several interviews to promote the DBE-E^3 Programme. The Programme Executive Director conducted interviews as a spokesperson for the DBE-E^3 Programme. These engagements took place on the following platforms:

- 702 FM on 6 January 2022, with a reach of +750 000 listeners;
- Radio Cape Pulpit on 8 February 2022, with a reach of +180 000 listeners;
- Airport TV on 4 March 2022, with a reach of +100 000 viewers;
- Social TV on 12 January 2022, with a reach of +165 000 viewers;
- Alex FM on 24 March 2022, with a reach of +195 000 listeners; and
- Cape Town TV on 28 March 2022, with a reach of +650 000 viewers;

The following video productions were completed:

- Five (5) Animation videos for the Introduction to Project Based Learning rollout.
- An introductory video shot at schools and offices, featuring the Minister, Subject Advisors and teachers. This video has incorporated all the official languages, including sign language translations by deaf learners from MCK School in Lenasia, Johannesburg, Gauteng.

Under-achievements:

Systemic Improvement of Literacy and Numeracy in the Foundation Phase: The ToRs for the training of Teachers, Departmental Heads and Subject Advisors served at the BSC on a number of occasions for finalisation. The ToRs have been submitted to SCM in order for them to be presented at the BEC meetings in 2022.

Curriculum, Implementation and Quality Improvement (FET)

Achievements:

Development of the Revised History Curriculum (Grades 4–12): The Ministerial Task Team for History conducted two (2) writing sessions. The first 10-day session held from 21 to 30 May 2021 focussed on packaging the new History content for Grades 4–12 into a coherent curriculum. This was followed by a two-day session on assessment with the focus on assessment in Grades 4-12, in particular on the specification of various types of School-Based Assessment (SBA) tasks per grade. Two (2) content and assessment review meetings were conducted with teachers and Subject Advisors representing all grades (Grade 4–12). The review meetings aimed to obtain teacher input on the proposed curriculum.

Development of Grade 12 High Enrolment Study Guides for 13 Subjects: First and second phase of the project to develop Grade 12 study guides for 13 high enrolment subjects was completed. During this process, 41 Grade 12 study guides were developed. The study guides were released to the system electronically.

Development of Grade 12 Low Enrolment Subjects' Self Study guides: The study guides were developed by the writing teams comprising Subject Specialists from the Department, PEDs and Teachers for Consumer Studies, Hospitality, Tourism, Dance Studies, Design, Dramatic Arts, Music, Visual Arts and Tourism. A total of 15 study guides were developed and are now in the editing and layout phase before release.

Curriculum Implementation Monitoring: Phase 1 of the monitoring and support visits to schools took place in the Eastern Cape on 21 – 24 June 2021. Phase 2 of the monitoring and support visits to schools took place in the Northern Cape and the North West provinces on 2 – 5 August 2021. Phase 3, which was the final phase of the 2021 school visits, took place in Limpopo on 23 – 26 August 2021 and 30 August - 02 September 2021. The monitoring focussed on progress in the implementation of the 2021 recovery Annual Teaching Plans (ATPs).

During Phase 1, 30 schools were monitored in the Eastern Cape. During Phase 2, 32 schools were monitored in the Northern Cape. In the North West province, six (6) schools were monitored. During Phase 3 of the 2021 school monitoring and support visits, 36 schools were visited in the Limpopo province.

The monitoring focussed on progress in the implementation of the 2021 recovery ATPs for the following subjects: Accounting, Business Studies, Economics, Geography, History, Music, Visual Arts, English HL and FAL, Afrikaans HL and FAL, and IsiXhosa HL and the availability and implementation of curriculum policies.

Monitoring of Extra Support Classes: Autumn Classes: As part of improving the quality of National Senior Certificate (NSC) passes, the DBE team conducted monitoring visits in eight (8) provinces during the Autumn vacation period (26 - 30 April 2021). During the winter vacation period, e 154 schools/centres programmes were monitored in all nine (9) provinces from 6 to 16 July 2021. The largest majority of the centres offered more than 10 subjects (e.g., English FAL, African Languages, Accounting, Agricultural Sciences, Business Studies, Geography, History, Mathematical Literacy, Mathematics, Physical Sciences, Life Sciences, Physical Sciences and Tourism). A total of 82 centres were visited. All centres were preparing learners for the 2021 NSC final examinations by revising all content covered in various subjects as well as attending to the challenging questions in the examinations and the low hanging fruit questions. More than 90% of the centres visited were functional. Findings from the vacation classes were presented to Umalusi during standardisation.

National Subject Committee Meetings: The DBE conducted four (4) subject committee meeting sessions to lead and guide on curriculum related matters such as the revision of assessment requirements for 2021, the development of June controlled tests and monitoring the performance of learners. Attendees included DBE Curriculum specialists, Provincial subject coordinators, teacher union representatives, examination representatives and curriculum specific stakeholders e.g., careers development.

2021 NSC Standardisation: The DBE evaluated all NSC Question Papers as part of the preparation for the 2021 standardisation process. Item and error analysis was conducted on learner scripts at marking centres across nine (9) provinces. A total of 63 Question Paper Evaluation reports have been developed and submitted. A final Director-General pre-standardisation meeting was held on 03 January 2022, and specialists presented the final subject standardisation reports for all FET subjects. A total of 27 standardisation reports were presented.

2021 Diagnostic Reports for high enrolment subjects and Languages: The Subject Specialists working in collaboration with the Internal Moderators developed the 2021 Diagnostic Reports from 22–25 January 2022 for the following subjects: History, Geography, Accounting, Business Studies, Economics, Afrikaans HL, English HL, English FAL and nine (9) African Home Languages. The purpose of the Diagnostic Reports is to guide educators on the approaches to teaching certain topics and/or concepts. In the Diagnostic Report, common errors and misconceptions for each question are identified and suggestions for improvement are offered. The suggestions for improvement essentially entail strategies that a teacher could employ to teach a particular concept in order to facilitate effective learning.

2021 Evidence-Based Report (EBR): In support of the 2021 standardisation, the preliminary and final 2021 EBR has been developed, approved and submitted to Umalusi. The report, which outlines the extraordinary national support provided to the Class of 2021 was presented to Umalusi on 16 December 2021, as part of the 2021 standardisation inputs from the DBE.

Development of 2021 subject profiles: The 2021 NSC results were analysed and subject profiles were developed, which outline the performance of the Class of 2021. This analysis informs subject improvement plans. Deeper analyses of learner performance are still ongoing to inform improvement and intervention plans.

Curriculum Policy Support and Development: The policy for the NSC was provisionally approved by Umalusi. It was finalised and submitted to Umalusi for final approval. As part of the multi-year curriculum recovery plan, the Department revised subject weightings for the FET band which were released through Circular S8 of 2021. Erratum to the revised subject weightings for the FET band, Grades 10-12 was released through Circular S10 of 2021. Three (3) curriculum circulars were published, Circulars S16 and 17 of 2021, were released to guide the weightings of SBAs and end-of-year examination for Grades 10 and 11 from the academic year 2021 to 2023. Circular S18 of 2021 was released on 23 October 2021 to confirm the task weightings for Dramatic Arts, Grade 10 – 12.

Presidential Youth Employment Initiative (PYEI): **Basic Education Employment Initiative (BEEI):** An online orientation session was conducted to mediate the revised FET Educator Assistant Orientation Manual to provincial and district officials in preparation for the second phase of implementation. The guide aims to standardise and outline the minimum criteria to be orientated on. A total number of 235 participants, from all nine (9) provinces, were orientated.

Under-achievements:

None.

Inclusive Education

Achievements:

Monitoring of the implementation of inclusive education: In the period in review, the DBE conducted oversight visits to Free State, where, together with the province, three (3) education districts were monitored and supported. Oversight visits were also conducted in Northern Cape and KwaZulu-Natal to strengthen the implementation of inclusive education in all public schools. The visits coincided with the end of the initial period of the implementation of Education White Paper 6 and, therefore, allowed the system to take stock of achievements, gaps and which areas require strengthening. Two (2) districts were selected per province for monitoring and support, and this included a visit to an ordinary public school, full-service school, special school and special care centre. **Summit on Inclusive Education:** To enhance the implementation of Inclusive Education, the Department, in collaboration with the Department of Women, Youth and Persons with Disabilities (DWYPD) held an Inclusive Education Summit from 22 to 23 November 2021. The Summit commissions generated specific recommendations in respect of the strengthening of the implementation of inclusive education.

Monitoring the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS)

Strengthening the capacity of the system for effective implementation: The DBE undertook the following activities intending to strengthen the implementation of the Policy on SIAS: Establishment of a task team which held meetings with officials responsible for the implementation of the Policy on SIAS in KwaZulu-Natal, Gauteng, Western Cape and Free State, to identify sources of challenges regarding the implementation of the Policy on SIAS and develop intervention strategies for improving the capacity of the system to support vulnerable and at-risk learners.

Monitoring the implementation of the Policy on SIAS: A template for the quarterly monitoring of the implementation of the Policy on SIAS was developed and shared with PEDs. During the period under review, the following was achieved: 26 615 teachers (from 5 633 schools), 5 198 Grade R practitioners and 1 975 officials were trained on the implementation of SIAS; 70 060 learners were identified and assessed; 79 064 Individual Support Plans (ISPs) were developed; 29 277 cases were successfully resolved by schools; 20 965 cases were referred to the District-Based Support Team (DBST); 10 380 cases were successfully resolved by DBSTs; 6 183 schools had a functional School-Based Support Team (SBST); 5 606 schools were monitored for the functionality of SBSTs; and 6 665 schools were monitored for the implementation of the Policy on SIAS.

Management of the implementation of the conditional grant on Learners with Severe to Profound Intellectual Disability (LSPID): 4 347 Children/learners with profound intellectual disability used the Learning Programme for Learners with Profound Intellectual Disability.

Finalisation of the draft procedural manual on accommodations and concessions: The DBE established a national task team to finalise the Draft Procedural Manual on Accommodations and Concessions. Virtual writing sessions were held from 18-20 May, 01-03 June; and 19 November 2021. The draft document was presented at the Inter-Provincial Meeting on Inclusive Education on 24 November 2021 and HEDCOM Sub-Committee on District Coordination, Monitoring and Support on 01 December 2021. The draft manual was shared within the Department, Teacher Unions and Provincial Directors for Inclusive Education, for further comments.

Strengthening of special schools: The task team consisting of the Department, Independent Communications Authority of South Africa (ICASA) and Department of Communications and Digital Technologies (DCDT), convened a meeting with Liquid and MTN to establish what their plans were for the roll-out. The telecommunications companies were advised to complete the roll-out by April 2022. Liquid also communicated with all PEDs where they had been allocated schools.

Monitoring of the training of teachers in specialised areas of inclusion: For the period under review, the following have been achieved: 48 teachers were trained in Braille, 165 on SASL, 88 on Autism and 11 032 on other inclusive programmes.

Monitoring the implementation of the policy on home education

- **Registration of learners for Home Education (HE):** 2 075 applications were received, of which 1 214 were approved, bringing the number of learners registered for Home Education by December 2021 to 6 049. However, this number decreased, with 3 444 learners registered for Home Education by the end of March 2022.

- **Development of data management system:** A draft online application system for Home Education was developed. To ensure consistency in data management across provinces, a template for data management was developed and distributed to PEDs.

- **Development of regulations for the Policy on Home Education:** Draft regulations were developed and presented at the Inter-provincial meeting held on 23 March 2022. Four (4) provinces have submitted the names of Joint Liaison Committee (JLC) members who will form part of the National Task Team for the development of the regulations.

Monitoring of the implementation of the Policy on Home Education (HE): The Department developed an Annual Teaching Plan (ATP) template, indicating weeks and activities for each term, in line with section 18.2 (1) of the Policy on Home Education. Progress of learners in Home Language and Mathematics for Grades 1 to 9 were monitored and out of 221 learners reached across all provinces, 49% were from the Gauteng Province. Virtual monitoring and support were further conducted on the implementation of Home Education in the Eastern Cape and KwaZulu-Natal.

Support to Schools for the Blind and Partially Sighted: As part of the sector's efforts to contain the spread of the Coronavirus and ensure the safety of learners, educators and non-educators, the Department, together with South African Guide Dogs Association, developed short videos on orientation and mobility. These were produced in five (5) languages, namely, IsiZulu, English, Afrikaans, isiXhosa and Setswana. The package per school was an English video with close captions and complementary training materials. Furthermore, PDF copies with pictures and Word documents for screen readers and braille printing were produced. The link to the videos and materials was shared with PEDs, that was preceded by a briefing session (on the use and features of the videos) held in April 2021.

Roadshows for piloting of Coding and Robotics in full-service, special, multi-grade and ordinary schools: The Department participated in the roadshows for the piloting of Coding and Robotics. The roadshows were conducted in the Eastern Cape, KwaZulu-Natal, Limpopo, North West, Free State and Western Cape provinces. Draft Guidelines for Responding to Learner Diversity through CAPS for Foundation, Intermediate and Senior Phases in Coding and Robotics were developed.

Under-achievements:

Development of regulations for the Policy on Home Education: The process of developing regulations for the Policy on Home Education has been slow. In this regard, a plan of action to guide the process was outlined for implementation.

Second Chance Matric Programme (SCMP)

Achievements:

Working in collaboration with the PEDs, the Second Chance Matric Programme (SCMP) facilitated the support of second chance learners at 224 face-to-face centres throughout the country in Phases I and II. More than 2 240 teachers and 224 Centre Managers offered classes to second chance learners at the selected centres after school hours and over weekends. The total number of adult learners who were prepared to write the combined examinations is more than 249 145 learners. Of the 249 145, more than 80 000 adult learners attended the face-to-face classes in two Phases. Phase I took place from 01 February 2021 to 30 June 2021 and Phase II took place from 1 July 2021 to 30 November 2021.

The Programme supported second chance learners through these four (4) platforms: face-to-face classes at the centres, broadcasting through radio and television, online and offline support and provisioning of LTSM resources.

The Programme supported 63 995 adult learners to obtain subject passes in both the May/June 2021 and November/December 2021 examinations.

The Department procured and donated the COVID-19 essentials that were delivered to 224 centres. The Centre Managers, who served as managers of the Programme at the centres, were assigned to manage the distribution and usage of the essentials. They also trained teachers and learners to observe the COVID-19 standard operating procedures (SOPs) and as a result, no infections were reported. The unemployed youth have been paid for their services. Working with the assistance of the Districts and Provinces, the Centre Managers organised sessions to orientate the teachers and learners on adhering to the COVID-19 SOPs before classes started.

The Department procured and delivered stationery to 224 schools that hosted the face-to-face centres in all Provinces. The donation served as a reimbursement for the costs incurred by the schools. The hosting schools pay for item costs that include electricity, water, and consumables and hence the reimbursement by the Programme.

Some learners who were unable to attend the classes for reasons such as work commitments and living far away from centres were supported through television and radio broadcasting, provision of LTSM resources (hard copies) and accessibility to the online resources through the SCMP website. Those who had no access to the Internet were provided with the installation of 85 Content Access Points devices in selected centres that do not have access to the Internet.

Additional support to learners was provided through the following platforms:

- 12 SABC Regional radio stations and 10 local radio stations were used to broadcast educational programmes to support the learners;
- Provision of broadcasting programmes in the Mindset TV on DSTV and Openview HD.

The Department has placed on the website LTSM, multimedia and examination resources to be accessed by learners and teachers who have access to the Internet. Learners and teachers were able to access these available resources before and during the examinations. Support to learners was also provided through the following established partnerships:

- 67 community centres of the DHET were provided with DVDs containing selected content. The Programme also donated LTSM for 20 000 learners studying through the DHET Community of Learning Centres;
- Through partnerships, the DBE website was made available online at the 141 Vodacom Teacher Centres and 43 UNISA centres; and
- The online resources were made available through the 700 Msanzi Public Libraries.

The Department held three (3) Inter-Provincial meetings to discuss the planning and implementation of the Programme including classes post the lockdown period. The DBE has strengthened the partnerships with the different organisations to address the challenges and needs of the Not Employed, Education and Training (NEET) Group. These organisations include the National Youth Development Agency (NYDA), DHET, Gauteng-Harambee, and some private providers. It is envisaged that the project may be implemented later in this financial year. The SCMP created job opportunities for 672 unemployed youth who were contracted as Casual Workers, Screeners and Cleaners. 10 Casual workers worked to pick, pack and record the SCMP stock. The Screeners and Cleaners were appointed to administer the COVID-19 SOPs before, during and after classes at each centre.

Furthermore, five (5) ministerial roadshows were held in Gauteng, Free State, Eastern Cape, Northern Cape and Mpumalanga Provinces.

Second Chance Matric Programme: Monitoring of face-to-face classes: The SCMP officials conducted monitoring of the face-to-face centres in the following Provinces:

Table 21: SCMP monitoring - Phase 1 2021

Province	Centres Monitored	Date visited the Centre
Gauteng	PHL Moraka	30/03/2021
	Elizabeth Matsemola	
North West	E.M. Mokatsane	08/04/2021
	Tlhabane Centre	09/04/2021
Mpumalanga	Empucukweni Secondary School	10/04/2021
	Mmashadi Secondary School	15/04/2021
KwaZulu-Natal	Mgazi Full-Service School	17/04/2021
	Sicelifundo Combined Centre	
Limpopo	Masedibo High School	22/04/2021
	EDL Rampola	07/05/2021
Eastern Cape	Phaphani Centre	07/05/2021
	Vulumzi Senior Secondary School	08/05/2021

Table 22: SCMP monitoring - Phase 2 2021

Province	Centres Monitored	Date visited the Centre
Northern Cape	Carlton van Heerden	09/06/2021
	Pabalelo High School	09/06/2021
Gauteng	Lishata Secondary School	05/10/2021
	Thuto-Mfundo Secondary School	06/10/2021
North West	Zeerust Combined School	14/10/2021
Mpumalanga	AD Nkosi	09/10/2021
Limpopo	Shingwezi School	21/10/2021
Eastern Cape	Bizana Village Centre	05/11/2021
Free State	Tiisetsang High School	20/10/2021

Private Sector Partnership: Old Mutual sponsored more than 1 000 learners to apply for admission to institutions of higher learning. The sponsorship also assisted learners in applying for bursaries that include the National Student Financial Aid Scheme (NSFAS) and Funza Lushaka. More than 500 learners were assisted in applying at institutions of higher learning for different programmes.

Under-achievements

The SCMP has facilitated the development and advertisement of a tender with the Supply Chain Management for the printing of LTSM that is distributed to learners. There has been a delay in the advertisement and awarding of the tender that was ultimately cancelled.

CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

Learning and Teaching Support Material (LTSM)

Achievements:

Workbooks: The print proofs for Grades R-9 workbooks volume 1 and 2 were signed off by the Department for the 2022 academic year. All provinces submitted learner projection data to inform the printing and delivery of workbooks for the 2022 academic year. Printing of volume 1 commenced in June and was completed in July 2021. Delivery of volume 1 commenced in August 2021 and was completed in December 2021. A total number of 40 254 (100%) were delivered to 22 962 (100%) public schools. Printing of volume 2 commenced in August 2021 and was completed by the end of October 2021. Delivery of volume 2 workbooks commenced in December 2021 and continued to March 2022. A total of 39 832 (100%) workbooks had been delivered to 22 279 (97.59%) public schools by 31 March 2022. The DBE continues to distribute workbooks as part of the remedial process to address shortages and/or wrong languages, as well as an increase in learner numbers.

Braille workbooks: Grades 1 to 3 Mathematics Braille workbooks in African languages were delivered to 22 special schools. In addition, the Department printed and delivered Grades 5 and 6 Braille Home Language workbooks in nine (9) South African languages (Afrikaans, Setswana, Sesotho, IsiXhosa, IsiZulu, Sepedi, SiSwati, and Tshivenda) for 22 special schools.

Provision of Braille and South African Sign Language (SASL) resources: Provinces have reported that funds have been transferred for the procurement of Braille material for special schools. Furthermore, provinces are closely monitoring the procurement of Braille material for special and deaf schools. The Department purchased 26 Braille titles in African Languages for Grades 1 to 12, and these resources have been forwarded to provinces to reproduce. It was also uploaded on the DBE website for easy access.

Review of Grade R workbooks: Two (2) workshops were held for review of Grade R workbooks in 11 official languages from 18 to 22 October 2021 and 4 to 10 February 2022. Recommendations by Subject Specialists were provided to the appointed Service Provider, and these were implemented.

Utilisation of workbooks: On the communication sent to Provinces in April 2021, through Circular S7 of 2021, it was requested that Google forms be utilised by all PEDs to collect data on the utilisation of workbooks with effect from 2021. The dates for the submission of these reports were 30 June 2021 for Volume 1 and 31 October 2021 for Volume 2, respectively. The Volume 1 report has been compiled.

Grades 4-6 Second Additional Language (SAL) toolkits: The development of the Grades 4 to 6 toolkits has been completed, and the NECT is conducting training with provinces.

Development of State-Owned textbooks: The DBE has developed Grades 10-12 Business Studies textbooks in partnership with ABSA. A workshop to quality assure the Grades 10-12 Business Studies textbooks was held from 25 to 28 June 2021. Reports on workshops held were compiled and submitted to developers for them to effect recommendations. A second workshop for quality assurance for Grades 10-12 Business Studies textbooks was held from 17 to 23 August 2021. Subject Specialists made recommendations for Developers to implement in the textbooks.

The Memorandum of Agreement (MoA) between the DBE and the South African Institute of Chartered Accountants (SAICA) for the development of Grades 10-12 for Accounting textbooks has been developed and submitted to SAICA for inputs. A proposal and project plan were drafted for the Sasol-Inzalo Foundation for the partnership to version the Grades 1-3 Mathematics textbooks and guidelines were drafted for the versioning process. Similarly, a proposal and project plan was drafted for the Sasol-Inzalo Foundation for the partnership to review the Grades 4-9 Mathematics workbooks, as well as a proposal and project plan to review Grades 10-12 Technical Mathematics and Technical Science textbooks. The Department held a series of workshops to develop State-Owned resources that took place from October 2021 to March 2022, as approved by the Director-General as follows:

- Final quality assurance and sign-off of Grades 10-12 Business Studies textbooks and Teacher Guide took place from 18-22 November 2021;
- A framework that will guide quality assurance of Grades 1-3 Mathematics textbooks was developed from 29 November to 06 December 2021;
- To develop Grades 8-9 learner content booklets, held from 27 September to 06 October 2021; and

- To develop Grades 4-9 Mathematics workbook exemplars and strengthen the already developed framework document for both the development and quality assurance processes of these workbooks, held from 29 November to 06 December 2021.

Development of Grade R Teacher Manual: A proposal and project plan were drafted for funding for the development of Grade R Life Skills and Home Language Teacher's Manuals with Unilever. A workshop to develop a framework to guide the development of the Grade R Teacher Manual took place from 07-11 October 2021 with Unilever. The developed framework for the Grade R Teacher Manual was presented to the appointed service provider through the DBE partner, Unilever, at a workshop held from 29 November to 06 December 2021. This was followed by a quality assurance workshop on 14-20 March 2022. Recommendations made by Subject Specialists were submitted to Unilever to effect the changes. Reports from the workshop are accessible.

Review of Grades 1-3 Mathematics textbooks: The Department had a workshop to review the Grades 1-3 Mathematics textbooks from 2-7 February 2022. The Grades 10-12 Business Studies textbooks were translated into Afrikaans in partnership with ABSA. An online workshop to quality assure the Grades 4-6 Life Skills and Grades 7-12 Life Orientation textbooks was conducted from 01-28 February 2022. Furthermore, the Department established a new partnership with One Heart to assist with fundraising, development and printing of State-Owned LTSM. On this partnership, a

MoA was developed and forwarded to One Heart for perusal and approval. Proposals and project plans were drafted to develop and digitise Grades 10-12 Geography, Agricultural subjects, five (5) Arts subjects (Dance Studies, Design, Dramatic Arts, Music and Visual Arts) and submitted to One Heart for fundraising and implementation.

Development of Vocational Oriented and Occupational Subjects: Workshops to develop and quality assure the Vocational Oriented and Occupational subjects were held. A workshop to infuse feedback from Umalusi into the CAPS was held on 24 – 31 January 2022 and a quality assurance workshop took place from 21-28 February 2022. A total number of 12 out of 13 Vocational Oriented subjects were completed and 16 out of 24 Occupational subjects were finalised. The Department is continuing to ensure that the remaining subjects are finalised.

Progress on the plans to procure and deliver LTSM for the 2022 academic year: In 2021, Provinces began the process of procurement and delivery of LTSM for the 2022 academic year as per the sector plan. The DBE monitored provinces by conducting weekly meetings from 01 October 2021 to January 2022. Eight (8) Provinces reported 100% delivery of stationery to schools, except for the Eastern Cape, which received funds late and procurement and delivery of stationery has been in progress. Seven (7) provinces procured and delivered the ordered top up textbooks except for Mpumalanga, as this Province opted to go the ICT route, while the Eastern Cape received funds for procurement of top up textbooks late.

Universal Coverage: The average universal coverage in all nine (9) provinces is at 90%. The sector is working towards ensuring that 100% universal coverage is met.

LTSM electronic system: The LTSM electronic system was tested in all provinces. The system was implemented in the Northern Cape as part of the pilot.

Under-achievements:

National Catalogues: The review of the Grades 1 to 3 national textbooks catalogue has not been done due to non-availability of funds for this activity.

State-Owned textbooks: There was a delay in appointing the Service Provider to translate the English version of Grades 10-12 Computer Application Technology (CAT) into Afrikaans due to prolonged SCM processes. The Grades 1-3 Mathematics textbooks were reviewed but not versioned due to financial challenges experienced by the SASOL Foundation.

Rural Education

Achievements:

Rural Education Assistants Project: An amount of R87 million was awarded to the Department for the implementation of the Rural Education Assistants Project (REAP). REAP was a project aimed at piloting the use of Education Assistants in rural schools to improve the quality of education. It also aimed to improve livelihoods for the youth in rural communities. The project was implemented in three (3) provinces, namely Eastern Cape, KwaZulu-Natal and Limpopo (two districts in each of the Provinces) from June 2018 to March 2021. In the REAP, youth with a minimum of matric were recruited, trained and deployed to schools as Education Assistants. Their primary activities in schools included providing educators in the Foundation Phase with administrative support such as classroom management and organisation, assistance with completing registers; as well as facilitating extra-curricular activities in the selected schools.

From April to the end of September 2021, the research report was completed, which included the findings of the research, recommendations and some preliminary thoughts on a Framework for the Effective Deployment of Education Assistants in South Africa's (rural) schools.

The following outputs pertaining to the research component of the project were completed:

- REAP Research Report: Towards a Framework for the Effective Deployment of Education Assistants in South African Rural schools;
- Executive Summary of the REAP Report; and
- Mindmap to effective Learning, Enhanced Teacher Well-Being and Improved Livelihoods (a magazine capturing the project activities and findings in a succinct manner).

In addition to the research report, a project close-out report was completed and submitted to the Project Management Unit for packaging and submission to National Treasury as the Final Output. The Outputs of this project, which were completed during the first three quarters of the financial year, are as follows:

- REAP Research Report: Towards a Framework for the Effective Deployment of Education Assistants in South African Rural schools;
- Executive Summary of the REAP Report;
- Mindmap to effective Learning, Enhanced Teacher Well-Being and Improved Livelihoods (a magazine capturing the project activities and findings in a succinct manner; and
- REAP Close-Out Report.

Edulution Project: Edulution is a pilot project implemented in partnership with the Sesego Group in the Pinetown District in KwaZulu-Natal.

The main goals of this project are to improve the educational outcomes for learners who participate in the programme through regular testing and tracking of individual progress and results, and to reduce unemployment and promote enterprise development in rural communities by providing jobs for previously unemployed youth to become coaches.

The project was officially launched on 31 March 2021 at Hlengimpilo Primary School.

At the time of the launch, eight (8) pilot sites had successfully been opened and were operating. During the period under review, the number of sites in Kwazulu-Natal has increased from 10 to 14.

The project provides learners with tablets which are preloaded with lessons aligned to the CAPS Curriculum. The Edulution sessions have been time-tabled into the regular school time-table. The project has reached 3 600 learners.

A baseline evaluation was undertaken by an independent evaluator at the commencement of the project in 2021.

The DBE, with the support of officials from the province, district and circuits, undertook monitoring and support of the project

in October 2021 and February 2022. The DBE monitoring revealed the following amongst others:

- That schools have actively embraced and supported the project;
- That learners are excited and actively engaged with the project; and
- That some progress was notable in learner performance, especially in the early grades.

Data drawn from the analytics utilised by the project have supported the findings of progress in learner performance. The data collected at the end of 2021 through analytics indicates an increase in the number of learners who have moved towards their grade appropriate levels following their participation in the project (Grade 4: 29%; Grade 5: 18%; and Grade 6: 14%).

Enhancing livelihoods: 32 young people were recruited as coaches in KwaZulu-Natal. These young people have been trained and placed in the 14 centres currently operating in the province. The training for these youth is continuous and will equip them with a range of skills, which include facilitation skills (as they are trained to facilitate the sessions), working in an educational environment, teamwork and computer skills (ICT skills). These skills could be used beyond the project as the youth grow further into other fields.

The coaches receive performance-based payment, which is a critical source of support for their families and households. They also receive ongoing training that can potentially move them from entry-level Coach/Novice to Supervisor level along the coach's career path.

Expansion into Mpumalanga: During the third quarter of the financial year, discussions ensued between the DBE and the Edulution partners for the expansion of the project to Mpumalanga. These discussions have resulted in an agreement to extend the project to the second province and preparatory activities were undertaken to open sites in Mpumalanga as follows:

- On 25 January 2022, officials of the DBE and Edulution convened a meeting with the provincial education officials to present the details of the project;
- From 26 to 28 January 2022, teams constituted of officials from the DBE and the Mpumalanga PED visited schools in the Ehlanzeni district to assess their suitability to host Edulution;
- On 16 February 2022, a training workshop was held at Penreach College for the six (6) schools that were selected as part of the first phase of the project roll-out; and
- Between 1 and 11 March 2022, centres were opened in five (5) of the six (6) schools that were selected.

Quarterly progress reports on the implementation of the project were presented to the Project Steering Committee, chaired by the Deputy Director-General (DDG) for Delivery and Support from the DBE, during the year. Three (3) Steering Committee meetings were convened on 4 August 2021 (virtual), 27 October 2021 (virtual) and 10 February 2022 (virtual) respectively.

Enabling Schools Project in the North West: This is a pilot project that is led by the University of Pretoria (UP) and is implemented with the DBE and North West Department of Education (NWED) as partners. The project is implemented in schools in the Mafikeng sub-district. The project targets the Foundation Phase of the schooling system (children aged 6 to 9), and foregrounds 'reading for joy' as an essential element for promoting quality education and achievement. It also foregrounds school leadership as a key element for enabling schools to deliver quality education. In addition to academic achievement, the project also has learner health and wellbeing as envisaged outcomes.

Preparatory meetings between the implementing partners and the schools were held during the second quarter of the financial year, and 45 former Education Assistants from the REAP have been enlisted to assist with the research process.

Additional former Education Assistants were recruited as Community Reading Coaches and are involved in the schools as facilitators of the reading activities. Schools that will participate in the project were selected during the second quarter of the financial year.

The materials that will be used to facilitate reading in the pilot schools were quality assured. These materials have been translated into Setswana, and the workshop sought to ensure that the quality of these materials is up to the required standards.

A project roll-out plan has been developed with principals of project schools participating in the pilot, and officials from the NWED.

The following activities were completed for the project:

- Training of the Community Reading Champions and School Leadership from 18 to 19 January 2022;
- Leadership training for Principals and Senior Management Team (SMT) members on 02 March 2022;
- CRC Reading Cycle training on 03 March 2022;
- Foundation phase teacher's training on 04 March 2022; and
- Baseline assessment for 120 learners from 07 to 11 March 2022.

The DBE has also been involved in monitoring and supporting the activities of the project.

The Education Partnership Group Project on School Leadership and Accountability: The Department is collaborating with the Education Partnership Group (EPG) to implement a project on promoting accountability and excellence in school leadership. The project will be implemented in KwaZulu-Natal, Limpopo and Mpumalanga. The project is in the early stages of implementation and preparatory meetings between EPG and the DBE took place in February and March 2022.

Inter-Provincial Rural Education Committee (IPREC) Meetings: An Inter-Provincial Rural Education Committee was established to discuss support to rural and multi-grade teaching schools. The Committee is constituted of officials attached to rural education from the DBE, the nine (9) provinces as well as social partners. From time to time, other stakeholders are invited to the meetings to present their projects that support rural and multi-grade schools.

The Committee meets quarterly, and four (4) meetings were successfully convened during the year on 24 June 2021 (virtual meeting), from 02 to 02 September 2021 (face to face at the DBE), from 18 to 19 November 2021 (face to face at the DBE) and from 24 to 25 March 2022 (face to face at the DBE) respectively.

At these meetings, provinces shared their programmes and projects aimed at supporting rural schools and shared good practices. They also shared programmes and projects aimed at supporting rural and multi-grade teaching schools.

The following projects by various stakeholders were presented to the IPREC during this financial year:

- The Teacher Development Directorate of the Department and the British Council presented on the Learning English Audio Programme;
- The NECT presented its projects aimed at supporting rural and multi-grade schools; and
- The MST Directorate of the Department presented on the rollout of ICT equipment to schools.

Under-achievements:

The research reports could not be printed as envisaged due to lack of funding. Further efforts are being made to source funds for the printing of the reports so that they could be shared broadly.

A Memorandum of Understanding (MoU) between the DBE and the implementing partner was not finalised, as the process of vetting the partnership took longer than envisaged. Meetings were held with the Legal Unit in the DBE to expedite the process.

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

MST Curriculum: Grade R-3 2021 Annual Teaching Plans (ATPs) were reworked. All four (4) terms are captured in one (1) comprehensive document per grade. These ATPs were also mediated with the North West, Mpumalanga, KwaZulu-Natal as well as Free State provinces. The 2022 Readiness and Baseline Assessments, Memoranda and Recording Mark Sheets were developed as well as the diagnostic Assessments, Memoranda, and recording mark sheets. The writing process for the integrated Grade R Teachers Guide was supported.

Learner Books and Teacher Guides: Learner Books and Teacher Guides for Years 1 and 2 were developed for Life Skills and Natural Sciences occupational subjects and the draft Learner Books and Teacher Guides are now available for further reworking and finalisation.

Lesson Study workshop with the University of Pretoria: A Lesson Study Workshop was held with the University of Pretoria with teachers and subject advisors in the Tshwane South District of the Gauteng Province. Teachers started planning research lessons, and they will still be supported to continue planning those lessons in their schools until the cycle of Lesson Study is completed.

Supported Subject Advisors: Subject Advisors from various districts around Queenstown were supported on Lesson Study. This support was requested by the Queenstown Subject Advisor. Subject Advisors will now lead Lesson Study in a few schools and invite the Department for monitoring and further support.

22 Subject Advisors from the Mpumalanga province have been supported on how to develop quality assessment tasks and draft investigations and tests for Intermediate Phase (IP) and Senior Phase (SP). Monitoring of the training of Teaching Mathematics for Understanding (TMU) for Grade 4-6 teachers on Term 1 content in Chris Hani East District, Eastern Cape province has been conducted and monitoring tools are in place. Monitoring of the implementation of the Edulution Project in three (3) schools from the Pinetown District in KwaZulu-Natal Province has been conducted and monitoring tools are in place.

Two (2) Study Guides covering Functions, Finance, Trigonometry and Euclidean Geometry were finalised in October 2021. The electronic (material) guides were sent to all provincial coordinators to distribute to schools. Six (6) schools in the Gert Sibande and Ehlanzeni districts were supported with Spring classes in October 2021.

Support was provided to (ten) 10 poorly performing schools in KwaZulu-Natal, including teaching support to 17 other schools during Autumn classes.

Provinces were guided on what should be taught and the number of formal tasks which learners should undertake. The Department further participated in the finalisation of memoranda for Grade 12 Mathematics, supported three (3) marking centres and provided an analysis of question papers for standardisation. A Mathematics diagnostic report was produced.

45 Schools (0: Eastern Cape, 1: Free State, 0: Gauteng, 12: KwaZulu-Natal, 0: Limpopo, 0: Mpumalanga, 0: Northern Cape, 0: North West and 32: Western Cape) were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level.

331 Schools (0: Eastern Cape, 136: Free State, 0: Gauteng, 36: KwaZulu-Natal, 0: Limpopo, 0: Mpumalanga, 0: Northern Cape, 0: North West and 159: Western Cape) were supplied with consumables and subject related apparatus to support curriculum and practical teaching methodology at the FET level.

39 295 Learners (0: Eastern Cape, 25 000: Free State, 244: Gauteng, 6 026: KwaZulu-Natal, 800: Limpopo, 0: Mpumalanga, 0: Northern Cape, 600: North West and 6 625: Western Cape) were funded to participate in Mathematics and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations.

1 894 Teachers (0: Eastern Cape, 0: Free State, 0: Gauteng, 385: KwaZulu-Natal, 826: Limpopo, 0: Mpumalanga, 0: Northern Cape, 50: North West and 633: Western Cape) were trained during the 2021/22 financial period.

Coding and Robotics: The Department has orientated 62 members of the National Training Team (NTT) which comprises Provincial Coordinators for the Foundation Phase, Technology Senior phase, Subject Advisors and lead teachers and 83 Provincial Curriculum, Teacher Development as well as E-Learning officials, from all nine (9) provinces.

The Department further assisted Provinces in establishing Project Management Teams (PMTs) which consists of the Curriculum, Teacher Development, MST grant, Inclusive Education, Infrastructure and Safety Directorates to coordinate the implementation of Coding and Robotics. The Provincial Training Teams (PTT) of the nine (9) Provinces have orientated 2 172 teachers for Grades R-3 and Grade 7, 249 Subject Advisors, district and Provincial Officials.

Content training in partnership with UNISA has commenced and over 2 000 teachers from pilot schools are receiving a SACE accredited training as the Department's efforts of building capacity in schools for the delivery of this new subject.

The Department conducted advocacy and roadshows in the nine (9) provinces, visited 52 districts and interacted with 494 district and provincial officials and 885 principals of the schools identified for pilot. Monitoring and support visits to all pilot schools within the project were conducted.

Marine Sciences: The first cohort of the 2021 Grade 12 wrote their NSC examinations. Examination Guidelines have been prepared and distributed. The DBE has been provided with a list of potential experts as examiners and moderators. Since the piloting of the subject began with a small group of Grade 10 learners, there are already over 300 learners in Grades 10 and 11 enrolled for the course. As a high school subject offering, South Africa can be proud to state that the Marine Sciences course is a world first. Other countries only provide for Marine Biology and Oceanography to tertiary level students.

Aviation Curriculum: The Department is working in collaboration with the Department of Transport (DoT) to finalise the draft Aviation Curriculum to ensure that the draft curriculum aligns with the CAPS Policy. ToR have been drafted and discussed by the two departments and the advertisement for the appointment of a service provider to develop Practical Assessment Tasks for this draft Curriculum has been developed. The DBE and the DoT are currently engaged in bringing to the sector another uniquely South African offering that includes all the occupational work areas within the Aviation milieu. This means not only aircrew but also ground crew such as Avionics technicians, Air Traffic Controllers, Maintenance Technicians, catering professionals and commercially oriented courses for the ground staff who interface with the public at ticket counters and booking offices.

Focus Schools: Focus Schools' Guidelines for the establishment and management of Focus Schools were produced on schedule. Extensive consultations during 2020 between officials from both the DBE and PEDs have resulted in the development of the guidelines for the establishment and management of Focus Schools. These schools are being established to cater for learners with special talents and aptitudes across a wide range of scholastic endeavours, including the Arts, Sport and Science. Focus Schools constitute a distinct legislative category of public schools that offer a specialised curriculum oriented toward 11 learning fields. Some of these fields are Agriculture, Marine, Maritime and Nautical, Mathematics, Science and Technology as well as Technical Occupational disciplines such as Electrical, Civil and Mechanical Technology.

Curriculum Innovation and e-Learning

Development and distribution of digital content resources: In this financial year the Department procured a total of 20 Micro-cloud content servers preloaded with educational digital content resources which were distributed to 20 primary schools in the North West province as part of the e-Library project.

Furthermore, 16 additional Micro-cloud content servers were procured, preloaded with educational digital content resources and distributed to 16 educational sites including all the nine (9) provincial e-Learning units.

Monitoring and support: The Department annually convenes several activities, such as meetings as well as monitoring and support visits to provinces. The Department conducts monitoring and oversight visits to provinces, a total of 27 schools were monitored nationally, for the 2021/22 financial year.

Furthermore, nine (9) onsite monitoring and support visits were conducted to ensure effective utilisation of e-Library ICT equipment at four (4) recipient schools in the Buffalo City Municipality District in the Eastern Cape from 02 to 04 February 2022 and five (5) schools in the KwaZulu-Natal province from 15 to 18 February 2022.

The monitoring visit to the Telematics school broadcast project (TSP) at the Centre for Learning Technologies of Stellenbosch University was conducted from 01 - 03 March 2022 to obtain first-hand experience on how the TSP operates as well as provide feedback and inputs on broadcast processes and initiatives targeting learners.

ICT teacher training: A total of 40 teachers and four (4) e-learning officials in the North West province received orientation training on the effective utilisation of e-Library Micro-Cloud Content Servers in teaching and learning from 21 - 24 February 2022.

Online schools: A HEDCOM Sub-Committee meeting was held on 15-16 March 2022 to discuss the status, plans and progress of ICT programmes in the Basic Education Sector. Furthermore, an online workshop on the online school framework was conducted from 22-25 March 2022 to infuse stakeholder inputs. The aim is to provide policy direction on how to register online schools as well as provide the quality standards by which these schools will be monitored.

ICT rollout and schools' connectivity:

Special schools: A total of 36 Special Schools received connectivity, assistive devices as well as ICT equipment as part of the Universal Service Access Obligations (USAO).

The table below indicates the number of schools per Mobile Network Operator. Furthermore, Liquid Telcom conducted an audit in Gauteng. The 28 Special Schools in Gauteng will be provided with the USAO solution during the 2022/23 financial year.

Table 23: ICT rollout and schools' connectivity

Provinces	Schools	Cell C	Liquid Telecommunication	
		2021/22 Rollout	2021/22 Rollout	School audited
Eastern Cape	7	-	7	-
Free State	5	-	5	-
Gauteng	0	-	-	28
KwaZulu-Natal	1	1	-	-
Limpopo	9	1	8	-
Mpumalanga	2	-	2	-
Northern Cape	1	-	1	-
North West	11	3	8	-
Total	**36**	**5**	**31**	**28**

A total of 1 080 learners and 62 educator devices were distributed as part of the USAO roll-out. These devices are stored in a mobile charging trolley for security purposes.

The table below indicates the number of devices rolled out in each province.

Table 24: Number of devices rolled out in each province

Provinces	Schools	Learner devices	Educator devices
Eastern Cape	7	210	14
Free State	5	150	10
Gauteng	0	0	0
KwaZulu-Natal	1	30	0
Limpopo	9	270	16
Mpumalanga	2	60	4
Northern Cape	1	30	2
North West	11	330	16
TOTAL	**36**	**1 080**	**62**

Furthermore, these schools received assistive devices based on the needs of the learners.

Virtual classroom solution: A total of 17 schools were provided with ICT equipment as part of the COVID-19 Disaster Regulations.

All 17 schools received connectivity for teaching and learning. The smartboard is used to broadcast lessons to learners. Furthermore, educators and learners received connectivity as a part of the solution. Liquid Telcom is still finalising the amount of data to be provided to learners.

Table 25: Virtual classroom solution

Mobile Network operators	Number of devices	Broadcasting equipment	Data Packages	
			Learners	School
Vodacom	1 797	6		
MTN	1 727	5		
Liquid Telecommunications	263	1		
Rain Network	485	1	Unlimited	Unlimited
Telkom	1 141	4		
Total	**5 413**	**17**		

It should be noted that the connectivity will be provided for 17 months as per the COVID-19 Disaster Regulations.

Presidential Youth Employment Intervention (PYEI): The Department implemented Phase II of the Presidential Youth Employment (PYEI) Intervention. The National Electronic Media Institute of South Africa (NEMISA), Digify Africa, University of Johannesburg, Nelson Mandela University, Bhelela Technologies, MTN and Digicampus partnered with the Department to provide the appointed Education Assistants (EAs) and the General School Assistants (GSAs) with online training.

The training was conducted free of charge by the partners. However, PEDs were expected to procure data for the appointed youth to complete the activities.

National Electronic Media Institute of South Africa (NEMISA) – Digital Literacy Course: The DBE in collaboration with NEMISA provided the appointed Education and General School Assistants with Digital Literacy skills courses. The table below indicates the number of registered EAs and GSAs on the NEMISA Online platform.

Table 26: Number of registered EAs and GSAs on the NEMISA Online platform

Number of EAS and GSAs			
Province	**Course Registrations**	**Week 1 Complete**	**Week 5 Complete**
Eastern Cape	10 935	1350	871
Free State	12 563	856	426
Gauteng	19 812	2766	2976
KwaZulu-Natal	5 515	916	340
Limpopo	29 239	4329	5011
Mpumalanga	4 565	553	415
Northern Cape	2 840	121	35
North West	4 005	631	239
Western Cape	20 209	626	385
Total	**109 683**	**12 148**	**10 698**

A total of 109 683 EAs and GSAs have been registered on the NEMISA Digital Literacy platform. A total of 12 148 EAs and GSAs completed week 1 activities while 10 698 completed all the activities. The training is still ongoing until the end of the PYEI project.

Digify Africa – Online Safety Training: The DBE in collaboration with Digify Africa, provided the appointed Education and General School Assistants with Online Safety training.

The table below indicates the number of registered EAs and GSAs on the Digify Africa WhatsApp Bot and the status of completion.

Table 27: Number of registered EAs and GSAs on the Digify Africa WhatsApp Bot and the status of completion

Provinces		Online Safety Training			
	Appointed	Registered	Percentage	Completed	Percentage
Eastern Cape	39 286	13 244	34%	8 065	21%
Free State	15 309	7 054	46%	4 381	29%
Gauteng	48 764	6 286	13%	3 943	8%
KwaZulu-Natal	62 229	2 548	4%	1 594	3%
Limpopo	33 632	14 100	42%	9 405	28%
Mpumalanga	24 064	1 355	6%	789	3%
North West	10 570	2 882	27%	1 850	18%
Northern Cape	6 493	537	8%	314	5%
Western Cape	20 045	12 347	62%	8 497	42%
Total	**260 392**	**60 353**	**27%**	**38 838**	**17%**

A total of 60 353 EAs and GSAs have registered on the WhatsApp Bot. During the 2021/22 financial year, a total of 38 838 EAs and GSAs received their completion certificates from Digify Africa. The training is still ongoing until the end of the PYEI project.

University of Johannesburg – Artificial Intelligence (AI) in the Fourth Industrial Revolution (4IR): The DBE, in collaboration with the University of Johannesburg (UJ) provided the appointed Education and General School Assistants with Artificial Intelligence in the 4IR training. The table below indicates the number of registered EAs and GSAs on the UJ online portal.

Table 28: Number of registered EAs and GSAs on the UJ online portal

Provinces		AI in the 4IR			
	Appointed	Completed	In progress	Not started	Not on the list
Eastern Cape	1 520	37	296	1 130	57
Free State	251	31	97	116	251
Gauteng	1 198	18	141	268	771
KwaZulu-Natal	0	0	0	0	0
Limpopo	2 957	117	679	1 954	207
Mpumalanga	1 406	13	95	1 049	249
North West	235	7	25	46	157
Northern Cape	174	5	27	142	0
Western Cape	482	19	80	376	7
Total	**8 223**	**247**	**1 440**	**5 081**	**1 455**

A total of 6 768 EAs and GSAs have registered on the University of Johannesburg platform. During the 2021/22 financial year, a total of 247 EAs and GSAs received their completion certificates from the University of Johannesburg. The training is still ongoing until the end of the PYEI project.

Monitoring and support visits: The Department conducted monitoring and support visits for the MST Conditional Grant in all nine (9) provinces. The table below indicates the number of schools monitored during this financial year:

Table 29: Number of schools monitored during this financial year

PEDs	Targeted schools	Monitored schools
Eastern Cape	24	24
Free State	24	24
Gauteng	24	24
KwaZulu-Natal	24	24
Limpopo	24	24
Mpumalanga	24	24
Northern Cape	24	24
North West	24	24
Western Cape	24	24
Total	**216**	**216**

Table 30: Programme 2: Report against the tabled Annual Performance Plan

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
Outcome 1: Maintain and develop the system of policies, including curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies and the curriculum evolve to deal with emerging priorities, including those relating to ECD, inclusive education, 21st-century skills, and the support and monitoring of learning outcomes	2.1.1 Number of technical schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).	Quarterly	18	18	18	**18**	**No deviation**	**Not applicable**
		2.1.2 Number of learners per year obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the SCMP	Bi-annually	40 531 NSC: 963 SC: 39 568	60 063	45 000	**June NSC: 3 649** **June SC: 18 973** **November: 40 303** **Total: 62 925**	**+17 925**	**The Programme has intensified and strengthened its learner support activities. The ongoing engagement of between the DBE and PEDs enhanced the understanding of the programme by teachers and officials that resulted in the efficient administration and academic improvement. The Programme has procured and distributed ICT equipment to more teachers and learners. The Programme facilitated and funded the additional self-study guides that have been developed and distributed to teachers and learners. More online study guides were distributed to learners and through partners that include 700 public libraries, 141 teacher centres and 43 UNISA Centres.**
		2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/ LPID) using the Learning Programme for C/ LPID	Annually	8 855 Profound Intellectual Disability (PID): 4 308 Severe Intellectual Disability (SID): 4 547	3 423	3 727	4 347	**+620**	**Learners that could not be supported and remained at home due to COVID-19 restrictions only returned to special care centres (SCCs) following the relaxation of COVID-19 restrictions. COVID-19 related support was provided to SCCs ensured that centres were COVID-19 complaint**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		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	-	Approved National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention	**Draft Annual Sector Report produced on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention**	**Annual Sector Report on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention approved late**	**The Annual Sector Report was approved after the reporting period (13 May 2022) due to various levels of verification and validation of reported performance in the reports**
		2.1.5 A National Report is produced on the amended legislation to regulate the new ECD landscape	Annually	-	Diagnostic report has been approved Draft Determinations not provided- dependent on the promulgation of the proclamations. Joint submission not submitted to DPSA - dependent on the promulgation of the proclamations	Approved National Report on the amended legislation to regulate the new ECD landscape	**Approved National Report on the amended legislation to regulate the new ECD landscape**	**No deviation**	**Not applicable**
		2.1.6 A National Report is produced on the development of a new funding model for ECD	Annually	-	Report on investigation into ECD funding models	Approved National Report on the development of a new funding model for ECD	**Approved National Report on the development of a new funding model for ECD**	**No deviation**	**Not applicable**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		2.1.7 A National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Annually	-	Signed MoU DBE RSA and Lego Foundation provided. South Africa ECD Census 2021 Request for Tender provided.	Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	**Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS**	**No deviation**	**Not applicable**
		2.1.8 A National Report is produced on developing and operationalising an Early Childhood Development (ECD) Human Resource Development (HRD) Plan	Annually	-	Report on ECD service delivery model and its workforce implications	Approved National Report on the development of a new ECD service delivery model and its workforce implications	**Approved National Report on the development of a new ECD service delivery model and its workforce implications**	**No deviation**	**Not applicable**
		2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	Annually	-	8	8	**15**	**+7**	**The increase (+7) in the number of Districts was caused by the absence or low number of schools offering a particular subject. For example, low enrolment subjects such as the Arts subjects are not on offer in many schools, and therefore more Districts were added to fulfill the quota of schools to be monitored per session and contribute meaningfully to the improvement of learner performance.**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		2.1.10 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor-level passes	Annually	-	3	9	**9**	**No deviation**	**Not applicable**
		2.1.11 Number of schools monitored for implementing compulsory entrepreneurship education	Annually	-	86	135 (15 per province)	**135**	**No deviation**	**Not applicable**
		2.1.12 An Annual Sector Report is produced on the implementation of the General Education Certificate (GEC)	Annually	-	Approved Annual Sector Report on the implementation of the General Education Certificate (GEC)	Approved Annual Sector Report on the implementation of the GEC	**Annual Sector Report on the implementation of the GEC not achieved** **Approved GEC pilot study report developed**	**Approved Annual Sector Report is produced on the implementation of the GEC not provided** **Nine (9) PED reports substantiating the Annual Sector Report not provided**	**The GEC programme is underfunded and does not have applicable human resources. The programme was under pressure and Education Employment and Entrepreneurship as collaborative partner assisted in the small-scale pilot in 2021.**
		2.1.13 An Annual Sector Report is produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream	Annually	-	An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream in 2020/21	An approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22	**Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22**	**Two (2) PED reports were not provided (EC and KZN)**	**The deviation was caused by delays in the submission of reports by all PEDs.**
		2.1.14 Number of schools monitored for piloting the Coding and Robotics curriculum	Annually			18 schools (2 per piloting province)	**18**	**No deviation**	**Not applicable**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery	Ensure that national decisions relating to innovations in areas such as reading and language acquisition are informed by sound evidence	2.2.1 Number of schools monitored on the implementation of the reading norms	Annually	20	10	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	20	10	18	**18**	**No deviation**	**Not applicable**
		2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Annually	100	10	18	**18**	**No deviation**	**Not applicable**
		2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit	Annually	72	10	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**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	Annually	-	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	**Draft Annual Sector Report produced on the number of public schools monitored on the availability of readers**	**Annual Sector Report on the number of public schools monitored on the availability of readers approved late**	**The Annual Sector Report was approved after the reporting period (05 April 2022) due to various levels of verification and validation of reported performance in the reports**
Outcome 4: Advance the development of innovative and high-quality educational materials	Promote the use of evidence in materials development through a stronger use of emerging technologies	2.3.1 Number of schools per province monitored for utilisation of Information and Communications Technology (ICT) resources	Annually	27	Q1: 0 Q2: 9 Q3: 6 Q4: 12 Total: 27	27 (3 per province)	**27**	**No deviation**	**Not applicable**
		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	100% (17 236/ 17 236)	100% 17 077/17 077	100%	**V1: 100.01% (17363/17362)** **V2: 99.99% (17007/17008)**	**V1: +0.01** **V2: -0.01**	**V1: An ELSEN school, Isizwe-Setjhaba (EMIS no.: 700330860) requested for books during delivery** **V2: Laerskool Elandsvlei (EMIS no.: 300033204) proof of delivery is not available**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**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	100% (23 177/ 23 177)	100% 22 955/22 955	100%	**V1: 100% (22891/22891) V2: 100% (22825/22825)**	**V1 and V2: No deviation**	**Not applicable**
		2.3.4 Percentage of public schools with workbooks for learners in Grade R per year, after having placed an order	Annually	100% (16 317/ 16 317)	100% 16 125/16 125	100%	**100% (16010/16010)**	**No deviation**	**Not applicable**
		2.3.5 An Annual Sector Report is produced on the 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 and 9	Approved Annual Sector Report on the learners provided with Mathematics and EFAL textbooks in Grades 3, 6, 9 and 12	**Approved Annual Sector Report on the 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 1-4.	Annually	-	10	10	**10**	**No deviation**	**Not applicable**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		2.3.7 Number of special schools with access to electronic devices	Annually	-	145	307	**13**	**-294**	**No budget allocated to provide schools with ICT resources**
		2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of ICT devices	Annually			Approved Annual Sector Report on the monitoring of procurement and distribution of ICT devices	**Draft Annual Sector Report produced on the monitoring of procurement and distribution of ICT devices**	**Annual Sector Report on the monitoring of procurement and distribution of ICT devices approved late**	**The Annual Sector Report was approved after the reporting period (09 April 2022) due to various levels of verification and validation of reported performance in the reports**
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Continue with the strategic use and monitoring of conditional grants and other funds to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goal	2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	Annually	-	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	**Draft Annual Sector Report produced on the number of teachers trained on inclusion**	**Annual Sector Report on the number of teachers trained on inclusion approved late**	**The Annual Sector Report was approved after the reporting period (13 May 2022) due to various levels of verification and validation of reported performance in the reports**
		2.4.2 An Annual Sector Report is produced on the number of learners in public special schools	Annually	-	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	**Draft Annual Sector Report produced on the number of learners in public special schools.**	**Draft Annual Sector Report on the number of learners in public special schools approved late**	**The Annual Sector Report was approved after the reporting period (13 May 2022) due to various levels of verification and validation of reported performance in the reports**
		2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres	Annually	-	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	**Draft Annual Sector Report produced on the percentage of public special schools serving as resource centres**	**Annual Sector Report on the percentage of public special schools serving as resource centres approved late**	**The Annual Sector Report was approved after the reporting period (28 April 2022) due to various levels of verification and validation of reported performance in the reports**

Programme 2: Curriculum Policy, Support and Monitoring									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED	Annually	-	Approved Annual Sector Report on the establishment of Focus Schools per Provincial Education Department	Approved Annual Sector Report on the establishment of focus schools per PED	**Draft Annual Sector Report is produced on the establishment of focus schools per PED**	**Annual Sector Report is produced on the establishment of focus schools per PED approved late**	**The Annual Sector Report was approved after the reporting period (02 May 2022) due to various levels of verification and validation of reported performance in the reports**

Strategy to overcome areas of underperformance

The Department underperformed on the Annual Sector Report to be produced on the implementation of the GEC. The full-scale implementation of the GEC will only take place in 2025. Between 2021 and 2024, the Department will be piloting various phases of the GEC. In 2021, a small-scale GEC pilot study was conducted in 37 schools, and this was managed and administered by the DBE in conjunction with one of the partner institutions. The PED was not involved in any way and the budget for the pilot was borne by the DBE and there were no financial implications for the province. The sample size for the pilot study does not justify provincial reporting, given that the sample was a national sample and not representative of provinces. A representative sample for schools has been drawn, advocacy has started and training will start in April 2022. The field testing of the assessment instruments in 2022 will also be conducted by the DBE.

The Annual Sector Report to be produced on schools that are prepared to respectively implement and pilot the Technical Occupational Stream has not been achieved due to the non-submission of the PED reports from EC and KZN. The sector report could not be finalised as the aforementioned PEDs were outstanding. The non-submission has been escalated to the Heads of Departments in the two Provinces to ensure that reports are finalised and approved within stipulated deadlines to provide collective progress for the sector. Management will further engage in the root courses and remedial actions to ensure timeous approval of PED reports. There are 7 (Seven) sector reports that the DBE has not achieved due to the reports not approved and only draft documents were available as at end of the financial year 2021/22. Measures will be put in place to ensure that the levels of verification and validation of reported performance are completed within the financial year. Where the reports are linked to systems of reporting, such as PERSAL and legislative obligations, such as the DoRA, such data reporting limitations will be included in the TIDs for consideration.

Underachievement was recorded on the number of special schools with access to electronic devices. The rollout of ICT equipment, connectivity as well as assistive devices is implemented through the USAO. ICASA is managing this process as part of the obligations. The DBE has written a letter to ICASA Chief Executive Officer (CEO) requesting the implementation plans from the Mobile Network Operators, namely Cell C, Liquid Intelligent Technologies and MTN for the financial year 2022/23. Monthly meetings will be held with all the relevant stakeholders once they have submitted their plans to the Department. The purpose of the monthly meetings is to monitor progress.

Table 31: Sub-programme expenditure

	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Curriculum Policy, Support and Monitoring	1 525	1 473	52	4 144	2 941	1 203
Curriculum Implementation and Monitoring	353 706	345 999	7 707	360 184	324 362	35 822
Curriculum and Quality Enhancement Programmes	1 760 494	1 743 873	16 621	1 480 233	1 414 602	65 631
Total	2 115 725	2 091 345	24 380	1 844 561	1 741 905	102 656

Linking performance with budgets

The expenditure to the amount of R 544 000.00 was incurred in the monitoring of GET Annual Performance Plans Indicators namely, EGRA, Reading Norms, IIAL and Multi-Grade Toolkit which was done in July 2021 and March 2022. The expenditure incurred was mainly for accommodation, flights, shuttle transfers, Subsistence and Travelling Claims for the GET monitoring team of five (5) officials. The expenditure to the amount of R4 232 000 was incurred in hosting two (2) workshops that focused on the development of EGRA Demonstration Videos and Languages Across the Curriculum Study Guides for Grades 4-6. The two (2) workshops were held in February and March 2022. The expenditure incurred was mainly for conferencing, accommodation, flights, shuttle transfers, overtime, Subsistence and Travelling Claims for the nine (9) DBE officials and 76 Provincial officials. The ToRs and the Procumbent Plan for the printing, packaging and distribution of the 50 000 EGRA Toolkits Phase 5 for the nine (9) PEDs were submitted to the Supply Chain Management Directorate for further processing. The ToRs were supposed to serve at the BAC meeting of 28 July 2021. The meeting was postponed, due to the engagement of some BAC members in other priority meetings. The reason for under-spending is due to the cancellation of the tender for printing, packaging, warehousing and

distribution of EGRA Toolkits.

English across Life Skills and Social Sciences in the Intermediate Phase Guide for teachers. The draft English across the Curriculum guides intend to strengthen reading with comprehension for the 10-year-olds in the two subjects in the Intermediate Phase. The purpose of these guides would be to provide guidance to teachers on how to transition learners from Home Language teaching to the English Language of Learning and Teaching (LoLT); and the following has been completed with the expenditure for 2021/22 financial year:

- Grade 4 – 6, 72 Activities completed on Personal and Social Wellbeing on 16 different concepts in Terms 1 to 4;
- Grade 4, Activities completed on Performing Arts in the topics Warm up and play, Improvise and create; Read, interpret and perform; and appreciate and reflect on, in Terms 3 and 4; and
- Grade 4 and 6, Activities completed on Visual Arts in the topics Create in 2D; and Create in 3D in Terms 1 and 2.

Languages Study Guides for GET Schools have processed the request for approval on the finalisation of Study Guides for the Teaching and Assessing of the following components of Languages as a subject:

- Oral;
- Reading Comprehension;
- Literature Study;
- Writing; and
- Language Structures and Conventions.

There has been and underspending in Curriculum and Quality Enhancement Programmes. This is attributed to the delay in filling the four (4) Deputy Director and one (1) Assistant Director vacant position in the LTSM Directorate. Furthermore, payments for Volume 2 delivery were not paid in full due to the service provider facing some challenges beyond their control, and this resulted in the DBE receiving invoices after the end of the financial year. Therefore, a payment that could have been made in the 2021/22 budget could not be processed but was carried over.

The Department will ensure that all five (5) posts are advertised, the process has started and the shortlisting, as well as the interview processes, are in progress to fill the vacancies. Regarding the payment of the Volume 2 Workbooks, the Department will further ensure that timeous delivery to schools and submission of invoices on time are adhered to.

Reporting on the Institutional Response to the COVID-19 Pandemic

Table 32: Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
PSRIP	Rendering the PSRIP Programme online through Zoom and MS Teams	All nine (9) provinces have	9 543	FP SA: 143 FP Teachers: 3 787 IP SA: 140 IP Teachers: 3 889 SM Teams: 1584	R26 100 000	TBA – project financials are currently being finalised	Nil	The programme aims to upskill Subject Advisors, School Management Teams and teachers associated with the teaching of EFAL.

The beneficiaries are part of the school system such as teachers, School Management Teams and Subject Advisors. The pandemic created a unique situation where learners lost a considerable amount of school time. Therefore, there was a great emphasis on the implementation of the PSRIP by all stakeholders involved, such as the DBE, Heads of Departments (HoDs) and the NECT. The programme was previously offered face to face. However, due to COVID-19 rules of social distancing, the programme was then moved to online platforms.

4.3 PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

4.3.1 PURPOSE

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

4.3.2 LIST OF SUB-PROGRAMMES

Programme Management: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; Curriculum and Professional Development Institute and Educator Performance Management and Development and Whole School Evaluation.

4.3.3 LIST OF INSTITUTIONAL OUTCOMES

- Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.
- Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence driven planning, instruction and delivery.
- Outcome 5: Conduct strategic interventions to assist and develop provincial education systems.

4.3.4 PROGRAMME OVERVIEW

The Programme: Teachers, Education Human Resources and Institutional Development is responsible for promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the Basic Education Sector. The work of the Programme is strongly aligned with the imperatives of the Basic Education Sector and as such captured in the Action Plan to 2024: *Towards the Realisation of Schooling 2030.* The Programme contributes to the following sector goals on teacher supply, development and utilisation:

Action Plan Goals on Teacher Supply, Development and Utilisation
Goal 14 ► Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
Goal 15 ► Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
Goal 16 ► Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
Goal 17 ► Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
Goal 18 ► Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
Goal 21 ► Ensure that the basic annual management process takes place across all schools in the country in a way that contributes towards a functional school environment.
Goal 22 ► Improve parent and community participation in the governance of schools, partly by improving access to important information.

Outcomes, outputs, output indicators, targets and actual achievements

EDUCATION HUMAN RESOURCE MANAGEMENT

Educator Performance Management and Development and Whole School Evaluation

Achievements:

Performance Management System for School-Based Educators: During the period under review, educator appraisals in the sector were informed by *Collective Agreement 8 of 2003* (Integrated Quality Management System) and *Collective Agreement 2 of 2020* (Quality Management System) as agreed to at the Education Labour Relations Council (ELRC). The implementation of the Quality Management System (QMS) for principals was introduced in 2021, while its full implementation by all school-based educators commenced in January 2022.

Resource Development: The training programme on the QMS was endorsed by the South African Council for Educators (SACE), thus enabling teachers to earn professional development points for participation in the training. Additional resources developed to support the implementation of the QMS included:

- Online guides to SMTs to complete a work plan and navigating the appraisal instrument;
- Sample work plans for deputy principals and departmental heads to assist in the training of post levels 2 and 3 educators;
- Pamphlets on work plan development; and
- Rating guides for post levels 1 to 4.

All resources were shared with provincial officials to distribute to all schools. The comprehensive QMS resource package is available on both the DBE and ELRC websites to support the effectiveness of the QMS.

Training on the QMS: Provincial training teams conducted training on the QMS for post levels 1 to 3 educators in all provinces. Data on training coverage as of the end of March 2022 is presented below:

Table 33: Percentage of educators trained on the QMS

Post level	Total number of educators per post level	Number trained	Percentage trained
Teachers (PL1)	303 833	294 567	97%
Departmental Heads (PL2)	42 270	42 013	99%
Deputy Principals (PL3)	12 659	12 532	99%
Total	**358762**	**349112**	**97%**

The DBE engaged in face-to-face and virtual monitoring of QMS training sessions in the Western Cape, Eastern Cape, Gauteng, Mpumalanga, Limpopo and North West. The findings showed that facilitators were able to achieve the QMS training outcomes successfully. In addition, the DBE conducted telephonic and online surveys targeting school principals to determine the impact of training. Of the 1 632 respondents, 90% indicated that they were ready for full implementation of the QMS in January 2022, while 72% rated their QMS training as either excellent or good. Results of all findings were communicated to provinces during interprovincial meetings.

Monitoring: All nine (9) PEDs were successfully monitored to assess the level of compliance with *Collective Agreements 8 of 2003 (IQMS)* and *Collective Agreement 2 of 2020 (QMS).* In this regard, records from 53 schools and nine (9) districts were scrutinised and PEDs were informed about the findings and requested to render relevant support. A closeout meeting was also held with the principals of schools in the presence of provincial officials.

A total of 450 principal work plans were monitored for compliance with the template and quality of content. The findings and recommendations were shared with provinces to strengthen training and support the QMS implementation.

The QMS monitoring status report highlighted the need for capacity building and support required by the QMS users at all levels of the system.

Education Management Services-Performance Management Development System:

Monitoring and Support on the implementation of Education Management Services: Performance Management Development System (*Collective Agreements 4 of 2017*) and job descriptions (*Collective Agreements 3 of 2017*) of office-based educators was conducted across the nine (9) provincial head offices as well as nine (9) identified district offices. All provincial head offices as well as the identified district offices submitted their completed and approved reports. An Education Management Service

Performance Management and Development System (EMS PMDS) Monitoring Status Report was produced for the sector and some of the findings were as follows:

- Reviews were conducted by all officials in the circuit offices and districts;
- The weighting on Key Results Areas (KRAs) and Core Management Criteria (CMCs) are captured as prescribed by Collective Agreement 3 of 2017;
- Work plans are mostly well structured and describe how KRAs are to be achieved;
- Some provinces needed support in developing job descriptions and performance agreements; and
- Due to the impact of the COVID-19 environment, many provinces were unable to undertake moderation of performance agreements at the commencement of the evaluation cycle.

Capacity Building. PEDs were supported on the EMS: PMDS implementation challenges through one-on-one provincial engagements. Also, virtual training for PMDS coordinators on the updated EMS: PMDS monitoring template and reporting guide was conducted in all provinces.

Skills Development: The Work Skills Plan Report, which encompasses the provincial Work Skills Plan (WSP) for 2021-22 and the Annual Training Report (ATR) for 2020-21, was produced and approved. The WSP is a plan that PEDs put in place to train its employees for purposes of enhancing their skills, improving their performance in the workplace and preparing them for better career pathing. The ATR focuses mainly on training offered to teachers, office-based educators and clerical support staff on sectoral prioritised interventions based on the strategic objectives of the Department.

Monitoring: During 2021/22, remote monitoring and support for the implementation of skills development processes were conducted across all nine (9) PEDs and nine (9) identified districts. Monitoring templates and guides were sent to provinces to conduct self-assessments on the implementation of skills development. All provincial head offices and districts submitted their completed reports. The Skills Development Monitoring Status Report was produced and some of the findings are as follows:

- Various training programmes were offered by PEDs and Districts with a focus on addressing COVID-19-related challenges and building capacity for digital use;
- PEDs used different sources, such as the performance management systems and sector priorities, to identify the training needs of educators and non-educators; and
- 2021-2022 Workplace Skills Plans were approved in all nine (9) provinces.

Policy Development: The *National Skills Development Guideline for the Basic Education Sector* was finalised, approved and circulated to all PEDs. The Guideline enhances skills planning and development in the sector. It outlines actions needed in response to the *Skills Development Act of 1998*, as amended, and the related statutory bodies such as the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and the Public Services Sector Education and Training Authority (PSETA).

Whole School Evaluation (WSE): The implementation of Whole School Evaluation (WSE) is guided by the national policy on WSE *(Government Gazette Volume 433, No. 22512).* The accomplishments for the period under review are as follows:

- **Monitoring:** Remote monitoring of school evaluations was undertaken in six (6) PEDs. External evaluations were monitored in KwaZulu-Natal, Mpumalanga, North West, Free State and Eastern Cape, whilst School Self-Evaluation (SSE) was monitored in Gauteng. To determine the impact of the evaluation, a selection of schools was contacted to determine the extent to which recommendations were implemented, post the evaluation. Most schools made efforts to implement the recommendations, but were negatively impacted by the COVID-19 restrictions. All provinces were provided with recommendations and access to online resources to improve practice.

- **Capacity Building**: WSE officials from seven (7) PEDs (Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, and North West) were trained on the revised instruments on SSE and School Improvement Plans (SIP). A total of 84 officials participated in the training sessions. The knowledge and skills acquired by the officials will enhance support for school improvement.

- **Training:** According to the WSE policy, the DBE has the responsibility to train newly appointed WSE supervisors. In this regard, certification training for WSE supervisors was undertaken in Free State (1 – 4 June 2021). The participants were required to engage in post-training activities and submit a portfolio of evidence, six (6) of the nine (9) officials were subsequently awarded certificates on 17 March 2022. The outputs of the training increased the number of certified supervisors in the sector to promote WSE activities.

- **Provincial Engagements**: Three (3) WSE inter-provincial meetings were held to engage on the implications of QMS on lesson observations; to share good practices using technology in a COVID-19 environment and to discuss provincial WSE plans for 2022/23. One-on-one meetings were held with all nine (9) PEDs on SSE and SIP. The purpose of the engagements was to enable PEDs to provide an update on progress made in the implementation of the SSE and SIP. From the interactions, it is acknowledged that all nine (9) PEDs are engaged in the institutionalisation of SSE to promote focussed school improvement.

- **Systemic Evaluation (SE):** Three (3) WSE resources, namely, a *Contextual Questionnaire; Guidelines and Data Capturing Tool* were developed to support the implementation of the SE study and handed over to the service provider. Onsite training was undertaken for the project managers on the WSE resources on 27 January 2022 and was followed by a virtual training of district coordinators on 01 February 2022 to capacitate them to train the WSE field workers. Further training was undertaken on data capturers on the data consolidation tool on 28 January 2022 in preparation for the writing of the WSE report. The WSE involvement in the SE study supports the maintenance and development of knowledge monitoring and research functions to advance more evidence-driven planning and delivery.

Under-achievements:

Due to travel constraints, the DBE was not able to monitor face-to-face QMS training in some provinces.

Monitoring of the Systemic Evaluation in schools could not be accomplished due to the rescheduling of the school visits. The monitoring will be rescheduled for the new financial year.

Education Human Resource Planning, Provisioning and Monitoring

Achievements:

Monitoring and support of the implementation of the educator Post-provisioning Norms: The Department monitors the implementation of the educator post-provisioning in PEDs to ensure compliance with the post-provisioning norms policy. Two (2) main aspects are monitored. Firstly, ensuring that all PEDs have plans for the annual determination of the post basket. Secondly, to ensure post-provisioning is implemented in terms of the policy. In 2021/22 all PEDs submitted their post-provisioning plans for the 2022 school year. All PEDs were monitored to ensure compliance with post-provisioning policy and an annual consolidated report was compiled.

Monitoring and reporting on the number of qualified educators aged 30 years and below: An Annual Sector Report on the number of qualified educators aged 30 years and below entering the profession for the first time in 2021/22 has been compiled. A total of 18 854 young and qualified educators were appointed in posts in the PEDs of which 4 786 were permanent, 4 786 were temporary, and 3 204 were substitute/relief appointments.

Table 34: Number of qualified educators aged 30 years and below

PROVINCE	RELIEF	PERMANENT	TEMPORARY	TOTAL
Eastern Cape	232	631	353	1 216
Free State	0	414	751	1 165
Gauteng	5	316	4 427	4 748
Kwazulu-Natal	341	410	874	1 625
Limpopo	1 260	1 440	154	2 854
Mpumalanga	433	216	609	1 258
North West	225	195	1 438	1 858
Northern Cape	135	13	301	449
Western Cape	573	1 151	1 957	3 681
Total	**3 204**	**4 786**	**10 864**	**18 854**

Source: PERSAL, 2021/22

Monitoring and supporting the placement of Funza Lushaka graduates in PEDs: The Department monitors the placement of Funza Lushaka bursary recipients' graduates in posts at schools. Reporting on activity is aligned to the school calendar year. Four (4) reports were produced. 76% (3 527 of 4 645) of graduates eligible for placement in 2021 were placed at the end of December 2021. PEDs that recorded below-average placement are KwaZulu-Natal (57%), Mpumalanga (73%), Free State (74%), Eastern Cape (75%) and Western Cape (65%). PEDs that recorded the highest placement rate were Gauteng (86%), Northern Cape (92%), North West (94%), and Limpopo (94%).

Table 35: Placement of Funza Lushaka graduates in PEDs

PROVINCE	PLACED	UNPLACED	TOTAL	PLACEMENT%
Eastern Cape	520	170	690	75%
Free State	242	83	325	74%
Gauteng	768	128	896	86%
KwaZulu-Natal	450	346	796	57%
Limpopo	467	28	495	94%
Mpumalanga	336	126	462	73%
North West	253	16	269	94%
Northern Cape	105	9	114	92%
NULL	0	7	7	0%
Western Cape	386	205	591	65%
Total	**3 527**	**1 118**	**4 645**	**76%**

Source: PERSAL 2021 and PEDs reports

Monitoring and reporting on the percentage of schools that had all their allocated educator posts filled: Four (4) quarterly reports on the percentage of schools that had all their posts allocated filled were compiled. The percentage of schools that had all their posts filled at the end of each quarter averaged 69%. Provinces with percentages above average were Western Cape (88%), Northern Cape (87%), Free State (78%), Gauteng (79%) and Mpumalanga (77%). Provinces with percentages below average were KwaZulu-Natal (68%), Limpopo (60%), North West (68%) and Eastern Cape (60%).

Table 36: Percentage of schools that had all their allocated educator posts filled

PROVINCE	NUMBER OF SCHOOLS	PERCENTAGE ALL FILLED-Q1 2021/22	PERCENTAGE ALL FILLED-Q2 2021/22	PERCENTAGE ALL FILLED-Q3 2021/22	PERCENTAGE ALL FILLED-Q4 2021/22	PERCENTAGE ALL FILLED-ANNUAL AVERAGE 2021/22
Eastern Cape	5 147	59%	61%	62%	57%	60%
Free State	1 027	71%	78%	85%	78%	78%
Gauteng	2 240	73%	77%	85%	79%	79%
KwaZulu-Natal	5 885	70%	72%	71%	60%	68%
Limpopo	3 721	44%	74%	78%	45%	60%
Mpumalanga	1 666	75%	77%	81%	73%	77%
North West	1 240	63%	71%	79%	60%	68%
Northern Cape	777	88%	92%	95%	73%	87%
Western Cape	1 510	84%	88%	90%	89%	88%
Total	23 213	65%	73%	75%	63%	69%

Source: PERSAL, 2021

Facilitating the resolution of complaints received mainly from educators and members of the public: The Department receives complaints and queries related to human resources from various complainants, mainly from serving and former educators and, to a limited extent, from members of the public. In 2021/22, 322, which is an average of 80 cases per quarter, were received and resolved. Most of the queries are referred to relevant employing PEDs to finalise as they relate to the employer/employee relationship.

Registration of educators seeking employment in the National Recruitment Database (NRD): The Department maintains a database of qualified educators seeking employment in public schools. 2 070 new applications were received during the 2021/22, of which 1 833 applications were verified and captured. 246 were found to be invalid and letters were sent to the applicants to inform them. 91 were found to be duplicates or duplicate submissions and were not re-captured.

Under-achievements:

None.

Education Labour Relations and Conditions of Service

Achievements:

The DBE promoted a climate of labour peace in the education sector through stakeholder relations, including dispute management.

Meetings with Teacher Unions: In pursuance of promoting labour peace and social dialogue in the Basic Education Sector, the Department held various meetings with Teacher Unions on strategic issues to improve education human resources, labour relations and development.

Employer Caucuses: Four (4) employer caucus meetings were held in preparation for the Bargaining meetings as well as other matters related to labour relations. The matters discussed included the discussion on the proposed Education Labour Relations Council (ELRC) Levy Increase, the functionality of the Quality Learning and Teaching Campaign (QLTC) performance evaluation in terms of the Full-time Shop Stewards (FTSS), postponements of dispute resolution and misconduct, Quality Management System (QMS) for School-Based Psychologists and Therapists, proposed legislative amendments, and the Protocol for Employers of Education, amongst others.

ELRC Annual General Meeting (AGM): The Department participated in the ELRC Annual General Meeting (AGM). The AGM announced the nominated Chairperson and Deputies from the Employer and Employee parties. At the meeting, issues such as the Annual Report of the Council including the financial statements, Independent report of the registered Auditors in respect of the financial statements, Independent Report of the Audit Committee, Levies to be imposed on educators, Appointment of

members of the Audit Committee, Appointment of members of the Executive Committee as well as the election of a Chairperson and Deputy-Chairpersons, were among the issues that were dealt with.

Gauteng ELRC Provincial Chamber Intervention: The Department and the Educator Unions under the auspices of the ELRC participated in an intervention meeting on 26 July 2021 with the Provincial Chamber to address the high postponement of dispute resolution cases and the issues that the parties had with their Terms of Reference (ToRs) of the QLTC.

The intervention meeting addressed the concerns that the Executive Committee of the ELRC had with the Provincial Chamber.

North West ELRC Provincial Chamber Intervention: In the Provincial Chamber, there was a deadlock between the parties. As a result, the Chamber underperformed. Following an ELRC facilitation meeting on 24 February, 2022, the DBE was asked to intervene and engage with the North West Provincial Employer party, while teacher unions were also asked to address their constituencies in the province to find a solution to the impasse and underperformance of the North West Education Labour Relations Council's Provincial Chamber.

The Interventions sessions were held on 08 March 2022 and 24 March 2022 respectively, during which suggestions were made for three (3) categories of findings and a report was compiled. The intervention restored the spirit of labour peace among the parties, and the Chamber is now cooperating amicably.

Resolution of queries and dispute management:

Resolution of Queries: 127 queries were received from the office of the Director-General. Out of the 127 queries:

- 81 were finalised;
- 24 were referred to the PEDs for their attention since they were relevant to the provincial administrations and the complainants were informed of the referrals;
- 10 were re-routed to other Directorates for attention and finalisation;
- 10 required no action from the DBE as they were correctly addressed to the relevant employers/sections; and
- 2 lacked sufficient information for investigation or adequate advice.

Dispute Resolution: The Department met with the Gauteng Education Department to examine ways to resolve a dispute involving the payment of therapists and psychologists that was referred to the ELRC. The Department attended, aided, advised, and gave expertise on the arbitration processes surrounding a disagreement over the payment of Therapists and Psychologists on 08, 10 and 22 March 2022. The investigation is still ongoing.

Administrative Support: The Department further provided labour relations support through the following:

- Investigated and finalised a report on the investigation regarding a complaint received from Mkhulu Combined School in Mpumalanga. The matter concerned was unfair labour practices committed by the principal.
- Attended and provided support at a meeting of the Portfolio Committee on Justice and Correctional Services to address questions relevant to the DBE relating to sexual molestation and harassment of learners.
- Processed all the requests for secondments in the PEDs for 2022 that were received from the Teacher Unions admitted to the ELRC.
- Finalised a Strike Management Plan that included the picketing rules.
- Developed the Code of Conduct for Educator Assistants and General School Assistants.
- Provided inputs on the African Committee of Experts on the Rights and Welfare of the Child and UN Convention on the Rights of the Child reports.
- Attended and participated in a Virtual Round Table meeting on educator sexual misconduct arranged by the Legal Resources.

Seminars and Conferences: The Department managed, hosted, or participated in the following Labour Relations seminars/ conferences:

- Teacher Well-Being in collaboration with the ELRC, Teacher Unions and International and Multilateral Partners: Teacher Appreciation and Support Programme (TASP). The seminar aimed to provide support to teachers and public servants during COVID-19.
- Sexual Harassment and Gender-Based Violence (GBV) in the workplace. The objective of the seminar was to highlight the effects of sexual harassment and GBV on job satisfaction and how they should be managed and prevented.
- ELRC COVID-19 and Vaccine Webinar: The Webinar was aimed at sharing important information on COVID-19 and the vaccine with not only educators but the country as a whole.

Regulating Labour Relations within the Education Sector through collective bargaining consultation in the ELRC and the Public Service Co-ordinating Bargaining Council (PSCBC).

Education Labour Relations Council (ELRC):

Collective Bargaining: There were seven (7) scheduled Bargaining meetings and six (6) Special Bargaining meetings held during the period under review.

The meetings dealt with the following pertinent issues:

Conditions of service for Grade R Educators, the appointment of educators in promotional posts, Conditions of Service for Grade R Educators, draft Collective Agreement to address the HR-related matters impacted upon by COVID-19 Conditions, Collective Agreement on Vote Weights for the Trade Unions that are Parties to Council, Implementation of QMS for 2021, Draft Collective Agreement on Vote Weights for the Trade Unions that are Parties to Council, Amendments to ELRC constitution, IQMS and Implementation of QMS for 2021, the Quality of Teaching and Learning Campaign (QLTC) and the pilot on the introduction of Coding and Robotics in Basic Education.

The following circulars to guide COVID-19 were also consulted and finalised with the Educator Unions in the ELRC:

- Circular 3 of 2021: Management of Institution-Based Educators with comorbidities during the various adjusted alert levels as the Regulations of the Disaster Management Act, 2002 during the COVID-19 pandemic.
- Circular 4 of 2021: Operational requirements for School-Based Educators, Therapists, Counsellors and Psychologists Post-Basic Education Sector COVID-19 Vaccination Programme

ELRC Task Teams:

Legal Task Team: There was one (1) legal Task Team meeting during the period under review to deal with the amendments to the ELRC constitution and the conclusion of Collective Agreement 1 of 2021.

Personnel Administrative Measures (PAM) Task Team: There were two (2) PAM Task Team meetings dealing with the amendments to the PAM.

Full-Time Shop Stewards (FTSS): This Task Team was convened to deal with the reporting guidelines and performance standards of FTSS. A performance tool was adopted by Council at the Bargaining meeting held on 29 November 2021.

Quality Management System (QMS): There were five (5) QMS meetings held during the period under review. Two (2) of these meetings dealt with the implementation of the QMS and the Integrated Quality Management System (IQMS) and three (3) meetings dealt with the drafting of QMS for school-based psychologists and therapists.

Other ELRC Committees:

Executive Committee (EXCO): There were three (3) scheduled Executive Committee meetings and three (3) Special Executive committee meetings. The purpose of the EXCO meetings was to deal with the governance issues related to the management of the ELRC.

Finance Committee Meetings (FINCOM) Meetings: Four (4) Fincom and two (2) Special Fincom meetings were held during the period under review. The meetings dealt with the Quarterly Reports of the Accounting Officer, Draft Annual Report 2019/220 and 2020/21, Audited Annual Report 2021/22 and External Audit Management Reports.

Public Service Coordinating Bargaining Council (PSCBC): The PSCBC held several council meetings during the period under review. The meetings held discussed the following agenda items amongst others:

- Amendment of scope: ELRC - Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) College Teaching Staff;
- Revised Public Service HRD strategic framework;
- Assessment of new parental adoption and commissioning parental leave in terms of the Labour Laws Amendment Act 10 of 2018;
- Proposal to request a member's contact data from organised labour unions: GEPF;
- Transport for public servants;
- Work performed on Sunday;
- Status Report COVID-19 Committee: Draft Collective Agreement; and
- Long Service Awards.

PSCBC Summit on Collective Bargaining: The PSCBC held a Public Service Summit on Collective Bargaining held from 28 to 31 March 2022 at Emperors Palace under the theme: "*Strengthening and defending centralised collective bargaining to advance economic development, social justice, a capable and developmental state, labour peace and democratisation of the workplace*."

Under-achievements:

None.

EDUCATION HUMAN RESOURCE DEVELOPMENT

Initial Teacher Education (ITE)

Achievements:

The Funza Lushaka bursary programme: The Funza Lushaka bursary allocation from the National Treasury for 2021/22 was R308 024 000 which translated into a target of 11 500 bursaries that could be awarded to students in 2021/22. The consolidated 2021 awards list shows that 11 858 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2022. This number is more than the target of 11 500 by 358. This is mainly attributed to giving a larger budget to Higher Education institutions (HEIs) whose tuition fees were lower, thereby giving more bursaries than projected in the Annual Plan.

The 2022 Funza Lushaka Application Dataset was developed and shared with universities in preparation for Funza Lushaka selection meetings. The application data indicated that there are about 110 136 records of applicants, and 8 192 applicants are returning students. Of all the applicants, 74 285 were females while males were 35 851 illustrating that about 67.44% of applicants were females.

Three (3) SITA-DBE Service Level Agreements (SLA) which are Cloud, Application Support and Application Maintenance used for the Funza Lushaka Information Management System (FLIMS) were developed and adjudicated before the Bid Adjudication Committee (BAC). The Department continues to work with SITA to fine-tune the modernisation of the FLIMS II.

The Department coordinated the upfront payment to all 24 public HEIs by the National Student Financial Aid Scheme (NSFAS) to facilitate or address the payment of registration fees for the Funza Lushaka bursars who qualify for bursary re-award. The NSFAS 3rd quarter report for the 2021 academic year was received and analysed. The analysis letter directed NSFAS to make outstanding payments of bursary benefits to 434 students across the 24 HEIs, recoup bursary payments that are above the Funza Lushaka Bursary in a capped amount from two (2) institutions and reconcile the bursary amount information in the claim lists against the DBE-approved lists.

To strengthen the implementation of the Funza Lushaka Policy, the annual meeting of the Funza Lushaka bursary programme was held via Microsoft Teams and attended by provincial officials, representatives from universities, and the South African Council for Educators (SACE) and the NSFAS.

The modernised Funza Lushaka Information System (FLIMS) could not facilitate the automation of the signature of the promissory letters and, as a result, promissory letters were compiled and signed manually. The Department worked with SITA to resolve some technical glitches. The glitches have prevented several functionalities that were supposed to have been automated instead of manually conducted, such as the HEI selections. Processes are underway to get the FLIMS optimally functioning to automate all the systems of the Funza Lushaka Bursary Management.

Teacher Recruitment: The COVID-19 pandemic and the subsequent lockdown impacted significantly on the rollout of the 2021/22 teacher recruitment campaign. In the absence of face-to-face advocacy opportunities, the Department worked with PEDs to explore virtual options. A leaflet advertising the important dates for 2021 and requirements for the Funza Lushaka Bursary Programme was developed and shared on departmental social media platforms. 1 099 Promissory letters were issued to school-going youth and out-of-school youth recruited through the district-and community-based teacher recruitment programme. Ultimately, 463 of these students were admitted to universities.

All the awarded students for the Funza Lushaka bursaries for the 2021/22 Annual Performance Plan were 11 856 in all the 24 HEIs offering initial teacher education programmes.

Teacher Internship Programmes: A total of 91 interns participated in the DBE and the Independent Schools Association of Southern Africa (ISASA) Mathematics and English programme during 2021/22. 30 DBE-ISASA student interns graduated from the University of South Africa (UNISA) at the end of 2021 and were eligible for placement in public schools in 2022.

The DBE and the Save the Children South Africa Internship Programme in the Thabo Mofutsanyane District of the Free State trained and placed Interns for the Foundation Phase and Intermediate Phase in Public Schools. For this annual reporting period, there are currently 30 students who graduated from the North West University with a Bachelor of Education Degree (B. Ed) Degree in Intermediate Phase teaching (focussing on Mathematics, Science and Technology). Of the 37 students, 81% passed all their fourth-year modules and are on track to graduate in 2022. There are seven (7) students who could not complete their studies and are due to receive their fifth funding to complete their studies in 2022.

The DBE, Mpumalanga Department of Education (MPDoE) and Global Teachers Institute (GTI) “Future Leaders” Internship Programme has been supported by 18 teacher interns during 2021/22. The 18 Teacher Interns are registered at UNISA to do the B. Ed in Intermediate Phase teaching. All interns are placed at public schools in the Ehlanzeni and Bohlabela Districts of the MPDoE.

The DBE and Thuto Trust Internship programme has about 31 teacher interns placed in public schools around Soweto in the Gauteng Department of Education. Most students are studying towards a B. Ed Degree in Education at UNISA except for three (3) teacher interns who are studying at North West University (NWU).

The Teacher Internship Collaboration South Africa (TICSA) Initiative aims to investigate and support scalable models of internship-based initial teacher education, with the end goal of establishing teacher internships within government frameworks as an efficient, effective and widely used alternative pathway to initial teacher education. The TICSA seeks to conclude a Memorandum of Understanding (MoU) with the DBE to establish an official working relationship.

New Teacher Induction Programme: The New Teacher Induction (NTI) Field Test was implemented in three (3) provinces namely Free State, North West and KwaZulu-Natal. The North West University and the North West Department of Education (NWDoE) are collaborating on the two (2) new teacher induction projects being implemented by the province in support of new teachers. The NTI Field Test and the NWU led the induction project. Mentors in the three (3) participating provinces were trained with the Free State and KwaZulu-Natal mentors being trained by the provincial teams. Mentors from the North West were trained by the NWU directly.

Supported by VVOB, NTI materials were successfully distributed in both hard and electronic copies to mentors and mentees in the participating provinces and among the 240 new teachers and 139 mentors who support them. Through its collaboration with VVOB, the Department developed a digitised online NTI programme. The digitised NTI Programme was developed in response

to COVID-19 challenges and consequent protocols. The online NTI programme was completed and is ready for utilisation in schools and the system widely.

The Department working with VVOB and the monitoring and evaluation service provider Benita Williams Evaluation (BWE), developed instruments for BWE interviews and data collection for Base-line, Mid-line and End-line studies, and the DBE tool for monitoring and support of implementation and reporting. The NTI Field Test End-line Report has been compiled and presented to the Steering Committee and all the participating provinces. A recommendation was submitted for noting and approval, in preparation for sharing it at the Teacher Development and Curriculum Management (TDCM) and all the provinces, has been made. Through the NTI programme, from materials development to implementation, the Department has introduced and implemented the SACE Professional Teaching Standards (PTSs) to the system and particularly to the participating schools, mentors and new teachers through the NTI Field Test. The SACE PTSs are being entrenched and will be understood by the participating teachers.

Strengthening Initial Teacher Education programmes: The Department participated in monthly Teacher Education Programme Evaluation Meetings held at the DHET during 2021/22. Through this participation, the Department successfully evaluated approximately 50 teacher education programmes.

Through the work of the Qualifications Evaluation Committee (QEC), provinces and individual South Africans who needed their qualifications evaluated for employment in the system and abroad, and those that needed advice on which specialisation to pursue in Initial Teacher Education (ITE) or Continuing Professional Teacher Development (CPTD), were supported and evaluation certificates were dispatched to provinces. A total of approximately 700 teacher education qualifications at an average of 50 to 80 teacher qualifications per month and the support of stakeholders and the general public in queries related to the same, continued in the year under review.

In support of the Southern African Development Community (SADC) harmonisation of educators and students' mobility in the SADC region, the continent and the world, the Department participated in SADC teacher development work and led the coordination of inputs into the SADC National Qualifications Framework (NQF) documents.

Under-achievements:

Funza Lushaka orientation sessions for new bursary holders, briefing sessions for final year bursary holders and provincial teacher recruitment briefing sessions: Could not take place due to the COVID-19 lockdown restrictions. The Department explored virtual strategies for the orientation of new bursary holders.

The Funza Lushaka bursary programme: Although HEIs selection of new bursars started in the final week of the end of the financial year (2021/22), the majority of HEI selections could not take place due to delays in the completion of the 2021 academic year at HEIs and the postponement of final examinations at some of the HEIs. However, the operational preparation that drives the processes of selection meetings has been prepared and is rolling out in the first quarter of 2022/23.

Continuing Professional Teacher Development (CPTD)

Achievements:

Upgrading of Grade R practitioners' qualifications: The Director-General approved the Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualifications. There are 7 249 Grade R practitioners (37%) of the total of 19 502 Grade R practitioners with at least an NQF level 6 and above qualifications.

CPTD Management System Development: Participation in CPTD activities exceeded the 400 000-mark reporting on teacher participation in the various CPTD programmes. The endorsement of teacher development programmes has increased.

Implementation of the English First Additional Language (EFAL) Strategy: Achievements for the year included the successful roll-out of the Course on English Language Teaching and Learning (COELT) to 173 Subject Advisors and 643 educators and other key areas which included Reading and Story-Making (32 Subject Advisors were trained). The rollout of the training has been done to equip educators with the necessary skills to use online platforms such as WhatsApp, TEAMS, Zoom and Facebook to deliver high-quality teaching and learning.

Provincial support in working with teachers to develop and establish Professional Learning Communities (PLCs): Through the partnership agreement between the DBE and VVOB three (3) online courses on PLCs were developed. In addition to the development of these courses on PLCs, a workshop was held on 24 March 2022. This workshop was attended by 160 provincial Teacher Development officials to advocate the three (3) online courses on PLCs as well as to provide the officials with information on how best to support teachers in accessing these courses. The training session was a big success and has led to more calls for support on the roll-out of the online courses to teachers.

Provision of support to provinces to assist teachers in establishing Teachers' Associations for Languages: The National Association for English Teachers of South Africa (NAETSA) and its associated Provincial Teachers' Associations for Languages have been launched and established for purposes of providing opportunities for teachers to interact, share best practice and learn from each other as contained in the Integrated Strategic Planning Framework on Teacher Development (ISPFTED). Through the support from the British Council, the Executive Committee of NAETSA has been able to attend various capacity-building workshops to improve their effectiveness in their operations.

Training of teachers in Coding and Robotics: The Department has introduced 19 new subjects to the curriculum to expose teachers and learners to a range of skills and competencies which will equip them for the 21st Century with an emphasis on innovation and lifelong learning. Teachers and learners will be able to respond to emerging technologies, including the Internet of Things, and Artificial Intelligence (AI) with the introduction of a Coding and Robotics curricula for Grades R – 9. To create awareness and prepare teachers and learners for the introduction of the curriculum for Robotics and Coding, a framework for the training of teachers on Skills for a Changing World with the focus on professional development in Coding and Robotics for Grades R - 3 was drafted, for implementation in 2022/23. The Framework on training teachers on Skills for a Changing World sets out the implications for the Teacher Union Collaboration (TUC) to manage the training of approximately 22 500 teachers (Grades R-9) on Coding and Robotics and related subjects (e.g. Mathematics, Science, Technology, Artificial Intelligence, Entrepreneurial skills etc.) to meet the skills required for a Changing World.

National Teaching Awards (NTA): The 21st NTA Status Update workshop was conducted, and the outcome was the finalisation of the NTA Nomination Guide, which was uploaded onto the DBE website. Hybrid Adjudication training was conducted in all provinces. Sourcing of NTA Sponsorship was conducted through approval by the Director-General. National adjudication was held at Emperors Palace from 12 to 22 September 2021. A hybrid NTA ceremony was hosted on 06 October 2021 with about 100 guests in attendance and all other guests attending virtually. On 07 December 2021, the Chinese Ambassador presented prizes to the 12 winners of the MST Excellence categories to teachers, learners, and schools. The Close-Out Report was concluded and a Concept Paper for the 22nd NTA was drafted. An Inter-provincial review workshop was held from 02 to 03 March 2022. Consultations for sponsorships have been initiated. The NTA Nomination Guide was endorsed by the SACE for participants to receive CPTD points.

Teacher Appreciation and Support Programme: The following activities were held:

- Ministerial NTA/BEEI Dialogue was successfully hosted on 15 June 2021;
- A virtual Teacher Wellness Seminar was held on 23 July 2021;
- A Virtual Gender-Based Violence Seminar was held on 30 August 2021; and
- The African Union (AU) announced the AU Teacher Prize on 30 November 2021.

Under-achievements:

Implementation of the English First Additional Language (EFAL) Strategy: While training was provided, it is noted that the number that was trained is small and will need to be increased. In addition, the budget allocation should be given serious attention so that more educators can access training opportunities.

Provincial support in working with teachers to develop and establish Professional Learning Communities (PLCs): The uptake of teachers on the online PLC courses is still poor due to challenges associated with connectivity, especially in deep rural areas, as well as access to data by teachers. These challenges will need serious attention.

CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE

Teacher Development Implementation (TDI)

Achievements:

Coordinate the Foundation Phase, Intermediate and Senior Phase Support for Mathematics and Natural Sciences:

Grade 9 Mathematics and Natural Science Teacher capacity programme: Given the weaknesses in Senior Phase Mathematics and Science, the Teacher Development Implementation (TDI) planned a Grade 9 teachers' capacity building programme implemented in 14 districts. The teacher training programme happened in the 2nd quarter of 2021 and had the three (3) following sub-components:

- **Training Manual Development:** The process of developing the Training Manuals for Grade 9 Mathematics and Natural Sciences involved working with subject coordinators and the DBE specialists virtually and face-to-face for quality assurance. The Draft Mathematics Manual was quality assured at a face-to-face workshop from 1 to 3 September 2021 at the DBE, where ten (10) subject advisors worked to refine and strengthen the Manual. For Natural Sciences, the manual was produced and quality assured through virtual means. Both Mathematics and Natural Sciences manuals were sent to SACE for endorsement.
- **The Veedo Training Platform:** Due to the COVID-19 pandemic, this programme was conducted virtually. Through Supply Chain Management (SCM) processes, MTN was appointed as a service provider to provide internet data for teachers on an all-network reverse billing basis. The Veedo platform was used for this purpose. This is a live platform that teachers could access without using their data, while the DBE would be reverse billed based on usage. The platform carries substantial advantages because all four (4) major networks were covered on a data-free basis from the side of the participants.
- **The actual training of teachers:** Through a team of expert subject coordinators, the programme was delivered to teachers. Each teacher received two (2) hours of training daily for three (3) days while at their school.

The following concepts were covered:

Table 37: Grade 9 Mathematics and Natural Science Teacher capacity programme topics

Natural Science (Grades 8 and 9)	Mathematics (Grades 8 and 9)
Forces	Algebraic Expressions
Electric Circuits	Algebraic equations
Resistance	Linear Functions (Graphs)

Attendance was captured electronically when participants logged on:

Table 38: Grade 9 Mathematics and Natural Science Teacher capacity programme attendance

Province	District	Natural Science 20-22 Sept	Mathematics 27-29 Sept	Total
EC	Amathole west, ORT Coastal	22	68	90
FS	Thabo Mofutsanyana	1	26	27
GP	Sedibeng West	69	23	92
KZN	King Cetshwayo, Ugu and uMkhanyakude	83	83	166
LP	Mopani West and Vhembe West	131	98	229
MP	Bohlabela	36	31	67
NC	Francis Baard and JTG	81	77	158
NW	Ngaka Modiri Molema	64	67	131
WC	Metro East	15	55	70
Other	Other	7	1	8
	TOTAL	**509**	**529**	**1 038**

Collaboration with the National Education Collaboration Trust (NECT), the French Embassy and the Chinese Embassy:

National Education Collaboration Trust (NECT): In collaboration with the NECT, Grade 4-9 Mathematics and Natural Sciences professional development were conducted for subject advisors from the Eastern Cape, North West, Limpopo and Mpumalanga. Following the publication of the Recovery Plan Curriculum in January 2021, the NECT with the DBE introduced the Recovery ATPs Trackers that were responsive, rapid and focused. The trackers provided clarity on what was to be taught each day based on the Recovery ATPs. The training for the implementation of these happened virtually in July and August 2021 over 15 hours of exposure.

The following captures the provinces and the number of Grade 4-9 MST subject advisors trained in July and August 2021:

Table 39: Number of Grade 4-9 MST subject advisors trained in July and August 2021

Province	NS / NS Tech	Mathematics	Total
Eastern Cape	22	20	42
Limpopo	24	25	49
Mpumalanga	24	18	42
North West	24	16	40
TOTAL	**94**	**79**	**173**

Collaboration with the French Embassy (LAMAP Project): In collaboration with the French Embassy, the DBE initiated the LAMAP Project (French: 'La main a La pate') in five (5) districts. The project promotes a hands-on approach to the teaching and learning of Science in the Senior Phase, but particularly in Grade 7. Ten (10) primary schools in each of the districts will participate in the project in 2022 and 2023.

The Department procured and delivered Science Kits to each of the schools, and conducted two (2) sessions of orientation. The first was held on 08 February 2022, through virtual means that focussed on what the Science Kit contained and how it should be managed. The kits will allow teachers to do the CAPS-aligned set of experiments in the Senior Phase, but specifically in Grade 7.

The second orientation was conducted through face-to-face orientation in the different districts where PEDs and district officials, principals, departmental heads and teachers of the participating entities were invited. This orientation assisted in formally introducing the LAMAP project to the provinces. Both orientation sessions were strategically helpful for the successful implementation of the project.

Collaboration with the Chinese Embassy (The DBE-China Mathematics Course): In collaboration with the Chinese Embassy, which supported Mathematics in the 2021 National Teachers Awards (NTA), 40 Mathematics NTA winners, as well as some specialists through an advanced online programme were invited to do the online Advanced Pedagogical Mathematics Seminar from 10 to 21 January 2022. The Chinese Embassy identified the Central China Normal University (CCNU) to conduct the seminar. The seminar was intensive, with two (2) sessions of 2.5 hours each per day. This covered a range of mathematical concepts. Thereafter, the Department held a reflection and planning workshop from 07 to 08 March 2022 to critically evaluate the suitability of the CCNU seminar, and its potential to be shared with a broader South African Mathematics teacher community. A total of 41 participants from PEDs and the DBE attended the January 2022 Online Mathematics Seminar.

Support for FET Accounting and Economics Subject Teachers in 12 Districts: The Department has conducted a capacity support programme focused on content and pedagogy for educators teaching Accounting and Economics at the FET level. The training took place from 07 February to 15 March 2022 in different provinces. 50 Accounting and 50 Economics teachers were targeted for each district, but provinces adjusted the numbers and the logistics. This flexibility allowed provinces to conduct the training face-to-face or virtually as they deemed fit. In both cases, the DBE supported the provinces through the provision of data for virtual sessions or refreshments for face-to-face workshops. 1 461 Teachers attended and participated in the training (i.e. 673 Accounting teachers and 788 Economics teachers).

*NOTE: Although 12 districts were originally planned for, 18 districts participated.

The following topics were covered in the training, both for Accounting and Economics:

Table 40: FET Accounting and Economics Subject Teachers support topics

Accounting	Economics
Income Statements and Tangible (fixed) Assets	National Accounts
Balance Sheet and Cash flow	Market structures, Market failures
Analysis and Interpretation of Financial Statements	Growth and Development
	Environmental deterioration and sustainability

Three (3) Provinces (Gauteng, Western Cape, and the Free State) conducted their workshop through a virtual platform while the other PEDs opted to conduct it face-to-face. The electronic version of the manuals and study guides were also forwarded to provinces for the workshops.

Support for FET Technical Mathematics and Technical Science Teachers: The Department organised teacher capacity building for Technical Mathematics and Science teachers. The training materials were developed by provincial coordinators and subject advisors, viz., six (6) for Technical Mathematics and six (6) for Technical Sciences led by the DBE subject specialist. The training took place from 30 September-01 October 2021. Approximately, 360 Technical Mathematics and Technical Science teachers were trained. The workshop was conducted virtually using the MTN Veedo Platform. A Dry Run on using the Veedo platform by the facilitators and MTN was organised and implemented in preparation for the workshops. Further, a Support Team from MTN not only assisted with the dry run of the platform but also provided ongoing technical support during the workshop. Each teacher received three (3) hours of training each day for two (2) days while they were at school.

The following content topics were covered:

Table 41: FET Technical Mathematics and Technical Science Teachers support topics

No.	Technical Mathematics	Technical Sciences
1	Finance, Growth and Decay	Newton's Laws of Motion
2	Trigonometry	Momentum

The table below shows attendance that was captured electronically when participants logged on daily:

Table 42: FET Technical Mathematics and Technical Science Teachers support attendance

Province	Technical Mathematics	Technical Sciences	TOTAL
Eastern Cape	33	29	**62**
Free State	20	19	**39**
Gauteng	4	21	**25**
KwaZulu-Natal	30	46	**76**
Limpopo	29	51	**80**
Mpumalanga	0	3	**3**
Northern Cape	2	9	**11**
North West	23	17	**40**
Western Cape	3	17	**20**
TOTAL	**144**	**212**	**356**

Support the Coding and Robotics Pilot programme: The orientation programme for Coding and Robotics was completed for the NTT members, and then teacher orientation started for the piloting schools. All provinces have done the teacher orientation for the piloting schools. The programme was conducted virtually using the Moodle platform. The programme took place from April to June 2021.

The Table below indicates attendance for the orientation workshops:

Table 43: Coding and Robotics Pilot programme support attendance

Province	GRADE R-3	GRADE 7
Eastern Cape	58	222
Free State	64	145
Gauteng	108	133
KwaZulu-Natal	84	222
Limpopo	80	100
Mpumalanga	56	196
Northern Cape	44	289
North West	48	120
Western Cape	165	221
Total	**707**	**1 648**

Under-achievements:

None.

Curriculum Research

Achievements:

The teacher needs identification: Mobilisation of teachers to take up the assessments and the strengthening of reporting mechanisms by PEDs was communicated with PEDs. Teacher needs were identified through content teacher assessments in Mathematics and Physical Sciences through the Siyavula platform. The table below presents the summary of assessed teachers in Mathematics and Physical Sciences from Quarter 1 to Quarter 4:

Table 44: Teachers assessed in Mathematics

Province	Q1 - Apr - Jun	Q2 - Jul - Sep	Q3 - Oct - Dec	Q4 - Jan - Mar	TOTAL
Eastern Cape	3	8	4	2	17
Free State	21	4	1	3	29
Gauteng	80	33	9	27	149
KwaZulu-Natal	38	25	7	5	75
Limpopo	12	4	6	2	24
Mpumalanga	9	2	5	1	17
North West	0	1	1	1	3
Northern Cape	2	6	2	1	11
Western Cape	26	19	6	5	56
Number of Province	9	6	2	3	20
TOTAL	**200**	**108**	**43**	**50**	**401**

Table 45: Teachers assessed in Physical Sciences

Province	Q1 - Apr-Jun	Q2 - Jul - Sep	Q3 - Oct-Dec	Q4 - Jan - Mar	Total
Eastern Cape	1	0	0	0	1
Free State	14	0	0	0	14
Gauteng	14	3	2	3	22
KwaZulu-Natal	7	5	1	1	14
Limpopo	3	0	0	1	4
Mpumalanga	1	0	1	1	3
North West	0	0	2	0	2
Northern Cape	0	3	0	0	3
Western Cape	3	1	1	2	7
Number of Province	4	1	1	0	6
TOTAL	**47**	**13**	**8**	**8**	**76**

The Department determines the teacher needs of teachers through these diagnostic assessments which are administered on both online platforms or paper base using Pre-and Post-tests. These assessments are analysed to determine teacher content gaps in different topics of the subjects. Based on the identified content, development programmes are designed to address those identified gaps.

Monitor the functionality of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) and the utilisation of ICT platforms such as Moodle and others:

The Department monitored the functionality of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) in all provinces. 36 centres including institutes were monitored quarterly. Following the monitoring, PEDs were expected to present a narrative report of the monitoring quarterly. All PEDs submitted the narrative monitoring reports as well as monitoring tools of PTDIs and DTDCs. The functionality of PTDIs and DTDCs monitoring reports has been compiled.

Development of teachers and district officials on Digital Skills: Planning for the rollout of Digital Skills through the District Teacher Development Centres was initiated. The Department developed a Digital Skills Programme for Teachers. Years 2021-2023 are earmarked for Foundation Phase teachers. SACE endorsed the programme with five (5) CPTD points. On 25 January 2022, 167 PED officials were trained on how to deliver the programme. The table below shows the number of officials trained as master trainers in PEDs:

Table 46: Number of officials trained as master trainers in PEDs

PROVINCE	OFFICIALS TRAINED
Eastern Cape	30
Free State	8
Gauteng	18
KwaZulu-Natal	45
Limpopo	13
Mpumalanga	18
Northern Cape	7
North West	22
Western Cape	6
Total	**167**

The programme intended to train 6 500 Foundation Phase teachers in 2021/22 but due to the shortage and expensive nature of data for connectivity of teachers, only 3 000 teachers were trained from 08 February to 20 March 2022. This programme will continue in 2022/23 and the focus will still be on Foundation Phase teachers.

Development of impact assessment tool for monitoring and evaluation, and reporting: In collaboration with VVOB, the Department has completed the first round of development of the impact assessment tool. A pilot with 20 schools in the Western Cape, as well as experts' consultation on the tool, has been completed. The Department then completed the development process of the following impact assessment tools:

- Teacher Survey Foundation Phase;
- Teacher Survey Intermediate and Senior Phase;
- Teacher Survey Further Education and Training Phase;
- Teacher Classroom Observation Schedule;
- School Leader's Survey; and
- District Director's Survey.

Furthermore, a guiding notes document has been developed to assist all CPTD providers on how to administer and customise the impact assessment tools.

The initial stage of advocating for these impact assessment tools has been completed through provincial engagements.

Relevant sections of the Sector have been engaged as part of advocacy. These include Teacher Development, Curriculum, and e-Learning units from provincial and district offices.

Strengthen the Provincial Teacher Development Institutes and District Teacher Development Centres: Maintenance of Vodacom-supported Teacher Centres is underway. 33 Teacher Centres received new air conditioners. The DBE, Vodacom Foundation Representative and Bojanala District Officials held a meeting on 19 May 2021 to discuss the strengthening of the two (2) district Teacher Development Centres as well as the centre in Monono Village in North West.

Funding to strengthen 31 District Teacher Development Centres by UNISA has been secured. This funding will assist in reinstating the ICT interns and connectivity. The Odel Acceleration Unit (OAU), formerly referred to as the Teacher Centre Project, has budgeted R25 million, from which R9 million has been allocated for salaries. In addition, the 2022 budget has been broken down according to eight (8) sets of procurement and is detailed as follows:

- Connectivity–provision for 12 new centres and 33 existing centres. The project plan intends to deliver 45 centre sites;
- Laptop maintenance–Desktop maintenance and support of centre equipment;
- Signage–Installation at main roads in communities leading up to the centres;
- Security upgrades–Metal caging fortified strong rooms, anti-theft scanners (at entrances) and smart CCTV (off-site stored recordings) to be installed at centres;
- Minor renovations–repainting, window filming, ceiling leaks, etc;
- Furniture–Furnish 12 new centres and allocate desks and water dispensers at 33 centres;
- Laptops–new laptops for the 12 new centres and trackers for the 45 centres; and
- Video conferencing–mainly for 12 new centres, provision made for disability-friendly desk at 45 centres.

Through Vodacom, the Department trained 145 provincial officials, including District Teacher Development Centres, on the utilisation of the Video Conferencing facilities.

Continuing Professional Teacher Development Online platform (Delivery Platform): In the quest to finalise the second phase of development of the CPTD online platform, content developers and moderators were appointed. The DBE has also appointed the Reference Group of the platform and its ToRs have been completed.

Development of Phase 2 of the CPTD online platform was completed and went live on 21 January 2022. This online platform was tested on 08 December 2021. A roadshow to advocate the online platform has been completed. This was done through the provincial engagements from 08 to 25 March 2022. The recommendations from the advocacy will be captured in the report. To lift a few achievements on the platform: Several micro-learning programmes have been uploaded. Micro learning programmes

such as digital learning, Accounting, Mathematics, Physical Science, gender equality, curriculum differentiation, and barriers to reading are already uploaded on the platform. Teachers have begun to take their learning seriously. All teachers have been uploaded onto the platform. Teachers who complete the learning programmes are awarded points and badges. Some provincial administrators and content developers are registered on the platform. A User Guide with a few help files on the platform has been developed as well. A reference group was established to assist in the finalisation of phase 3, which will host full teacher development programmes linked to SACE CPTD points.

Furthermore, the Department signed Memorandum of Agreement with Oracle in December 2021. The Agreement focuses on the following deliverables:

- Providing direct teacher training, hosted curriculum and teaching resources to up to 300 schools identified by the DBE in relevant provinces to act as a hub location to build the IT skills of the local teachers via a train the trainer model over the three (3) years of the partnership;
- Allowing up to 500 schools per year to join the Oracle Academy programme on a bulk membership via the DBE who will make use of the programme resources; and
- Delivering direct training to up to 300 educators comprising four (4) classes of 25 teachers per class per year–12 classes in total over the three (3) year period.

Orientation of Youth for the PYEI: An orientation manual for PED, district and circuits officials, principals, Education Assistants and General School Assistants was developed in July 2021.

A National Core Orientation Team comprising PED Project Team members and District Directors was established on 06 October 2021. Provincial Core Orientation Teams were also established by the Project Management Teams and District officials on 08 October 2021 to roll out the orientation to all principals. Orientation of Circuit Managers and Principals was completed on 15 October 2021 and the management and monitoring of orientation of all youth at the school level were done from 18 to 20 October 2021. In addition, the collection of evidence for the orientation of youth by schools has been completed, and a report compiled. All 280 000 youth has been orientated. All principals have also been orientated hence they managed to orientate the youth and an orientation report has been compiled.

Education Management and Governance Development

Achievements:

Survey on the Availability of Management Documents in Schools: The Annual Performance Survey on the basic functionality of schools has been conducted and the table below indicates the submissions from all nine (9) provinces to date.

Table 47: Survey on the Availability of Management Documents in Schools

PROVINCE	AVAILABILITY OF MANAGEMENT DOCUMENTS (BUILDING BLOCKS)	
	TARGET	SUBMITTED
EASTERN CAPE	230	230
FREE STATE	59	59
GAUTENG	88	88
KWAZULU-NATAL	247	247
LIMPOPO	164	164
MPUMALANGA	76	76
NORTHERN CAPE	26	26
NORTH WEST	62	62
WESTERN CAPE	48	48
TOTAL	**1 000**	**1 000**

The Department achieved the set target of 100% of the 1 000 surveyed schools that produced the minimum set of management documents at a required standard of functionality as summarised below:

Table 48: Number of schools that produced the minimum set of management documents at a required standard of functionality

ANALYSIS BASED ON THE FUNCTIONALITY OF SCHOOLS			
CRITERIA USED TO DETERMINE FUNCTIONALITY	**Rating out of 64**	**Number of Schools**	**Percentage**
Schools which are Exceedingly Functional	51 - 64	353	80–100%
Schools which are Functional	39 - 50	647	60–79%
Schools which are Manageable	26 - 38	00	40–59%
Needs Moderate Intervention	14 - 25	00	20–39%
Needs Urgent Intervention	0 - 13	00	0–20%

Capacity Building on the Roles and Responsibilities of Departmental Heads: The framework developed to train Departmental Heads on their Roles and Responsibilities was implemented as planned. The 2021/22 outcome indicator of 2 000 Departmental Heads targeted to be trained was achieved with a positive deviation of 755.

SMTs were also taken through the Action Plan to 2024*: Towards the Realisation of Schooling 2030,* Medium-Term Strategic Framework Goal 21 in ensuring that the basic annual management processes were taking place across all schools in the country as outlined:

- Availability of Management Documents;
- Annual Academic Performance Report (AAPR);
- Academic Performance Improvement Plan (APIP);
- School Improvement Plan (SIP);
- Annual Teaching Plan; and
- Admission Processes.

Implementation of Capacity Building Programmes for School Management Teams: The Department was engaged in the programme of monitoring and supporting School Readiness 2022, with the aim of capacitating School Management Teams on issues of Basic Annual Management Processes with regards to the AAPR, SIP, APIP, School Timetables and Attendance Registers for both learners and educators as indicated in the table below:

Table 49: Implementation of Capacity Building Programmes for School Management Teams

PROVINCE	DISTRICT	NO. OF SCHOOLS	DATES
LIMPOPO	Mogalakwena	07	12-14 January 2022
KWAZULU-NATAL	Ugu	08	19-21 January 2022 28 January 2022
	uThukela	10	24-27 January 2022
	Zululand	22	19-28 January 2022
NORTH WEST	Ngaka Modiri Molema	06	12-14 January 2022
WESTERN CAPE	Metro South	05	19 -21 January 2022
GAUTENG	Gauteng North Tshwane South	07	12 -14 January 2022
	Gauteng East	08	12 -14 January 2022
	Gauteng West	12	12-17 January 2022
	Total	**85**	

The Department also assisted in the monitoring of the PYEI to support School Management Teams in the implementation of the programme from the management and governance point of view with a focus on their roles and responsibilities.

Strategy to Improve Management and Governance: The Department conducted training on the strategy to improve management and governance in poor-performing districts. A total number of five (5) workshops were conducted in Eastern Cape, Limpopo, Mpumalanga, North West and KwaZulu-Natal Provinces from 22 April 2021 till 28 October 2021. The focus was on causes of underperformance, leadership, building positive school culture, and the hallmarks of a successful school and school improvement plan. A total number of 2 514 participants were trained.

Induction of newly appointed principals: The train-the-trainer workshop was conducted on the Framework for the Induction of Newly Appointed Principals to Circuit Managers and Education, Management and Governance Development (EMGD) Officials in Mpumalanga and Free State, on 29 April 2021 and 4-6 May 2021, respectively.

The Department further supported North West (350) and Free State (84) with the induction of 434 newly appointed SMTs on 06 - 15 September and 21 - 24 February 2022, respectively.

Inductees were taken through the PPM, the PAM Document, Collective agreement 2 of 1998, Informal Discipline Measures and Pension Issues.

Advanced Diploma in School Leadership and Management (ADE: SLM): The lay-out and design of eight (8) ADE: SLM modules were completed and allocated an ISBN. The publication of the eight (8) modules by the National Libraries of South Africa has also been completed.

The Provincial Structures were established comprising EMGD, PEDs, ETDP SETA, and the DBE.

The Universities of Johannesburg and Pretoria commenced offering the two (2) year qualification to aspirant school principals selected by PEDs. The programme was funded by the ETDP SETA. A total of 530 middle school managers were enrolled for the course in universities that were ready to prepare them for the principalship. The breakdown of the registered managers per province and per University is indicated below:

Table 50: Number of registered managers per province and per University

PROVINCE	HIGHER EDUCATION INSTITUTION	NUMBER
Free State	University of Johannesburg	100
Gauteng	University of Johannesburg	150
	University of Pretoria	150
Mpumalanga	University of Pretoria	80
Northern Cape	University of Pretoria	50
Total		**530**

A total of 46 aspiring principals from Gauteng completed their first year of the course offered by the University of Johannesburg and commenced their second year of studies in February 2022.

Support to Associations in Management and Leadership: The Department continued to guide and support the South African Principal Association (SAPA) and Deaf Principal Association of South Africa (DEPASA) in the following areas:

Table 51: Support to Associations in Management and Leadership

SUPPORT PROVIDED	DATES	TOPICS COVERED
First Quarterly Meeting	21 May 2021	• Admission of Undocumented Learners; • The sentiments on the Basic Education Employment Initiative (BEEI); • SA-SAMS; • Timeous appointment of staff and impact of service delivery; • National Senior Certificate results – performance and trends; • Curriculum management; • Education Entrepreneurship Employability; • Prioritising Funza Lushaka Bursary Holders; • Three Stream Model; and • Role of Subject Advisors.
Second Quarterly Meeting	20 August 2021	
Third Quarterly Meeting	18 February 2022	

In addition to the above, the Minister held a special meeting to guide and encourage principals regarding the vaccination for teachers and support staff on 19 June 2021.

The Department supported the SAPA Bojanala region conference, which was held from 25 to 26 February 2022 at Sparkling Waters in Rustenburg. A total of 96 delegates were in attendance. Another conference was held at the Dr Kenneth Kaunda District on 16 March 2022 in Klerksdorp.

Governance:

The Department achieved 86% of the set target of 50% showing a positive deviation of 36%. This was made possible by the orientation, induction and training of the newly elected SGB members by provinces and the Department.

Table 52: SGB Functionality Tool

SGB FUNCTIONALITY TOOL			
CRITERIA USED TO DETERMINE FUNCTIONALITY	RATING OUT OF 45	NO. OF SCHOOLS	PERCENTAGES
Works very well	37 - 45	443	80–100%
Works	28 - 36	388	60–79%
Almost works	19 - 27	145	40–59%
Does not work	10 - 18	20	20–39%
Needs Intervention	0 - 09	04	0–20%

Training of SGBs: All provinces conducted orientation and induction for newly elected SGB members, covering the legislative framework as per the South African Schools Act 84 of 1996, as amended. Newly elected SGB members were taken through their roles and responsibilities as governors. In addition, PEDs provided continuous training to SGBs covering a variety of subjects that included:

a) The Constitution and their Roles and Responsibilities;

b) Ethics, as basic principles;

c) Integrity and Responsibility;

d) The respect for Laws and Regulations;

e) The love for work;

f) The effort to save and invest;

g) The will to be productive; and Punctuality;

h) Learner Discipline; and

i) Management of serious misconduct and expulsion of learners.

Learner Admissions: The Department has implemented and monitored Admission Business Processes to ensure that all provinces developed admission periods for 2022. Circulars to guide the admission process were sent out, admission teams were created and advocacy to inform stakeholders about admissions at least six (6) months in advance was conducted.

The Department resolved all received queries and appeals received. Learners were placed in schools by the end of February 2022. Circular MG 1 of 2021 was developed, distributed and mediated to provinces. The circular aimed to strengthen the relationship between the education centre and the Department of Home Affairs (DHA) to assist undocumented learners. In addition, the mediation of Circular 1 of 2020 on Undocumented Learners Admission, the Phakamisa Judgement document and Examination Instruction no 34 of 2018 were conducted in all provinces.

The Department worked with PEDs to resolve queries of unplaced learners. Most of the queries were received from Gauteng and Western Cape. All the received queries were resolved by the end of February 2022, when all learners were placed in schools.

Programmes of Representative Councils of Learners (RCLs): All secondary schools with learners from Grade 8 and above completed the elections of RCLs during this term. Induction programmes for RCLs were conducted in secondary schools nationally. Provincial, district and circuit structures were also established.

The Free State conducted a two (2) days Provincial RCL Summit on 24 -25 February 2022. The Provincial RCL structure was established through elections during the summit. Other provinces that established provincial RCL structures were Limpopo, KwaZulu-Natal, Western Cape and the Northern Cape.

Support to Associations: Various engagements were held with School Governing Body Associations. The Minister held a consultative meeting with the associations on the Special Intervention Programme on Overcrowding in Schools on 26 February 2022.

The Department held quarterly meetings with the National Consultative Forum to provide support on the topics as follows:

- Incremental Introduction of African Languages (IAAL);
- Transfer of payments in terms of NNSSF;
- Recognition of Provincial SGB Associations;
- POPI Act.;
- Progress report on the Three Stream Model;
- Presidential Youth Employment Initiative (PYEI);
- Filling of posts;
- Appointments of Therapists;
- Illegal transfer of educators in excess;
- Official taking over SGB functions;
- Corruption in schools;
- E-Learning;
- Cuban Specialists;
- Volmink report;
- Qualifications/expertise of Circuit Managers;
- Policy on Learner Pregnancy;
- Lease agreements; and
- BELA Bill.

The Department established a POPIA Code of Conduct Task Team, which included an SGB association provincial government official and Legal Services to develop guidelines for schools in dealing with the implementation of the POPIA. A draft was developed on 14 March 2022 for consideration by Legal Services.

Rationalisation of schools: The Director-General has revived the programme of the Rationalisation, Merger and Closure of Small and Non-Viable Schools by establishing a Steering Committee composed of Deputy Directors-General appointed by provincial Heads of Department. A Project Steering Committee was also established as a support structure for the Steering Committee. The Project Committee was replicated in all provinces.

Provinces identified all schools that were regarded as small and non-viable and misaligned schools. Each province developed management plans to begin the rationalisation process. Progress per province is indicated below as follows:

Table 53: Rationalisation of schools

PROVINCE	PROGRESS
EASTERN CAPE	1 142 schools were published as closed after approval by the Head of Department and MEC of Education on 5 June 2021.
FREE STATE	179 schools have already been closed and learners have been taken to Hostel schools in various areas around the province.
GAUTENG	One (1) school was converted into a secondary school.
KWAZULU-NATAL	35 closed schools were to be repurposed.
LIMPOPO	380 were officially closed.
MPUMALANGA	106 schools were planned for merger or closure.
NORTHERN CAPE	Northern Cape has not started to implement the Programme, however, seven (7) schools from two (2) districts have been identified for rationalisation.
NORTH WEST	14 schools have been closed and two (2) are on hold.
WESTERN CAPE	Four (4) schools were closed and four (4) other schools were identified for merger or closure.

Under-achievements:

None

Table 54: Programme 3: Report against the tabled Annual Performance Plan

Programme 3: Teachers, Education Human Resources and Institutional Development									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that governance systems evolve to deal with, and support emerging priorities, in particular those relating to teacher placement and accountability of schools	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	Annually	97.05% (1 941/ 2 000)	96% 960/1 000	90% of 1 000 sampled schools	**86% 860/1000**	**-4**	**The 4% deviation is attributed to the fact that 2021 was the year of the elections. SGBs were new and could not perform at an optimum level**
		3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	Annually	98.3% (1 966/ 2 000)	100% 1000/1000	100% of 1 000 sampled schools	**100% 1000/1000**	**No deviation**	**Not applicable**
		3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year	Annually	12 954	13 085	11 500	**11856**	**356**	**More budget was allocated to HEIs whose tuition fees were lower than the capped value amount of the bursary**
		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	-	Q1: 1 Q2: 1 Q3: 1 Q4: 1 Total: 4	4	**4**	**No deviation**	**Not applicable**
		3.1.5 Number of quarterly monitoring reports indicating the number and percentage of schools where allocated teaching posts are all filled	Quarterly	-	Q1: 1 Q2: 1 Q3: 1 Q4: 1 Total: 4	4	**4**	**No deviation**	**Not applicable**

Programme 3: Teachers, Education Human Resources and Institutional Development									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		3.1.6 An Annual Sector Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers	Annually	-	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	**Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers.**	**No deviation**	**Not applicable**
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery	Ensure that national decisions relating to educator conditions of service, and innovations in areas such as teacher training, development and assessments are informed by sound evidence	3.2.1 A 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 National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	**Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres**	**No deviation**	**Not applicable**
		3.2.2 A National Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, 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 National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	**Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, 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	**9**	**No deviation**	**Not applicable**

Programme 3: Teachers, Education Human Resources and Institutional Development									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		3.2.4 An Annual Sector Report is produced on the number of Grade R practitioners with at least an NQF level 6 or above qualification	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 the number of Grade R practitioners with at least an NQF level 6 or above qualification	**Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 or above qualification**	**No deviation**	**Not applicable**
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of provinces to advance national priorities, as well as additional interventions in all or specific provinces to advance the attainment of sector-wide goals	3.3.1 Number of PEDs monitored on the implementation of the Performance Management Service for school-based educators		7	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)		7	9	9	**9**	**No deviation**	**Not applicable**

Strategy to overcome areas of underperformance

To address underperformance on the percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness, a structured training programmes will be provided to School Governing Bodies and this will improve achievement against the 2022/23 target. The underperformance is attributed to the fact that 2021 was the year of the elections. Therefore, SGBs were newly appointed and could not perform at an optimum level. The training interventions are geared to improve performance.

Table 55: Sub-programme expenditure

	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Teachers, Education Human Resources and institutional Development	1 709	1 646	63	1 959	1 515	444
Education Human Resources Management	66 758	58 725	8 033	60 095	50 824	9 271
Education Human Resources Development	1 364 300	1 360 072	4 228	1 337 339	1 330 783	6 556
Curriculum and Professional Development Unit	16 292	12 677	3 615	15 950	12 273	3 677
Total	**1 449 059**	**1 433 120**	**15 939**	**1 415 343**	**1 395 395**	**19 948**

Linking performance with budgets

Underspending in Education Human Resources Management is attributed to most projects including monitoring were implemented using virtual meetings. Therefore, there were less spending on venues, accommodations, travel and subsistence. There have been vacant posts that were not filled in the 2021/22 financial year that led to the underspending.

The programme was allocated a budget of R6 billion in the 2021 Mid Term Budget Policy Statement (MTBPS). The budget was allocated as part of the provincial equitable share with R5.541 billion allocated towards the payment of stipends inclusive of the unemployment Insurance Fund (UIF) contribution for both employer and employee. The remainder of the budget was allocated towards training and project management operations with R414 million and R45 million respectively. The allocation of job opportunities and funds are equitably shared to provinces. The Department of Basic Education (DBE) was not allocated an operational budget and therefore had to reprioritise within the DBE current budget to cater for the management of the project at national level.

Table 56: Progress on Institutional Response to the COVID-19 Pandemic

Budget Programme	Intervention	Geographic location (Province/ District/local municipality) (Where Possible)	No. of beneficiaries (Where Possible)	Disaggregation of Beneficiaries (Where Possible)	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP (where applicable)	Immediate outcomes
Primary School Reading Improvement Programme	Training of Subject Advisors, teachers and School Management Teams	All nine provinces	9543	Trained 143 Foundation Phase Subject Advisors; Trained 140 Intermediate Phase Subject Advisors; Trained 3787 Foundation Phase Teachers; Trained 3889 Intermediate Phase Teachers; and Trained 1584 School Management Teams	R26 100 000	TBA – project financials are currently being finalised	Nil	The programme aims to upskill Subject Advisors, School Management Teams and teachers associated with the teaching of EFAL.
Funded by ETDP SETA through the NECT	Remote and Digital Learning programme	National	Learners across the sector	Woza Matrics: Grades 10-12 Learners Tswelopele Learner Support Programme: Grades R- 9 Learners	R 30 Million (Funded by the ETDP SETA through the NECT).	R18 Million spent in 2021)	Not Applicable	Access to content by Learners and Teachers through DBE TV, SABC Radio Stations, Online platforms.

The beneficiaries of the intervention are part of the school system such as teachers, School Management Teams and Subject Advisors. The pandemic created a unique situation where learners lost a considerable amount of school time. Therefore, there was a great emphasis on the implementation of the PSRIP by all stakeholders involved, such as the DBE, Heads of Departments (HoDs) and the NECT. The programme was previously offered face to face. However, due to COVID-19 rules of social distancing, the programme was then moved to online platforms. As part of implementing Phase 4 of the Primary School Reading Improvement Programme (PSRIP), the training of Subject Advisers, School Management Teams (SMTs) and teachers associated with the teaching of English First Additional Language (EFAL) was undertaken using digital platforms.

The Remote and Digital Learning programme has been run by the NICPD, Curriculum and E-Learning in collaboration with the NECT. The programme is funded by the NECT. The programme was initiated in 2020 to sustain teaching and learning when schools were closed due to COVID-19. In 2021, a budget was allocated by the ETDP SETA to sustain the RDL Programme and ensure that both Teachers and Learners would continue to access learning programmes through various platforms, including Radio, Television and other online platforms.

4.4 PROGRAMME 4*:* PLANNING, INFORMATION AND ASSESSMENT

4.4.1 PURPOSE

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

4.4.2 LIST OF SUB-PROGRAMMES

Programme Management: Planning, Information and Assessment; Financial Planning, Information and Management Systems; National Assessment and Public Examinations; School Infrastructure; National Education Evaluation and Development Unit; and the Planning and Delivery Oversight Unit.

4.4.3 LIST OF INSTITUTIONAL OUTCOMES

- Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.
- Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector.
- Outcome 5: Conduct strategic interventions to assist and develop provincial education systems.

4.4.4 PROGRAMME OVERVIEW

The Programme: Planning, Information and Assessment is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The indicators in this Programme are fundamentally directed towards quality improvements, assessments and physical and financial planning as captured in the Action Plan to 2024: *Towards the Realisation of Schooling 2030.* The Programme contributes to the following sector goals:

Action Plan Goals on Physical, Financial Planning and District Support

Goal 23 ► Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

Goal 24 ► Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to come and teach.

Goal 27 ► Improve the frequency and quality of the monitoring and support provided to schools by district offices, partly through better use of e-Education.

The realisation of these goals is rooted in the work done within this Programme in the core policy areas of:

- Assessments;
- School Funding and Infrastructure; and
- Education Information Systems.

The DBE by working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, contributes to the improved quality of basic education with a special focus on the physical environment, finances and assessments. The administration and management of assessments are important components that measure learner performance within the education sector.

Outcomes, outputs, output indicators, targets and actual achievements

PUBLIC EXAMINATION AND NATIONAL ASSESSMENTS

Examinations and Assessment

Setting and moderation of NSC question papers: A total of 145 question papers were required for the June 2021 Examinations. These question papers were set, moderated and approved by Umalusi. Out of the 145 question papers, eight (8) question papers were used from the Question Paper bank for the June 2021 examinations. In addition, eight (8) non-official language papers sourced from the Independent Examinations Board (IEB) were finalised. 42 question papers were adapted for the deaf. 51 question papers were adapted for the blind candidates. 53 question papers were also adapted into large prints.

Furthermore, a total of 162 question papers were required for the November 2021 Examinations. Umalusi approved 159 question papers set for November 2021 examinations and three (3) question papers were used from the question paper bank. In addition, 35 non-official language papers sourced from the IEB were finalised. 55 question papers were adapted for the deaf. 61 question papers were adapted for the blind candidates. 91 question papers were also adapted into large prints.

A total of 158 of the 160 question papers for SC/NSC June 2022 have been approved by Umalusi. Two (2) remaining question papers (backup paper for IT Paper 1 and backup paper for CAT Paper 1) are in the final stages of moderation and proofreading.

162 question papers are required for the NSC November 2022 examinations. A total of 145 have been set and 133 internally moderated, and 62 were approved by Umalusi. 17 outstanding question papers are in various stages of setting.

A total of 24 Practical Assessment Tasks (PATs) for 2022 were developed by the DBE examining panels, externally moderated by Umalusi and released to PEDs.

Quality Assurance of SBA: In terms of the Regulations pertaining to the conduct of the National Senior Certificate examination, all School-Based Assessment (SBA), Practical Assessment Tasks (PATs) and Oral Assessment must be subjected to monitoring and moderation by the Department of Basic Education to determine whether the requirements for School-Based Assessment, PAT and Oral Assessment, have been satisfied.

The DBE has identified and selected 3 - 6 specific subjects per PED to verify the required SBA evidence. The provinces submitted the following:

a) Ten (10) randomly selected teacher files per PED, per selected Grade 12 subject representing two (2) districts in the province. Only one (1) teacher file, per school, per subject, was selected;

b) Ten (10) learner files per PED per selected Grade 12 subject selected from the same school from where the teacher file is selected and for the same subject; and

c) Copies of the Provincial Moderation Reports for each of the selected Grade 12 subjects to enable the DBE to verify the moderation approach and sampling implemented, evaluate the areas of concern identified and areas of good practice and establish the level of compliance with Grade 12 SBA requirements, in the respective subjects in the province.

The centralised verification of the Moderation of SBA tasks took place at the DBE offices from 22 to 25 October 2021 to determine whether the minimum requirements for School-Based Assessment in the respective PEDs have been met in terms of the required components of the Programme of Assessment (POA). All nine (9) PEDs were provided with a consolidated report for each subject.

The Heads of Examination were provided with the outcomes of the 2021 NSC SBA Statistical Moderation conducted. The 2021 NSC SBA Statistical Report will serve as a tool to enhance the quality of SBA at the Grade 12 level.

Monitoring and Support to PEDs: The DBE conducted a number of activities to ensure that the national examination system is well prepared and ready to manage the conduct and administration of both the 2021 May/June and the 2021 November NSC examinations. The implementation of national lockdowns at various levels aimed at minimising the rate of transfer of COVID-19 resulted in the postponement of the conduct of the Examination System Review. The Examination System Review was eventually conducted concurrently with the state of readiness in preparation for the November 2021 NSC examination following a virtual approach from 7 September 2021 to 04 October 2021. The Examination System Review confirmed that all PEDs were at a satisfactory level to administer the November 2021 NSC examination. Risk areas were highlighted and brought to the attention of the respective PEDs.

The DBE monitored the writing and the marking of both the May/June and the November 2021 examinations successfully. A total of 34 part-time monitors, 24 School Improvement System Coordinating Officers (SISCOs) and more than ten (10) DBE based officials monitored the writing of the November 2021 examination across the nine (9) provinces. A total of 18 part-time monitors were selected to monitor both the marking and the capturing of marks in the nine (9) provinces.

Conduct of the 2021 November Examinations: The November 2021 Grade 12 examinations commenced on Wednesday, 27 October 2021, and concluded on Tuesday, 7 December 2021. A total of 897 490 candidates enrolled for the November 2021 Grade 12 NSC examinations. This number comprises 733 540 full-time and 163 950 part-time candidates.

Based on the need for all the PEDs to continue adhering to the COVID-19 health protocols during the conduct of the 2021 examinations, the DBE reviewed and published the *Protocol on the Writing of Public Examinations at Schools and other Designated Examination Centres in Compliance with the COVID-19 Requirements.*

Marking Standardisation Meetings: A total of 162 Marking Standardisation Meetings (MSMs) were hosted to standardise the Marking Guidelines, from 27 October 2021 to 9 December 2021, using two (2) modalities: a fully virtual meeting and a hybrid model with the Examination Panel at the DBE offices in a physical meeting, and PED representatives linking up virtually. All Chief Markers and Internal Moderators pre-marked 20 scripts for input and discussion at the MSMs. MSMs lasted three (3) days consisting of a Pre-meeting for the Panel, Marking Guideline discussion, training and authorisation. The approved Marking Guideline was uploaded on a secure transfer file to PED Marking Managers.

All five (5) practical subjects hosted for the first time MSMs (hybrid model) between 23 August and 11 September 2021 and the Common Assessment Task for Life Orientation (LO) MSM was conducted (hybrid model) from 12 to 14 September 2021. Design Paper 2 and Visual Arts Paper 2, which were done in the past, continued and had a one-day standardisation and training meeting and Dramatic Arts Paper 2, Dance Paper 2 and Music Paper 3 was conducted over two (2) days. The addition of the three practical subjects was well-received and applauded by all concerned. The DBE panel facilitated the respective meetings with PED Chief Markers and Internal Moderators. These five (5) meetings focused on the administration and conduct of the practical examinations, PATs and retrospective exhibitions, within the context of the COVID-19 pandemic. The marking and moderation approaches and modalities implemented across PEDs were discussed. PEDs were requested to select samples of candidates' sourcebooks, artwork/products, including 2D and 3D examples, that were used during the interactive marking sessions that enabled the application of the national rubrics to standardise the scoring of the sampled work and interpretation of the assessment criteria.

Marking: A total of 49 437 Marking staff were appointed by PEDs. Marking was done at 191 marking centres across the nine (9) provinces from 8 to 23 December 2021 with Gauteng and Mpumalanga starting with staggered marking on 16 November 2021. The centralised marking of small enrolment subjects was successfully administered at Waterkloof High School. The marking of scripts for blind and deaf candidates was centralised in Gauteng and the Western Cape. Examination Instruction 55 of 2021 confirmed the protocol for the security and COVID-19 requirements at marking centres.

Remarking of scripts of candidates who applied before 4 February 2022 was done in PEDs with the remarking of centralised marking subjects done at the DBE from 18 to 20 February 2022. Investigative Marking of cases where there were concerns about the possible early opening of question papers or other matters that might have compromised the integrity of the NSC Examination, was conducted.

Quality Assurance of Marking: The quality of the marking of the 2021 NSC Examinations was ensured through internal moderation processes at each of the 191 marking centres as well as the external quality assurance conducted by the DBE through on-site moderation. The general organisation of the Marking Centre was also monitored to ensure effective management at the marking centres.

Management of Examination Irregularities: After the identified examination irregularities were investigated by each of the PEDs and hearings conducted where necessary, the report on these irregularities was presented to the Provincial Examination Irregularities Committee (PEIC). Reports that were endorsed by the PEIC were presented to the National Examinations Irregularities Committee (NEIC) meeting that is chaired by an independent chairperson. The NEIC virtual meeting was held on 3 January 2022. The NEIC was encouraged by the reduction in administrative errors, technical omissions, behavioural offences and acts of dishonesty in the NSC examinations.

The Standardisation of the 2021 NSC Examination Results: To ensure that learners are not unduly advantaged or disadvantaged by changes in the standard of the question papers or fluctuations in the standard of marking, and to ensure that the examination system produces a relatively constant quality of output from one year to the next, the National Standardisation Meeting is conducted by Quality Assurance Council, Umalusi.

On 4 to 5 January 2022, a two (2) day pre-standardisation virtual meeting was hosted by the DBE involving provincial examination managers, to prepare for the standardisation of the results by Umalusi on 6 January 2022. Of the 67 subjects that were presented for standardisation, the raw marks for 35 of the subjects were accepted. Four (4) of the subjects were adjusted downwards and 28 subjects were adjusted upwards.

The Release of the 2021 November Examination Results and Feedback: The November 2021 NCS results were released to candidates on 21 January 2022. In order to adequately consolidate all the data to be presented to the PEDs, the stakeholders in education and the media, four (4) reports were produced and released during the Ministerial announcement of results on 20 January 2022. All four (4) NSC reports for the November 2021 examinations were uploaded on the DBE website.

Under-achievements:

None

National Assessment

Mental Starters Assessment Project (MSAP): In 2021, Provincial and District Mathematics Foundation Phase subject advisors were trained for the administration of MSAP pilot process in at least one (1) Grade 3 school per district and this was successfully concluded. A MSAP report on learner performance was then compiled. MSAP was launched nationally for implementation in a sample of Grade 3 schools in January 2022.

Early Learning National Assessment (ELNA): ELNA 2021 was administered in 642 nationally sampled schools in 2021. This assessment evaluates the readiness of Grade R learners for Grade 1, based on their emerging literacy and numeracy achievement. The emerging literacy and numeracy achievement scores of learners in 2021 were 59% and 45% respectively. The ELNA 2021 report was drafted and approved.

General Education Certificate (GEC): A GEC stakeholder workshop was hosted in July 2022 and a workshop report with recommendations was compiled. Grade 9 question papers for the subjects Economic and Management Sciences (EMS), Natural Sciences (NS), Mathematics, English First Additional Language (FAL) and Home Language (HL) were developed by the appointed panel members and piloted in 14 schools across five (5) provinces i.e. Western Cape, Free State, Mpumalanga, Gauteng and North West. An integrated project and an inclinations assessment were piloted in 34 schools. A GEC synthesis report was compiled for the 2021 pilot study.

Systemic Evaluation (SE): Service providers for the administration and for printing and distribution of the SE were appointed. The administration of the SE started in February 2022 and is still in progress across the country in about 3 600, Grade 3, 6 and 9 sampled schools in Language and Mathematics.

Grade 3, 6 and 9 Language and Mathematics items: 500 items for both Language and Mathematics were developed, quality assured and versioned into applicable languages for each of the grades. Moderators reports were generated from the quality assurance process. The test items were packaged into term and topic tests that may be utilised by teachers for diagnostic assessment purposes.

Trends in International Mathematics and Science Study (TIMMS) 2019: TIMMS South African results for Grade 5 and 9 Mathematics and Science were released through two (2) National Country Reports and through two (2) sets of Diagnostic Reports. Diagnostics analysis reports for each of the grades and subjects will be disseminated to PEDs and district offices.

Progress in International Reading Literacy Study (PIRLS) 2020: PIRLS 2020 was administered to a sample of 400 schools offering Grade 4 and 6 in 2021. Data is still being analysed and will be concluded in December 2022.

South and east Africa Consortium for Monitoring Educational Quality (SEACMEQ) V: The study was administered in a sample of 311 schools offering Grade 6 in 2021. Data capturing and cleaning were concluded and submitted to the SEACMEQ Coordinating Centre in March 2022 for analysis.

NATIONAL ASSESSMENT FRAMEWORK: A document on the National Assessment Framework was drafted and consultative presentations were made to HEDCOM sub-committees (TDCM) and the Umalusi research committee.

Assessment for learning (AfL) ROLL OUT: The initial phase of the AfL rollout took place in three (3) provinces (Limpopo, KwaZulu-Natal and Eastern Cape) within the REALS-SA project. Further upscaling in two (2) other provinces is planned for the 2022/23 financial year.

Under-achievements:

None.

Exams Assessment, System Administration and Certification

Achievements:

Management and Maintenance of the Integrated Examination and Computer System (IECS): The Integrated Examination and Computer System (IECS) are managed in conjunction with the SITA and the nine (9) Provincial Administrators. System developments and enhancement were processed as required for the May/June and October/November 2021 examinations. All system enhancements, changes and new developments were successfully concluded and implemented.

Processes administered through the Integrated Examination Computer System (IECS): The registration of candidates and centres, mark capture, standardisation of results, statistical moderation and results for the May/June 2021 and October/November 2021 examinations were all successfully concluded. All requests for data have been attended to. The remark/recheck of the examination results was successfully concluded. Data consolidation and analysis for the Ministerial reports and curriculum interventions were completed. The Business Intelligence (BI) system is being used to implement and supplement the reporting processes.

Certification: The core functions performed by the Certification Units are to issue Statements of Results, Confirmation letters, Replacement Certificates, Combination of Results as well as Verification of Pre-1992 certificates. All these functions were performed in line with requests received within a turnaround period of two (2) weeks.

Table 57: Certifications received and processed

Application	Received	Processed	Outstanding
Applications for Statement of Results and Certificates	9346	9346	0
Certificates	Requested	Printed	Rejected
Certificates	10243	9632	611
Verifications	Received	Processed	Outstanding
Private companies	3750	3750	0

New technologies to improve Assessment and Examination Systems: New technologies are working effectively with regard to E-Registration, E-Reissue, and E-Remark/Recheck. Major enhancements include:

- New NSC May/June system to replace the current NSC May/June. It is a new stand-alone system for the May/June 2022 examination. This will allow for the 2022 May/June NSC candidates to be standardised and not use the decision from the previous October/November examination.
- Umalusi Circular Qualification, Curriculum and Certification 3 of 2021: New certificate can now be issued even upon improved subjects results (without a status improvement).
- Updated the system with POPIA consent indicator.
- Developed a USAf data download for Senior Certificate candidates so that universities can also have the results of adult candidates on their systems.

Under-achievements:

None

PLANNING AND IMPLEMENTATION SUPPORT

Provincial and District Planning and Implementation Support

Achievements:

Policy on the Organisation, Roles and Responsibilities of Education Districts: A plan to support provinces in the implementation of the Districts Policy was approved and communicated with all nine (9) provinces. Scheduled on-site support visits in the first quarter were postponed due to the COVID-19 vaccination roll-out in the sector. A virtual meeting was convened on 12 July 2021 to support the North West province on the implementation of the Districts Policy with a focus on district reconfiguration. Subsequent on-site support visits were conducted in two (2) provinces (viz. North West and Mpumalanga) that had not been able to submit Implementation Plans on 03 and 06 December 2021 to review their plans. All provinces were required to submit progress reports on the implementation process by the end of February 2022 and only Western Cape complied.

Percentage of School Principals rating the support services of districts as being satisfactory: A national report on the satisfaction levels of school principals on the support they received from district offices during the 2020/21 academic year was produced and shared with provinces to draw up a provincial survey improvement plan. Nine (9) provincial improvement plans were generated and signed off.

2020 Districts information: The 2021/22 District and Circuit information was requested from provinces on 13 August 2021. The signed-off information by provincial HoDs was received from four (4) provinces: Gauteng, North West, Northern Cape, and the Western Cape. Reminders have been sent to the outstanding provinces. The Director-General submission and report on 2021/22 Districts and Circuits' information were approved. Information and the report on 2021/22 District and Circuit information signed by the Director-General was forwarded to the Education Management Information Systems (EMIS) Directorate for reference. The 2021/22 information on the filling of vacancies and tools of the trade for the Eastern Cape, Free State and Limpopo province was updated.

Director-General Workshops with Circuit Managers: The Director-General conducted workshops with Circuit Managers (CMs) on 5 to 6 July 2021. A total of 65 participants from the 1st cluster (North West, Free State and Eastern Cape); 228 participants from 2nd cluster (Gauteng, Limpopo and Western Cape) and 48 participants from 3rd cluster (Mpumalanga, KwaZulu-Natal and Northern Cape) attended the workshop. The Risk Adjusted differentiated strategy, amended directions, curriculum recovery programme and update on the vaccination programme were discussed to establish the state of readiness of primary schools to receive all learners in Term 3.

National Education Excellence Awards: Due to the COVID-19 restrictions, the Minister and Director-General approved submissions on the postponement of the 2021 National Education Excellence Awards. Proposals for the awards ceremony sponsorships were developed, approved and shared with potential sponsors.

District Coordination, Monitoring and Support (DCMS) HEDCOM Sub-committee meeting: The 19th, 20th, 21st and 22nd District Coordination, Monitoring and Support (DCMS) HEDCOM Sub-committee meetings were convened on 05 May, 29 September, 01 December 2021 and 02 March 2022, respectively. The meetings focused on the latest developments regarding the sector response to COVID-19 as well as contemporary issues, e.g. violence and bullying in schools; provincial plans and response to the Auditor-General's Performance Audit findings; the state of readiness of provinces and districts to administer the 2021 NSC examinations; curriculum coverage; updates on the SA-SAMS modernisation; National Teaching Awards; QMS; the BELA Bill; PYEI, School Recovery Panel Study, emerging thoughts on the Revised MTSF, Policy on LTSM Implementation of Accommodations and Concessions (Inclusive Education), District Development Model: Basic Education Sector Participation; and Plans for the 2022 School Calendar Year by Individual PEDs.

Minister's meeting with District Directors: The first meeting for the academic year took place virtually on 10 June 2021 on the Microsoft Teams platform. Some of the issues discussed with the District Directors include, but are not limited to, the Three Stream Curriculum; Three Year Curriculum Recovery Plans; the Basic Education Sector response to the COVID-19 pandemic (Schooling and vaccine roll-out); Directions on Schools Sport; positive discipline to address bullying in schools; and updates on the PYEI.

The second and third meetings of the Minister with District Directors were respectively held successfully on 07 October and 09 December 2021. All provinces were represented with attendance exceeding 80%. Critical reports were shared by provinces on overall end-of-year activities and the state of readiness for the 2022 academic year. The schedule of dates for the 2022 meetings was shared with the provinces. The last meeting was held successfully virtually on 16 March 2022, focusing on reflections on the end-of-year results, and plans to address infrastructure challenges, e.g. overcrowding as well as improving learner performance in 2022.

Support to under-performing districts through the mentorship project: Recruitment and appointments of a new cohort of mentors were finalised for the 2021/22 cycle in June 2021. Seven (7) mentors were appointed on a 12-month contract to support 18 identified districts in the Eastern Cape, Limpopo and Northern Cape. The seventh mentor was appointed in August 2021 to add to the support provided to the nine (9) identified districts in the Eastern Cape. At least one (1) session per province was monitored in August 2021. A conducive mentor-mentee relationship was observed in all the sessions.

All the 18 districts identified for the programme were supported. However, the programme was slow in the last quarter due to the Work to Rule instituted by teacher unions in the Eastern Cape. The recruitment process for the next cycle has commenced and provinces have been requested to provide suitable names for consideration.

Number of districts with teacher development practices as per District Improvement Plans: A submission was approved by the Director-General to communicate the 2021/22 process of data collection and expectations from districts. There was a follow-up made with the Strategic Planning and Reporting Directorate as well as provinces regarding the 2021/22 process of data collection and expectations from districts. Communication was sent to provinces and education districts to request the submission of the 2021 District Improvement Plans (DIPs). To date, 60 signed-off DIPs for 2021 were submitted. All received plans cover teacher development practices in each of the districts that submitted.

Percentage of District Directors who have undergone competency assessment prior to their appointment: A database to establish the appointment status of all 75 District Directors in 2021 has been developed. Eligible District Directors were identified for monitoring and reporting throughout the financial year. Baseline data for newly appointed and acting District Directors in provinces were developed. 17 District Director vacancies were identified for the current financial year. Vacant posts with Acting District Directors in Eastern Cape, KwaZulu-Natal, Limpopo, Northern Cape and Western Cape were identified but are still to be advertised. A total of five (5) district directors were appointed and all have undergone competency assessment prior to their appointment.

Fundamentals of Performance (FOPs) Self-Assessment for districts: A plan for the 2021/22 Fundamentals of Performance roll-out of the training, reporting and review sessions was developed and approved. The kick-off was delayed due to the COVID-19 vaccination roll-out in the Basic Education Sector. District Development Plan review meetings were held in 18 districts in all the nine (9) provinces, viz. 1. Western Cape: Eden and Central Karoo and West Coast; 2. Northern Cape: John Taolo Gaetsewe and Pixley-Ka-Seme; 3. Gauteng: Sedibeng East and Tshwane West; 4. Limpopo: Sekhukhune South and Vhembe West; 5. North West: Dr K Kaunda and Dr RS Mompati; 6. Mpumalanga: Bohlabela and Ekangala; 7. Eastern Cape: Amathole East and Amathole West; 8. KwaZulu-Natal: King Cetshwayo and Pinetown; and 9. Free State: Xhariep and Motheo education districts. A total number of 324 officials attended the review sessions.

District Standard Routines and Operations Guideline review: The revised document was submitted to the Communications Directorate for editing and design. Printing and distribution were planned to take place during the fourth quarter.

North West Section 100 (1) (b) Intervention: Progress report on 2018 - 2021 achievements, challenges, mitigation of challenges and how the outstanding matters would be addressed was developed. A meeting was convened on 15 November 2021 where Achievements, Outstanding issues and Mitigating Strategies on Infrastructure Delivery, Human Resource Management and Development, Finance and AGSA matters were discussed.

District Development Model (DDM): A plan to support education districts on the establishment of District Development technical and implementation teams per district was approved and communicated with provinces. Scheduled on-site support visits in the first quarter were postponed due to the COVID-19 vaccination roll-out in the sector.

The coordination of the DDM Technical Committees in the sector is not uniform amongst the provinces which has provided challenges for the DBE to coordinate. A plan to communicate directly with the education districts was agreed upon. Technical committee members indicated a need for empowerment to ensure a common understanding of their role in these structures. Workshops will be arranged in the new financial year.

Under-achievements:

The revised District Standard Routines and Operations Guideline document could not be printed and distributed to districts due to a National Treasury notice to not process any procurement amounting to more than R 30 000. The procurement process will be reinstated upon National Treasury clearing the notice issued.

Capability-building training of district officials on data management could not be delivered due to lack of funding. Funding proposals will be made to partners, e.g., ETDP SETA.

School Level Planning and Implementation Support

Achievements:

In the foreword of the Action Plan to 2024: *Towards the Realisation of Schooling 2030*, the Minister states that the system needs to continually reassess where it is, what the evidence says, and whether it is employing the right tactics. This was in relation to the country's response to COVID-19. The statement further states that even with the progress made so far, the system is still far from achieving a just, equitable and high-quality school.

The apex priority of the Basic Education Sector is the improvement of the quality of learning outcomes in all public schools. To assist the Department in achieving this, the Department focus on three (3) areas, namely:

- Identification, management and support of underperforming schools;
- Strengthening the utilisation of performance data for improved performance; and
- Planning and intervening to minimise the impact of disruptions on learning and teaching as a result of protests. `

The management of underperformance in schools, as stipulated in sections 16A and 58B of the South African Schools Act (Act 84 of 1996), is at the core of the sector's efforts of ensuring that all learners receive quality education, regardless of their geographical location. The Act requires MECs to report to the Minister on the identification, management and support of underperforming schools by 31 March of each year.

Management of underperformance in schools: All nine (9) PEDs submitted reports to the Minister as required by the Act. The reports covered the following key areas:

- Names of schools identified as underperforming using the criteria set out in Circular D2 of 2017;
- Names of chronically underperforming secondary schools;
- Actions taken to address chronic underperformance;
- Diagnostic analysis of challenges that led to underperformance;
- Academic improvement interventions and support for the identified underperforming schools; and
- The way top performing schools are utilised to improve performance.

According to the reports, all the underperforming schools received letters from the HoDs as required by the Act and they submitted the Academic Performance Improvement Plans.

The table below shows the number of secondary schools that performed below 65% in the NSC examinations over a period of three (3) years (2020-2022):

Table 58: Number of secondary schools that performed below 65% in the NSC examinations over a period of three (3) years (2019-2021)

Province	Primary Schools			Secondary Schools		
	2019	2020	2021	2019	2020	2021
EC	270	426	321	156	139	117
FS	13	24	19	02	01	03
GP	34	90	66	02	06	11
KZN	307	431	392	137	109	77
LP	475	624	628	240	245	229
MP	75	180	146	38	27	28
NW	95	101	76	16	08	10
NC	39	58	39	18	13	15
WC	55	84	69	11	25	23
TOTAL	**1 363**	**2 018**	**1 756**	**620**	**573**	**513**

Note: The analysis of results is submitted on 31 March of each year. The table shows the analyses of 2019, 2020 and 2021 results.

Red = an increase in the number of schools that underperformed

Green = a decrease in the number of underperforming schools

The table shows the number of secondary schools that underperformed in the NSC examinations over three (3) years (2019, 2020 and 2021). Limpopo is the only province that had an increase in the number of underperforming secondary schools. Due to more learners returning to school in 2021, there was a decrease in the number of schools that achieved below the 65% benchmark as stipulated in Circular D2 of 2017. The number of underperforming secondary schools decreased from 2 018 in the 2020 NSC examinations to 1 643 in 2021. There is a decline in the number of chronically underperforming schools from 573 to 500 in 2021. The highest number of underperforming schools are in the provinces that have the highest number of schools, which also serve the previously disadvantaged groups, that is, Eastern Cape, KwaZulu-Natal and Limpopo.

Support visits to underperforming schools: During the financial year, School Improvement Support Coordinators (SISCOs) conducted support visits to 1 393 schools in 37 districts. A monitoring tool was used to guide the process. The visits were primarily aimed at establishing if underperforming schools were supported by district officials, that is, Subject Advisors, Circuit Management, Multi-disciplinary Teams and District Directors. Other focus areas were leadership and management; staffing; leave management; educator and learner attendance; textbook shortages; academic performance improvement plans and curriculum management. These were targeted because they have an impact on the overall performance of schools. The tool also afforded the schools the opportunity to suggest strategies that worked. 1 393 underperforming schools were monitored in the Eastern Cape, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape and North West.

Follow-up meetings were held with clusters of chronically underperforming schools to check if the recommendations that were made during the support visits were implemented.

The distribution of the schools that were supported is as follows:

Table 59: Number of Underperforming Schools supported.

Province	No of Districts	No of underperforming schools supported
EC	12	139
KZN	08	572
LP	10	336
MP	02	238
NW	02	30
NC	03	77
Total	37	1 393

Improving the quality of support to underperforming schools: One of the major observations was that there is a need to increase the number of support visits to underperforming schools, as these are schools at risk. Visits by district officials were more frequent in secondary schools compared to primary schools. However, in some of the schools, the visits did not necessarily translate to improvement in performance. The lack of improvement may be attributed to a number of factors, including but not limited to, the content gap among educators particularly in critical subjects, the quality of support that the teachers receive, the high rate of teacher and learner absenteeism and time lost due to the implementation of rotational time tables. Academic Performance Improvement Plans (APIPs), where they were available, scantily addressed the reasons for underperformance. Generic interventions were largely preferred to mitigate the causes of underperformance. Specific and targeted programmes should be implemented. Textbook shortages, which were sometimes caused by poor retrieval policies, were observed. There were no major personnel shortages but, in some cases, educators were on leave for long periods with no substitutes provided. In some provinces, the appointment of principals was delayed, causing instability in the schools.

Curriculum management needs to be strengthened. Poor performance in the gateway subjects proved to be the major contributor to underperformance. The Department is addressing the weaknesses together with the PEDs. The presentation of the findings to the Senior Management of the Eastern Cape Education Department resulted in the development of a more focused approach by the province to deal with underperforming schools.

Strengthening support to underperforming primary schools: SISCOs provided support to School Management Team (SMT) members in 515 underperforming primary schools on strengthening data utilisation to improve learner performance, protection of teaching and learning time (Time on Task), Circular D2 of 2017, with special emphasis on the criteria for the identification of underperformance in primary schools, drafting of APIPs, strategies to improve performance in primary schools and curriculum management.

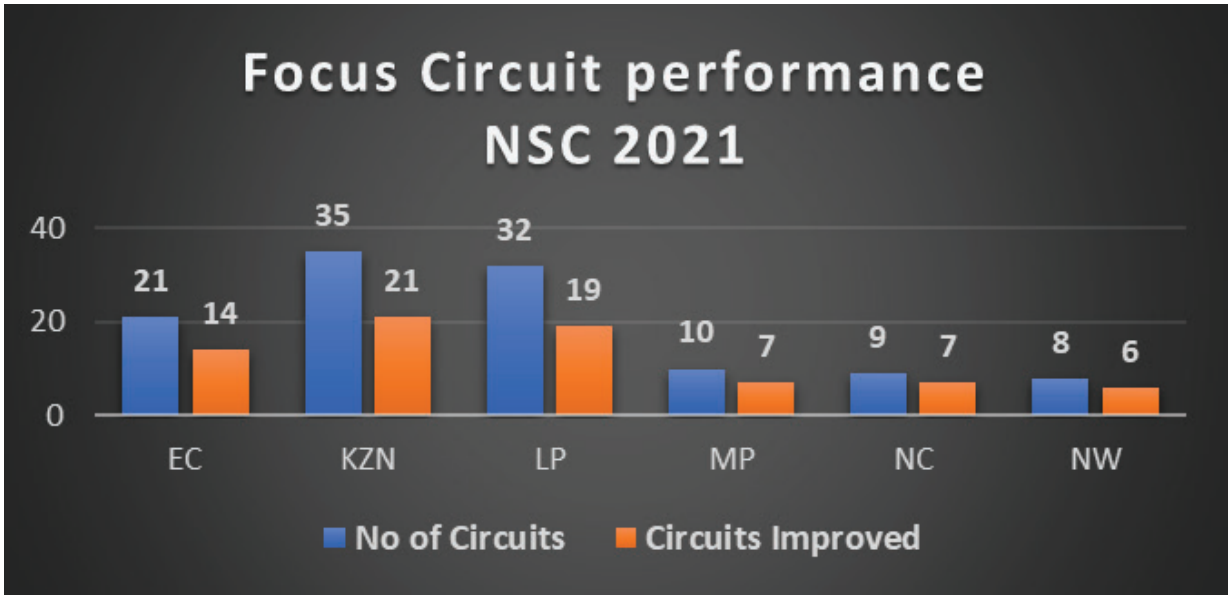
uMgungundlovu District, KZN: SMT Workshop.

Ehlanzeni District, Mpumalanga: SMT workshop

Strengthening the utilisation of performance data for improved performance: SISCOs continued working with 115 identified Circuit Managers from poor performing circuits in 30 districts, potentially empowering them to support 2 875 schools. The key objective of the initiative was to ensure improved performance of schools and the enhancement of the country's international competitiveness in areas such as the PIRLS, TIMSS, and gradually advancing the performance of learners in Numeracy, Literacy, Accounting, History, Mathematics and Life Sciences.

Performance of Target Circuits: The analyses of the 2021 NSC results in the targeted circuits showed a slight decline in some of the circuits compared to 2020. 74 of the 115 focus circuits improved their performance in NSC 2021. This may be attributed to the impact of COVID-19. Circuit Managers have institutionalised the utilisation of learner performance data to craft targeted intervention strategies.

Figure 1: Performance of focus circuits per province (NSC 2021)



Engagement with the Circuit Managers (CMs) of the prioritised underperforming circuits: SISCOs explored innovative ways of communicating and providing support to schools and circuits. Social media platforms, such as WhatsApp calls and messaging, Microsoft Teams, Zoom and Skype, were used to communicate virtually. Through these platforms, CMs were contacted to discuss issues emerging from 2021 NSC results, diagnostic reports, PIRLS, TIMMS and the SEACMEQ. The information was used as a baseline to engage circuit managers to ensure that areas of poor performance are addressed through specific intervention plans that were implemented and monitored. Circuit Academic Improvement Plans (CAIPs) were reviewed quarterly to ensure that they address specific issues emerging from all the schools. SISCOs strengthened collaboration between CMs and Subject Advisors.

Secondment of North West team to Limpopo: Virtual and on-site engagements were held with the District Directors of Sekhukhune South, Capricorn North and Sekhukhune East to formally introduce the North West SISCOs, who has been seconded to the two (2) districts to augment the Limpopo team. Strategies to improve learner performance were shared with District Directors, Circuit Coordinators and Circuit Management who welcomed the initiative. The district teams appreciated the assistance of the DBE in strengthening the utilisation of data in the interventions to improve learner performance in identified circuits.

Victor Khanye circuit, Mpumalanga

C8, OR Tambo Coastal, Eastern Cape

Protection of teaching time: A monitoring tool was developed to monitor the implementation of recovery plans in underperforming schools which had disruption of teaching and learning. The tool will be administered in all the schools, but underperforming schools will be prioritised.

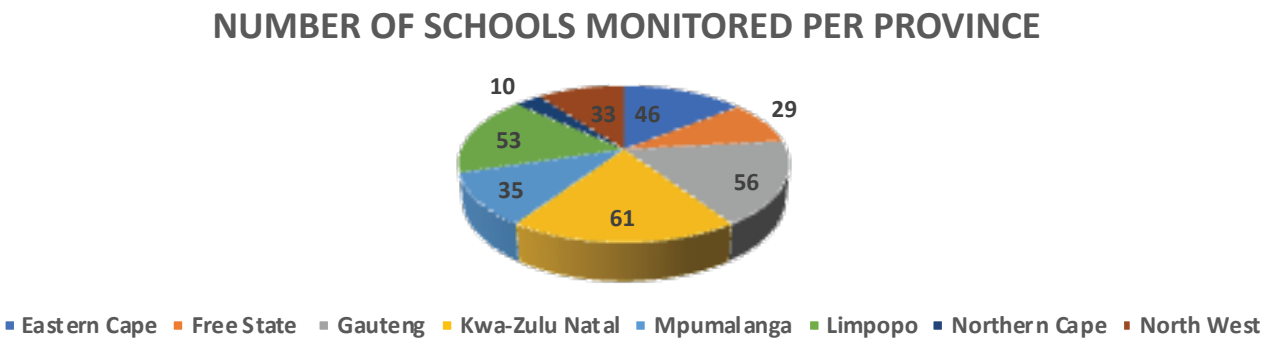
Participation in the one-on-one meetings between the Director-General and the Provinces: The DBE and PEDs participated in a series of one-on-one meetings to assess progress in the sector with regard to curriculum coverage, support to learners, learner and teacher well-being and issues pertaining to the management of the pandemic in schools.

School Readiness Monitoring: SISCOs monitored 323 schools in 20 districts to assess the state of readiness of schools to commence the 2022 academic year. The distribution of the schools is as follows:

Table 60: School Readiness Monitoring

Province	No of Districts Monitored	Number of Schools
Eastern Cape	3	46
Free State	2	29
Gauteng	4	56
KwaZulu-Natal	3	61
Mpumalanga	2	35
Limpopo	3	53
Northern Cape	1	10
North West	2	33
Total	**20**	**323**

Figure 2: Representation of the number of schools monitored per province.



Generally, all schools observed health and safety measures in line with COVID-19 protocols. The appointment of Education Assistants (EAs) and General Assistants was done in all schools and stipends for December 2021 and January 2022 were paid, except for the Eastern Cape, where there were challenges with payments. Learner admission is ongoing, mainly due to social mobility. All schools that were visited received their post-provisioning and workbooks for 2022. In the Eastern Cape, no textbooks or stationery were delivered to schools. All schools are adequately fenced and access is controlled.

Monitoring of November 2021 National Senior Certificate (NSC) examination: SISCOs and Project Managers also participated in the monitoring of the NSC examinations. Table 61 below shows the number of examination centres monitored by the team per province.

Table 61: Representation of the number of examination centres monitored per province

Province	Number of Districts Monitored	Number of Examination Centres
Free State	2	26
Gauteng	4	40
KwaZulu-Natal	4	53
Mpumalanga	1	25
Limpopo	6	41
Northern Cape	1	11
North West	1	28
Total	**19**	**224**

Generally, protocols with regard to the regulations, management and conduct of the NSC examination were strictly adhered to. These include the availability of strong rooms and safe-keeping devices to store question papers, seating plans and attendance registers. COVID-19 protocols were strictly adhered to.

Staff development sessions: Monthly provincial team meetings were held where teams were supported by the DBE team. Quarterly Project Manager's and SISCO operational meetings were held during the financial year to plan and reflect on strategies to support Circuit Managers and schools on the effective utilisation of learner performance data.

KZN Provincial Meeting

Limpopo Provincial Meeting

Under-achievements:

30% of the underperforming schools were visited twice by PEDs. The annual target was 80%. The shortfall was due to the fact that district officials prioritised visits to secondary schools due to time constraints and the pressure of the NSC examinations.

PROVINCIAL MONITORING

School and District Incident Management and Support

Achievements:

Presidential Hotline (PHL): The Department is currently at 99.92% of call resolution rate without any challenges in terms of resolving enquiries. There are no backlog cases and resolution rates are well managed. 1 305 cases have been resolved with one (1) case outstanding case.

The PHL Performance of the DBE and PEDs: Year 2021/22

Call Centre Annual Performance Table per Quarter: 2021/22

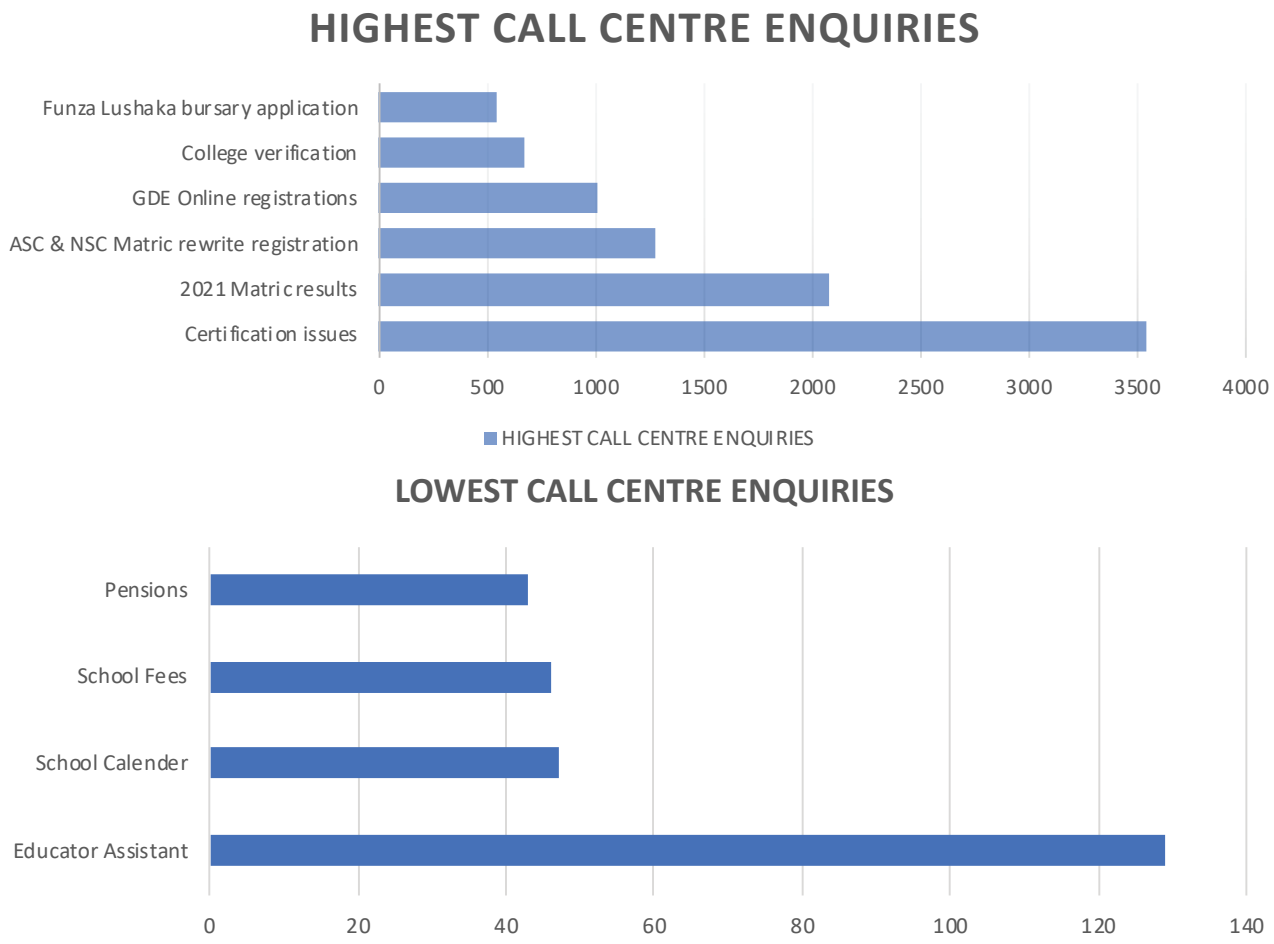
A total number of 11 939 calls were received and were all resolved. The calls received per quarter were as follows:

Table 62: Call Centre call received per quarter

Quarter	Q1	Q2	Q3	Q4	Annual 2021/22
Total Calls	2 250	2 266	1 707	5 716	11 939

The Gauteng, KwaZulu-Natal and the Eastern Cape had the highest number of enquiries while the North West and the Northern Cape provinces had the lowest enquiries received in this period. The following charts show the trends for the highest and lowest call centre enquires.

Figure 3: Call Centre Enquiries



Website Enquiries: A total number of 6 245 website enquiries were received. 5 070 (81%) were finalised while 1 177 (19%) were junk and repeated postings.

Enquiries received were related to Matric Certificate Replacement, Home Schooling Information, GDE Online Admissions, Amended Senior Certificate Rewrite Examinations, Timetables Collection, Funza Lushaka Bursaries and DHET related enquiries. The following are the table and chart of the website enquiries received per quarter:

Table 63: Website enquiries received per quarter

Quarter	Received	Resolved	Junk and Repeats
Q1	2135	1808	327
Q2	1299	1004	295
Q3	1002	805	197
Q4	1809	1453	356
TOTAL	**6245**	**5070**	**1175**

Correspondence: The Department worked together with PEDs and resolved 145 out of 179 cases that were reported to the DBE. These were related to admission of learners, transfer of learners, learner expulsion, report cards, unpaid school fees, unfair treatment and victimisation of a learner, examinations and school governance, mismanagement of funds and human resources matters.

School Readiness Monitoring: A report on the state of school readiness for 2022 was presented to the Portfolio Committee (PC) on Basic Education and Select Committee on 30 November and 08 December 2021, respectively.

School Readiness Monitoring was done by the DBE and PEDs officials. A total of 634 schools in 34 districts were monitored in all provinces from 12 to 28 February 2022. Schools were generally found to be ready for the commencement of the academic year.

Publication of School Calendars for Public Schools in South Africa:

2022 School Calendar: 2022 School Calendar was published on 28 May 2021 in Government Gazette Notice No. 44632.

2023 School Calendar: The 2023 School Calendar was published on 18 March 2022 in Government Gazette No. 46061.

Proposed 2024 School Calendar: The Proposed 2024 School Calendar was published for public comments on 18 March 2022 in Government Gazette No. 46060.

Draft 2025 School Calendar: The 2025 Draft School Calendar was circulated among members of the HEDCOM Sub-committee on School Calendars for their input on 18 March 2022.

Under-achievements:

The publication of the 2022 school calendar and the 2023 proposed school calendar was delayed due to the COVID-19 pandemic lockdown.

Quality Learning and Teaching Campaign (QLTC)

Achievements:

Campaign and Mobilisation: Engagements with Faith Based Organisation in two (2) provinces, Gauteng and Mpumalanga, to support the Adopt-A-school concept were conducted. The QLTC unit collaborated on Comprehensive Sexuality Education (CSE) with the Health Promotion Directorate and a plan has been developed to engage with district and provincial QLTC coordinators. Mobilised Business Stakeholders in the North West were mobilised to support the re-establishment of school-based QLTC structures. A recruitment drive was conducted in the Eastern Cape, Limpopo, Mpumalanga, KwaZulu-Natal, Free State, Northern Cape and Gauteng. Traditional Leaders were engaged with to support SGB elections in the Eastern Cape, North West, Gauteng, Free State and Mpumalanga. Circuit managers and labour formation in Mpumalanga were mobilised to support the re-establishment of school-based QLTC structures. The Presidential Vooma vaccination project was used to mobilise communities. The Department mobilised and supported the Minister on the Second Chance Matric Programme (SCMP) and the ECD function shift. Interprovincial QLTC meetings and Interprovincial QLTC workshops were held with the eight (8) provinces.

Monitoring and Support: The Department developed and implemented a monitoring and support instrument for COVID-19 Regulation compliance in schools. The Department further participated in the SGB elections and induction programmes.

Education Labour Peace: The Department, through the QLTC Unit, mediated challenges at Potchefstroom School on GBV and misconduct of a male teacher. The female teacher is recovering and the matter is receiving attention.

Adopt-A-School: The Department supported Mickey Minnie Day-care in distributing toiletries given to Khulusa Primary School.

Partnership establishment:

Buhle Farm Academy: A partnership with Buhle Farm Academy has been established with the purpose to re-introduce Agriculture in schools, focussing on those schools that do not offer Agriculture. The proposal is that the Academy should train the PYEI Teaching Assistants on short Agricultural programmes. This will be done in partnership with PYEI and Rural Education.

Manniken Mining Engineering Company: The purpose of the meeting was to explore the possibilities of using the company to promote Sciences, Technology, Engineering and Mathematics (STEM) skills and career exhibitions.

Ngangezwe Foundation: The Ngangezwe Foundation (NF) together with the DBE have agreed on the training of Representative Council of Learners (RCL) and SGB on the Leadership and Development Programme (LDP). Meetings were held with the Foundation to work on the details of the training manual and the MoU. The programme will be implemented in collaboration with the Education Management Development and Governance (EMGD) Directorate. The training manual has been developed and a pilot school has been identified for implementation.

Fresh Air (Pty) LTD: A school in Hammanskraal was visited to inspect the ventilation of classrooms performed by FRESH AIR Company. The company was persuaded to install ventilation in at least one (1) school per province and to further develop a programme to equip learners and youth with the skills for the manufacturing of the ventilation equipment. The company has already started with the inspection and installation of the ventilators in the identified schools. Furthermore, the project has implications on curriculum and skills, thus the MST Directorate has been roped in as partners with the QLTC.

National Education Collaboration Trust (NECT): The NECT provided training on the Youth Leadership programme. The aim is to pilot the programme in two (2) provinces, KwaZulu-Natal and Limpopo, respectively. After the pilot, the programme is aimed at reaching out to a million youth in schools and out of school across the country. The Framework for the development of the training manual is being developed together with other stakeholders.

Provincial QLTC Launches and Pledges: The Department participated and presented to the Free State, Eastern Cape, Northern Cape and Mpumalanga stakeholder meetings. The main aim was to share the objectives of the QLTC and to assist the provinces in their drive to mobilise more stakeholders to participate. A number of stakeholders who were present committed and signed the Pledge in support of the QLTC's programmes and mandate.

Establishment of QLTC functional structures: During this year under review, the following provinces managed to launch QLTC structures: KwaZulu-Natal, Eastern Cape, Mpumalanga, Northern Cape, Limpopo and Free State.

The SGB Elections were used as a platform to mobilise communities and re-establishment the school-based QLTC structures at the school level.

Eastern Cape has developed District Education Forum (DEF)/QLTC structures with the support from the Directorates. All districts in the Eastern Cape managed to elect their DEFs. 860 SGB members were trained on QLTC roles and responsibilities at Amathole East.

School Intervention Project on Overcrowding (SIPO): The QLTC is part of the team leading the Minister's plan on addressing classroom overcrowding. Framework and Guideline documents have been developed. Meetings have been held with the Minister, PEDs and districts, and plans for school visits for verification of information submitted have been developed.

Under-Achievements:

Due to competing priorities, not all provinces were covered during the campaigns. The dates have been set aside for the provinces that were not part of the campaigns. Plans have been developed to ensure that campaigns and imbizos are conducted.

A strategic plan has been developed to mediate, strengthen, and support provincial and district programmes.

The QLTC has not collected statistics/data on labour related matters from districts and provinces and as a result, cannot account for the number of cases requiring attention.

The strategic plan developed has prioritised labour peace as one of the areas requiring attention. Virtual and face-to-face meetings have been planned with PEDs and some of the areas that require attention include making data available for intervention and support.

NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

Achievements:

Improving the quality of DBE Home Language workbooks in the Foundation Phase: In 2018, the Minister tasked NEEDU with investigating how the DBE workbooks in schools were contributing towards improving the foundational skills of numeracy and literacy. This investigation culminated in the report entitled "*Teaching every learner to read at an age-appropriate level: How teachers use DBE workbooks to enhance foundational literacy skills*." This report documented best practices for teaching foundational literacy skills in primary schools serving learners from different socio-economic backgrounds, mostly those not at the higher end of this scale. Classroom good practices in the Foundation Phase that are discussed in sufficient detail in this report, assist teachers to teach learners to read with understanding at an age- and grade-appropriate level.

Mediation of a report on improving the quality of DBE workbooks in the Foundation Phase: The findings of the study about the use of DBE workbooks in the Foundation Phase are packaged in five (5) separate reports.

Part I of the report is complete.

From October 2021 to March 2022, NEEDU conducted 44 workshops/ sharing sessions in ten (10) districts to mediate the report *"Teaching every learner to read at an age-appropriate level: How teachers use DBE Rainbow Workbooks to enhance foundational literacy skills"*. The table below depicts the number of workshops conducted;

Table 64: Number of NEEDU workshops conducted

NEEDU roadshows in 2021 and 2022					
Province	**District**	**No. of workshops per district**	**No. of Provincial/ District Officials***	**No. of Departmental heads / Teachers**	**Total**
Eastern Cape	Buffalo City Metropolitan	4	19	234	253
	Nelson Mandela Bay	4	8	204	212
KwaZulu-Natal	Umkhanya-kude	6	7	302	309
	Ugu	4	7	259	266
	Harry Gwala	4	9	146	155
Limpopo	Mopani East	4	14	181	195
	Mopani West	4	17	214	231
	Waterberg	4	3	116	119
Mpumalanga	Nkangala	4	1	150	151
Western Cape	Eden Karoo	6	11	167	178
Total		**44**	**96**	**1 973**	**2 069**
* Includes District and/or Provincial Officials who attended more than 1 roadshow					

The purpose of mediation was to share best practices with Departmental Heads in the Foundation Phase to empower them on how to work with teachers in their respective schools to:

a) Use DBE workbooks effectively and systematically to improve foundational literacy skills in Foundation Phase; and
b) Use the workbooks to improve performance in PIRLS.

Five (5) main presentations were made in each workshop. These presentations focused on the following critical issues:

- Developing and using a phonics programme;
- Developing reading comprehension skills to help learners understand what they are reading;
- Monitoring and assessing reading to support learners who are struggling to read;
- Improving oral communication and critical thinking skills; and
- Improving writing skills (writing a cohesive paragraph and a story).

Roadshows in different districts	

Each presentation addresses issues that lead to learners in the Foundation Phase not doing well in PIRLS, i.e. learners are not able to:

a) Read a text and questions on their own without the teachers' assistance;

b) Understand what they read (not just barking at the text), i.e. learners must have learnt all *sounds* to be able to read; they have been taught sight words, vocabulary and high-order thinking skills; and they have developed fluency;

c) Read long text; learners are not exposed to text as long as 800 words in PIRLS passage. They have not developed the stamina to read and comprehend a long text;

d) Answer high-order questions, where answers are not in the text but learners are required to think critically to provide an answer. Learners are not able to answer questions in Levels 3 and 4 in PIRLS. PIRLS levels 3 and 4 require learners to think critically;

e) Listen to a text read by a teacher (especially in Grade 1 where learners are not able to read on their own) and answer high-order thinking skills; and

f) Respond to PIRLS open-ended questions because they are usually required to provide one-word answers and they have not been taught to write cohesively.

Issues that undermine effective and optimal use of DBE Rainbow Workbooks in the Foundation Phase: Part V report entitled *'A technical report on issues that undermine effective and optimal use of the DBE Rainbow Workbooks in Foundation Phase,'* is being finalised. This internal report describes how the quality of DBE workbooks can be improved to improve literacy skills in Foundation Phase.

A set of six (6) DBE HL workbooks in each of the following languages used as LoLT in the Foundation Phase was analysed:

Table 65: Languages used as LoLT in Foundation Phase

Languages used as LoLT in Foundation Phase		
Afrikaans	Setswana	isiZulu
English	SiSwati	Tshivenda
Sepedi	isiNdebele	Xitsonga
Sesotho	isiXhosa	

All activities contained in workbook 1 (for terms 1 and 2) and workbook 2 (for terms 3 and 4) in each grade (i.e. Grades 1, 2 and 3) were analysed in all languages listed in the table above. This analysis revealed different kinds of errors, which undermine the effective and optimal use of the home language workbooks; and errors, which were identified, are categorised in five (5) areas, as shown in the slide below:

TYPE OF ERRORS IN THE DBE RAINBOW WORKBOOKS

1. ACTIVITIES WITH GRAMMATICAL ERRORS

ERROR TYPE	DESCRIPTION OF THE ERROR
TYPE 1	There is a typo
TYPE 2	A word/text that is linguistically incorrect
TYPE 3	The use of borrowed words in the African languages
TYPE 4	The use of foreign words (i.e. words from other languages)

2. ACTIVITIES WITH TECHNICAL ERRORS

ERROR TYPE	DESCRIPTION OF THE ERROR
TYPE 5A	The space is not sufficient to write answers
TYPE 5B	A space is provided but it is not clear what it is meant for
TYPE 6A	The heading is incorrect
TYPE 6B	The heading is missing
TYPE 6C	The heading is misplaced
TYPE 7A	The instruction is missing
TYPE 7B	The instruction is misleading
TYPE 7C	The instruction is incomplete
TYPE 7D	The instruction is not clear/does not give a clear direction
TYPE 8A	The content in the activity is misleading
TYPE 8B	There is a missing detail in the activity
TYPE 8C	The answer or a clue was erroneously provided
TYPE 8D	The example is misleading or incorrect

3. ACTIVITIES WITH IMAGES OR PICTURES AND /OR WORDS THAT ARE INACCESSIBLE

ERROR TYPE	DESCRIPTION OF THE ERROR
9A	Pictures/images are inaccessible due to the environment
9B	Pictures/images are inaccessible because they are foreign
9C	Pictures/images are not clear and/or are of poor quality
9D	Pictures/images are confusing

3. ACTIVITIES WITH IMAGES OR PICTURES AND /OR WORDS THAT ARE INACCESSIBLE

ERROR TYPE	DESCRIPTION OF THE ERROR
TYPE 10A	Words contain sounds not yet taught
TYPE 10B	Words that are foreign in the South African context
TYPE 10C	Words that learners have not learnt as sight words

4. ACTIVITIES WITH CONCEPTS/SKILLS THAT ARE TAUGHT IN OTHER SUBJECTS

ERROR TYPE	DESCRIPTION OF THE ERROR
TYPE 11	Concepts/skills that are taught in other subjects

5. ACTIVITIES THAT ARE NOT ALIGNED TO CAPS

ERROR TYPE	DESCRIPTION OF THE ERROR
TYPE 12A	Concepts that are taught in next term within the grade-NIT
TYPE 12B	Concepts that are taught in a higher grade within the phase-NIG
TYPE 12C	Concepts that are not prescribed in CAPS in Foundation Phase-NIC

In-depth analysis of the content in DBE workbooks: The content of DBE Language Workbooks in Sepedi, isiZulu, isiXhosa and English was further analysed, while an initial analysis of the content in isiNdebele, Setswana, SiSwati and Afrikaans DBE Language Workbooks is being completed.

- In order to ascertain the ease with which learners in the Foundation Phase could use the books, in each of the languages the level of phonic complexity and the progression of phonic usage was determined; and

- Another aspect of the DBE Workbooks that have been analysed is looking at the level of difficulty of grammar/language type activities. The importance of this is to ensure that the activities in the DBE workbooks are of a suitable level so that learners can operate in the zone of proximal development, and there is sufficient scaffolding for learners to be able to achieve but at the same time, the activities are not too complex to make them inaccessible.

The process has been completed in isiZulu and English, which can serve as a prototype for other languages. In addition to this, the usage and role of picture labels have been analysed in English. This is important so that appropriate picture labels can serve to increase the learners' incidental reading and scaffold the learners understanding of a passage. This can also be used as a prototype for other languages.

In order to analyse the content of the DBE Workbooks, NEEDU undertook to develop a literacy skills progression for each of the languages they are currently working on. This is complete and will enable a more comprehensive analysis of CAPS compliance in the DBE Workbooks. Work on the Literacy Skills Progression in English as a First Additional Language (FAL) has been started, with a view to analysing the content of the FAL DBE Workbooks.

Analysis of the content in DBE First Additional Language Workbooks: NEEDU started the analysis of the Foundation Phase FAL DBE workbooks.

In order to analyse these, NEEDU developed a comprehensive framework of CAPS, the FAL Literacy Skills progression, which encompasses all the elements of the three (3) components: Listening and Speaking; Phonics and Reading, and Writing and Language.

This comprehensive framework was then used to develop grade specific templates, which are being used to analyse the Foundation Phase DBE FAL Workbooks.

A critical analysis of isiZulu CAPS: IsiZulu Home Language CAPS was analysed to explain some deficiencies in the workbooks. Many deficiencies in DBE workbooks are linked to the following problematic areas in CAPS:

Table 66: Problematic areas in CAPS

	Problematic Areas
1.1	How literacy skills are organised in CAPS in the Foundation Phase
1.2	Lack of specificity in CAPS in Foundation Phase
1.3	Lack of skill/concept progression in different terms within a grade
1.4	Lack of skill/concept progression across different grades
1.5	Lack of uniformity in different languages

Preparing reports on the Director-General's weekly engagements with the PEDs about COVID-19: NEEDU has been working on producing these reports. To date, NEEDU has completed three (3) reports. These reports included 'dashboards' to reflect how the system is performing in different categories. In addition, summary PowerPoint presentations of the pertinent issues were developed and shared in different forums.-

Although a report is a final product, several processes go into producing a comprehensive report for each reporting cycle.

Firstly, questions to ascertain each province's readiness to receive all primary school learners needed to be developed. These questions were originally generic for all provinces, but in the last two (2) sessions, the questions have become increasingly customised so that provinces are only responding to issues that are pertinent to them. The development of individual question templates was necessitated so that provinces that are negatively rated on the dashboard can know what needs to be done and reported on in order to improve their rating.

The second part of the process is to listen to the provincial presentation and analyse each province's PowerPoint presentation. This detailed analysis is used not only for the report, but to develop the next set of questions for the following presentation cycle.

The third part of the process is to produce a comprehensive report and presentation on the state of preparedness in schools to deliver the curriculum in the midst of the pandemic.-

Under-achievements:

No meetings were held with the relevant Directorates to discuss errors in the DBE workbooks.

FOUNDATIONS FOR LEARNING

Early Childhood Development (ECD)

ECD Function Shift

Proclamations: By the end of September 2021, both National and Provincial Proclamations were signed by President and Premiers respectively, translated into 11 official languages and gazetted.

National and all provinces have finalised their National Macro-Organisation of Government (NMOG)/ Provincial Macro-Organisation of Government (PMOG) submissions.

Ring-fencing of staff to be transferred has been completed; consultation with affected staff and Organised Labour commenced in terms of the Public Service Act, Public Service Regulations, and Labour Relations Act as well as NMOG/PMOG requirements.

A Cabinet memorandum on the function shift has been prepared and was approved by the Social Protection, Community and Human Development (SPCHD) Cluster on 9 February 2022. It is expected that the Cabinet memorandum will serve in Cabinet in March 2022.

The ring-fencing of posts was concluded in all provinces at the end of August 2021, after which the labour consultation process commenced. Labour consultations have been progressing productively in all provinces, with Provincial Task Teams having been established in all nine (9) provinces. All the provinces have also been consulting with the affected staff and the lists of staff for transfer have been finalised.

This was followed by the process of confirming office accommodation for the affected staff. Challenges with office space have been identified in two (2) districts in Gauteng and the Western Cape. The two (2) PEDs have agreed on interim solutions in these cases.

In terms of budgets and assets to be transferred, a total budget of R 3.3 billion was transferred to the DBE. This amount was disaggregated as follows: Cost of Employees (CoE) – R 238.9 million; Goods and Services – R 85.8 million; NPO funding – R 2.3 billion; and Capital Assets – R 18.5 million. This has been tabled before the Technical Committee for Finance as well as the Budget Council for the transfer of funds for the 2022/23 financial year. The function shift was subsequently tabled in the Medium-Term Budget Policy Statement in November 2021.

Three (3) reports have been submitted to the Public Service Coordinating Bargaining Council (PSCBC) for the special National Intervention Task Team (NITT) meetings. In all three (3) meetings, labour appreciated the appropriateness of the reports and no issues have been raised.

The DSD conducted workshops to train DBE officials on programme-related matters, particularly on infrastructure, the Vangasali registration process, the National ECD Policy and the conditional grant, and have engaged jointly in the business processes including the SLAs to ensure that the funding processes are completed.

In terms of registration, the DBE is continuing with DSD's processes and all the PEDs have been trained on Vangasali and the Registration Management System Tool. The DBE will be continuing with the training post ECD Function Shift through the assistance of the Nelson Mandela Foundation.

Stakeholder Engagements: The DBE and DSD, in collaboration with the NECT, have held monthly stakeholder engagement sessions to brief the sector on the function shift. Eight (8) dialogues took place from May 2021 to March 2022. The dialogue took place on 28 March 2022 and focussed on the infrastructure and collaboration as part of a provision of universal access to quality ECD in South Africa.

Provinces have also been engaging in provincial roadshows and have held district level engagements with ECD stakeholders on the ground.

Provinces have been leading communication and advocacy campaigns through local radio stations. From the national departments, a media toolkit was developed including a frequently asked questions document, social media posts to demystify some of the misconceptions regarding the function shift, as well as a key messages document.

Development of an ECD Service Delivery Model: In collaboration with the NECT, the DBE has developed a Concept Note to detail the envisaged Service Delivery Model (SDM) for ECD once the function shift is completed, to improve the quality of ECD in the country. The SDM comprises five (5) strategies, as follows:

a) Curriculum-based early learning for all children birth to 5 years–implementing the National Curriculum Framework (NCF);

b) ECD programmes for all children birth to 5 years–a continuum of programmes;

c) Training and development for all those working in ECD–career paths, with intensive but flexible training opportunities;

d) Coordination and integration of all ECD services; and

e) A flexible funding and provisioning framework.

The three (3) modalities are proposed to provide flexibility for parents/caregivers and children through three (3) programme options:

a) Centre-based programmes;

b) Play groups; and

c) Home-based programmes.

These programmes will be complemented and supported by training of caregivers and those working in ECD centres and playgroups on the NCF; mobile ECD Programmes and toy libraries.

The Draft Concept Note was finalised for consultation and was presented to Broad Management, HEDCOM and CEM. During the CEM meeting, the Draft Concept Note was approved for further consultation with the sector.

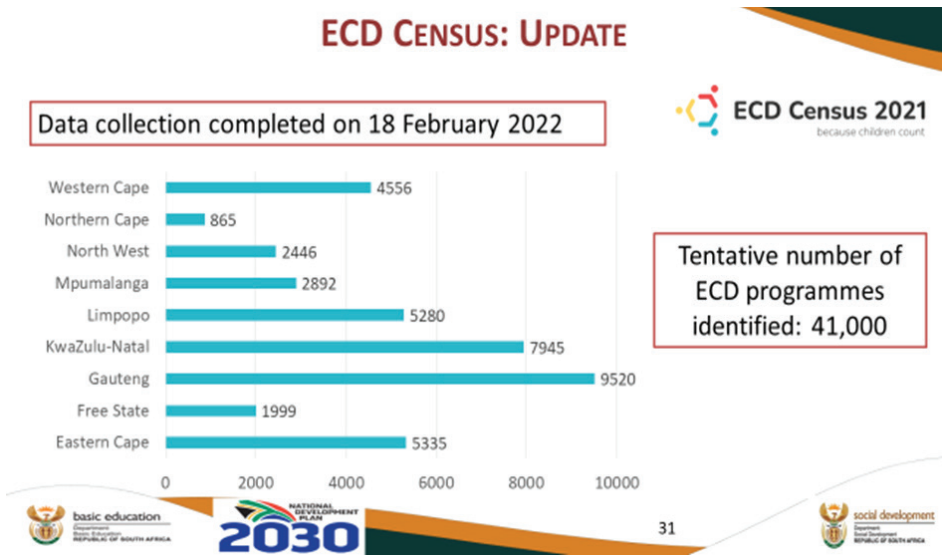
Funding Model: In collaboration with the World Bank and National Treasury, the Department is undertaking a Public Expenditure and Institution Review (PEIR) to determine the amount of funding that is being spent on ECD by the different spheres of government, as well as the different Government Departments. The ECD PEIR in South Africa will include an expenditure analysis on ECD in South Africa, as well as an institutional analysis of the prioritised ECD outcomes. The Director-General has written to National Treasury to request support from the World Bank, and the Director-General from National Treasury has provided his support for the project.

Early Years Index and Baseline Assessment of Early Learning Programmes: The South African Early Years Index was initiated as a partnership between the DBE, Innovation Edge, First National Bank and USAID. The purpose of the Early Years Index is to monitor trends over time in the proportion of young children who are on track for age in key areas of development, as well as to provide systemic information on the quality of ECD services. The Index will further allow South Africa to report on Sustainable Development Goal 4.2.1. "The percentage of children that are developmentally on track". The pre-visits to obtain research consent from ECD programmes and parents were conducted in August 2021 and the field workers were trained from 30 August to 2 September 2021. The assessors of the Early Learning Outcome Measure (ELOM) tool were trained from 7 to 17 September 2021 and data collection started on 20 September 2021.

Early Childhood Development Census: The DBE, with funding from the LEGO Foundation, conducted a census of all ECD programmes in 2021. The main purpose of the Census is to collect standardised information that can be used to develop a baseline EMIS database for ECD. The ECD Census was launched on 26 August 2021 and the first fieldwork commenced in the Free State on 24 August 2021. The fieldwork ran until 7 December 2021, after which an additional month of mop-up data collection was done from 17 January to 18 February 2022. Information was collected on a total of 41 000 ECD programmes. The team will focus on cleaning the data and drafting the report. It is expected that the data will be released in May 2022.

The following figure shows progress on data collected in all the provinces:

Figure 4: ECD Census Update



Second Children's Amendment Bill: An inter-departmental technical task team has been established to lead the redrafting of the Second Children's Amendment Bill. This emanated from a decision taken by the Portfolio Committee for Social Development based on the public hearings held on the Children's Amendment Bill. The proposed objectives were agreed upon by all task team members and the first redrafted version has been consolidated for further input and refinement by the technical task team. The task team has incorporated all public comments received and will be starting with parliamentary processes to roll out the Bill.

Handing over of the ECD function: On 01 April 2022, the function transfer of the ECD, from the DSD to the DBE was realised and a ceremony hosted by the two (2) Ministers was held to mark this important event.

The function will be implemented 'as-is' with minor amendments from April 2022 to March 2023, focusing on business processes while preparing for function improvement.

ECD Function: ECD P.L.A.Y. Online Training: The Department, in partnership with UNICEF, Cotlands and the LEGO Foundation, embarked on a national in-service training programme to enhance early learning through the power of play. The aim was to reach 5 500 ECD practitioners by the end of 2022 and the target has been exceeded. To date, 7 933 ECD Practitioners completed the in-service training on the ECD PLAY Online Training cause.

Training of ECD practitioners on the implementation of the National Curriculum for Children from Birth to Four (NCF): A total of 930 ECD Practitioners were trained on the implementation of the NCF.

Number of ECD practitioners trained towards a minimum qualification NQF Level 4: Accredited training service providers trained 3 239 ECD practitioners on NQF level 4. The training information was uploaded to the National Learners' Records Database (NLRD)

Takalani Sesame Children's Media Programme: The ECD officials made inputs in the show scripts to align them to the NCF. Takalani Sesame won the 15th South African Film and Television Award (SAFTA) for the Best Children's Programme. Sesame Street is also on Showmax in order to cover a big spectrum of children in the country. On 06 December 2021, SABC 3 channel started broadcasting Takalani Sesame.

Reading

Achievements:

Primary School Reading Improvement Programme (PSRIP): The PSRIP is a collaborative programme between the DBE and NECT and is funded by the ETDP SETA.

The programme aims to strengthen the teaching of reading in the Foundation Phase (FP) and Intermediate Phase (IP) English First Additional Language (EFAL). Due to the COVID-19 regulations, provinces were provided with the opportunity to exercise their discretion in deciding which training delivery mode was best suited to conduct teacher training. Social distancing was observed in the teacher training, where provinces opt to have face-to-face training, in accordance with government guidelines. In the period under review, the Department performed as follows:

Table 67: Number of PSRIP 4 beneficiaries trained

PSRIP 4 beneficiaries trained					
Province	FP SAs	IP SAs	FP Teachers	IP Teachers	SMTs
EC	18	20	637	510	580
WC	17	16	648	410	185
NC	2	11	26	173	0
GP	24	22	598	631	398
MP	9	8	112	201	36
NW	9	13	246	354	238
LP	28	20	641	656	65

PSRIP 4 beneficiaries trained					
Province	**FP SAs**	**IP SAs**	**FP Teachers**	**IP Teachers**	**SMTs**
KZN	19	22	522	686	82
FS	17	8	357	268	0
Total	**143**	**140**	**3 787**	**3 889**	**1 584**

Overall Totals	Target	Actual	Variance%
FP and IP SAs	240	283	118
FP and IP Teachers	10 000	7 676	77
SMTs	1 400	1 584	113

Professional Development Framework for Digital Learning: The Department prepared for and participated in virtual consultative meetings associated with the development of the National Institute of Continuing Professional Development (NICPD) Online Teacher Development Platform. The following was undertaken:

- Singular Systems and 2Enable - multiple meetings regarding development on the teacher development platform;
- KwaZulu-Natal English Language Teachers Association;
- KwaZulu-Natal Department of Education–revised strategy for implementation of Professional Development Framework for Digital Learning;
- Cape Teaching and Leadership Institute (CTLI) of the Western Cape;
- DBE-South African Council for Educators (SACE) Bilateral Meeting;
- ETDP SETA Steering Committee–monthly meeting regarding reporting procedures;
- Chase Education–reading resources for the micro-learning platform;
- VVOB–Micro learning design for Differentiation in the Curriculum;
- Siyavula–assessments for Mathematics and Science, and other possible micro learning content;
- NICPD Platform Technical Committee;
- NECT–Reference Group Terms of Reference;
- Vodacom–digital learning/transformation strategy discussion;
- Digital Skills Foundation–Digital Skills Passport and Teachers Getting Started; and
- ECD–possible content form platform.

The Department also set up the File Transfer Protocol (FTP) server for uploading extensive interactive elements of the platform such as Digital Learning content for moderation, 21st Century Skills, 4IR and Digital Learning, and Mobile Learning with Multi-media, among others.

A storyboard and concept video for the welcome screen of the online teacher development platform was also developed.

The Reading Champions Programme: The Phase 1 programme was extended for a further 30 days to the end of April 2021 in all provinces. Supported by the National Reading Coalition (NRC), monitoring of impact continued, with monitoring instruments received from 6 684 Reading Champions. A basket of 23 ideas was shared with all Reading Champions on their WhatsApp groups as part of World Book Day. A Certificate of Recognition was designed and a closeup report was developed.

The Department had two (2) meetings with the PEDs to discuss the training plans for Phase 2 of the project. Meetings took place on 9 and 28 September 2021, respectively. PEDs shared their training plans except for Eastern Cape and Free State.

The following was also achieved in the period under review:

- On 5 October 2021, the NCTT had a training workshop with all nine (9) provinces in attendance, in total 85 people attended;
- revised Phase 2: Non-Government Organisation (NGO) engagement model has been completed and shared with NGO partners and inter-provincial teams in one-on-one provincial meetings to drive NGO positioning;
- attended the PMT, Training and Provincial meetings to discuss Phase 2 of the PYEI;
- to date 25 198, Reading Champions have been placed in schools, with a further 13 417 trained in a 2-day Reading Champion training programme. The sum of 10 913 Reading Champions have been registered on the ChatBot, 13 753 Oral Reading Fluency (ORF) completed on the ChatBot and 334 teacher mentors completed by teachers on the ChatBot;
- chatBot solution developed in partnership with Funda Wande to host Reading Champion content, Frequently Asked Questions, Monitoring and Evaluation tools, and weekly plans (zero-rated). Reading Champion registration on the ChatBot has already started;
- reading champion online training course done by Ecubed to enable self-study of the Reading Champions training modules (Supported by Room to Read);
- contracting of NECT-linked NGO partners (Thinking and provincial support partners) done and all NGOs signed their MoAs, and
- national Training of Trainers for NGO partners took place on 3 to 4 November 2021 to equip NGO partners on training programmes and related facilitation processes to ensure training delivery readiness.

Promotion of the Read to Lead campaign: The curation of Read to Lead digital posts, which began in March 2021, continued through April 2021. The video content which will be aired on the YouTube platform was curated with support from the Communications Unit. On Africa Day (25 May 2021), the Read to Lead team, QLTC and the Ministry had a workshop on the importance of reading with Faith Based Organisations in Tembisa.

The Department further accomplished the following:

- Read to Lead promotional posts have been promoted across DBE social media pages and Twitter with various key messages amplifying the Read to Lead message about the importance of reading;
- The Read to Lead team, Free State province, EMGD and Social Cohesion Directorates held an event with Women SGBs in Xhariep on 31 August 2021 in the closing of Women's month;
- Literacy for a human-centred recovery: Narrowing the digital divide;
- As part of activating communities, Read to Lead has partnered with the Ethiopian Church of South Africa in the launch of the Read to Reach your Dreams campaign, where a library was opened and an ECD centre was revamped;
- On 15 November 2021, the Department attended the handover ceremony of trolley libraries by Management College of Southern Africa (MANCOSA) to Brixton and Ivory Park primary schools;
- The Read to Lead was part of the Minister's back to school programme, and two (2) primary schools were visited in Mohlakeng and learners had reading sessions;
- Four (4) planning meetings were held with partners in preparation for World Read Aloud Day. On 2 February, World Read Aloud Day, the Read to Lead with the Minister in partnership with the Gauteng PED, Johannesburg West district, Nal'ibali and learners from six (6) schools from Braamfisherville, celebrated the day at Albertina Sisulu school in Soweto; and
- The Read to Lead with ECD, Second Chance Matric Programme, Funza Lushaka and QLTC held two (2) events with the Minister in Volksrust, Mpumalanga and Newcastle, KwaZulu-Natal.

Working with the National Reading Coalition (NRC): In partnership with the NRC, the 5th Virtual Reading Club (VRC) was held on 22 April 2021, where *The Yearning* by Mogale Mashigo was discussed, with Dr Gcina Mhlophe as the panellist. The 6th VRC was held on 27 May 2021, where *The Wretched of the Earth* by Frantz Fanon was discussed, with Mr Mugwena Maluleka, SADTU Secretary and David Kabwa, First Prime Minister of Commonwealth as panellists. The VRC sessions have created a platform for influential people in the society to share their life experiences and respond to the President's call of encouraging South Africans to participate in the Presidential reading circle.

In Mpumalanga, the NRC supplied 178 schools with USBs packed with reading material. 3 000 hard copies of storybooks written in SiSwati, Xitsonga, Sepedi, Tshivenda and IsiXhosa were distributed to provincial curriculum officials, provincial Library Information Service coordinators and 25% of NRC circuits of Gauteng, Limpopo, Mpumalanga, Western Cape, Eastern Cape, and Northern Cape. An updated NRC introductory informative brochure was drafted. The brochure named 'About the National Reading Coalition' is planned as the first in a series of interesting and informative brochures. A concept paper detailing a six-month pilot programme for the implementation of "African home languages" structured learning programmes was drafted for discussion.

Some of the achievements in the period under review are as follows:

- The NRC successfully finalised its distribution plan of materials for the PSRIP extension to NRC circuits in Mpumalanga, Limpopo, Free State, Gauteng, North West, Eastern Cape, Northern Cape and Western Cape;
- In addition, the NRC has started the versioning of the existing Foundation Phase storybooks into all nine (9) home languages offered in the country. A radio partnership with FunDza was initiated to encourage learners to participate in reading competitions during the months of August and September;
- Reading messages were distributed to schools through established WhatsApp groups. Circuit profiles and a Virtual Reading Club session were conducted;
- 770 schools in 25% of Limpopo, Mpumalanga, North West, Eastern Cape, Northern Cape and Free State received PSRIP materials for Foundation Phase and Intermediate Phase for term 3 and term;
- The NRC continued to advocate for reading through the distribution of reading messages, learner reading competitions for Grades 7-9 learners and the distribution of boxes to collect books to establish reading clubs in schools and in communities. The Department further participated in the International Literacy Day and coordinated Virtual Reading Club sessions. The NRC Secretariat has also collaborated with the Primary School Improvement Programme (PSRIP) team to work out a distribution plan of reading resources in eight (8) provinces;
- 116 circuits mapped on the availability of nodes (clinics, ECD centers, etc.) and 240 schools were profiled on the number of teachers, learners, rurality, reading resources and reading interventions;
- 610 Learners from KwaZulu-Natal, Western Cape, Gauteng, Limpopo, North West and Mpumalanga registered and participated in the FunDza reading competition;
- 25 000 books collected from individuals at the Tshwane University of Technology and the University of Johannesburg were distributed in Limpopo (15 000), Mpumalanga (4 000) and North West (6 000). 7 000 books were collected from book collection boxes and distributed to 24 NRC circuits - Mpumalanga (3), North West (9) and Limpopo (12);
- The design and layout of 56 Storybooks for the Foundation Phase were completed and all 56 Storybooks are being compressed into WhatsApp format;
- 15 000 books were collected from the University of Pretoria (5 000) and the University of Johannesburg (10 000);
- Three (3) advocacy sessions were coordinated in two (2) churches of Nkowankowa in the Limpopo Province (Swiss Mission and Roman Catholic Church) and each church received 500 books to activate reading through their Sunday school programmes.

Comprehension Across the Curriculum (CATC):

The programme aims to upskill teachers to better teach reading comprehension skills across the curriculum, while at the same time creating awareness about the importance of teaching comprehension and critical thinking in all subjects and in all phases. The NECT a zero-rated website has been migrated to a WordPress platform to enable the CATC Learning Management Systems (LMS) to be hosted in the NECT website with zero rating, the process of migrating was completed in early May 2021. The CATC programme is delivered in two (2) parts: through a Learning Management System uploaded with CATC course content accessible on a zero-rated website; and the CATC TV programme will be aired again, closer to the launch. The development of the CATC LMS is currently underway and the annual license fee is to be activated when development is completed and signed off. The CATC course content for the Foundation, Intermediate, Senior and the FET phase has been uploaded on the LMS development platform and is currently undergoing testing.

A migration plan is in the process of development and approval to move the CATC LMS to a shared server. Upon completion of the migration of the LMS to a shared server, User Acceptance Testing (UAT) will commence. The ETDP SETA has developed the Application Programming Interface (API) that links the teacher data captured on the registration form to the ETDP SETA Indicum system. Teachers will use their login credentials received upon registration to gain access to the LMS to complete the CATC course and assessments.

Teachers will use their login credentials received upon registration to gain access to the LMS to complete the CATC course and assessments. The programme aims to enrol 10 000 teachers from across all subjects across all phases. The draft terms of reference were compiled; and once the terms of reference are approved, the request for proposals will be sent out for a service provider to be appointed to implement the CATC external evaluation.

The Reading and Leadership Strengthening in South African Schools (REALS-SA): A technical team meeting was held with the Department in partnership with UNICEF and NECT to plan the roll-out of the Reading and Leadership Strengthening in South African Schools for learning during COVID-19 and Beyond (REALS-SA) programme. The discussion then ensued with the technical team regarding the selection of schools. The Eastern Cape, KwaZulu-Natal and Limpopo provided lists of 650 schools where the programme will be implemented and a selection of 900 storybook titles for Grades 1 to 4 has been finalised by the NECT and submitted to UNICEF for procurement and delivery to schools in January 2022.

INFORMATION AND MANAGEMENT SYSTEMS

Education Management Information Systems (EMIS)

South African School Administration and Management System (SA-SAMS):

Maintenance: The SA-SAMS helpdesk assisted with approximately 7 600 schools and district SA-SAMS queries and corrected about 793 databases. During the period under review, the System Development Life Cycle (SDLC) for all released versions of SA-SAMS was adhered to. This also included sessions with SITA to manage and monitor the development and testing process as per the Service Level Agreement (SLA) to maintain and support SA-SAMS ensuring User Requirement Specification (URS) and User Acceptance Testing (UAT) documents were completed and approved.

Test versions were released for comprehensive testing, which was done by relevant and available policy owners and the Provincial Education Management Information Systems (EMIS). During the 2020/21 financial year, the following versions of SA-SAMS were released, with the indicated content included:

Table 68: SA-SAMS content

Release	Release date	Content
Version 21.1.1	20 April 2021	2021 Curriculum was released after being tested and signed off by Curriculum and Examinations as well as the PEDs.
Version 21.1.2	6 August 2021	Curriculum updates, Protection of Personal Information (POPI) Act disclaimer and the Annual Academic Performance Report (AAPR)
Version 21.2.0	27 September 2021	Assessment weighting calculation, Curriculum corrections and learner disability updates
Version 21.2.1	30 October 2021	Curriculum and National Assessment circulars update received on 26 October.
Version 21.3.0	10 December 2021	2022 calendar updates and changes to the curriculum validation rules to allow schools to prepare and assign subjects to new learners in preparation for 2022. Unfortunately, no communication was received from the Curriculum and Assessment Policy Owners at the time to include the 2022 Curriculum update settings.
Version 22.0.0	17 March 2022	2022 Curriculum settings and Examination updates

The subject settings on version 22.0.0 were also confirmed by the Subject Specialists and Directors and the final release was signed off by the Chief Directorates: Curriculum, Mathematics, Science and Technology, and Curriculum Enhancement Programmes, Examination and Assessment, and Information and Management Systems. Requirements for Version 22.1.0 have been extensively consulted as per the governance structure with PEDs and Policy Owners and are logged for development. Status of SA-SAMS development and new SA-SAMS change requests from provinces were tabled at the various Education Information Systems Technical Committee of e-Education HEDCOM Sub Committees for recommendation.

EMIS Systems Advocacy and Training: The EMIS Department engaged Provinces, Policy Owners and stakeholders on SA-SAMS, the Learner Unit Record Information Tracking System (LURITS), Business Intelligence (BI) and Data Driven Districts Dashboard (DDD) on the status of these systems at various platforms including the Education Information Systems Technical Committee of the HEDCOM Sub-Committee on e-Education meetings and the HEDCOM Sub-Committee of e-Education and gained consensus on the Information Systems and the EMIS 2022 Calendar. The SA-SAMS and EMIS advocacy included the data submission calendar for all EMIS projects, which was formally communicated to provinces via a Director-General communique to PED HoDs. SA-SAMS/EMIS advocacy further included supporting the Gauteng Education Department in their SA-SAMS Steering Committees and in the following to gain support and alignment on the usage of SA-SAMS in the Sector:

- The 2021 and the 2022 Director-General provincial engagements were supported and predominantly advocated the usage of SA-SAMS and the data collected in the Sector;
- DBE SITA Service Level Agreement (SLA) sessions;
- Examination System Assessment Committee (ESAC);
- The National Collaboration Forum, South African Principals Association (SAPA), the Coordinators Forum Meeting on the three streams model; Monitoring and Evaluation Workstream on Early Childhood Development (ECD) function shift and the Vocational and Occupational Subjects interprovincial meeting as well as the WhatsApp Teacher Connect Platform sessions;
- Inclusive Education on SA-SAMS alignment with the Screening, Identification, Assessment and Support (SIAS) Policy; the HEDCOM Sub-Committee of Independent schools' meetings General Education Certificate (GEC) workshop; and the Learning and Teaching Support Materials (LTSM).

SA-SAMS training was conducted in April 2021 and in November 2021 on Curriculum settings with Gauteng and KwaZulu-Natal provinces and the Department of Correctional Services in September 2021 on request. In April 2021, the Department trained Gauteng Education Department (GDE) IT officials on SA-SAMS database support. EMIS also supported the GDE SA-SAMS Steering Committee sessions that focussed on SA-SAMS trainer rollout as well as the training plan of the appointed officials. The SA-SAMS training schedule for 2022 was prepared and made available for Director-General approval to communicate to Provinces.

The Department presented SA-SAMS functions in the "Using SA-SAMS and assessment data to inform policymaking" Workshop held on 24 August 2021 that was co-presented by Stellenbosch University. Learners with Severe and Profound Intellectual Disability Project (LSPID) were support on SA-SAMS and maintained the Care Centre Project Master list.

Other e-applications: The 2021 ECD survey tool was updated, tested, and released, furthermore nine (9) Provincial Home Education PDF Fillable forms were updated. EMIS finalised the 2021 Annual Academic Performance Reports (AAPR) for inclusion on SA-SAMS and released it to Provinces for testing and implementation and completed the Online Home Education Management system. The Unit further finalised the Basic Education Employment Initiative (BEEI) tool as requested by the policy owner. A fix tool was developed and released in April 2021 to assist with databases that did not upgrade correctly, which included the Data Driven Dashboard (DDD) upload functionality.

Home Education System was completed online to demonstrate at the interprovincial meeting and is supporting the planning to test the GDE SA-SAMS Citrix solution that hosts the SA-SAMS databases centrally with online accessibility.

The SA-SAMS reporting tool was updated to extract data from the Provincial data warehouses and shared with Provinces to ascertain the usage of SA-SAMS, with constant communication and monitoring done with PEDs. Provinces reported quarterly on data collections received from schools using SA-SAMS and an average of 98.6% of the public schools successfully using SA-SAMS in eight (8) provinces (excluding the Western Cape Education Department) during the quarter was maintained.

The final data was assessed and the report completed that indicates 99.7% of public schools submitted data using SA-SAMS in eight (8) provinces (excluding Western Cape), i.e. 21,486 schools which is supported by evidence supplied by the provinces.

SA-SAMS Modernisation: In 2020 the SA-SAMS Modernisation Project finalised the acquisition of the UNESCO OpenEMIS software and its detailed assessment and review. This was followed by the focus on the finalisation of the Appropriation Agreement between the NECT and UNESCO in 2021 and during the period under review. This entailed the implementation of a cloud infrastructure to host the OpenEMIS "out-of-the-box" solution, the configuration of the base solution; and training on the use of the OpenEMIS solution provided by the UNESCO partner.

Based on the detailed assessment of the acquired OpenEMIS software, it was established that the base solution has 13 out of the 1) SA-SAMS modules that have the basic functionality of between 10% to 82% correspondence to the modernisation requirements. To streamline an optimised development process, an agile approach and outcomes-based Release Management processes were adopted. This would ensure that the modernised SA-SAMS solution would be delivered in five (5) major releases and additional minor releases, through new development or enhancements. This would result in new or additional functionality with each release to the OpenEMIS base solution.

The Release Management approach would not only realise North West and Free State (pilot provinces) having access to the solution but all nine (9) provincial departments having access as well as part of a dual strategy, post Release 1. This means that all provinces would have access to the solution for testing and parallel streaming of their activities, including data cleansing, in preparation for data migration.

Cloud Infrastructure: The cloud infrastructure was successfully implemented using the NECT cloud in accordance with the installation requirements. Four (4) environments were implemented (1. Development for unit application development, enhancement and customisation; 2. System Integration Testing (SIT) for end-to-end testing of the developed features; 3. Sandpit for the identified super-users to familiarise themselves with the modernised solution and 4. UAT for the final acceptance and testing prior to deploying to the Production environment). This infrastructure drives toward a single instance of the solution eliminating the current Patch Management process.

South African Solution Configuration: The OpenEMIS base solution was configured as per the installation and configuration requirements to accommodate and align to the South African Basic Education System. A configuration framework was designed and developed to meet the South African Basic Education System structure. Demonstration of the configured solution to showcase the successful Release 1 delivery to sector stakeholders. This configuration has been set up and aligned to the International Standard Classification of Education (ISCED) model for reporting purposes.

Notable progress has been made towards attaining the full modernisation of SA-SAMS, although it is necessary to highlight those technical resource constraints that threaten the further development of the solution, which will affect the delivery of upcoming releases and functionality. The loss of the two (2) funding partners resulted in the project losing R32.8 million. The Project Team is considering other avenues to source the funding required to attain a successful SA-SAMS modernisation.

In addition, there are other challenges related to capacitating the Project Management Office. A strong technical team and additional business analysis and process capacity must be recruited to ensure the successful implementation of the project.

Manage data uploads to the Learner Unit Record Information and Tracking System (LURITS): During the period under review, and despite the COVID-19 lockdown conditions, the Department was able to retrieve statistics from schools, even at a unit level, via the systems that the EMIS Directorate have developed and PEDs implemented in the Sector. This is in comparison to many countries that were not able to retrieve data from schools under these volatile conditions. The SA-SAMS is implemented at a transactional level in schools for their school administration purposes, which also supports the collection of data, to eventually be uploaded to the National DBE Consolidated Data Warehouse called the LURITS.

For the 2021 academic year 25 371 schools with 12 342 242 learners and 455 207, educators were uploaded on LURITS 2021. 92.5% of uploaded Learner's had Identification Documents (ID)'s that were verified against the National Population Register of which 93.64% of these ID's matched correctly. 87.8% of learners uploaded to LURITS are authenticated by DHA after retrieving ID numbers of Learners without Identification from the DHA for verification. The dates for 2021 data uploads were shared via the EMIS Calendar and preparations for the uploads were shared at the Education Information Systems Technical Committee of the HEDCOM Sub-Committee on e-Education meetings and the HEDCOM Sub-Committee of e-Education. Provinces were individually workshopped and data were quality assured in preparation for the data uploads. Data were uploaded to LURTIS as follows:

Table 69: LURITS data uploads

Upload	Period	Contents	Enhancement
Term 1 (2 uploads)	1 March 2021 to 15 July 2022	2021 first upload of learner, educator and institution data. LURITS Master list updated to SITA. The identified rejected and missing data was corrected and re-uploaded. A data clone of the Term 1 LURITS data set was shared with DBE in preparation for EMIS publications.	
Term 2		The LURITS Master list was sent to Provinces for comparison and updating in preparation for upload.	Upload engine updated to improve upload speed. A Warehouse Quality Assurance and Deployment tool was developed to assist PED with quality assurance and preparation of data for LURITS upload to reduce rejections. Corrected and generated feedback files and shared them with all provinces for distribution to all schools to update learner LURITS numbers.
Term 4	15 February to 31 March 2022	2021 Learner promotion and marks.	Enhancements to the upload engine improved the speed of data uploading process

Complying with system security requirements, national and provincial users were re-registered to activate LURITS access for 2022 and the DBE was reviewing the updated User Access and Security procedures for LURITS. The DBE also assisted Western Cape PED to complete the mapping of the Centralised Educational Management Information System with LURITS in preparation for the 2022 uploads, as the province does not utilise SA-SAMS. The DBE also trained newly appointed Provincial LURITS Administrators of KwaZulu-Natal and Eastern Cape to support the provinces for a more efficient upload of data to the DBE via LURITS.

Monitoring of PEDs on the EMIS/LURITS Readiness Processes and Implementation: During the period under review, planning and preparations were completed to conduct virtual monitoring of PEDs on the EMIS/LURITS Readiness Processes under the COVID-19 pandemic conditions for the 2021/22 financial year. The process monitoring schedule and criteria were prepared and the Director-General communique formally alerted PEDs to conduct the monitoring exercise. All Provincial Education Departments were monitored by November 2021 on the implementation of EMIS priorities, LURITS Readiness, and technical assessments conducted on the Provincial Data Warehouses. Feedback on the outcomes of the monitoring implementation of EMIS priorities were presented to all provincial EMIS Heads and four (4) provincial HoDs (Western Cape, Limpopo, Gauteng and Free State) and were accepted. The remaining PEDs at HoD level were not met due to PED unavailability. However, all PED EMIS units were consulted and agreed with all observations and recommendations. The National Audit Report on the Monitoring of LURITS and the Provincial EMIS State of Readiness was finalised to gain the Accounting Officer approval and submitted to PED HoD's via formal communique and recommendations will be implemented for improved EMIS and LURITS processes in the DBE Sector.

Business Intelligence (BI): Monthly general application maintenance and data integrity checking of LURITS and PERSAL universes are done to keep it updated to the latest data uploads. In compliance with the POPI Act, the PERSAL data upload is automated since July 2021, as the data can be downloaded from the Treasury portal for uploading. The BI system was updated to SAP BI version 4.2 and testing and integrity checks of the 200 reports were concluded. Operational sessions were held with SITA to manage and monitor the development and testing process as per the Service Level Agreement for the development of new EMIS publications Data Mart. Alpha testing commenced on 1998 – 2014 data sets. Received to date 2020 data set and 1998 -2014 ASS data sets. Work is underway on LURITS on data fields for DHA reports completing the User Requirements Specification (URS) for development on BI. Lists generated from BI LURITS data mart of under and over age learners sent to provinces to verify the age of learners and their grades. Four (4) provinces were trained on 16 September 2021 and 4 (four) officials from the Research Coordination Monitoring and Evaluation Directorate in February 2022. Finance and Legal advice were sought and Director-General approval was secured on the utilisation of SAP BI licences.

Data Driven Districts (DDD): During the period under review, 20 500 schools uploaded Term 1 learner performance data, 20 174 schools reported Term 2 data, and 20 174 schools reported Term 3 data of 11 399 965 learners on the DDD Dashboard. 19 796 schools submitted Term 4 data and 944 schools submitted their SA-SAMS Term 1 2022 data to DDD to use for monitoring purposes. The DDD Terms of Services was updated as part of efforts to align to the POPI Act and a new report was developed and is available on the dashboard, viz. Learner Absenteeism and School Closure Reasons in alignment with SA-SAMS.

The weekly learner attendance report was updated to reflect the reasons for learner absenteeism and school closure for final and interim submissions.

Monthly PED Roundtable on DDD functions, changes, good practices, and reported challenges started in June 2021 and was attended by seven (7) provinces. The pilot for DDD 2.0 kicked off with Limpopo and Eastern Cape and the review of the MoU between DBE and the Michael and Susan Dell Foundation (MSDF) is at an advanced stage. The EMIS Directorate has been maintaining the collaboration between the DBE and the Micheal and Susan Dell Foundation (MSDF) to promote the use of SA-SAMS data for effective data-driven monitoring and decision making in the Sector, which was also advocated at the Director-General's provincial engagements.

Masterlist: During the period under review, the Masterlist for Quarter 4 of 2020 was completed, approved and uploaded on the DBE website and the 2021 no-fee school list was updated to reflect on the version of the Masterlist**.** The 2021 Master lists were received from all PEDs for each quarter and the process of monitoring the accuracy of data in each provincial list against recently uploaded general information of the PED Warehouses were completed. District and local municipalities in line with the recent demarcations and quintiles were updated on the National Masterlist successfully. The Masterlist of Schools for 2021 Quarter 1 and Quarter 2 was finalised, approved and published on the DBE website.

Geographical Information System (GIS): During the 2021/22 period, the GIS server space was cleaned for the DBE Local Area Network (LAN) portal preparation. Installation of ArcGIS software on the EMIS server and desktop applications was completed. Data for the GIS was uploaded and EMIS used the platform to prepare presentations on the Basic Education Sector Risk Adjusted Differentiated Strategy for the changing COVID-19 analysis in the country. These updates were based on the Department of Health's datasets that were made available to the DBE for the periods 29 April 2021, 1 to 9 May 2021, 18 to 24 May 2021 and 14 to 22 June 2021. The School Risk Level Dashboard planning tool was updated with the COVID-19 dashboard twice with recent 2022 COVID-19 statistics from the Department of Health in January 2022.

2021 Learner Performance: During the period under review, the automated script to extract and collect learner performance data from Provincial Data Warehouses on a quarterly basis, was developed, tested and provided to PEDs. This data is sourced from schools via the SA-SAMS, consolidated at the Provinces in their Data Warehouses and eventually collected and provided to Examinations and Assessment for analysis.

The Department provided Learner Performance Information to the Policy Owner (Examinations and Assessment) from all provinces on a quarterly basis (with the exclusion of the Western Cape Department of Education) for analysis, in full compliance with the POPI Act by following the approved DBE guideline in providing unit level data.

The PEDs were supported on the extraction of Learner Performance data for Quarter 2, seven (7) PEDs learner performance data for all grades were downloaded into DBE's local server for Quarter 2 and provided to the Policy Owner (Examinations and Assessment). Collection of Quarter 3 Learner Performance data was successful for Free State, Mpumalanga, Northern Cape and Gauteng with the other PEDs in progress.

Registration of National Senior Certificate (NSC) Grade 12 learners for 2021: The Department developed, tested and released the 2021 Structured Query Language (SQL) script with support from the SITA for the NSC registration via Provincial Data Warehouses, where SA-SAMS is the source of the data from schools. The dataset for the 2021 NSC Registration data was provided to SITA for upload to the Examination mainframe for eight (8) PEDs (excluding the Western Cape) which was completed successfully. EMIS had further conducted an impact analysis of the NSC registration data via the SA-SAMS update as per the request from examination unit.

The development of the 2022 SQL script for the registration of the Class of 2022 on the NSC system is currently in progress and the test script was shared with PEDS for data warehouse extraction for 2022. Test data for NSC registration for Free State, KwaZulu-Natal, Limpopo and Mpumalanga was received and is in the verification process.

EMIS Statistical publication: The Schools Realities 2021 report was approved by the Director-General and the layout and design of the School Realities 2020 and 2021 reports were completed and were published on the Department's website. The DBE has completed the 2019 Education Statistics in South Africa and is awaiting the logistics process for finalisation to publish on the Department's website.

Number of learners, educators and schools in the ordinary school sector, by province, in 2021:

Province	PUBLIC			INDEPENDENT			PUBLIC AND INDEPENDENT					
	Learners	Educators	Schools	Learners	Educators	Schools	Learners	As % of National Total	Educators	As % of National Total	Schools	As % of National Total
EC	1,772,877	58,824	5,109	75,176	3,874	232	1,848,053	13.8	62,698	14.0	5,341	21.5
FS	706,269	22,686	990	20,444	1181	81	726,713	5.4	23,867	5.3	1,071	4.3
GT	2,227,733	72,162	2,067	337,079	19,796	874	2,564,812	19.1	91,958	20.6	2,941	11.8
KZN	2,831,417	92,232	5,801	62,541	4,427	221	2,893,958	21.6	96,659	21.6	6,022	24.2
LP	1,723,583	50,021	3,675	75,547	3,561	180	1,799,130	13.4	53,582	12.0	3,855	15.5
MP	1,101,224	34,837	1,654	33,665	2,126	131	1,134,889	8.5	36,963	8.3	1,785	7.2
NC	298,253	9,984	545	6,313	502	40	304,566	2.3	10,486	2.3	585	2.3
NW	848,086	26,796	1,450	24,515	1,452	89	872,601	6.5	28,248	6.3	1,539	6.2
WC	1,196,715	37,508	1,449	67,812	5,154	306	1,264,527	9.4	42,662	9.5	1,755	7.0
NATIONA	**12,706,157**	**405,050**	**22,740**	**703,092**	**42,073**	**2,154**	**13,409,249**	**100.0**	**447,123**	**100.0**	**24,894**	**100.0**

The table above shows the number of ordinary public and independent schools, learners and educators in 2021. It further shows that the highest and lowest percentages of learners, educators and schools in the ordinary school sector occurred in KwaZulu-Natal and the Northern Cape, respectively. The majority of independent schools were situated in Gauteng with 874 followed by the Western Cape with 306 schools.

Disseminate Education Information: The 2021 learner enrolment figures were finalised, approved by the Director-General and submitted to the National Treasury for equitable share allocations for the Basic Education Sector. The National Treasury was supported in preparing and presenting a combined presentation tabled at the Provincial Equitable Share and Local Government Equitable Share in Parliament for the Standing Committee on Appropriations Workshop.

The Department finalised and submitted the SEACMEQ, Trends in International Mathematics and Science Study (TIMMS) and Statistics South African (Stats SA) requests.

Learner unit level data was finalised and submitted to the National Assessment Programme Owner Unit in support of their national assessment projects. EMIS data has provided individual learners' information, for further research analysis and reporting purposes which included the learner dropout rate analysis based on EMIS unit level data from the as the source platform to collect learner enrolment and attendance data. The research report based on this administrative data proved to be most accurate on the learner dropout rate in the Sector, compared to other research studies using other forms of data collection methods. EMIS facilitated through communication from the Director-General, for all PEDs to ensure SA-SAMS is extensively used to track learner attendance and dropout.

The Department addressed several requests for the 2021/22 review period, which include but are not limited to the following: Letter 28421/1: PI inventory workbook, Memo 1355/21: Request for secondary data and Questionnaire on the Rights to Basic Education 2021/22, 1387/21: DBE - MSDF Partnership MoU on Data Driven Districts DDD, 1163/21: Libyan School – DIRCO, and 1209/21: SAM Foundation 2021 where an interested collaborator was met to showcase potential support to the DBE Sector on school administration.

International Reporting: Responses for the UNESCO-UNICEF-World Bank questionnaire were provided. The DBE attended the Regional Benchmarking Consultation on SDG 4 and the African Union's Continental Education Strategy for Africa (CESA) 16-25 indicators, as well as the Eastern and Southern Africa consultation meeting on the global education cooperation mechanism, held on 18 May 2021. The UNESCO Institute for Statistics (UIS) data report was reviewed, consolidated with the DHET and submitted to UNESCO. The responses for the 2021 Indicators Review and Validation: Global and Thematic Standard Development Guidelines (SDG) four (4) Indicators South Africa report were provided to UIS.

The DBE attended the UNESCO Institute of Statistics International Standard Classification of Education Teachers (UIS ISCED-T) mapping consultation meeting and completed the Personal Information inventory workbook. A response was submitted to the SADC questionnaire on the Study on Education Services in SADC countries. South Africa was represented at the UNESCO meeting on the Education EMIS Community of Practice and also presented at the UNESCO SDG 4 Benchmarking Process 2022 meeting.

Early Childhood Development (ECD) Function Shift on Systems: During the period under review, the current Education Information Policy was assessed for update and inclusion of ECD. An engagement was undertaken on the relevant Indicators for the finalisation of ECD performance information to include in the system design.

Three (3) relevant ECD systems were identified for centre registration and were assessed at a high level in consultation with PEDs at the Education Information Systems Technical Committee of the HEDCOM Sub-Committee on e-Education on 5 to 6 August 2021. A demonstration of the recommended solution was made to EMIS and DBE ECD Policy Owner on 20 August 2021 and further engagements with the DSD took place on the functionalities of the system. Formalisation of engagement with Ilifa Labantwana to support Business and System Requirements for an ECD system was positively acknowledged by the CEO of Ilifa Labantwana. Formal collaboration on technical support was also communicated to the NECT to partner in the development/ sourcing of an Information System for ECD. The HEDCOM meeting of 11 October 2021 approved further exploration and adoption of the ECD module of the Western Cape's (WC's) DSD Non-Profit Organisation (NPO) system. A Process Capacity Building Workshop on ECD processes was held on 26 October 2021 with Ilifa Labantwana, the NECT, ECD Policy Owner and EMIS and the DSD, the NECT and Ilifa Labantwana were continually engaged in acquiring the Western Cape system for further gap analysis and to determine requirements for upgrade and DBE customisation.

The Department received the Western Cape system documentation and analysed the system functionality, processes, and reviewed the current state of the system with support from Ilifa Labantwana. An in-depth evaluation session was done and additional walkthroughs of the system used in the Western Cape to verify the extension of the database, data capture, data fields, hosting and technical understanding for DBE configuration and adoption. Further engagements are currently underway with the Western Cape Premier's office on the technical understanding of the system for DBE configuration, costing and maintenance contracts, and collaboration requirements to secure the required changes.

The CEM meeting, held on 3 March 2022, approved the adoption of the ECD module of the Western Cape DSD NPO Registration system for the Education Sector. The EMIS strategy to ensure a smooth transition in April 2022 was crafted in a roadmap to adopt and upgrade the system and was consulted at the Technical Committee of HEDCOM Sub Committee on e-Education on 15 February 2022 and HEDCOM Sub Committee on e-Education on 15 to 16 March 2022. This strategy included the transitioning of the Vangasali System into the Education Sector as an interim for 12 months and the preparation of the Western Cape DSD NPO online registration system as the long-term plan for complete ownership by the DBE.

The DBE, with support from Ilifa Labantwana, has been engaging the LEGO Foundation on a possible collaboration for the development of the ECD system for improvements in the ECD Sector.

ECD Census: The Census Field fieldwork started on 23 August 2021 in Free State. Census communication engagements have resulted in a successful Census Online Launch Event on 26 August 2021. POPI Act requirement were drafted for the Census in consultation with Legal Services. The ECD Census made progress with approximately 41 000 ECD centres censured and is concluding the Project in collaboration with the LEGO Foundation. The Department received the ECD Census dataset and the technical assessment is in progress to verify and validate in order to certify as official statistics. A plan to share the Provincial ECD Census data with each province once certified has been formulated and communicated to Provinces at the HEDCOM Sub Committee of e-Education on 15 to16 March 2022.

The ECD Census monitoring was planned, monitoring instrument was developed and the online tool with the assistance of Environmental Systems Research Institute (ESRI) and performed testing UAT of the tool. The monitoring of the ECD Census was done in eight (8) Provinces and aimed to verify a sub-sample of the Census data of approximately 400 sample ECD sites from selected provincial departments based in rural and semi-rural areas sites collected from the ECD centres.

SLAs and MoAs: During the period under review, the SITA Service Level Agreements on SA-SAMS, LURITS, and BI application support, maintenance and hosting were managed adequately and monitored at the monthly SITA SLA meeting and Operational Meetings. Revision of new SITA SLAs was completed for adjudication and renewal is in progress.

Renewal of the MoA with the Michael and Susan Dell Foundation and Intergovernmental Protocol Agreements with Department of Home Affairs and StatsSA is in progress. Engagements were held with DHET on the Protocol Agreement on data sharing to formulate standard operating procedures.

Two (2) information sharing sessions were hosted on 19 January 2022 and 8 February 2022 between South Africa and Kenya to address the implementation of the bilateral agreement between South Africa and Kenya in the field of Basic Education for the focus area 7 on EMIS. The report on the progress made on the focus areas for the seven (7) workstreams has been compiled for approval. Both countries are currently conducting self-assessments against the SADC Norms and Standards in order to identify gaps within the respective EMIS environments and to identify and refine more areas where collaboration is needed.

COVID-19 Pandemic Support: EMIS has been leading and instrumental in gathering data from Public and Independent schools for SGB or privately paid educators and non-education from these sectors to make available to the Department of Health's Education Vaccination Data System (EVDS) to ensure all qualifying educators and non-educators are registered for COVID-19 vaccinations. This has possibly been a life-saving Programme.

Data-driven support was provided to Executive Management in accessing the Department of Health COVID-19 infection status in the country and implemented the GIS and updated with technical data reviews, to inform the decisions and presentations on the Basic Education Sector Risk-Adjusted Differentiated Strategy for the analysis of the COVID-19 changes and fluidity. These updates were based on the Department of Health's datasets made available to the DBE for 29 April 2021, 1 to 9 May 2021, 18 to 24 May 2021 and 14 to 22 June 2021. The training was conducted for the Office of the DG on how to utilise the planning tool and update DG Presentations with recent COVID-19 Statistics from the DoH and for knowledge transfer on interpreting GIS dashboards for presentation preparation.

EMIS Committees: HEDCOM Subcommittee on e-Education and Education Information Systems Technical Committee of HEDCOM Sub Committee on e-Education: During the period under review, the HEDCOM Sub Committee on e-Education meetings were held on 5 to 6 August 2021 and on 15 to16 March 2022. The meetings for the Technical Committee of HEDCOM Sub Committee on e-Education regarding Education and Information Systems were held on 19 May 2021, 9 June 2021, 23 June 2021, 27 July 2021 and 15 September 2021, 8 October 2021 and 22 November 2021, 16 February 2022, 21 February 2022 and 10 March 2022. The above Committees constitute the governance structure supporting maintenance of EMIS systems.

Under-achievements:

The underachievement was the late release of SA-SAMS version 22.0.0 and this was caused by the 2022 Curriculum Programme of Assessment not being provided by the Curriculum Policy / Programme owner in time. The business rules that need development on SA-SAMS are required from the Policy Owners and the latest update was received from Curriculum on 8 March 2022. This severely and negatively impacted the SA-SAMS development time and the SDLC process of updating SA-SAMS which ultimately impacted the administration and preparation of schools in resulting for term 1. The remedial steps will include establishing a national SA-SAMS Steering Committee to manage changes and report on non-compliance with continuous escalated communication to Policy Owners on the planned SA-SAMS releases.

Grant Management and Compliance

Education Infrastructure Grant (EIG)

Achievements:

The total Education Infrastructure Grant (EIG) allocation 2021/22 was R11.689 billion. This budget was to be transferred to PEDs in five (5) instalments with the first instalment transferred on 16 April 2021. The PEDs were also permitted to use a maximum of R47.5 million of this grant in the 2021/22 financial year for the appointment of public servants to their infrastructure units.

The first instalment of the EIG for the 2021/22 financial year was dependent upon the submission of the approved and signed-off tabled User Asset Management Plan (U-AMP) with prioritised project lists for the 2021/22 MTEF and a comprehensive maintenance plan, by 26 March 2021. The infrastructure plan must, where applicable, also include the implementation plans for schools affected by natural disasters.

The second instalment was transferred on 28 May 2021 and is dependent on the submission of monthly infrastructure reports in a format determined by the National Treasury and the DBE, as well as the national education infrastructure management system assessment forms for the fourth quarter of the 2020/2021 financial year, by no later than 28 April 2021. In addition, a report was required on the filling of posts on the approved establishment for the infrastructure unit in the format approved by the National Treasury for the fourth quarter of the 2020/21 financial year within 22 days after the end of the fourth quarter.

The third instalment was transferred on 27 August 2021 and dependent on the submission of infrastructure plans for all infrastructure programmes for a period of 10 years (including the initial list of prioritised projects) on 30 June 2021 and the preventative and corrective maintenance plans for all maintenance programmes over the MTEF period, accompanied by a project list, the monthly infrastructure reports in the format determined by the National Treasury and the DBE, the national education infrastructure management system assessment forms for the first quarter of 2021/22, by 27 July 2021, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the first quarter of the 2021/22 financial year within 22 days after the end of the first quarter, and the conditional grant year-end evaluation report on financial and non-financial performance, by no later than 28 May 2021.

The transfer of the fourth instalment was on 5 November 2021 and dependent on the submission of monthly infrastructure reports in the format determined by National Treasury and the DBE, the national education infrastructure management system assessment forms for the second quarter of 2021/22 by 26 October 2021, the Infrastructure Programme Management Plans for infrastructure programmes envisaged to commence within the period for the MTEF by 31 August 2021, the procurement strategy for infrastructure programmes envisaged to commence within the period of the MTEF by 31 August 2021, and lastly, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the second quarter of the 2021/22 financial year within 22 days after the end of the second quarter.

The fifth instalment was transferred on 28 January 2022 and dependent on the submission of monthly infrastructure reports in the format determined by the National Treasury and the DBE, the national education infrastructure management system assessment forms for the third quarter of 2021/22 to DBE not later than 21 January 2022 and a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the third quarter of the 2021/22 financial year within 22 days after the end of the third quarter.

The Eastern Cape's fifth instalment amounting to R205.122 million was stopped and re-allocated to KwaZulu-Natal, due to low spending in the Eastern Cape.

By at end of March 2022, the total allocation amounting to R11.689 billion was transferred to the respective PEDs.

Under-achievements:

None.

National Education Infrastructure Management System (NEIMS)

Achievements:

Division of Revenue Act (DoRA) stipulates that the National Education Infrastructure Management System (NEIMS) assessment for the 4th quarter must be submitted on 28 April for all projects which reached practical completion in each quarter of the financial year. There were 467 NEIMS assessment forms submitted for the 2021/2022 financial year. 271 schools have been captured on NEIMS and the process of capturing is ongoing.

Sanitation progress: Of the 22 945 schools, 51% of schools use waterborne (municipal and septic), 35 % of schools use VIP, 13% of schools use pit latrines and 8% of schools use Enviro Loo. The challenge currently faced is schools with plain pit latrines, as this is regarded as hazardous to learners.

Water progress: Of the 22 945 schools, 47% of schools use Municipal supply, 33% of schools use Boreholes, 32% of schools use Rainwater Harvesting, 15% of schools use Municipal Communal and 5% of schools use Mobile tankers

Electricity progress: Of the 22 945 schools, 95% of schools use Grid connection, 4% of schools use Generators, and 1% of schools use Solar.

Under-achievements:

Not all NEIMS assessment forms were received from Provinces. There are still some schools in the Eastern Cape which do not have a Grid electricity supply.

Table 70: Programme 4: Report against the tabled Annual Performance Plan

Programme 4: Planning, Information and Assessment									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
Outcome 1: Maintain and develop the system of policies, including curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies and the infrastructure evolve to deal with emerging priorities, including those relating to basic services and the replacement of inappropriate structures	4.1.1 Number of new schools built and completed through ASIDI	Annually	26	32	21	**23**	**+2**	**The deviation is due to the fact that there was huge pressure exerted on the IA's to ensure that the targets are achieved and they completed as many of the projects as possible.**
		4.1.2 Number of schools provided with sanitation facilities	Annually	103	298	1000	**1026**	**+26**	**The deviation is due to the fact that there was huge pressure exerted on the IA's to ensure that the targets are achieved and they completed as many of the projects as possible.**
		4.1.3 Number of schools provided with water facilities through ASIDI	Annually	89	101	100	**110**	**+10**	**The deviation is due to the fact that there was huge pressure exerted on the IA's to ensure that the targets are achieved and they completed as many of the projects as possible.**
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Ensure that monitoring systems such as the South African - School Administration and Management System (SA-SAMS), and the assessment and examination systems evolve to deal with and support emerging priorities;, in particular, those relating to school completion, learning outcomes and the accountability of schools	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	3 461	500	500	**500**	**No deviation**	**Not applicable**
		4.2.2 Number of NSC reports produced	Annually	4	4	4	**4**	**No deviation**	**Not applicable**
		4.2.3 Number of question papers set for June and November examinations	Annually	292	145	294	**296**	**+2**	**Marine Sciences was introduced for the first time at Grade 12 level in 2021 NSC November.**

Programme 4: Planning, Information and Assessment									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	98.2% (21 586/ 21 976)	98.6% 21 480/21 795	98%	**99.73% 21 486/21 544**	**+1.73**	**Advocacy and Provincial circulars supporting collection of data via SA-SAMS. SA-SAMS is policy aligned and used for leaner promotion reporting. PED's are benefitting from the DBE's investment in SA-SAMS to provide standardised data for the sector.**
		4.2.5 A National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS)	Annually	-	Approved National Report on the number of provinces monitored for implementation of LURITS	Approved National Report on the number of provinces monitored for implementation of LURITS	**Approved National Report on the number of provinces monitored for the implementation of the LURITS.**	**No deviation**	**Not applicable**
		4.2.6 A National Report is produced on learning outcomes linked to the National Assessment Framework (NAF)	Annually	-	Approved National Report on learning outcomes linked to the National Assessment Framework	Approved National Report on learning outcomes linked to the NAF	**2021 PIRLS progress report; and 2019 TIMSS Grades 5 and 9 reports developed**	**Approved National Report on learning outcomes linked to the NAF**	**PIRLS and SEACMEQ not available due to postponement of studies a year after the scheduled date**
		4.2.7 A National Report is produced on developing and operationalising a school readiness assessment system.	Annually	-	Approved National Report on developing and operationalising a school readiness assessment system	Approved National Report on the First Early Learning National Assessment.	**Approved National Report on the First Early Learning National Assessment**	**No deviation**	**Not applicable**

Programme 4: Planning, Information and Assessment									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Strategic use and monitoring of districts to advance national priorities, as well as additional interventions in all or specific districts to advance the attainment of sector-wide goals in relation to mentorship, development and support of officials at district level	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Annually	40	33	60	**60**	**No deviation**	**Not applicable**
		4.3.2 Percentage of school principals rating the support services of districts as being satisfactory	Biennially	0	57.2% 618/1 080	0	**0%**	**No deviation**	**Not applicable**
		4.3.3 Percentage of District Directors who have undergone competency assessment prior to their appointment	Annually	100% (8/8)	100% 2/2	96%	**100%** **5/5**	**+4%**	**There is now full compliance with Public Service Regulations requiring district directors to undergo competency assessment before appointment.**
		4.3.4 Percentage of underperforming schools monitored at least twice a year by district officials	Annually	4% (33/816)	13.8% 371/2 325	80%	**29.78%** **1 440/4 835**	**-50.22**	**Gauteng and Free State were not included in the calculation as these provinces did not provide monitoring instruments for the underperforming schools visited, despite numerous requests by the DBE. These provinces were not monitored by the DBE as there is no deployment in these provinces. School Improvement Co-ordinators (SISCOs) have been deployed in all provinces to monitor and collect monitoring instruments. Electronic forms are utilised to improve data collection.**
		4.3.5 Number of District Director forums held	Annually	-	3	3	**4**	**+1**	**Additional one (1) planning meeting convened at the end of the financial year to prepare for the ensuing academic year**

Programme 4: Planning, Information and Assessment									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
		4.3.6. Number of districts in which teacher development has been conducted as per District Improvement Plans.	Annually	-	61	60	**60**	**No deviation**	**Not applicable**

Strategy to overcome areas of underperformance

The Department recorded an underperformance on the National Report to be produced on learning outcomes linked to the National Assessment Framework (NAF). The PIRLS 2021 study report for South Africa will be aligned to the timelines set out by the International Association for Evaluation and Assessment for release in December 2022 and will constitute the National Report linked to the NAF for the 2022/23 financial year.

To address underperformance, the percentage of underperforming schools monitored at least twice a year by district officials, the SISCOs have been deployed in all provinces to monitor and collect monitoring instruments. Google forms are utilised to improve data collection. The purpose of the form is to address areas of weakness (poor performance) and to establish if the school received support from the district. The form provides the Department with feedback immediately on completion of the visit. A copy of the tool is left at the school for purposes of follow-up visits.

Table 71: Sub-programme expenditure

	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Planning, Information and Assessment	3 991	3 645	346	3 601	3 443	158
Financial Planning, Information and Management System	47 877	42 295	5 582	47 149	46 575	574
School Infrastructure	14 100 580	14 097 883	2 697	11 213 579	10 892 440	321 139
National Assessment and Public Examination	393 389	391 040	2 349	270 399	260 129	10 270
National Education Evaluation and Development Unit	16 962	16 351	611	15 772	15 571	201
Planning Delivery Oversight Unit	146 886	145 189	1 697	158 438	156 926	1 512
Total	**14 709 685**	**14 696 403**	**13 282**	**11 708 938**	**11 375 084**	**333 854**

Linking performance with budgets

Marking Standardisation Meetings, in preparation for the marking of the May/June and October/November 2021 examination, Provincial Review visits, State of Readiness visits, were conducted virtually. The budget that is usually spent on travel and accommodation for the above-mentioned meeting's/ provincial visits was not utilised. This resulted in underspending for the sub programme in the 2021/2022 budget.

The National Education Evaluation and Development Unit conducted 45 workshops/ sharing sessions in 10 (ten) districts to mediate the report *"Teaching every learner to read at an age-appropriate level: How teachers use DBE Rainbow Workbooks to enhance foundational literacy skills"*. The purpose of mediation was to share best practices with Departmental Heads in the Foundation Phase in order to empower them about how to work with teachers in their respective schools to:

- Use DBE workbooks effectively and systematically to improve foundational literacy skills in Foundation Phase (FP); and
- Use the workbooks to improve the country's performance in PIRLS.

Presentations addressed issues that lead to learners in the Foundation Phase not doing well in PIRLS, i.e. learners are not able to:

- read a text and questions on their own without teachers' assistance;
- understand what they read (not just barking at the text), i.e. learners must have learnt all sounds to be able to read; they have been taught sight words, vocabulary and high-order thinking skills; and they have developed fluency;
- read long text; learners are not exposed to text as long as 800 words in PIRLS passage. They have not developed the stamina to read and comprehend a long text;

- answer high-order questions, where answers are not in the text but learners are required to think critically to provide an answer. Learners are not able to answer questions in Levels 3 and 4 in PIRLS. PIRLS levels 3 and 4 require learners to think critically;
- listen to a text read by a teacher (especially in Grade 1 where learners are not able to read on their own) and answer high-order thinking skills; and
- respond to PIRLS open-ended questions because they are usually required to provide one-word answers and they have not been taught to write cohesively.

4.5 PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

4.5.1 PURPOSE

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

4.5.2 LIST OF SUB-PROGRAMMES

Programme Management: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and Grant Implementation Monitoring and Reporting.

4.5.3 LIST OF INSTITUTIONAL OUTCOMES

Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.

4.5.4 PROGRAMME OVERVIEW

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the Basic Education Sector. Schools have an important role to play in promoting the overall well-being of learners because it contributes to better learning and also because physical and psychological health are important in themselves. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psycho-social support, sport and culture as per the Action Plan to 2024: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goal on learner well-being:

Action Plan Goals on Learner Well-Being	
Goal 25 ►	Use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

The realisation of this goal is rooted in the work done within this programme in the core areas of:

- Health and Nutrition;
- Safety and Enrichment; and
- Social Cohesion and Partnerships.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with a special focus on learner wellbeing.

PARTNERSHIPS IN EDUCATION

Safety in Education

Achievements:

The Multi-Departmental Campaign on Violence, Bullying Prevention including Ending Gender-Based Violence and Femicide (GBVF) and Alcohol and Substance Abuse: In the financial year 2021/22 the Department and partners, including the South African Police Service (SAPS), the DSD, DHA, DoH, DCDT, as well as Justice and Constitutional Development (DoJ&CD) rolled out the Multi-Departmental Campaign to End Violence, Bullying, GBVF and Alcohol and Substance Abuse in three (3) provinces, namely Gauteng, Limpopo and Mpumalanga. The campaign was championed by the Deputy Minister and supported by other Deputy Ministers from the above-mentioned partner departments, including other executives from provincial and local governments.

Across the three (3) campaigns, a total of 30 schools participated, reaching 1 371 learners and 632 officials. These participants included representation from education departments, partner departments, teachers and SMTs, members SGBs and parents from the school communities. Importantly, district officials, SMTs, SGBs and parents were also trained on the management of violence using the two (2) Protocols to deal with the "Reporting of Incidences of Corporal Punishment in Schools" and the "Management and Reporting of Sexual Abuse and Harassment in Schools". In the financial year 2022/2023, the campaign will be rolled out in the following provinces: North West, Free State, KwaZulu-Natal, Eastern Cape, Western Cape as well as the Northern Cape.

The Disaster Risk Management in schools: In the financial year 2021/22, the DBE and partners, including the Department of Cooperative Governance and Traditional Affairs (CoGTA) as well as SANTAM developed the Disaster Risk Assessment Tool. This tool was piloted in Limpopo and Free State.

The National School Safety Framework (NSSF) monitoring of implementation: 75 districts were targeted and monitored in the financial year under review. The breakdown per quarter is as follows:

- Quarter 1: 22 districts monitored;
- Quarter 2: 18 districts monitored;
- Quarter 3: 20 districts monitored; and
- Quarter 4: 15 districts monitored.

Under-achievements:

None.

Sport and Enrichment in Education

Achievements:

South African Schools Choral Eisteddfod (SASCE): The Department collaborated with the Cape Town Opera (CTO) in producing a seven-part e-learning series called, *Sing Like A Pro Masterclass* on the ABC Motsepe SASCE open section of the competition, this time, performed by learners and is intended to be used as an educational tool. The content supports choirs and includes aspects such as voice warm-up, diction and pronunciation. This 2021 e-learning programme is an extension of the 2020 version of "*Sing Like A Pro".* The videos are intended to educate and inspire participants to maintain their daily practise during COVID-19, especially since learners were unable to make music together due to social distancing restrictions. The e-learning online series was translated into Sesotho, isiZulu, and isiXhosa to make the material accessible to more of South Africa's official languages for learners across the country. It is also noteworthy that the 2021 SASCE programme and its prescribed music were deferred to 2022 in a meeting that was held by the National Coordinating Committee (NCC) on 13 May 2021.

School Sport: The CEM decided that all contact-sport activities be suspended with immediate effect until the cluster outbreaks of the Coronavirus were contained and the country had emerged from the expected third wave of the COVID-19 pandemic. This led to the publishing of Government Gazette No. 44633 on 28 May 2021. The decision, as well as the published Gazette, were communicated to the relevant stakeholders, including teacher unions, SGBs, Principals' Associations, independent schools, and the Department of Sport, Arts, and Culture (DSAC).

On 01 August 2021, an updated Gazette with amended regulations that allowed sport and other enrichment programmes and co-curricular activities to resume in schools was published. This was a culmination of a consultative process with all the relevant stakeholders when the country was moved onto adjusted alert level 3. These amended directions were intended to guide the sector in resuming sports and co-curricular programmes safely within the context of the COVID-19 pandemic.

The Draft School Enrichment Policy: The draft School Enrichment Policy has been prepared for the Basic Education Sector, to promote the mass participation of learners in school enrichment: sports, arts, life skills and academic after-school programme offerings by schools. The draft policy was updated based on further input from the relevant stakeholders and a subsequent iteration of the policy is now ready for further review.

The Kay Motsepe Schools Cup for Netball: The 2021 Kay Motsepe Schools Cup National Championships for Netball was successfully held from 15 to 17 October 2021 at Hoërskool Bekker in Magaliesburg. This was a culmination of the District and Provincial Netball Championships. The event was held under strict adherence to COVID-19 regulations and spectators were not permitted at the games. All provinces were represented in the games. The winning schools together with the prize money won are as follows:

Table 72: Kay Motsepe Schools Cup for Netball winning schools

SCHOOL	AMOUNT/ AWARD
Thatulwazi High School, Gauteng	R225 000.00
Afrikaanse Hoër Meisieskool, Gauteng	R225 000.00
Masibambane High School, Western Cape	R125 000.00
Menlopark Hoërskool, Gauteng	R125 000.00
Hlabi Secondary School, Limpopo	R50 000.00
Potchefstroom Gymnasium, North West	R50 000.00

The National School Sports Summer Games Championships: The games were initially scheduled to take place in December 2021, but were postponed due to COVID-19. The summer games were then successfully held from 2 to 6 February 2022 in Bloemfontein, Free State. The 11 codes that were supposed to be played were separated by the first edition taking place in Bloemfontein. The codes that were played included Football, Chess and Tennis.

To alleviate the spread of the Coronavirus, COVID-19 testing was mandatory for all participants. All participants, comprising learners, teachers, technical officials, departmental officials, VIPs, federation code personnel and the Local Organising Committee (LOC) members produced negative COVID-19 test results that were taken from tests done within at least 48 to 72 hours before the start of these championships.

The Pan African Schools Cup: The Confederation of African Football (CAF) and Federation Internationale de Football Association (FIFA) identified South Africa to participate in an inter-school tournament pilot from 17 to 21 February 2022 in the Democratic Republic of Congo. South Africa was to conduct elimination play-offs to present two (2) schools for boys under 16 and girls under 16 school teams. The play-offs were part of the National School Sports Summer Games held from 2 to 6 February 2022 in Bloemfontein. All provinces were represented. The teams that emerged as winners were the girls' under-16 team from Edendale Technical High School, KwaZulu-Natal, and the boys' under-16 team from Eletsa Secondary School, North West.

The two (2) schools represented South Africa at the Pan African Schools Cup that took place from 17 to 21 February 2022 in Kinshasa, Democratic Republic of Congo. The other countries that played at this tournament included Morocco, Benin, Senegal, the Democratic Republic of Congo and Ethiopia. The under 16 girls' school team from Edendale Technical High School emerged as runners-up, winning the silver trophy, in the competition having been beaten 0:1 to Morocco in the final.

The South African Schools Athletics National Championships for High Schools: The South African National Championships were successfully held from 15 to 18 March 2022 at the Germiston Stadium in Gauteng. The events for High Schools accommodated participants from both the mainstream and schools for Learners with Special Educational Needs (LSEN). All provinces were represented. The Gauteng province emerged as the overall winner in both the mainstream and LSEN categories. The full set of final medal standings in both categories are as follows for the provinces:

Table 73: South African Schools Athletics National Championships for High Schools - Mainstream medal count high schools

MAINSTREAM MEDAL COUNT HIGH SCHOOLS					
POSITION	PROVINCE	GOLD	SILVER	BRONZE	TOTAL
1	Gauteng	60	42	37	139
2	Western Cape	28	23	21	72
3	Free State	9	16	22	47
4	Mpumalanga	8	9	12	29
5	North West	7	17	12	36
6	Eastern Cape	4	6	10	20
7	KwaZulu-Natal	3	1	2	6
8	Northern Cape	1	2	0	3
9	Limpopo	0	1	1	2

Table 74: South African Schools Athletics National Championships for High Schools - LSEN medal count for high schools

LSEN MEDAL COUNT FOR HIGH SCHOOLS					
POSITION	PROVINCE	GOLD	SILVER	BRONZE	TOTAL
1	Gauteng	31	28	28	87
2	Western Cape	21	27	16	64
3	Mpumalanga	9	12	4	25
4	Free State	9	4	13	26
5	Limpopo	6	4	5	15
6	North West	4	6	5	15
7	KwaZulu-Natal	0	1	0	1
8	Eastern Cape	0	0	2	2
9	Northern Cape	0	0	0	0

The South African Schools Athletics National Championships for Primary Schools: The National Championships for Primary Schools were successfully held from 24 to 26 March 2022 at the North West University McArthur Stadium in Potchefstroom. All provinces were represented. The event was graced by the attendance of the MEC for Education in North West, Ms M Matsemela. The MEC also delivered the keynote address during the opening ceremony and handed out medals to the winning learners during the competition. The HoD in the North West Education Department also attended the event. The full set of final medal standings is as follows:

Table 75: South African Schools Athletics National Championships for Primary Schools - medal count for primary schools

MEDAL COUNT FOR PRIMARY SCHOOLS					
POSITION	PROVINCE	GOLD	SILVER	BRONZE	TOTAL
1	Gauteng	33	27	29	89
2	Western Cape	22	28	13	63
3	North West	9	5	14	28
4	Free State	8	9	14	31
5	Limpopo	5	4	3	12
6	Eastern Cape	2	3	2	7
7	Mpumalanga	1	3	7	11
8	KwaZulu-Natal	0	1	1	2
9	Northern Cape	0	0	0	0

The National Swimming Championships: The Championships were successfully held from 25 to 28 March 2022 at the Hatfield Swimming Pool in Pretoria. Eight (8) provinces managed to participate except Northern Cape, which experienced logistical challenges. The event was graced by the attendance of the Director-General of the DSAC, Mr Mkhize. The Deputy Director-General of DSAC, Ms S Khan, also attended the gala. The full set of final medal standings is as follows:

Table 76: National Swimming Championships medal count

MEDAL COUNT					
POSITION	PROVINCE	GOLD	SILVER	BRONZE	TOTAL
1	Gauteng	98	41	23	162
2	Western Cape	34	41	27	102
3	KwaZulu-Natal	21	33	34	88
4	Free State	15	23	17	55
5	Eastern Cape	7	3	14	24
6	Mpumalanga	5	13	15	33
7	Limpopo	5	8	15	28
8	North West	2	6	16	24

Chess Boards support the playing of the game in provinces: To support the school sports league programme, the DBE purchased chess boards that were distributed to schools across all nine (9) provinces. Chess was chosen because of the game's academic affordances. Chess improves cognitive skills (including concentration, pattern recognition, decision making, algebraic and geometric thinking, problem-solving, spatial reasoning, and critical thinking). It also improves self-confidence and self-worth and further increases attention span. In addition, it contributes immensely to developing the mathematical abilities of learners. A total of 1 066 chess boards were purchased and distributed to provinces as indicated below:

Table 77: Number of chess boards purchased and distributed to provinces

PROVINCE	TOTAL NUMBER OF CHESS BOARDS
Eastern Cape	155
Free State	100
Gauteng	100
KwaZulu-Natal	156
Limpopo	155
Mpumalanga	100
North West	100
Northern Cape	100
Western Cape	100
Total	**1 066**

Physical Education lesson sets: 16 lesson sets prepared for each of the grades from Grades 4 to 12 were reviewed for the teaching and learning of PE by Life Orientation (LO) teachers in schools. The internal review informed the overall 144 lesson sets before their translation into Afrikaans and their adaptation for learners with special education needs.

The Presidential Youth Employment Intervention (PYEI): The Department developed the training plan and job description for the Sport and Enrichment Assistants (SEAs) who will be responsible for the implementation of sports, arts and culture, as well as other enrichment programmes that are delivered in schools during the second phase of the PYEI stimulus programme.

Arts and Culture: The list of schools that were to be part of the DSAC Marimba musical instrument programme was compiled and sent to DSAC. The Implementation Protocol between the DBE and DSAC on Sport, Arts and Culture has been developed to strengthen the implementation of learner support and after-school programmes.

AssitejSA MoU: The AssitejSA MoU was approved in December 2021 and letters were sent to the HoDs in all provinces. The MoU is intended to support the training of teachers in Creative Arts and support the implementation of art methodologies and programmes in the sector. The first planning meetings with AssitejSA took place on 04 and 07 March 2022. These planning meetings were intended to identify areas of collaboration for the 2022 academic year.

Spelling Bee: The process of developing word lists in IsiXhosa for implementation in 2022 was initiated. The development of the Setswana Spelling Bee word list was finalised, and the team members involved in the development received letters of appreciation in this regard. The Setswana Spelling Bee word list for 2022 has been uploaded on the DBE landing page for the Spelling Bee competition.

Reading clubs: Guidelines have been drafted to inform the introduction of a new creative writing competition to promote the culture of reading among Intermediate Phase learners.

Districts Monitoring: The Department participated in the Social Inclusion and Partnership Chief Directorate monitoring of 75 districts. The monitoring focused on school safety, social cohesion, and sports and enrichment programmes.

Under-achievements:

Spelling Bee and Reading Clubs: The finalisation of the Spelling Bee word list in Sesotho was adversely affected by the inhibiting conditions resulting from the restrictions imposed in an effort to contain the COVID-19 pandemic. Provinces were unable to implement the Spelling Bee competitions. The isiXhosa Spelling Bee word list for 2022 was not finalised due to budgetary constraints. Provinces did not implement the Reading Clubs Competitions. The focus was on the academic recovery programme due to the loss of teaching and learning time due to COVID-19 school closures.

Social Cohesion and Equity in Education

Achievements:

The National Schools Moot Court Programme: The National Schools Moot Court Programme in partnership with the DoJ&CD, and the South African Human Rights Commission (SAHRC) held a virtual workshop on 01 and 07 to 09 June 2021 for provincial coordinators, district officials, educators, learners and partners. A total number of 778 participants were reached through these workshops and national finals. This flagship co-curricular programme continues to promote understanding of the Constitution and what it means to put human rights into practice in our daily lives.

The iNkosi Albert Luthuli Oral History Programme: Workshops were conducted with district coordinators to rekindle learners' love for History as a subject of choice in schools and to use oral history to unearth the untold stories of previous generations that previously received very small recognition. The national finals were held and successfully hosted, with 34 learners and 69 officials in attendance.

The Promotion of Nation Building, National Identity and Values in Education: Workshops on nation-building, national identity, values and the Bill of Rights were conducted with newly elected SGB members in Gauteng, Free State, and Northern Cape provinces. The workshops aimed to foster an understanding of how to make learners feel valued and inspired to uphold the country's national identity with pride and purpose while also ensuring the Constitutional rights of every learner are respected and for every child to receive access to quality, equitable and relevant education.

The National Heritage Council Programme: The Department, in partnership with the National Heritage Council (NHC) hosted the national finals for high schools from 05 to 08 October 2021 at Marakele National Park in Mpumalanga province. A total number of 35 learners and 35 officials attended.

The Nelson Mandela Children's Parliament (MNCP): The DBE undertook to design co-curricular programming to support and strengthen the curricular offerings in support of democracy and human rights education. From 08 October 2021, new ambassadors were elected during the National Parliamentary rounds. On 4 and 5 March 2022, these ambassadors were orientated to their new duty to understand their roles and responsibilities during their first year of tenure.

The Administration of the Truth and Reconciliation Commission (TRC) Educational Assistance Programme: A total number of 2 109 applications were received from the DoJ&CD for the 2021/22 financial year. Of these applications, 1 610 applications have been processed for payment; 499 applications have not been paid during the 2020/21 financial year due to the restrictions imposed on containing the COVID-19 pandemic.

Advocacy training on the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools: The DBE hosted advocacy district workshops in Gauteng and Limpopo. The purpose of these workshops was to assist schools in understanding the standard operating procedures for addressing allegations of sexual abuse and harassment in schools and to specifically detail how schools must respond to these reports. It further capacitated district officials in the prevention of teenage pregnancy and the delivery of quality Comprehensive Sexuality Education (CSE) in the classroom. The training also shared information about how adolescents can access youth-friendly sexual and reproductive health services. The full and summarised versions of the Protocol were distributed, as well as copies of the *Prevent Violence in Schools Manual* and Fact Sheet, to all workshop participants. A total number of 44 officials attended the workshops.

The Masiphephe Network on the prevention and response of School Related Gender-Based Violence (SRGBV): The DBE partnered with the Centre for Communication Impact (CCI) through the Masiphephe Network on the prevention and response to SRGBV prevention. The goal of this programme is to reduce violence among in-school youth aged 10 to 18 years of age. The key purpose is to influence perceptions and behaviour to prevent GBV among and against children, protect children, increase awareness of GBV and femicide among all children and foster their uptake of violence prevention and response services during the COVID-19 national lockdown, as well as, after the lockdown within the school environment. Three (3) provinces were targeted to receive this intervention; including Mpumalanga, KwaZulu-Natal and Gauteng; covering two (2) schools per province. CCI also delivered a user-friendly multi-media campaign across media platforms such as radio, television, online media, USSD and WhatsApp messaging to disseminate key information and messages in support of the empowerment of both boys and girls.

The Girls and Boys Education Movement (GBEM): From 08 May to 10 June 2021, online dialogue sessions were held with learners in KwaZulu-Natal and Mpumalanga provinces. This is a joint initiative of the DBE, UNICEF, AGAPE Youth Movement, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and Media Monitoring Africa. The initiative promotes child participation and builds children's sense of agency and self-advocacy in and through schools. These online sessions continue to capacitate learners with relevant life skills and information to empower them to make more informed life choices; while also interrupting the intergenerational cycle of violence in communities.

The Techno-Girl Programme: The Techno-Girl Programme includes Virtual Job Shadowing Career Mentoring sessions. These sessions were undertaken in all nine (9) provinces from 28 to 30 April 2021. The purpose of these sessions was to expose new learners to the programme and to STEM opportunities as well as preparing them for other components of the programme, including career mentoring.

Guidelines for the Social Inclusion of Sexual Orientation Gender Identity Expression and Sex Characteristics (SOGIESC) in schools: The draft document on the guidelines for the Social Inclusion of SOGIESC in schools has been circulated to all relevant stakeholders for further comments. In May 2021, a meeting was held to discuss the guidelines and a total number of 33 officials attended this consultative meeting.

Workshop on Social Orientation, Gender Identity Expression and Sex Characteristics (SOGIESC): The workshop was held on 27 November 2021, at Kliptown Youth Centre to sensitise the youth of Kliptown about SOGIESC in the interest of ensuring that the human rights of people are respected and protected. The Kliptown Youth is a non-profit organisation committed to the inclusion of diverse sexual orientations and gender identities and works in partnership with many of the organisations that are represented in the DBE hosted Social Inclusion in Education Working Group (SliEWG).

Celebrating Women in the Education Sector during Women's Month: In August 2021, the DBE published a digital online campaign in celebration of Women's month which was commemorating the Year of Charlotte Maxeke. The focus was on women's tenacity, knowledge, skill, hard work and resilience in shaping the sector. Women members of CEM, HoDs and public entities were profiled. The public entities included the ELRC, SACE and the ETDP SETA, among others.

The Charlotte Maxeke Ministerial Memorial Lecture and Publication: In support of the government declaring 2021 the year of Charlotte Maxeke, a Ministerial Memorial Lecture took place on 18 October 2021 in pursuit of continuing with Charlotte Maxeke's legacy and to promote women's contributions to the positive development of society. Preceding the lecture on

17 October 2021, an African Methodist Episcopal (AME) church event was organised at the church in Soweto that Maxeke attended, so as to acknowledge the important role that religious organisations play in promoting peace and social inclusion in communities. At the lecture, the third legacy series entitled *The Life and Times of Charlotte Maxeke* was launched. This publication profiles the achievements of contemporary women who continue to fly the colours of excellence and commitment to nation building through their diverse occupations and roles in society.

Intergenerational dialogues on the Legacy of Charlotte Maxeke: The DBE, in its commitment to keep the legacy of Charlotte Maxeke commemorated, partnered with several stakeholders and organisations whose mandates, amongst others, contribute to the promotion of gender equality and social justice. These partners joined the DBE in hosting virtual intergenerational dialogues on 03 December 2021 where a safe space was created between the young and old, so that everyone could share freely their thoughts and ideas about current times. The interactions were lively and the dialogue constructive, affirming the contributions of all across the generations.

Country report: The DBE made inputs to the *5th Periodic Report* on South Africa's implementation of the *Convention on the Elimination of all Forms of Discrimination Against Women* (CEDAW) organised by the Office of the High Commissioner for Human Rights (OHCHR) Regional Office for South Africa (ROSA) and United Nations (UN) Women. The focus was on achievements and challenges accompanied by measures to address them. The sector's input specified the impact, reach and changes realised in the status of women as these relate to the Convention. Special attention was paid to the impact of COVID-19 and the rise in sexual violence against women and children during periods of lockdown perpetrated by intimate partners and household members, contributing in part to the high number of unplanned and unintended pregnancies among teenage girls, coupled with the threat of increased learner drop-out.

Gender Responsive Pedagogy for Early Childhood Education (GRP4ECE): The Gender Responsive Pedagogy toolkit has been adapted for Early Childhood Education training purposes and the implementation of this training through hybrid modalities of virtual and face-to-face delivery took centre stage. Administrative processes were undertaken in ensuring that the training of master trainers drawn from provincial training cohorts took place. A financial boost from the ETDP SETA funding stream was confirmed to support the phased implementation of the GRP4ECE in four (4) provinces, including North West, Free State, Eastern Cape and Northern Cape. The phased implementation aims to provide continuing professional development to ECD practitioners, Grade R educators, and ECD Centre Managers as well as school leaders. The impact of this training on the transformation of the socialisation of children free of harmful gender norms is likely to be felt by generations to come, enable young children to reach their full potential as they progress through their years of compulsory schooling with a solid grasp of transformative gender norms and values.

Under-achievements:

Under COVID-19 lockdown alert levels 2 and 3, Social Cohesion programmes and activities had to be paused in compliance with regulations intended to contain the Coronavirus. The TRC bursary education assistance applications for 2020/21 were delayed and only paid during the first quarter of the current financial year 2021/22.

CARE AND SUPPORT IN SCHOOLS

Health Promotion

Achievements:

Virtual Annual Performance Evaluation of Conditional Grants: The DBE undertook the virtual annual performance evaluation of conditional grants for the period 2020/21 (as required by the DoRA, 2020). The virtual annual performance evaluation was conducted using the information collected through an annual evaluation questionnaire developed by the DBE. Information was collected from 36 schools (four (4) from each province) that were targeted for the implementation of the programme during the 2020/21 financial year. In order to understand the critical challenges that the programme sought to address in the targeted schools, the analysis began with the assessment of the social environment within which the schools are located. In addition, the report included the support provided to those schools in response to the challenges cited.

School monitoring visits: 25 schools were reached. 18 schools were targeted for virtual monitoring of the Health Promotion Programmes with a specific focus on the programmes that are funded through a conditional grant. To date, virtual monitoring

reached 17 schools across the eight (8) provinces (with the exception of the North West province). The Free State province submitted three (3) completed monitoring tools, hence the reach of 17 schools. An additional seven (7) school monitoring visits were conducted in Gauteng to monitor the implementation of the Human Papilloma Virus (HPV) and deworming campaigns on 22–23 September 2021. The schools visited were Iketleng, Rapelego, Loratong, Refentse, Reneilwe, Mabua-a Tlou and Kgomba Primary Schools. During the visit, none of the schools had conducted the school deworming programme, and the school principals confirmed that educators had refused. Schools were asked to prepare learners and ensure that all parents who wanted their children to receive the Mebendazole tablets had sent the signed consent forms to school.

Monitoring and Evaluation Tools: Reporting and data collection tools, as well as a comprehensive Monitoring and Evaluation Plan, were developed during the period under review. The tools will be used for monitoring, assessing and evaluating performance, as well as reporting the progress of the Government to Government (G2G) programme. Data collection tools developed include the Learner Support Agents (LSAs) monthly reporting tool, templates for training registers, and a Routine Data Quality Assurance tool. The LSA monthly reporting tool was piloted in the 140 G2G schools in October 2021. The pilot aimed to collect evidence to prove that the tool will be an effective upgrade to the current LSA monitoring system in place. Subsequently, a guide/manual was developed to help train the LSAs on the tool, and provide them with an opportunity to practice using the tool in a training environment. The LSA Guide to the Monthly Reporting Tool is now available for future training purposes.

School readiness monitoring: The Department further supported school readiness monitoring in Free State, Gauteng and Mpumalanga. 21 schools were visited and the reports were produced.

HIV and AIDS Life Skills virtual inter-provincial meetings: The target for this financial year was to conduct two (2) inter-provincial meetings. The first virtual inter-provincial meeting was held on 01 September 2021, and the second virtual inter-provincial meeting was held on 04 November 2021. The focus of the meetings was to review progress and analyse the implementation and expenditure of the programme, as well as present the Conditional Grant Framework to guide the development of Business Plans for the 2022/23 financial year.

Conditional Grant Framework and preliminary allocations for 2022/23 to National Treasury: The approved Conditional Grant Framework for the 2022/23 financial year together with the provincial preliminary allocation for the 2022 MTEF was submitted to the National Treasury in December 2021. However, in February 2022, the National Treasury requested that the preliminary allocations be revised, as the DBE used the incorrect baseline (with a budget cut) that was not approved by National Treasury. In this regard, the approved allocation and the provincial payment schedule were received from the National Treasury on 01 March 2022.

Nine (9) provincial business plans for the 2022/23 financial year: On 31 March 2022, the Director-General approved the nine (9) provincial business plans for the HIV and AIDS Life Skills Education Conditional Grant for the 2022/23 financial year.

Reach of the Integrated School Health Programme (ISHP) including HPV and Tetanus and Diphtheria (TD) Vaccination: The second round of the HPV campaign was held from 06 September to 15 November 2021. The campaign reached 326 999 of the targeted 493 996 girls from Grades 4, 5 and 6 learners. About 23 286 targeted girls were not vaccinated as their parents did not provide consent for the vaccination. In addition, a mop-up campaign for TD vaccination was conducted reaching 4 728 Grade 5 learners.

Integrated School Health Programme (ISHP) Inter-provincial meetings: The target for this period was to conduct two (2) inter-provincial meetings. National virtual ISHP meetings were held with the provincial coordinators from the DBE and DoH on 03 June 2021 and 18 January 2022 respectively to review the implementation of the programme.

Learners reached through school health services: The statistics for the reach of learners through school health services are always reported retrospectively as the data is collected through the District of Health Information Systems. As such, the Department is awaiting the updated statistics. The initial available statistics' report shows that during the first two quarters of this financial year (April to September 2021), about 168 713 learners have been reached through health screening, 73 666 learners were dewormed and 17 742 were immunised. In addition, and as part of the implementation of the ISHP, the Department in collaboration with the University of Pretoria and HearX Group conducted hearing screenings for Grades R to 3 learners at Dowling Avenue Primary School. This screening was done as part of the commemoration of World Hearing Day. About 500 learners were screened.

Prevention and Management of COVID-19: The Standard Operating Procedures for the Prevention and Management of COVID-19 have been revised in February 2022, to allow for the full return of learners to schools. In addition, the Department is collaborating with the DoH to implement the in-school COVID-19 vaccination programme.

Vooma COVID-19 Vaccination Drive: Two (2) campaign drives were organised successfully. The following are the statistics:

Table 78: Vooma COVID-19 Vaccination Campaign Drives

AREA OF FOCUS	NUMBER OF SITES	TARGET	ACHIEVEMENT
Gasegonyana Sub-district	6	800	473 (59.1%)
Gamagara Sub-district	7	600	552 (92%)
Joe Morolong Sub-district	7	600	697 (116.2%)
JTG Sub-district	20	2 000	1 722 (86.1%)

2022 World TB Day commemoration: The World TB Day commemoration is partially achieved in the sense that the DBE, through the Deputy Minister, participated in the National World TB Day and its build-up activities. However, the DBE World TB Day event has been different from the 2020/21 financial year. One Northern Cape provincial build-up event was conducted and 87 learners from 10 schools were reached.

Adolescent Girls and Young Women (AGYW) Programme: The DBE Technical Support Unit (TSU) attended all Operational Performance and Efficiency Coordination (OPEC)meetings and in-school reach was reported by all three (3) implementing Principal Recipients (PRs) against set targets as per table below:

Table 79: Adolescent Girls and Young Women (AGYW) Programme

AGYW REACH			IN-SCHOOL		
Principal Recipients (PR)	Quarter	Months	Target	Actual	% Achieved
Aids Foundation South Africa) (AFSA)	Q9/Q1	April-June 2021	35 780	18 141	51%
	Q10/Q2	July-September 2021	17 551	24 455	139%
	Q11/Q3	October-December 2021	35 780	20 366	57%
Beyond Zero (BZ)	Q9/Q1	April-June 2021	24 204	24 491	101%
	Q10/Q2	July-September 2021	11 390	14 640	129%
	Q11/Q3	October-December 2021	24 204	22 214	92%
Networking HIV and AIDS Community of Southern Africa (NACOSA)	Q9/Q1	April-June 2021	29 965	18 120	60%
	Q10/Q2	July-September 2021	7 491	162 39	217%
	Q11/Q3	October-December 2021	7 491	117 28	157%
Total			**193 856**	**170 394**	**88%**

NB: AGYW data is reported a quarter in arrear and as such, the available data reported in OPEC meetings covered reach for Quarter 1–3 (April–December 2021). The reach for Quarter 4 (January–March 2022) is not included as it is not yet reported.

Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe (DREAMS): DREAMS trained 466 officials; 7 682 educators; orientated 2 788 SMTs; and 3 532 SGBs on CSE. CSE Educator Guides and 1 480 795 learner workbooks have been printed and distributed to schools over the MTSF. In 2022, the programme will be expanded to 30 education districts, including North West.

Government to Government Agreement (G2G): Strengthening direct linkages to health services: The target was to recruit 140 LSAs and place them in schools from all the 14 districts (10 per district) implementing the DREAMS initiative, that also placed an additional 115 LSAs to support the referrals to health and social services. The total number of LSAs placed in the DREAMS schools is 255. The LSAs attended orientations from 27 April to 24 May 2021 across all 14 districts. The orientations capacitated them to facilitate direct linkages to health services for vulnerable adolescent girls and young women, as well as other learners. However, the 140 LSAs that were employed under G2G are undergoing a transition to the DREAMS partners, EDC and FHI360 for the new financial year.

Comprehensive Sexuality Education (CSE) training and orientations: The Department, in collaboration with USAID and the GDE, identified 56 quintiles 1–3 schools in the Johannesburg South Education district in Gauteng province, for the full implementation of CSE, including all advocacy activities. On 24 to 26 August 2021, the Training of Trainers (ToT) for the subject advisors and provincial/district officials was conducted to enable them to proceed to train educators. The orientation of 146 SGBs and 120 SMTs was conducted on 30 to 31 August 2021. The training of Life Skills and Life Orientation educators in the 56 schools took place on 14 to 17 September 2021. 112 educators from primary schools in the Intermediate Phase and 71 educators for the senior as well as the FET phases for secondary schools were conducted on 19 to 22 September 2021. A total of 33 parent orientations/sensitisation workshops were carried out in the focus district and the remaining 23 schools will be prioritised in quarter 1 of the new financial year.

Launch of the CSE Radio Lessons: The DBE launched the CSE radio lessons, titled *Life on Madlala Street* on 8 February 2022 in Hitekani Primary School, reaching 100 officials, including stakeholders and 250 learners. The lessons were launched by the Minister of Basic Education, Ms. AM Motshekga, MP, and the Deputy Assistant Administrator, Ms. Maria Price Detherage. The *Life on Madlala Street* series was aired on 22 community radio stations in seven (7) provinces.

DBE Policy on Prevention and Management of Learner Pregnancy in Schools: The gazetting of the DBE Policy on Prevention and Management of Learner Pregnancy in Schools on 03 December 2021, was a huge breakthrough for the sector. A total number of 19 291 copies of the National Policy have been printed. In December 2021, 5 000 copies were printed with the support of UNESCO and the DBE printed an additional 14 291 copies for distribution to quintile 1–3 schools.

Ten (10) provincial and district officials were orientated on the Policy on 31 January 2022. The orientation served as a build-up towards the launch, which took place on 17 February 2022 at Platinum Village Secondary School, Rustenburg Municipality in the North West province. The launch was led by the Deputy Ministers of Basic Education and Health, reaching 100 officials and stakeholders, and 250 learners from eight (8) neighbouring schools.

Under-achievements:

The Department has developed the draft MoU with Colgate Palmolive: The aim of this MoU is to strengthen the provision of oral health services for learners. This MoU has not been finalised and is currently with the DoH for further input.

Deworming of Grade R–7 learners in quintile 1–3 schools: The National Deworming programme has been implemented in two (2) phases. The first phase was implemented from September to October 2021. However, it could only be implemented in the Eastern Cape, Gauteng, KwaZulu-Natal, North West, and Northern Cape, using the stock of Mebendazole tablets that remained from 2020. A review meeting was held in April 2022 and the reach of the programme will be reported in Quarter 1 of the 2022/23 financial year.

Printing of LTSM in the Johannesburg South Focus District: The DBE advertised a tender for printing Scripted Lesson Plans for the 56 schools supported through the G2G in the Johannesburg South District. The tender reached the evaluation stage. However, due to bidders being unable to meet the mandatory requirements of the tender, the BEC recommended to the BAC that the tender be cancelled. The cancellation of the tender has been included on the agenda of the BAC for finalisation of the cancellation. The project team, led by the Chief Directorate: Care and Support in Schools, approached the GDE to support the G2G project with the printing of the LTSM materials for the focus district (Johannesburg South). The province has agreed to support the project. However, due to prior commitments made for the HIV and Aids conditional grant, the province will be printing the LTSM at the beginning of the 2022/23 financial year.

Three–year TB intervention strategy: This was not achieved as it was agreed that a one–year plan should rather be developed for alignment purposes as the National Strategic Plan (NSP) for HIV, TB and STIs 2017-2022. The one-year TB implementation framework has been drafted and submitted for approval.

Development of 4 types of IEC Material: Not achieved. However, the process is ongoing and it will be finished in quarter 1 of 2022/23 financial year.

Psycho-Social Support (PSS)

Achievements:

Implementation of the Common Elements Treatment Approach (CETA) in all Provinces: The CETA is an approach that combines various psychotherapeutic tools for the treatment of mental health problems such as depression, anxiety, substance use, trauma and stress related disorders. The Department intended to train the National Training team of 40 individuals that would cascade to the level of LSAs in all provinces. The Department and stakeholders requested nominations from provinces and interviewed all 40 nominees. The DBE has since compiled and sent a spreadsheet with all prior requirements per interviewee to the CETA Team at John Hopkins University for review and guidance in April 2021. The ToRs for the NTT were drafted and shared with CETA Stakeholders as well as the Legal Services Unit at the DBE.

Improving the capacity of provinces to provide psychosocial support services to learners: The Department provided training on the Guide for LSAs and schools on Providing Psychosocial Support to G2G LSAs in Gauteng. The training was face-to-face and conducted in two (2) different venues as follows:

- Workshop dates: 08 to 09 November 2021;
- Venue: The Reef Hotel (Johannesburg); and the Lord Signature (Sedibeng); and
- Attendance at the Reef Hotel: 17 LSAs, three (3) district officials and two (2) DBE-G2G staff Attendance at the Lord Signature 16 LSAs, one (1) provincial official, two (2) district officials and G2G staff.

The LSAs indicated during the training that the most common psychosocial ills among learners in primary schools include bullying at home and school level, whereas in high schools', substance abuse is the most identified. The training provided the LSAs with communication skills; understanding of common psychosocial issues at school level and how they may support learners. The facilitators further gave LSAs opportunities to practice the skills through role-plays.

Feedback provided by LSAs on their use of the Guide in March 2022:

- LSAs are aware and are able to identify learners with psychosocial support needs;
- They are able to intervene appropriately by comforting the learners, link and refer based on the urgency;
- They involve the SBST to assess the priority level. However, they are aware that urgent cases cannot wait for referral to DBST and thus refer to local organisations;
- They have drafted the plan to improve the SBSTs;
- The LSAs create their own LTSM on social ills;
- They hold campaigns where ward counsellors are invited; and
- LSAs in Chiawelo got learners to do posters for the CSE launch by the Minister.

Workshop for the Global Fund Principal Recipients: A workshop to orientate the Global Fund funded Principal Recipients (PRs) on the implementation of psychosocial support interventions and the policy on SIAS was held on 22 February 2022. This was part of the Department's efforts to strengthen the capacity of PRs for the improvement of their deliverables. This emanates from a recent extension of psychosocial support services to learners by the PRs in the advent of COVID-19. The workshop further provided PRs with guidance and to affirm what is already implemented. Prior to the workshop, the Department designed a template covering the main PSS components to enable the PRs to indicate their compliance. The template included the following: prevention and mental health awareness; Interventions; PSS model and tools; Emotional support to learners and educators; referral; collaboration with district and school structures as well as reporting.

Resilience sessions for Northern Cape officials: The Department hosted three (3) webinar sessions on *Resilience: Staying Strong* in the form of a webinar for the Northern Cape Provincial and District officials. The sessions were attended by 11 officials, facilitated by Ben Maartens from Free to Grow organisation for the duration of three (3) hours per session per week. The dates for the webinar sessions were 25, 27 and 29 October 2021, respectively.

Resilience Sessions for Eastern Cape officials, LSA supervisors and LSAs: The Department hosted four (4) sessions on Resilience in the form of a webinar for the LSAs and supervisors at Sarah Barman district in Eastern Cape. Seven (7) school officials, three (3) social workers, three (3) LSA supervisors, as well as three (3) provincial coordinators, attended the webinar. The sessions were facilitated by Professor Linda Theron from the University of Pretoria for two (2) hours per session per week. The dates of the webinar sessions were 4, 10 and 18 August 2021 and 1 September 2021, respectively.

Orientate district officials on the use of the Manual on Basic Counselling: The Basic Counselling Skills manual has been shared with provincial coordinators in Mpumalanga, Free State, North West and Limpopo to disseminate to district officials. Orientation on the manual for the North West district and provincial officials was conducted on 13 August 2021. The orientation was conducted on a virtual platform. Nine (9) officials representing the four (4) districts attended, as well as two (2) provincial officials responsible for HIV and AIDS.

Collect feedback from District officials on the implementation of the Psychosocial Support Guide: Feedback regarding the implementation of the Guide was conducted in the Ngaka Modiri Molema District in the North West. They reported that the Guide has been used as a reference for basic counselling purposes for trauma, fear and anxiety faced by learners during the COVID-19 lockdown. LSAs were utilising the skills and principles of communication and practical demonstration as trained. Through the Guide, LSAs are able to create supportive environments for learners. LSAs have shared psychosocial support skills with SBSTs in schools.

Manage the partnership with Childline South Africa to increase support to learners: The Department continues to manage the relationship with Childline. Childline is an affiliation of nine (9) provincial Childline offices. The National Office, based in Durban, plays a supportive, co-ordinating and capacity-building role to the provincial offices. Among many other services, Childline offers a 24-hour operational helpline/call centre for children seven (7) days a week. The DBE and UNICEF provide some financial assistance to Childline for the maintenance of the call centre.

The telephone has a special role in allowing children to communicate in their own way and their own time, allowing them to feel in control and to discuss dangers and difficulties in a way that would be “risky” with face-to-face contact. The helpline, through the assistance of trained and experienced counsellors, listen to many children throughout the country to help them understand what they feel.

The Childline helpline functions as both a prevention and early intervention service, offering communities a service they can contact for counselling, information and guidance before a situation develops to a stage where statutory or tertiary interventions are required. It also enables communities that are far from service providers, access to the child protection system.

Some of the achievements included the below, pertaining to the month of October 2021:

- Total calls also known as ‘Responsive calls’: 12 737.
- Those who received counselling (‘Want to talk ‘) for 30 minutes to 1 hour: 7 181.
- Cases referred to DSD and other organisations: 1 114.
- Other: refer to brief phone calls where children and/or adults required general information and may not necessarily qualify as ‘counselling’ or psychosocial in nature.

The cases broadly include issues related to psychological health; child neglect; other forms of child abuse; school problems; interpersonal relationships; behaviour problems; and worries related to coping with COVID-19.

The Department received monthly and quarterly reports from Childline. Regular meetings were also held to discuss critical issues and trends. The most prevalent matters on the calls received by Childline during the reporting period are as follows:

Table 80: Prevalent matters on the calls received by Childline

CATEGORY	PERCENTAGE OF CALLS
COVID-19	20%
Abuse	20%
Services	19%
Neglect	13%
Family relationship problem	6%
School problems	4%
Legal issues	3%
Poverty	3%
Substance abuse	3%
Behaviour problem	3%

Under-achievements:

Implementation of the Common Elements Treatment Approach (CETA) programme did not take place due to lack of funding. The Department is in the process of sourcing funding through existing DBE partners.

School Nutrition

Achievements:

Monitoring School Feeding: The National School Nutrition Programme (NSNP) is a key government programme aligned with the NDP to address hunger, malnutrition and micronutrient deficiencies that affect physical growth and cognitive development, especially among children. The primary aim of the NSNP is to enhance the learning capacity of targeted learners in public primary, secondary and identified special schools. The DBE has a key responsibility for oversight on compliance with the National Treasury Regulations, including the Conditional Grant, as funds are disbursed to PEDs to procure goods and services to implement the NSNP. The NSNP officials monitored 138 schools against the target of 120 schools per annum, exceeding the target by 18. This positive deviation on school monitoring is attributed to the inconsistent monitoring due to the COVID-19 pandemic regulations. Monitoring was conducted telephonically to determine if schools were feeding during the rotational timetable. However, in the 4th quarter, primary school learners all returned to school and monitoring visits were conducted by visiting school sites. The schools that were contacted comprises 87 primary schools, 46 secondary schools, two (2) combined schools and three (3) special schools, ranging from quintile 1–5, located in all nine (9) provinces. The breakdown of the monitoring follows on the table below:

Table 81: Monitoring School Feeding

Type of School* * Quintile Cross Tabulation							
		Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Total
Type of School	Primary	19	22	39	5	2	87
	Secondary	8	8	21	7	2	46
	Combined	0	0	1	0	1	2
	Special School	3	0	0	0	0	3
Grand Total							**138**

The general findings from monitoring calls made to schools in the three (3) quarters of the year, was that feeding of learners daily was reported. As the country was still on high alert level restrictions, learners were attending schools on a rotational basis, with provision made for those not attending. The method used was that food parcels were prepared and given to learners, or parents would collect them from school.

Feeding took place in all 138 schools monitored on the days of the monitoring calls/visits. Menus served to learners in most of these schools were compliant to the specification of serving a balanced meal (i.e., the meals consisted of protein, starch and fruit/vegetable).

In the schools where monitoring was conducted physically, feeding time varied from school to school. For example, schools that provided breakfast fed their learners during break time, which is usually between 11am and 12pm. In schools that did not provide breakfast, learners were served their meals between 10am and 11:30 am. Adherence to feeding learners by 10am (mid-morning feeding) was observed in less than 80% of all the 138 schools.

Technology-Based Monitoring: Since its inception, the NSNP has been using paper-based method of collecting monitoring information and as it evolved and improved over the years, monitoring became more intense. As such, there was a need to review better ways of collecting, analysing and reporting information on programme implementation. Furthermore, constant request for information, especially real-time, e.g., number of learners benefiting from the programme, increased the need for the NSNP to develop a system to improve information management.

The reason for the development of this monitoring system was mainly to migrate from the paper-based data collection method to digital platforms to fast track the submission of monitoring data/information for analysis and reporting. The system has been presented at the Branch Management Meeting where it was agreed that MS Office will be used to collect NSNP monitoring data.

In the beginning of the first quarter of the 2021/22 financial year, the Monitoring, Research and Knowledge Management (MR&KM) Sub-Directorate together with Feed, Uplift, Educate and Love (FUEL), a non-profit organisation, discussed the possibility of creating a system that would enable real-time feedback, more accurate data collection and quantifiable results. It was in that meeting where the idea of digitalising the NSNP monitoring tool was initiated and agreed upon to be the starting point for experimenting on how technology can be infused with the existing NSNP Monitoring and Evaluation Framework. The next step was a meeting with the Director of the Government Information Technology Office (GITO) to discuss the possibility of using Google Forms as a monitoring technological system to collect NSNP data. The idea was welcomed, but the idea of using Google Forms was not encouraged. The using of Microsoft Forms Software was suggested which was welcomed by the Deputy Director-General and NSNP Directorate.

The GITO Directorate was consulted to assist with the development of the online monitoring tool for the NSNP using Microsoft Forms Software. With the assistance of FUEL, the tool was developed and the officials in the NSNP Directorate made inputs. GITO granted the NSNP's MR&KM Sub-Directorate access to the administration rights of the system. In collaboration with FUEL, the MR&KM reviewed data to be collected using the software to ensure that data is well captured on the system. The process of digitising the NSNP School Monitoring Tool, using Microsoft Office System was completed and loaded into the DBE's system at the end of the 3rd quarter, and tried and tested in the 4th quarter.

Menu Improvement (Canned Chicken Liver Project): The Department always seeks continuous menu improvements, hence provinces were encouraged to include canned chicken livers to improve the nutritional intake of micronutrients for enhanced immune systems for the learners. A five (5) day menu cycle will be achieved using chicken livers. This addition of chicken livers will also ease off the pressure on the scarcity of pilchards, especially from the provinces that are serving pilchards twice per week.

To improve protein menu options on the NSNP, a pilot project on canned chicken livers (high biological value protein) was conducted in 192 schools in Gauteng and Western Cape provinces. Findings indicated 68% acceptability by learners in Gauteng. Western Cape is yet to submit the survey tools from the sampled school for analysis. Five (5) manufacturers namely Phashash, Mabekane, Tin Stuff, Figado and So-Tasty have approached the Department, showing interest in manufacturing chicken livers and Phashash is the only manufacturer that has met all the compliance requirements thus far.

In 2021/22, the Gauteng province had planned to roll out the chicken livers in their Business Plan. However, the implementation was put on hold following concerns over the sole manufacturer available to supply the canned product. Work is in progress to integrate others, such as Mabekane, who faced cash flow problems. However, it fell by the wayside as they were outsourcing the manufacturing from another company. Figado, also outsourced from the same manufacturer and they had a few compliance issues that needed attention including the National Regulator for Compulsory Specification (NRCS)'s Certificate of Acceptability (CoA) and Food Safety. The certificates were expected to be ready at the beginning of 2022 and the new product available in the new financial year, but this has not been achieved. So-Tasty was supposed to manufacture a ready to eat High-Pressure Processed (HPP) product by the beginning of the financial year. However, there was a delay in the finalisation of the approval.

The NSNP prefers canned or HPP products as they do not have a risk of food contamination. Most of the schools do not have cold storage and using fresh perishable food can cause food poisoning. A purchaser has a mandate to ensure compliance to all food specifications and Good Manufacturing Standards as regulated. Major supermarkets follow the same processes to protect the consumers, therefore the DBE is liable for the learners' Nutrition and Food Safety needs as its consumers. A focus is given to protein foods due to them being prone to food contamination because of their nutrient density. Their high cost also makes manufacturers to compromise on manufacturing standards to cut production costs. The 2022/23 financial year will be used to support the manufacturers and continue advocacy of the fifth nutrient dense protein alternative, which is the chicken livers.

School Breakfast Implementation Plan by Provinces: In terms of the sector's 5-year Strategic Plan, the Department aims to extend the school breakfast programme for learners in all provinces, especially in nodal districts, as part of priority districts identified by Cabinet (National Food and Security Plan 2017 - 2022). However, with the COVID-19 pandemic, the focus is currently on addressing hunger issues within available resources. No additional funding is anticipated from the National Treasury under the current economic conditions. In May 2021, PEDs were requested to submit plans to introduce breakfast in targeted schools. This is work-in-progress. Currently breakfast is provided in only four (4) provinces namely, Eastern Cape, Gauteng, North West, and Western Cape. In Gauteng and Western Cape, breakfast is implemented in all NSNP schools targeting only the very needy learners. The breakfast monitoring tool was developed and shared with the feeding sub-directorate to telephonically monitor Eastern Cape and North West pilot breakfast programmes.

Monitoring reports indicated that breakfast implementation in Eastern Cape and North West was progressing well and that both provinces procured eating utensils (i.e., stainless steel bowls). Breakfast porridges served to learners varied between maize meal, sorghum and oats. Both Eastern Cape and North West indicated in the 2022/23 business plans, expansion to more schools in their breakfast implementation. However, due to food inflation and no additional funding available, the breakfast programme is not anticipated in the remainder of provinces in the new financial year.

Nutrition Education (NE): NE is a key pillar in school nutrition in increasing levels of obesity and micro-nutrient deficiencies among learners. NE aims to promote healthy food choices and lifestyles, including good hygiene practices among South African learners, educators and Volunteer Food Handlers (VFHs). The 2021/2022 NE awareness campaign concept/strategy was developed within the context of the COVID-19 pandemic. Various partners were consulted to collaborate on implementation of the strategies. Inputs on the scripted video were aligned with the National Nutrition Week (NNW) key messages. The script for the video was developed in line with the CAPS and the NSNP. The theme for 2021 NNW was "*Eat more vegetables and fruits every day"*, the video clip was produced. The NNW celebration was held at Mmathlame Primary School in Maubane, Bojanala district in the North West on 22 October 2021.

In addition, the DBE engaged partners such as Nestlé, Consumer Education Project of Milk SA and Milk Producers Organisation (MPO) in the implementation plan of NE activities, i.e., Advocacy videos, and World School Milk Day (WSMD) activities. The MoA and supporting documents have been finalised and signed by Nestlé.

The WSMD online competition (including entry forms and education materials) was undertaken with the assistance of the Communications Directorate. It was posted on the DBE website and social media platform, Facebook. The online page link was further shared with PEDs and all stakeholders involved. The competition closed on 15 October 2021 and a few entries were received. The adjudication process was undertaken and the winners were selected. Partners respectively donated prizes for the winners in the form of hampers (i.e., milk products) and educational materials.

A service provider for the production of six (6) NE videos was appointed. Six (6) scripts focusing on different themes (curriculum and NSNP food items) were developed and shared with six (6) selected schools in Limpopo (Boduma and Khunwana Primary Schools in Capricorn South District; and Namatsabo and Sehunwe Primary Schools in Mopani East District). In Mpumalanga, in Ehlanzeni District, the schools engaged were Zwelisha and Sinqobile Primary Schools. The six (6) videos are aligned with the CAPS document, i.e. 'What we need to live", healthy living and food, as well as advocacy on NSNP food items such as soya, milk and legumes. Promotional items as donated by Nestlé SA were received and distributed to learners, teachers, VFHs, school staff and SGBs during the production of the videos.

DBE Response to the North Gauteng High Court Judgement in the matter between Equal Education vs Minister of Basic Education and eight (8) MECs: In July 2020, the North Gauteng High Court, in the matter between the DBE and Equal Education (EE) and Others, Case No.: 22558/2020, granted Equal Education an application for structural interdict in which the Minister of

Basic Education and eight (8) MECs were ordered to provide meals to all qualifying learners whether attending school or not during the COVID-19 pandemic. Western Cape was the only province exempted.

Provinces were initially required to report every 15 days, but as from July 2021 as part of a Settlement Agreement, monthly reports were required on NSNP compliance, beneficiaries and communication strategies on the availability of meals in schools. Following the Minister's announcement that schools will resume full attendance with effect from February 2022, the Legal and Legislative Services made a request via Senior Counsel that the Court Order be uplifted. Subsequently, the Department received a letter dated 18 March 2022 in response in which Equal Education/Section 27 agreed to a consent to discharge the Department on two (2) conditions (i) "that the discharge of the court order occurs from the end of April 2022 and (ii) that the Court is requested to grant the Applicants leave to approach this or any other court on the same papers should the Respondents fail to provide NSNP to all qualifying learners in the case of future rotational attendance or closure of schools".

Due to the impact of the COVID-19 pandemic, all provinces amended their delivery models i.e., three (3) NSNP feeding modalities were implemented as part of COVID-19 adjustments as per the Conditional Grant Framework that included (i) cooked meals served to learners attending school; (ii) cooked meals collected by learners not attending school while on rotation (in adherence with social distancing and wearing of masks) and (iii) food parcels collected/distributed to learners/parents. In other words, the meals programme was fully functional during the pandemic despite the restrictions in COVID-19 protocols and differentiated adjustment levels.

NSNP Best Schools Awards: Since the inaugural awards in the 2009/2010 financial year, the DBE has recognised the best practices in schools implementing the programme in line with minimum requirements in all nine (9) PEDs. The NSNP Awards has grown in leaps and bounds with milestones involving other government departments and partners. In 2011/12 financial year, the DBE entered into a partnership with Tiger Brands Foundation (TBF) to support the NSNP in awarding winning schools with prizes to the value of over R650 000 including a first (1st) prize of a state-of-the-art built kitchen. In the 2021/22 financial year, the DBE in collaboration with TBF introduced the Districts Awards for best performing districts.

In the 2021/22 financial year, the Schools and Districts Awards Guidelines were revised and distributed to PEDs for nominations. The prizes for the Awards include office equipment (Districts category) procured by the Department and schools (category) will receive the equipment for cooking and eating utensils. The celebrations to award the winning school and District will be held at the province.

Due to the COVID-19 pandemic, other prizes for the 2019/20 and 2020/21 Awards were delayed and delivered to the districts by NSNP officials during monitoring and support visits to the winning schools in Limpopo (Vhembe, Mogalakwena) and Eastern Cape (OR Tambo District).

All nine (9) provinces met the deadline of 15 November 2021, to submit nominations for the 2021/22 NSNP Best Schools and Districts Awards. The national adjudication to select the winners was held in January 2022, by an independent Adjudication Committee comprising three (3) members as appointed by the Chief Director: Care and Support. NSNP officials only act as observers of the proceedings. Following the verification process (portfolios of evidence) through site visits, the three (3) winning schools were announced by the Deputy Minister, Dr MR Mhaule, MP, on 29 March 2022 during the launch of the NSNP Food Safety Videos.

The winning school (1st position) Thabang Public School, Thabo Mofutsanyana District (Free State) was awarded with the improved kitchen facility donated by TBF and equipment by the Department; 2nd position: Grootdrink Intermediate, ZF Mgcawu District, (Northern Cape) and 3rd position: Aaron Gqedu Primary, Nelson Mandela Bay Circuit: Algoa 4 District (Eastern Cape). The finalists were Nellmapius Primary School (Gauteng); St. Patricks Primary School (KwaZulu-Natal); Leleni Primary School (Limpopo); Thulani Primary School (Mpumalanga); Tlhotlheletsang Primary school (North West) and Irista Primary School (Western Cape). All eight (8) schools will receive kitchen equipment procured by the Department. In the new category of a Best School Profile/File submission, St Patricks Primary School in KwaZulu-Natal was considered the best and the school will be awarded a prize by the TBF. The winner of the Best District Award is Umzinyathi District (KwaZulu-Natal), 2nd position: ZF Mgcawu District (Northern Cape) and 3rd position: Metro North Education District (Western Cape). They will all receive office equipment procured by the DBE.

COVID-19 Interventions: The onset of the COVID-19 pandemic in March 2020 had an impact on the implementation of the NSNP in general. This led to the amendment of the NSNP Conditional Grant Framework (CGF) to accommodate COVID-19 conditions. PEDs were also required to focus on ensuring hygiene and safety for learners and VFHs; i.e., to procure personal protective equipment (PPEs), training for VFHs on hygiene practices as well as report on initiatives implemented related to the COVID-19 pandemic. Food parcels for learners were distributed to targeted needy learners as identified in provinces and in line with the Conditional Grant Framework. Three (3) NSNP feeding modalities were implemented as part of COVID-19 adjustments as per the Conditional Grant Framework that include: cooked meals served to learners attending school; cooked meals collected by learners not attending school while on rotation (in adherence with social distancing and wearing of masks); and food parcels collected/distributed to learners/parents.

Food Safety Value Chain Workshop Video: Plans to facilitate the production of the video series to circumvent the challenges as exacerbated by the COVID-19 pandemic on food safety, resumed in the first quarter of the financial year under review. In the era of COVID-19, the NSNP was faced with a challenge of exploring new ways to hold workshops where COVID-19 protocols are adhered to. To ensure safety and hygiene practices, constant information sharing was crucial, more so in the context of COVID-19. The new online workshop was developed, aimed at food safety compliance in the context of COVID-19. The workshop was made available on various social media and other digital platforms. A series of meetings have been held between NSNP and the Communications Unit. Two (2) sets of videos were conceptualised, the first set dealt with the production of the adverts while the second set dealt with the radio and social media communication in terms of production, placement and translation of material to attract the audience, not only through the formal channels, but through the radio as well.

After a rigorous consultation with the Communication Unit, as their support was key in the production of the Food Safety Video, the filming scenes were identified, and the clip content drafted for briefing the production team.

The production of food safety video series was undertaken. The filming sites were identified to showcase the ideal NSNP food value chain. Footage was done at the Gauteng warehouse and Sefako Makgatho Mapogo Primary School. The launch of the video series was held on 29 March 2022 at the DBE Conference Centre in collaboration with the Communications team. All PEDs were invited and seven (7) viz. Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West and Western Cape attended. The Deputy Minister, Dr MR Mhaule, MP, delivered the keynote address. The DBE graced the first part of the event and, directed the programme. The second part of the programme showcased the video series giving insight of the ideal NSNP food value chain that comply with Regulation R638 on hygiene and safety requirements. The importance of certification of school kitchens, transportation and storage was highlighted. The PEDs can use the video series as tools and material for training on food safety practices.

NSNP Facilities and Equipment Procurement for Schools: The draft concept note for an open tender bid was developed for the procurement of NSNP facilities and equipment as well as related projects (i.e., equipment for Best Schools Awards and mobile kitchens). The aim of this project was to improve the status of cooking facilities and equipment in schools. Adequate food preparation areas remain a challenge in most schools where meals are prepared in dedicated areas or make-shift kitchens, such as storerooms, classrooms and dilapidated structures with sub-standard equipment.

In the 2020/21 financial year, the NSNP utilised the quotation systems for different projects (i.e., catering equipment for the Awards prizes and the container kitchens). In the current financial year, the DBE has clustered all activities related to the NSNP kitchen facilities and equipment that requires procurement, to be centrally sourced through the tender process. The Department, through the SCM, has sought the Director-General's approval of the NSNP procurement plan.

The Department finalised the equipment for two (2) container kitchens, awards prizes for nine (9) schools and kitchen compliant projects for nine (9) schools to be procured through an open tender. The two (2) BSC meetings were held on 17 August and 09 September 2021 to review the ToRs. The final meeting was planned to take place by 30 September 2021 for approval and submission to the BEC.

The ToRs were approved by the BSC in the meeting held on 22 November 2021 for submission to the BAC. In the meeting held on 22 November 2021, the NSNP and SCM Directorates, together with the BSC, finalised the ToRs for submission to the BAC to make a recommendation to the Director-General to advertise the tender bid. However, noting the time constraints, it was highly unlikely that the bid would be finalised before the end of the financial year to commit the NSNP funds. A request was made to the Chief Financial Officer for the withdrawal of the annual NSNP procurement plan and to source the goods via a Request for Quotation (RFQ).

Lastly, nine (9) refrigerators were delivered to schools nominated by provinces to participate in the 2021/2022 Best School Awards. Invoices were submitted on 28 January 2022. Kitchen Equipment for the nine (9) School's Awards Prizes and nine (9) Kitchen Compliance projects are still outstanding due to the delay with the procurement process in the appointment of the service provider.

Due to the cost escalation, only one (1) fully equipped container kitchen was procured through the quotation process instead of two (2) as planned in the Operational Plan. Amandla High School, Umhlabuyalingana Local Municipality in KwaZulu-Natal, received the kitchen. The school was selected through NSNP monitoring and support reports.

Partnerships: Public-private partnership remains a priority for the NSNP as private business continue to play a significant role in supporting the programme. Four (4) solid partnerships continue to support the NSNP throughout the 2021/22 financial year by providing school breakfast in targeted schools in all nine (9) provinces. Some of the partnerships include the following:

Tiger Brands Foundation (TBF) has a footprint in all nine (9) provinces and supports the NSNP in 105 schools and thus benefiting a total of 74 527 learners. TBF provides breakfast that consists of flavoured instant maize, sorghum based and oats porridges. The TBF MoA was renewed for the next five (5) years. TBF supported the NSNP Best Schools Awards in providing the winning schools with prizes for the value of over R650 000.

Pepsi Co supports the NSNP in seven (7) provinces, namely: Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, North West and the Western Cape and provides breakfast in 35 schools benefiting a total of 34 411 learners. PepsiCo provides instant flavoured maize and sorghum-based porridges.

Kellogg's Breakfast for Better Days Project supports the NSNP in four (4) provinces, (Eastern Cape, Gauteng, KwaZulu-Natal and Western Cape) providing breakfast in 39 schools and benefiting 35 132 learners. Kellogg's focuses on providing their brand Kellogg's cereal with UHT milk to learners.

Southern Lodestar Foundation, based in KwaZulu-Natal province, supporting 14 schools. Due to financial constrains the schools were reduced and the breakfast project was under review.

Thus, the total number of schools benefiting from these breakfast partnerships is 179 benefiting 144 070 learners.

Apart from the above-mentioned partners, the programme has other partners that assist in providing support in other areas of NSNP implementation. These are:

Feed, Uplift, Educate and Love (FUEL), which has played a vital role in supporting the NSNP with monitoring initiatives such as (i) the development and implementation of the Monitoring, Reporting, and Response (MRR) system in all nine (9) PEDs, to ensure that all schools are monitored and supported throughout the year and ensuring that PED report adequately on NSNP's Key Performance Indicators (KPIs), (ii) development of the quarterly reporting template and facilitation of submission of reports by PEDs to DBE to ensure timeous submission to National Treasury and (iii) supported in providing schools-specific menus to all schools on the NSNP to aid quantities for delivery schedules for food items.

Siqalo Foods supported the GDE on Nutrition Education initiatives such as focusing on breakfast promotion in schools using games and interactive media.

Unilever: 20 schools in Gauteng participated in the Knorr Project Pilot study, which aims to enhance NSNP meals. The form of support rendered is by training VFHs on how to season meals using the Knorr range products. The University of Johannesburg (UJ) supports the Knorr project with a research study on food acceptability linked to waste management.

Nestle: A MoA was finalised with Nestlé and apart from the NE initiatives, they support a waste management project. Waste bins will be placed in four (4) Gauteng schools and a service provider was appointed to collect the waste to keep the schools clean and act as a fund-raising initiative as well.

Under-achievements:

None.

Table 82: Programme 5: Report against the tabled Annual Performance Plan

Programme 5: Educational Enrichment Services									
Outcome	**Output**	**Output Indicator**	**Reporting Cycle**	**Audited Actual Performance 2019/2020**	**Audited Actual Performance 2020/2021**	**Planned Annual Target 2021/2022**	**Actual Achievement 2021/2022**	**Deviation from planned target to Actual Achievement 2021/2022**	**Reasons for deviations**
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe and healthy basic education system	Ensure that policies relating to care and support services evolve to deal with emerging priorities, including those relating to school nutrition, school safety, social cohesion and learner health and wellness	5.1.1 Number of schools monitored for the provision of nutritious meals	Quarterly	146	117	120	**134**	**+14**	**This deviation on school monitoring is attributed to the inconsistent monitoring due to the COVID-19 pandemic regulations.**
		5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	Annually	9	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	79	Q1: 0 Q2: 11 Q3: 16 Q4: 16 Total: 43	75	**75**	**No deviation**	**Not applicable**
		5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes	Quarterly	7 510	Q1: 307 Q2: 693 Q3: 1 479 Q4: 1 266 Total: 3 745	3 000	**6 733**	+3 733	**Collaboration with external Stakeholders was beneficial in advocating for Social Cohesion and Equity programmes, hence the positive deviation.**
		5.1.5 Number of districts implementing the programme on school assemblies to end school-related gender-based violence	Quarterly	-	-	75	**75**	**No deviation**	**Not applicable**

Strategy to overcome areas of underperformance

Not applicable for Programme 5.

Table 83: Sub-programme expenditure

	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Education Enrichment Services	3 798	3 577	221	4 808	2 743	2 065
Partnership in Education	35 552	27 500	8 052	32 767	20 770	11 997
Care and Support in Schools	8 392 119	8 387 525	4 594	7 884 492	7 878 605	5 887
Total	**8 431 469**	**8 418 602**	**12 867**	**7 922 067**	**7 902 118**	**19 949**

Linking performance with budgets

The sub-programme: Partnership in Education is responsible for the implementation of School Sport and other enrichment programmes, as well as the promotion of Social Cohesion and Safety in Schools. The sub-programme oversees and monitors the implementation of projects such as South African School Choral Eisteddfod (SASCE), School Sports Leagues, Safety Schools, Bullying Prevention, Building Social Cohesion in Schools, and Communities, iNkosi Albert Luthuli Oral History Competition among others. The sub-programme managed to monitor the National School Safety Framework (NSSF), school sports leagues and other enrichment programmes that promote social cohesion in all 75 education districts across the nine (9) province.

The decline in spending for the Sports and Enrichment programmes was largely due to the COVID-19 pandemic as some of the learner support programmes such as the SASCE and school sports events were cancelled. The allocated funds enabled the sub-programme to implement, monitor and achieve planned activities when they were allowed to resume. The under expenditure in project voted funds for Social Cohesion and Equity in Education was due to the COVID-19 regulations, the directorate programmes were suspended and the number of participants in programmes was reduced to comply with the COVID-19 regulations. Other programmes were hosted virtually with stakeholders, this contributed to the positive achievement of outputs. The under-expenditure on the voted operational funds was not fully utilised due to less travel to conduct the monitoring of programmes, in addition, the districts and provincial workshops were conducted virtually. The strong partnerships established with business and other social partners in the sub-programme assisted to achieve more outputs.

The sub-programme is responsible for the implementation of the School Nutrition programme, Health Promotion as well as Psychosocial Support Services in schools. The expenditure enabled some level of monitoring and support visits to districts and schools on various programmes, as well as enabled the sub-programme to provide nutritious meals to learners and introduced the breakfast programme in over 35 000 schools; provision of Psychosocial Support Services; as well as the provision of school health services to learners. In addition, the sub-programme managed to print and distribute more that 1 million Comprehensive Sexuality Education (CSE) Educator Guide; and lastly the sub-programme gazetted, printed and distributed more than 19 000 copies of the DBE Policy on Prevention and Management of Learner Pregnancy in Schools to quintile 1 – 3 schools.

However, the Care and Support sub-programme was negatively affected by the COVID-19 pandemic restrictions to monitor and support provinces on various programmes. Consequently, the sub-programme adopted a telephone and online monitoring on some of the programmes.

5. TRANSFER PAYMENTS

5.1. Transfer payments to public entities

Table 84: Transfer payments to public entities

Name of Public Entity	Key Outputs of the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1–4) and the quality assurance of these qualifications.	R157 404 000	R 137 404 000 With additional funding approved by the National Treasury to the amount of R 20 000 000	Umalusi achieved the following: Ensured alignment of qualifications in the GFETQSF. Issued a total of 1 515 793 certificates to all candidates who qualified and complied with the requirements for a qualification. Processed 23 000 out of 23 750 (96.08%) verifications. Moderated and approved all 982 question papers presented by assessment bodies for external moderation. Monitored marking centres and verified marking for a total of 93 subjects. Conducted internal assessment moderation on 198 subjects. Finalised all accreditation outcomes for private institutions within 12 months of a site visit. Monitored 336 private educations institutions after being granted accreditation. Conducted three post-examination analyses (PEAs); two General Education Certificate (GEC) Appraisals on 35 vocational occupational-oriented subjects Appraised the NC(V) Level 2–4 Robotics Programming, Electronics and Digital Concepts for Robotics. Appraised the Coding and Robotics Grade R–9 curriculum and assessment policy statements (CAPS) curriculum for the DBE

Name of Public Entity	Key Outputs of the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
The South African Council for Educators (SACE)	The core functions of SACE are registration, promotion and professional development of educators, setting, maintaining and protecting the ethical and professional standards of educators, development of the professional standards, contribute to the professionalisation of teaching and raise the status of the profession, as well as research on the high-quality, evidence-based initiatives to advise the Minister and the teaching profession.	R17 985 000	R 17 985 000	Professional Registration: The Council registered a total of 43 326 qualified educators for the 2021/22 financial year. Ethical standards: The Council received 764 cases of misconduct against educators and of these cases, a total of 339 investigations on new cases were finalised. Of the 162 disciplinary hearings planned for new cases, 40 were finalised. These indicators depend largely on the availability of learners who are the dominant witnesses to obtain information regarding each filed a case of misconduct against teachers. Due to the closure of schools for a greater part of the year, very little could be done during that period. Professional Development: The Council has supported 26 804 educators across the provinces, who are part of the 5% of educators that are given additional support in reporting their participation in the Continuing Professional Teacher Development Management System (CPTD MS). The advocacy and support have resulted in 2 284 educators reporting their activities in the CPTD-IS. Professional Teaching Standards: The Professional Teaching Standards had five (5) outputs indicators, and the Council responded effectively to the targets by achieving all targets during the financial year. The Council was able to conduct sessions through virtual webinars, workshops and seminars in consulting with the teaching profession. Research: The Council managed to achieve its set targets for the Research programme for the financial year. The four (4) indicators set were pivotal in support of the SACE mandate and its strategic goals. One of the main achievements saw the Council producing three (3) research reports as well as two (2) magazines for the teachers.

5.2 Transfer payments to all organisations other than public entities

The table below reflects the transfer payments made for the period 1 April 2021 to 31 March 2022:

Table 85: Transfer payments to all organisations other than public entities

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)	NGO	The ETDP SETA is responsible for the capacity development of the educators and the youth who need experiential learning	YES	459	459	N/A
Association for the Development of Education in Africa (ADEA)	International Organisation	Funds are used for the operations of the organisation, to enable South Africa to access and participate in the platforms and opportunities created by the organisations (i.e. Research Studies and Conferences)	YES	763	763	N/A
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	United Nations Agency	Assessed Membership Contribution fee paid to UNESCO by South Africa as a Member State for the delivery of programme activities.	YES	13 434	13 434	N/A
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ)	Non-profit organisation (NGO)	Funds were used for the operations of the SEACMEQ coordinating centre and the implementation of SEACMEQ activities.	YES	4 988	4 988	N/A

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
NSFAS	Public Entity for Department of Higher Education and Training	The NSFAS has been appointed to financially administer the Funza Lushaka bursary funding	The Department in ensuring proper financial management of the Funza Lushaka Bursary Funds. The DBE has entered into a MoA with NSFAS to ensure efficient and transparent management of the disbursement of bursary funds in accordance with the PFMA. Annually, the Department indicates to NSFAS the amount to be transferred, the purposes the funds are intended for and also quarterly meetings are held and reports are submitted to monitor the management of funds in accordance with the MoA which satisfy sec 38 (j) of the PFMA.	1 308 024	1 173 843	By the end of the Financial Year (2021/22), the entity has received and processed claims from HEIs to the value indicated (amount spent). There were outstanding claims yet to be processed by the entity from three (3) Institutions leading to under expenditure by less R134 180 645 which is still to be processed once HEIs made the claims.
Childline South Africa	Child Protection and Counselling Organisation	The funds are aimed towards the functioning of the Helpline (for counselling of children).	YES	78	78	N/A
National Education Collaboration Trust (NECT)	A trust as established in terms of the Trust Property Control Act, 1988 (Act No. 57 of 1988).	The NECT was established as a response to the call by the National Development Plan (NDP) for increased collaboration among stakeholders to improve educational outcomes. The work of the NECT is informed by the six themes presented in the Education Collaboration Framework (ECF) which guide the NECT programme design and interventions.	YES	120 437	120 437	N/A

The table below reflects the transfer payments which were budgeted for in the period 1 April 2021 to 31 March 2022, but no transfer payments were made.

Name of transferee	Purpose for which the funds were to be used	Amount budgeted for (R'000)	Amount transferred (R'000)	Reasons why funds were not transferred
There were no transfer payments which were budgeted and not transferred				

6. CONDITIONAL GRANTS

6.1. Conditional grants and earmarked funds paid

The tables below provide details of the conditional grants and earmarked funds paid by the department:

Table 86: Conditional Grant 1: Mathematics, Science and Technology (MST) Conditional Grant:

Department/ Municipality to whom the grant has been transferred	**Department of Basic Education**
Purpose of the grant	To provide support and resources to schools, teachers and learners in line with the CAPS to increase participation in MST Subjects and to improve the performance of MST teaching and learning at selected public schools.
Expected outputs of the grant	Information and Communication Technology (ICT): • 609 Schools (15: Eastern Cape, 88: Free State, 290: Gauteng, 1: KwaZulu-Natal, 42: Limpopo, 0: Mpumalanga, 0: Northern Cape, 141: North West and 32: Western Cape) were supplied with ICT resources such as laptops, tablets and software for the MST curriculum to support curriculum and teaching methodology at FET level. Workshop Equipment, Machinery and Tools: • 45 Schools (0: Eastern Cape, 1: Free State, 0: Gauteng, 12: KwaZulu-Natal, 0: Limpopo, 0: Mpumalanga, 0: Northern Cape, 0: North West and 32: Western Cape) were supplied with equipment, tools and machinery for Technology to support the curriculum and practical teaching methodology at FET level. Laboratories Equipment, Apparatus and Consumables: • 331 Schools (0: Eastern Cape, 136: Free State, 0: Gauteng, 36: KwaZulu-Natal, 0: Limpopo, 0: Mpumalanga, 0: Northern Cape, 0: North West and 159: Western Cape) were supplied with consumables and subject related apparatus to support the curriculum and practical teaching methodology at FET level. Learner Support: • 39 295 Learners (0: Eastern Cape, 25 000: Free State, 244: Gauteng, 6026: KwaZulu-Natal, 800: Limpopo, 0: Mpumalanga, 0: Northern Cape, 600: North West and 6 625: Western Cape) were funded to participate in Mathematics and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations. Teacher Support: • 1 894 Teachers (0: Eastern Cape, 0: Free State, 0: Gauteng, 385: KwaZulu-Natal, 826: Limpopo, 0: Mpumalanga, 0: Northern Cape, 50: North West and 633: Western Cape) were trained during 2021/22 financial period.
Actual outputs achieved	2021/2022 Fourth Quarter reports are due on 30 April 2022 as per the DoRA. The report will be updated as soon as all provinces submit their Annual/Fourth quarterly reports.
Amount per amended DoRA	Total budget allocation for 2020/2021 was R412 million.
Amount transferred (R'000)	R412 134 000 was transferred to all provinces
Reasons if amount as per DoRA not transferred	All funds were transferred to all nine (9) provinces (R412 134 000)
Amount spent by the department/ municipality (R'000)	R401 101 000 (97%)
Reasons for the funds unspent by the entity	Delay on service providers to deliver on time. Provinces committed R43 million will changes the MST Conditional Grant performance to 108%. R39 million will be rolled over from 2021/2022. Rollover will cover the overspending by the grant.
Monitoring mechanism by the transferring department	The monitoring mechanism by the transferring department is through monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

Table 87: Conditional Grant 2: HIV and AIDS Life Skills Education Programme:

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	To support South Africa's HIV prevention strategy, by: • Providing comprehensive sexuality education and access to sexual and reproductive health services to learners; • Supporting the provision of employee health and wellness programmes for educators; • To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators; and • To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.
Expected outputs of the grant	• Number of educators trained to implement CSE and TB prevention programmes for learners to be able to protect themselves from HIV and TB, COVID-19 and the associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, prioritising schools located in areas with a high burden of HIV and TB infections. • 9 200 SMTs and SGBs were trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that CSE and TB education is implemented for all learners in schools, and access to comprehensive sexual and reproductive health and TB services. A provision for training will also address multiple sexual partnerships among boys and learner pregnancy prevention. • Co-curricular activities on provision of CSE, access to sexual and reproductive health and TB services implemented in secondary schools, including a focus on prevention of alcohol and drug use, learner pregnancy and COVID-19, targeting 98 525 learners. Priority will be in schools located in high-priority areas. Co-curricular activities in primary schools will focus on raising awareness of social issues and vulnerabilities, such as how to report abuse and support affected learners. • Care and support programmes were implemented to reach 75 944 learners and 5 300 educators. The appointment of LSAs was extended to 2 750 to support vulnerable learners prioritising primary schools, using the care and support for teaching and learning framework. • 301 325 copies of the CAPS and COVID-19 compliant material, including material for learners with barriers to learning, printed and distributed to schools. Printing of the school policy pack will be prioritised over learner teacher support material to ensure that all schools have a copy of the DBE National Policy on HIV, STIs and TB for learners, educators, support staff and officials in all primary and secondary schools in the Basic Education Sector. • Host advocacy and social mobilisation events with 158 004 learners, educators and school community members on the new DBE National Policy on HIV, STIs and TB to review and change societal norms and values on the provision of comprehensive sexuality education and access to sexual and reproductive health and TB services, including a focus on key risk behaviours such as alcohol and drug use, learner pregnancy, inter-generational and transactional sex amongst girls, multiple concurrent sexual partnerships, power relations, respect for girls and other issues that compel negative behaviour amongst boys, as well as to advocate for the integrated school health programme including provision of sexual and reproductive health services such as contraception, STIs, pregnancy and HIV testing, condom distribution and information on safe circumcision in secondary schools, as well as COVID-19 prevention and management.
Actual outputs achieved	• 9 500 educators trained; • 5 106 SMTs and SGBs trained; • Co-curricular activities on provision of CSE, targeting 64 420 learners; • Care and support programmes were implemented to reach 8 071 School Based Support Teams; and 210 747 learners. Expand the appointment of Learner Support Agents to 4 773 to support vulnerable learners; • 334 507 copies of curriculum and assessment policy statement compliant material distributed to 23 785 schools; • Advocacy and social mobilisation events were hosted with 249 090 learners, educators and school community members; and 6 103 schools reached through TB and COVID-19 prevention activities; and • 4 359 school monitoring and support visits.
Amount per amended DoRA	R241, 914 million
Amount transferred (R'000)	R241, 914 million
Reasons if amount as per DoRA not transferred	N/A
Amount spent by the department/ municipality (R'000)	R239,663 million (as of January 2022)
Reasons for the funds unspent by the entity	This annual report is submitted before the end of the 4th quarter and the financial report is based on the latest financial statements submitted by Provinces at the time of reporting.
Monitoring mechanism by the transferring department	• Desktop analysis of provincial reports; • Two (2) virtual Inter-provincial meetings; • Virtual oversight management meetings are held with individual provinces to review progress on implementation; and • Virtual school monitoring is done through schools completing the DBE monitoring tool (during the time of COVID-19). Issues identified and reported by schools in the monitoring tools are communicated to the respective provinces to attend to.

Table 88: Conditional Grant 3: National School Nutrition Programme (NSNP) Grant:

Department/ Municipality to whom the grant has been transferred	**Provincial Education Departments**
Purpose of the grant	To provide nutritious meals to targeted schools
Expected outputs of the grant	21 000 schools that prepare nutritious meals for learners
Actual outputs achieved	Monitoring School Feeding • The target for the APP was to monitor 120 schools. The Directorate; NSNP managed to monitor 138 schools in 31 districts, thus exceeding the target by 18 schools. The 'positive deviation' was due to additional monitoring support provided at one (1) school in the Eastern Cape on alleged food poisoning and reported non-feeding in some schools in Limpopo. Feeding • Feeding took place in all 138 schools monitored on the days of the monitoring calls/visits. Menus served to learners in most of these schools were compliant with the specification of serving a balanced meal (i.e. the meals consisted of protein, starch and fruit/vegetable). Menu Improvement (Canned Chicken Liver Project) • To improve protein menu options on the NSNP, a pilot project on canned chicken livers (high biological value protein) was conducted in 192 schools in Gauteng and Western Cape in all schools. Findings indicated 68% acceptability by learners in Gauteng. Western Cape is yet to submit the survey tools from the sampled school for analysis. School Breakfast Implementation Plan by Provinces • Currently, breakfast is provided in only four (4) provinces; Eastern Cape, Gauteng Province, North West and Western Cape. In Gauteng and Western Cape, breakfast is implemented in all NSNP schools targeting only the very needy learners. • The breakfast monitoring tool was developed and shared with the feeding sub-directorate to telephonically monitor Eastern Cape and North West pilot breakfast programmes. Schools serving breakfast were also monitored in Gauteng and Western Cape.
	School Breakfast Implementation Plan by Provinces • Currently, breakfast is provided in four (4) of nine (9) provinces namely, Eastern Cape, Gauteng, North West, and Western Cape, In Gauteng and Western Cape, breakfast is implemented in all NSNP schools targeting learners in dire need of food. The breakfast monitoring tool was developed and shared with the feeding sub-directorate to telephonically monitor Eastern Cape and North West pilot breakfast programmes. Schools serving breakfast were also monitored in Gauteng and Western Cape. The remaining five (5) provinces (Free State, Mpumalanga, Limpopo, KwaZulu-Natal, and Northern Cape) do not offer breakfast due to budget limitations. Nutrition Education (NE) • The 2021/2022 NE awareness campaign concept/strategy was developed within the context of the COVID-19 pandemic. Various partners were consulted to collaborate on the implementation of the strategies. Inputs on the scripted video were aligned with the National Nutrition Week (NNW) key messages. The script for the videos was developed in alignment with the CAPS. The theme for 2021 NNW was "*Eat more vegetables and fruits every day*", and the video clip was produced. The NNW celebration was held at Mmathlame Primary School in Maubane, Bojanala district in North West on 22 October 2021. Food Safety Value Chain Workshop Video • The production of a food safety video series was undertaken. The filming sites were identified to showcase the ideal NSNP food value chain. The launch of the video series was held on 29 March 2022 at the DBE Conference Centre with the Deputy Minister in attendance, in collaboration with the Communications Unit. All PEDs were invited and seven (7) viz. Free State, Gauteng, Kwazulu-Natal, Limpopo, Mpumalanga, North West and Western Cape attended. The importance of certification of school kitchens, transportation and storage was highlighted. The PEDs can use the video series as tools and material for training on food safety practices. NSNP Facilities and Equipment Procurement for Schools • The DBE procured the equipment one (1) container kitchen. • Awards prizes for nine (9) nominated schools and items for the kitchen compliant project. • Nine (9) refrigerators were delivered to schools nominated by provinces to participate in the 2021/2022 Best School Awards and the mobile kitchen was installed at a school in KwaZulu-Natal.
Amount per amended DoRA	R 8,115, 269,000.00
Amount transferred (R'000)	R 8,115,269 000.00
Reasons if amount as per DoRA not transferred	Funds transferred successfully
Amount spent by the department/ municipality (R'000)	R 8 233 894 000.00
Reasons for the funds unspent by the entity	Funds fully spent
Monitoring mechanism by the transferring department	The following monitoring mechanisms were executed by the DBE to monitor the grant implementation: • Monthly and quarterly expenditure analysis; • Provincial budget standard exercise meetings; • Inter-provincial meetings (virtual); and • DG letters on under-expenditure were written to Limpopo, North West and Western Cape to encourage improvement in spending.

Table 89: Conditional Grant 4: Education Infrastructure Grant (EIG)

Department/ Municipality to whom the grant has been transferred	**Provincial Education Departments (PEDs)**
Purpose of the grant	• To help with construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, including district and circuit accommodation; • To address achievement of the targets set out in the minimum norms and standards for school infrastructure • To address damages to infrastructure; and • To enhance the capacity to deliver infrastructure in education.
Expected outputs of the grant	• Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided; • Number of existing schools' infrastructure upgraded and rehabilitated, including schools constructed of asbestos material and other inappropriate material; • Number of new and existing schools maintained; • Number of work opportunities created; • Number of new special schools provided, and existing special and full-service schools upgraded and maintained; and • Number of schools where contracts focused on the development and upgrading of potable water supply and safe sanitation have reached practical completion.
Actual outputs achieved	In the 2021/22 financial year, the following was achieved: water projects, electricity projects, sanitation projects, additional classrooms built, specialist rooms built, new and replacement schools completed, schools commenced with construction, Grade R classrooms built, boarding schools completed, maintenance projects completed, schools in high priority areas provided with high security perimeter fencing, schools in other area provided with high security perimeter fencing, classrooms refurbished as smart class-rooms.
Amount per amended DoRA	R11.689 billion
Amount transferred (R'000)	R11.689 billion
Reasons if amount as per DoRA not transferred	All funds were transferred to all nine (9) provinces
Amount spent by the department/ municipality (R'000)	The allocated budget for the 2021/22 financial year was R11.689 billion. This allocation was further adjusted by roll-overs from the previous financial year to R11.858 billion. A total of R11.514 billion or 97% of the adjusted budget has been spent by PEDs.
Reasons for the funds unspent by the entity	Limpopo: Even though the Department had issued orders for mobile units, the service provider could not deliver on time due to capacity challenges following increased demand for mobile units from a number of education departments.
Monitoring mechanism by the trans-ferring department	Site visits and oversight meetings on a quarterly basis. Unscheduled support engagements are usually held in between the quarterly sittings.

Table 90: Conditional Grant 5: School Infrastructure Backlogs Grant (SIBG)

Department Municipality to whom the grant has been transferred	**Department of Basic Education**
Purpose of the Grant	Replacement of inappropriate structures and provision of basic services to schools without basic services.
Expected outputs of the grant	Construction of new schools in line with the Basic Norms and Standards. Providing the schools without basic services with Electricity, Sanitation and Water
Actual outputs achieved	Actual Output achieved for Inappropriate structures is 21, for water 112 and 1019 projects for sanitation
Amount per amended DoRA (R 000)	R 2,397,000,00
Amount transferred (R 000)	n/a
Reasons as per DoRA not transferred (R 000)	n/a
Amount spent by the Department/ Municipality (R 000)	R 2,397,000,00
Reasons for the funds not spent by the entity	n/a
Monitoring mechanisms by the transferring department	The DBE Infrastructure Unit physically visits the construction sites to verify progress in addition to regular meetings with appointed Implementing Agents (IAs). The funds are disbursed to IAs based on approved Infrastructure Programme Implementation Plan (IPIP) cash flows and on a monthly basis expenditure is reconciled based on dedicated bank accounts cash movement and other supporting documentation.

Table 91: Conditional Grant 6: Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)

Department Municipality to whom the grant has been transferred	**Provincial Education Departments**
Purpose of the Grant	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children/ learners with severe to profound intellectual disabilities (C/LSPID)
Expected outputs of the grant	Human resources specific to inclusive education through the recruitment of key staff in permanent posts, including: • Nine (9) deputy chief education specialists as provincial grant managers • 245 transversal itinerant outreach team members were recruited to guide and support curriculum delivery and provide therapeutic support in special care centres and targeted schools Database • Database of 518 special care centres that support C/LSPID was managed Training • 245 transversal itinerant outreach team members, 2 970 caregivers, 1 928 special school teachers, 408 in-service therapists and 510 officials trained Outreach services • Outreach services were provided to 12 185 C/LSPID Response to COVID-19 • Personal protective equipment procured for transversal itinerant outreach team members, caregivers in special care centres, special care centres support staff and C/LSPID • Thermometers and COVID-19 consumables were provided to 518 special care centres • Relevant technology provided to 518 special care centres to enable remote learning and access to therapy

Actual outputs achieved	Human resources
	• Seven (7) of the nine (9) targeted deputy chief education specialists were retained to manage at the provincial level. The deviation from the target is minus two (- 2) and this is because the Northern Cape grant manager resigned in December 2021 and the grant manager's post in Free State has been vacant for the past three (3) years.
	• 217 of the targeted 245 transversal itinerant outreach team members supported curriculum delivery and provided therapeutic support in special care centres and targeted schools. The deviation from the target is - 28. The reason for the deviation is vacancies that have not been filled in Free State, KwaZulu-Natal, Northern Cape and Western Cape and some team members recently resigned in Mpumalanga and North West. In addition, the targeted two (2) posts could not be filled in Gauteng due to budget constraints.
	
	Databases
	• Disaggregated data of 477 of the targeted 518 special care centres with 3 104 caregiving staff and 9 325 learners were captured and used for planning and reporting. There is a deviation from the target is - 41 because the target was an estimate and was not based on real data. Real data has been captured and has been used for the 2022/23 financial year planning.
	
	Training
	• 217 of the targeted 245 transversal itinerant outreach team members, 1 789 of the 2 970 targeted caregivers, 940 (target 928) teachers, 125 of the targeted 408 in-service therapists and 215 of the targeted 510 officials were trained on the implementation of the Learners with Profound Intellectual Disability (LPID) Grant, and the Learning Programme for LPID. There has been a negative deviation from almost all the training targets. This is because the targets, especially caregivers, were estimates and not based on real data. In addition, a few provinces did not train the targeted officials mainly in-service therapists and officials.
	
	Outreach services
	• A range of outreach services were provided to 9 797 of the 12185 targeted learners. The services include:
	  ○ 4347 learners with profound intellectual disability (3 875 from special care centres and 472 from schools) used the learning programme for LPID;
	  ○ 1811 LSPID received therapy (physio, occupational, speech and psycho-social therapy);
	  ○ 511 LSPID were provided with assistive devices;
	  ○ 157 learners that were enrolled in SCCs were placed in schools;
	  ○ 350 special care centres and 44 selected schools were provided with learning and teaching support materials (LTSM); and
	  ○ 21 special care centres that have challenges with storage were provided with shipping containers to use as storage.
	
	The target of 12 185 learners could not be achieved. There is a deviation of - 2 388. Most of the targets were not reached, mainly because the targets were estimates and not based on real data. Real data has been captured and has been used for the 2022/23 financial year planning. In addition, the instability in special care centres due to financial and other constraints results in high learner and staff attrition.
	
	Response to the COVID-19 pandemic
	• Personal protective equipment (PPEs) were bought for 153 transversal itinerant outreach team members, 2 308 caregivers in special care centres and 6 245 LPID;
	• 275 special care centres were provided with thermometers and consumables; and
	• 333 special care centres provided with the relevant technology to enable remote support to learners in these centres.

Amount per amended DoRA (R 000)	R 242,760,000.00
Amount transferred (R 000)	R 242,760,000.00
Reasons as per DoRA not transferred (R 000)	N/A
Amount spent by the Department/ Municipality (R 000)	R 224, 731,00
Reasons for the funds not spent by the entity	The following contributed to underspending: • Delays by PEDs in filling vacant posts; • Delay in PEDs' supply chain management processes; and • Inadequate management of procurement plans by PEDs. However, the Eastern Cape, Free State, Limpopo, Mpumalanga and Western Cape have commitments and will be requesting roll-overs from their respective Provincial Treasuries.
Monitoring mechanisms by the transferring department	The following monitoring mechanisms were used: • Monthly and quarterly analysis of reports on grant implementation, including expenditure by PEDs; • Monthly virtual meetings with Grant managers; • Online and onsite monitoring; and • The quarterly virtual meeting is facilitated by the Provincial Budget Monitoring and Support Directorate.

7. DONOR FUNDS

7.1. Donor Funds Received

Table 92: Donor Fund: Technology Grades 7–9

Name of donor	European Union: Technology Grades 7–9
Full amount of the funding	R59, 998, 472.00
Period of the commitment	2021-2024
Purpose of the funding	• Improve the quality of teaching and learning in Technology Grades 7- 9 by introducing Coding and Robotics in selected multi-grade schools, full-service schools and special schools across the nine (9) PEDs; and; • To enhance the skills of learners to meet the requirement of the 4th Industrial Revolution (4IR);
Expected outputs	• To improve the content knowledge and methodology of teaching; • To expose learners to advance technology activities that prepare them for different pathways; • To equip schools with curriculum-relevant materials that strengthen teaching, learning, assessment and the practical component of the subject; • To encourage learners to participate in local, provincial, national and international Expos. Technology weeks and Olympiads that expose them to international standards; • To ensure that schools are sufficiently resourced with technology resources which meet the requirements of the 4IR and allow learners to explore and demonstrate their practical, creative and innovative skills; and • To strengthen the Technology curriculum at the foundational level through Coding and Robotics.
Actual outputs achieved	• Schools prepared for the implementation of the programme; • The National Training Team established; • The National Task Team briefed on the programme; • Framework on the training of subject advisors developed; • Advocacy and awareness of the project done; • Learning Programme developed; • Data for schools available; • 1 000 Pilot schools were identified and selected across the nine (9) Provinces; and • Terms of Reference (ToR) for procurement of resources and training of teachers were approved and submitted to Supply Chain Management (SCM). A meeting with SCM was held, and the committee advised the team to amend some of the items on the ToR. A meeting to finalise the ToR will be communicated in due course.
Amount received (R'000)	R3, 000 314.00
Amount spent by the department (R'000)	R1,386,201.38
Reasons for the funds unspent	• The funds were received in December 2021 and due to the end of the financial year, the funds will be surrendered back to National Treasury.
Monitoring mechanism by the donor	• Monthly meeting with National Treasury; and • Presentation and bi-annual reports are submitted to National Treasury.

Table 93: Donor Fund: Systemic Improvement of Language and Numeracy

Name of donor	European Union: Systemic Improvement of Language and Numeracy
Full amount of the funding	R 58 858 105
Period of the commitment	2021-2024
Purpose of the funding	• To improve the pedagogical practices and skills in Foundation Phase (FP) language and numeracy teaching in two (2) districts (555 schools) Grades 1, 2 and 3 in the subjects of Mathematics, Home Language (HL) and First Additional Language (FAL)) for a period of 3 years (2021–2024); • To improve the service delivered in the routine support given to approximately 3 876 teachers, 598 Departmental Heads (DH) and (24) Subject Advisers (SA) responsible for the Mathematics and languages subjects in the 555 schools over 3 years from 2021 to 2024; and • to create work opportunities for young people from poor and rural areas training to be FP teachers through implementing 60 internships to support reading and placing a mobile library to support reading for pleasure in every school.
Expected outputs	• improved learning takes place in FP as a consequence of FP teachers in Mathematics and languages receiving a structured learning programme in the form of user-friendly teacher toolkits on a termly basis; • FP teachers and HoDs deepen their content knowledge through pedagogical training and improve skills in planning, tracking and assessment, to ensure increased curriculum coverage; • Developed good practices for support to FP teachers and HoDs; and • FP learners spend more in-school and extra mural time reading and benefit from improved curriculum management and instructional practices.
Actual outputs achieved	Currently not applicable
Amount received (R'000)	R0,00
Amount spent by the department (R'000)	- R 2 855 215
Reasons for the funds unspent	• Due to the COVID-19 Pandemic, the project has lost valuable time that could have contributed to the achievement of planned activities; • Most of the ToRs had to be reviewed and amended to cater for the pandemic; and • Most of the activities would then have to be carried over to the next financial year looking at the available time.
Monitoring mechanism by the donor	• This programme will be thoroughly assessed through the implementation of a rigorous monitoring plan and the conducting of an independent evaluation that looks at baseline and end indicators to determine impact. • As one of the project's partners, Zenex Foundation will partner with the DBE and a chosen service provider on the evaluation exercise.

Table 94: Donor Fund: Education for Employability

Name of donor	European Union: Education for Employability
Full amount of the funding	R 98 042 734,80
Period of the commitment	2022-2024
Purpose of the funding	Create a differentiated schooling system through multiple learning pathways that will improve the performance and responsiveness of basic education to building an inclusive society, providing equal opportunities, and helping learners to realise their full potential, especially those previously disadvantaged - blacks, women, and people with disabilities.
Expected outputs	To pilot, test and introduce: a) Vocational subjects in Grades 8 and 9 in the GET Phase. b) Occupationally oriented subjects at Grades 10, 11 and 12 in the FET Phase. c) The General Education Certificate (GEC) at NQF Level 1.
Actual outputs achieved	The pilot of the Vocational Stream through testing pilot sample schools' readiness to introduce to the 13 vocational stream subjects as prescribed by the DBE.
Amount received (R'000)	R19 012 169,91
Amount spent by the department (R'000)	R 11 000 000,00
Reasons for the funds unspent	The unspent allocated funding from the 1st tranche payment is due to the following reasons: • Implementation timeframes do not align to the 1st quarter. As such, some activities within the 1st quarter have overlapped into the 2nd and 3rd quarters; • LSTM quality assurance and approval processes depend on other DBE internal and external structures' advisory services for finalisation; and • Provincial, district and school structure capacity-building plans rely on the availability of the units of analysis to be trained.
Monitoring mechanism by the donor	A workshop has been planned by the donor to capacitate donor beneficiaries on the envisaged monitoring and evaluation modalities of the grant.

8. CAPITAL INVESTMENT

8.1. Capital investment, maintenance and asset management plan

Table 95: Capital investment, maintenance and asset management plan

Infrastructure projects	2021/2022			2020/2021		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
New and replacement assets	2 246 649	2 073 743	172 906	1 598 949	1 077 699	521 250
Total	2 246 649	2 073 743	172 906	1 598 949	1 077 699	521 250

The capital investment plan is limited to ASIDI and SAFE backlogs as received from the Provincial Departments and the available funding of R2, 397 billion as allocated in the DoRA. Implementing Agents in response to the targets responded with Infrastructure Programme Implementation Plans which were approved. The role of DBE on the Asset Management Plan is to transfer the complete assets on completion back to Provincial Departments to manage and maintain. For the 2021/2022 financial year, the Section 42 Transfer of Assets accepted by PEDs are 582 and Section 42 Transfer of assets where Notices of intentions to transfer that were sent to the PEDs are 724

Maintenance of Assets is the responsibility of the Provincial Education Departments.

There were no major changes on disposals, scrapping and loss due to theft. However, the Department has a loss and disposal committee which oversees the whole process.

DBE is in a PPP agreement where most of the departmental furniture is managed under the contract, and more than 98 percent of these assets are in good condition. Also, more than 90 percent of all other assets, like IT equipment, other office equipment, transport machinery and equipment, are also in good working condition.

PART C: GOVERNANCE

1. INTRODUCTION

The Department is committed to maintaining the highest standards of governance and upholding good practices, as it is fundamental to the management of public finances and resources. The Department has governance structures in place to monitor the utilisation of state resources which are funded by the taxpayer. The corporate governance requirements of King IV report with regard to the Accounting Officer's responsibilities are espoused by Section 38 and 40 of the Public Finance Management Act (PFMA), 1999 (Act No.1 of 1999). King IV advocates an outcome-based approach and defines corporate governance as the exercise of ethical and effective leadership towards the achievement of an ethical culture, good performance, effective control and legitimacy. The openness, integrity and accountability of individuals within the Department is the cornerstone of effective governance.

2. RISK MANAGEMENT

The Department has a reviewed and approved risk implementation plan 2021/22 which is aligned with the risk policy and strategy. The Risk Committee held four (4) risk committee meetings during the financial year. There were two (2) Strategic Risk Assessment sessions held to review the strategic risk in alignment with the strategic outcomes. The quarterly risk management reports were presented to the Audit Committee to monitor, advise, and enhance the effectiveness of risk management in the Department. Risk Registers were updated by Branches and emerging risk were identified with mitigation plans to improve the risk management. Continuous risk awareness sessions were held for Branches and Risk Champions. The Risk Committee reviewed and monitored quarterly reports on the progress of action plans. The risk maturity analysis report was shared with the Risk Committee, as well as recommendations to improve the risk management culture.

3. FRAUD AND CORRUPTION

The Department works in accordance with the approved Fraud Prevention Policy, Strategy and Whistle-Blowing Policy. The Fraud and Corruption Prevention Plan for 2021/22 was approved. There was regular reporting to the Risk Committee and the Audit Committee on the progress, trends and status of investigations. Mechanisms are in place to report fraud through a dedicated National Anti-Corruption Hotline (NACH) or internal reported cases. Cases reported through the hotline or internally are investigated on a continuous basis. Reported internal cases were investigated during the year and were finalised. The Department has established the investigation committee to investigate cases of irregular, fruitless and wasteful expenditure and make recommendation to eliminate the occurrence of irregular, fruitless and wasteful expenditure. Two (2) investigation committee meetings were held. The investigations were conducted and reports were issued for corrective action. There were engagements during the year on progress of the previously reported cases with the SAPS (HAWKS).

4. MINIMISING CONFLICT OF INTEREST

Awareness sessions on financial disclosure were conducted.

All designated groups are instructed to declare their financial interests on the eDisclosure system, non-compliance is referred to the Labour Relations Directorate for consequence management. News Flashes are sent to all staff members on a regular basis, informing staff members on the process to be followed to get approval to do Other Remunerative Work. News Flashes are sent to all staff members reminding them that all state employees are prohibited to conduct business with any organ of the state, where transgressions are identified the matter is referred to Risk Management and Labour Relations Directorates for further investigation and consequence management where applicable. The Department has an approved Gift policy and Register to curb gratification and bribery. For the reporting period 2021/22, based on the verification of financial disclosure of interests submitted by designated employees, there were no cases of conflict of interests identified.

5. CODE OF CONDUCT

Employees are informed about the Code of Conduct through labour relations workshops, internal and compulsory induction programmes workshops.

6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The Department has established the Health and Safety Committee to manage and monitor the risks within the Department. The Department has an approved Health and Safety policy. The committee ensures safety is observed by all employees at all times, including COVID-19 safety measures.

7. PORTFOLIO COMMITTEES

Table 96: Portfolio Committees

DATE	TOPIC	MATTERS RAISED	HOW THE DEPARTMENT ADDRESSED THE MATTERS RAISED.
14 May 2021	Learner Admissions/Placements in Schools: DBE briefing with Deputy Minister	Late admissions Delayed placement of learners Overcrowding in schools.	Provinces presented how they were addressing late admissions and had plans to place all learners.
25 May 2021	DBE 2020/21 Quarter 3 Performance; with Deputy Minister	Comments on progress on performance per branch.	The performance in question was for annual targets. Explanations of annual targets that will only be met in quarter 4, and milestones are provided per quarter.
01 June 2021	Status of School Preparedness for a possible Third Wave: DBE briefing; with Minister and Deputy Minister	Feeding of learners. Provision of PPEs Screening of learners.	Plans are in place as presented and the DBE will keep monitoring through one-on-one meetings with the PEDs once schools reopen.
03 August 2021	Unrest damage to KwaZulu-Natal and Gauteng schools; School reopening readiness; with Minister	Repair timeframes Types of damages. Cost of repairs.	Report on all repairs already attended to and plans for the restoration of water and electricity to schools before they reopen.
17 August 2021	DBE on: Gender Responsive Planning, Monitoring, Evaluation and Auditing Framework; GBV programmes; Misconduct by Educators / Officials in respect of GBV; with Deputy Minister	The Committee commended the DBE on its commitment to deal with GBV matters within the sector.	The DBE to continue to this presidential call on a monthly basis.
24 August 2021	Online Learning; DBE 2020/21 Quarter 4 performance; with Ministry	Backlog of learners in terms of learning loses.	Recovery plan being finalised.
31 August 2021	DBE on: Second Chance Matric Programme; Support and Intervention for Learners who dropped out; Implementation of Teacher Development Programmes by PEDs; with Deputy Minister	Tracking of learners who have dropped out of school.	The Department undertook to undertake research into the tracking of learners who dropped out of the system.
07 September 2021	Teenage Pregnancy and Comprehensive Sexuality Education	The Committee must be consulted before policies are promulgated.	The Policy to be implemented.
09 November 2021	2021 Examinations-Readiness: DBE and Umalusi briefing	Adequate teaching times	Learners were supported through various means including, Autumn, Winter and last push learner support programmes.
09 November 2021	Department of Basic Education 2020/21 Annual Report	Some targets on infrastructure were not met.	The DBE has increased monitoring and by 2021/22 Financial Year, all targets should be met.
30 November 2021	Department of Basic Education on School-Readiness for 2022; with Minister	Overcrowding Placement of learners not placed as yet.	The Department undertook to provide additional mobile classrooms and toilets in certain areas. The Department also undertook to look at migration trends in the country.
07 December 2021	Quarters 1 and 2 Performance Reports 2021/22: Briefing by Department of Basic Education; with Deputy Minister	Expenditure in comparison to Progress and Performance.	There are programmes like Examinations and Workbooks which will only start showing expenditure in quarter 3.

DATE	TOPIC	MATTERS RAISED	HOW THE DEPARTMENT ADDRESSED THE MATTERS RAISED.
25 January 2022	2021 NSC Examinations: DBE and Umalusi briefing; with Minister	How did the class of 2021 fair in comparison to previous years?	Learners from quintiles 1-3 continue to perform well.
08 February 2022	Basic Education Laws Amendment Bill: Briefing with Ministry	Process to be followed with the Bill. How will the process be taken forward?	DBE advised on what process the PC can follow. Everything else is now in the hands of the PC through its own parliamentary process.
22 February 2022	Implications and Impact of SoNA; President's SoNA 2022; with Deputy Minister	How do we make sure SoNA commitments are taken seriously?	The DBE takes the SoNA commitments as policy pronouncements and monthly reporting on the progress has been institutionalised in the Department.
01 March 2022	Quality Learning and Teaching Campaign and Action plan to create safe schools learning environments: DBE briefing; with Minister and Deputy Minister	No QLTC in the Western Cape.	The DBE to continue to entrench the campaign in all provinces up to school level.
09 March 2022	Status Report on ECD Migration: DBE and DSD briefing; with DSD Minister and DBE Deputy Minister	Readiness for ECD Migration.	The DBE is ready to receive the function.
15 March 2022	Department of Basic Education 2022/23 Annual Performance Plan; with Minister	How does DBE ensure PEDs include Technical Indicator Descriptors?	The PC may have to incite PEDs to assess their APPs.
29 March 2022	Department of Basic Education 2021/22 Quarter 3 performance report; with Minister	Expenditure vs performance of the DBE.	The expenditure is on track. The DBE is likely to spend accordingly and the infrastructure spending shows consistency.

8. SCOPA RESOLUTIONS

The DBE last appeared before SCOPA in 2018 and therefore there are no SCOPA resolutions to record.

Table 97: SCOPA resolutions

Resolution No.	Subject	Details	Response by the department	Resolved (Yes/No)
No SCOPA resolutions to record for 2021/22				

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

Table 98: Prior modifications to audit reports

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Programme 2 – Unqualified	2020/21	Audit Action Plan developed and monitored quarterly

10. INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department. In the absence of the unit, line function managers, as delegated, are responsible for implementing and monitoring controls in their areas of responsibility.

11. INTERNAL AUDIT AND AUDIT COMMITTEES

During the year under review, the Department had an Internal Audit Unit under control and direction of the Audit Committee complying with, and operating in accordance with, regulations and instruction prescribed in terms of Section 76 and 77 of the PFMA.

Key activities and objectives of the internal audit:

- Internal Audit's role in the Department is to provide independent and objective assurance and consulting service to management by evaluating the adequacy and effectiveness of the internal control system; risk management and governance process and provide value adding recommendations.
- Internal Audit has contributed to an extent in the high-risk areas to the improvement of internal controls in performance information and financial management in the Department.
- 14 audits were conducted and completed relating to the reviewed Annual Report viz., Annual Financial Statements, Supply Chain Management–Stock Ordering and Inventory Management, SCM process, Contractors Payment, and Project management for ASIDI three (3) Implementing Agents, of which one (1) implementing agent follow up on previous findings was conducted, Reviewed the quarterly Performance Information, DoRA audit review on Learners with Severe to Profound Intellectual Disability (LSPID) conditional grant, Follow up on AGSA previous findings on SCM compliance process, National Teachers Awards adjudication process quality assurance review, Ten (10) Consulting reviews on BEC and BAC and Technical Committee.

Key activities and objectives of the Audit Committee

- The Audit Committee is established in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999).
- The Audit Committee serves as an independent governance structure whose function is to provide an oversight role in the system of internal control, risk management and governance.
- The Audit Committee assists the Accounting Officer in the effective execution of his/her responsibilities as an oversight structure in the achievement of the departmental objectives.

The Audit Committee comprises five (5) external members listed hereunder and should meet four (4) times per annum as per its approved ToRs. During the year under review, eight (8) meetings were held.

The table below discloses relevant information on the Audit Committee members for the period 1 April 2021 – 31 March 2022:

Table 99: Audit Committee members

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Prof DP van der Nest	B Com (Hons) M Com D Tech	Chairperson (External)	N/A	Re appointed 1 December 2017	N/A	8
Mr S Simelane	B Com B Com (Hons) Masters in Business Administration	External Member	N/A	Re appointed 1 December 2017	N/A	6
Ms S Makhathini	B Com B Com (Hons) Chartered Accountant (SA)	External Member	N/A	1 December 2017	N/A	7
Mr AN Mhlongo	B Com B Com (Hons) Chartered Accountant (SA), ATC, ACMA, CGMA	External Member	N/A	20 February 2020	N/A	8
Mr LM Mangquku	B Com B Com (Hons) Chartered Accountant (SA) Advance Company Law Masters in Business Administration	External Member	N/A	20 February 2020	N/A	8

12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2022.

Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.10 and 3.1.13. The Audit Committee also reports that it has adopted appropriate formal ToRs as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein, except that we have not reviewed changes in accounting policies and practices.

The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the Department, revealed certain weaknesses, which were then raised with the Department and monitored during the year.

Through the reports from the different assurance providers, it was identified that the system of internal control was not entirely effective during the year under review; several instances of non-compliance with internal controls were reported by both Internal Audit and AGSA. Management during the year put measures to improve the control environment in Accelerated School Infrastructure Development Initiative (ASIDI) and conducting various site monitoring on projects, although there were still some areas of weaknesses identified and monitoring was strengthened. The Audit Committee has continued to monitor progress against the corrective action plan implemented by management. Consequence management status reports were presented by management. The Audit Committee will continue to monitor the effective implementation of consequence management in cases of non-compliance. There was an improvement in the monitoring of performance information by internal audit quarterly reviews in the year under review. The Department will be monitored to improve controls to prevent further irregular expenditure and fruitless and wasteful expenditure.

The following internal audit work was completed during the year under review:

- Assurance and Consulting reviews were conducted and completed by Internal Audit on the reviewed Annual Report viz., Annual Financial Statements, Supply Chain Management – Stock Ordering and Inventory Management, SCM process, Contractors Payment, and Project management for ASIDI three (3) Implementing Agents, of which one (1) implementing agent follow up on previous findings was conducted, Reviewed the quarterly Performance Information, DoRA audit review on Learners with Severe to Profound Intellectual Disability (LSPID) conditional grant, Follow up on AGSA previous findings on SCM compliance process, National Teachers Awards adjudication process quality assurance review, Ten (10) Consulting reviews on BEC and BAC and Technical Committee.

The following were areas of concern:

- During the year under review, areas of concern were to improve for the ASIDI project management, preparation of financial statements and strengthening of internal control. Capacity in those areas of weaknesses is critical.

In-Year Management and Monthly/Quarterly Report

The Department has monthly and quarterly reporting systems to National Treasury, as is required by the PFMA. There has been an improvement in certain areas for performance information.

Risk Management

A risk management strategy and risk management committee are in place. Risk Management processes are still maturing as a result of engagement with management during the year under review and risk registers were reviewed, updated and action plans reports were monitored. There was an improvement in monitoring of risk and identification of emerging new risks within the Department.

Evaluation of Financial Statements

We have reviewed the annual financial statements prepared by the Department.

- Reviewed and discussed the audited annual financial statements to be included in the annual report, with the AGSA and the Accounting Officer;
- Reviewed the AGSA's management report and management's response thereto;
- Noted that there were no changes in accounting policies and practice;
- Reviewed the Department's compliance with legal and regulatory provisions;
- Reviewed the report on the pre-determined objectives to be included in the annual reports; and
- Reviewed significant adjustments resulting from the audit.

Auditor-General's Report

The Audit Committee has received the management letter and the audit report for the year under review and noted the unqualified opinion. The improvement plan for the remaining findings on the report will be monitored.

We have reviewed the Department's implementation plan for audit issues raised in the previous year and we are satisfied that the matters have been adequately resolved, except for the following:

- Internal control weaknesses relating to ASIDI project management, and strategy to ensure strengthened measures and capacity on financial statement preparation not adequately addressed.

Conclusion

The Audit Committee concurs and accepts the conclusions of the Auditor-General on the annual financial statements and is of the opinion that the audited annual financial statements be accepted and read together with the report of the Auditor-General. The Audit Committee wishes to congratulate the Accounting Officer and senior management with the unqualified audit opinion and thank the Auditor General staff for the assurance provided.

Prof DP van der Nest

Chairperson of the Audit Committee

Department of Basic Education

31 August 2022

13. B-BBEE COMPLIANCE PERFORMANCE INFORMATION

The following table has been completed in accordance with the compliance to the BBBEE requirements of the BBBEE Act of 2013 and as determined by the Department of Trade, Industry and Competition.

Table 100: B-BBEE compliance performance information

Has the Department / Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 – 8) with regards to the following:		
Criteria	**Response Yes / No**	**Discussion (include a discussion on your response and indicate what measures have been taken to comply)**
Determining qualification criteria for the issuing of licences, concessions or other authorisations in respect of economic activity in terms of any law?		N/A
Developing and implementing a preferential procurement policy?	Yes	Preferential procurement is applied to all the procurement done in the Department
Determining qualification criteria for the sale of state-owned enterprises?		N/A
Developing criteria for entering into partnerships with the private sector?		N/A
Determining criteria for the awarding of incentives, grants and investment schemes in support of Broad Based Black Economic Empowerment?		N/A

PART D: HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

The statistics and information published in this part of the Annual Report have been prescribed by the Minister for Public Service and Administration for all departments in the public service. The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Basic Education is exercising powers granted under the Public Service and Public Finance legislation in a responsible manner.

2. OVERVIEW OF HUMAN RESOURCES

The Department ensures that there is alignment between its broad strategic objectives and human resource planning within the DBE, such that:

- Personnel are employed at the correct salary levels;
- Employment equity targets are met;
- Active steps are taken to ensure that suitable persons are recruited and retained as far as possible, and that personnel with talent are identified and nurtured within the Department;
- The required funding for human resources is made available within the Medium-Term Expenditure Framework;
- A system of performance management is utilised to ensure optimal utilisation of human resources for effective service delivery, training, development and recognition of achievements;
- Human resources and financial planning are integrated; and
- Human resource planning and management become an integral part of the responsibility of all managers.

The following were the human resource priorities for the year under review:

a) Reprioritisation of posts in terms of new priorities of the Department.
b) Ensuring adequate human resources for the attainment of outcomes for Action Plan to 2019: Towards the Realisation of Schooling 2030.
c) Addressing the issue of gender equity in the Department.
d) Identifying and addressing competency skills gaps.
e) Ensuring continued implementation of the reviewed PMDS policy.
f) Providing a comprehensive Employee Assistance Programme (EAP)

During the course of the year, the Department prioritised the filling of vacant posts. The following key Senior Management posts were filled:

- Chief Director: Implementation and Monitoring
- Chief Director: Education Human Resource Development;
- Chief Director: Foundation for Learning;
- Chief Director: Care and Support in Schools;
- Chief Director: HR Management, Development and Labour Relations;
- Director: Curriculum, Implementation and Quality Improvement;
- Director: Enhancement of Programmes and Evaluation of School Performance;
- Director: Financial Services;
- Director: Security and Asset Management.

These appointments will help to ensure adequate human resources for the attainment of the outcomes in the Action Plan to 2024: Towards the Realisation of Schooling 2030.

In terms of addressing gender equity at Senior Management level, the DBE has a ratio of 37.8% female to 62.2% male staff. At Middle Management (MMS) level, the DBE has a ratio of 55.7% female and 44.3% male staff. The overall ratio within the Department totals 60.3% female to 39.7% male staff. In this regard, the Department has exceeded the 50:50 ratios.

The Departmental Recruitment Policy has been revised to require equity statistics to be reported on at SMS post interviews as well as in submissions to the Minister and Director-General.

The achievement of the 50% female target at SMS level is difficult as there are insufficient male retirements/terminations to allow for females to be appointed at this level. The Department, however, pursues the resolution of this problem continuously through, *inter alia*, the policy of succession planning. Capable female staff from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department arranges courses to create

proficiency in various identified areas.

To address competency skills gaps, 317 employees attended skills development and training programmes. This is an ongoing process that is dependent on bi-annual and annual Performance Management and Development System (PMDS) evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Departmental database to gauge the successful application/implementation of skills attained in courses attended.

The DBE has an approved PMDS policy. Assessments and moderation thereof take place annually. Poor performance is monitored continuously and reports on poor performance in relation to assessments are submitted to the Department of Public Service and Administration (DPSA).

The Department always create a conducive work environment for all employees. The Department has an efficient and effective Employee Health and Wellness Programme to manage the safety, health and wellness of all employees. Officials with personal and work-related problems are supported through counselling within the department and some are referred for external professional intervention. Those employees with work related problems are supported through counselling, mentoring, coaching and capacity building programmes. Employees are always encouraged to observe health and safety measures such COVID 19 regulations. Conducive environment is created for women, people with disabilities, the bereaved employees, women with small children, the youth, people with commodities and victims of gender-based violence.

The following services were provided by the DBE through the HR Development and Social Responsibility Directorate:

- 16 counselling sessions;
- 15 officials referred for psychological services;
- One rehabilitation session;
- Counselling for officials diagnosed as HIV-positive; and
- Counselling for two members due to injured on duty.

Key policy developments and legislative changes:

The Leave Policy is slightly affected by 'work from home arrangements' arrangements in the sense that in the financial year 2021/22 fewer employees took vacation leave, However the Department has informed employees that the provisions of the Leave Policy in the Public Service in instances where employees failed to take their vacation leave before the end of the leave circle. Employees have been informed that if leave days are not taken they will forfeit their leave days as articulated in the leave policy.

3. HUMAN RESOURCES OVERSIGHT STATISTICS

3.1 Personnel related expenditure

The following tables summarises the final audited personnel related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- amount spent on personnel
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

Table 101: Personnel expenditure by programme for the period 1 April 2021 and 31 March 2022

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and special services Expenditure (R'000)	Personnel Expenditure as a % of total Expenditure	Average personnel cost per employee (R'000)
Programme 1	529 494	199 464	673	155	37,67	641
Programme 2	2 097 101	77 468	102	45 570	3,69	870
Programme 3	8 430 810	47 064	102	119	0,56	466
Programme 4	14 683 787	144 448	593	12 960	0,98	897
Programme 5	1 433 120	72 514	128	10 739	5,06	1 116
Total	**27 174 312**	**540 958**	**1 598**	**69 543**	**1,99**	**744**

Table 102: Personnel costs by salary band for the period 1 April 2021 and 31 March 2022

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	490	0,09	1	490
Skilled (level 3-5)	73 726	13,62	47	1 569
Highly skilled production (levels 6-8)	117 256	21,68	287	409
Highly skilled supervision (levels 9-12)	129 294	23,90	309	418
Senior and Top management (levels 13-16)	220 190	40,70	83	2 653
Total	**540 958**	**100.00**	**727**	**744**

Table 103: Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2021 and 31 March 2022

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1	164 672	82,56	6 292	3,15	3 919	1,96	7 445	3,73
Programme 2	66 795	86,22	1 132	1,46	591	0,76	1 741	2,25
Programme 3	64 696	137,46	8	0,02	758	1,61	1 468	3,12
Programme 4	124 579	86,24	2 828	1,96	1 525	1,06	2 920	2,02
Programme 5	41 375	57,06	32	0,04	557	0,77	1 291	1,78
Total	**462 117**	**85,43**	**10 292**	**1,90**	**7 350**	**1,36**	**14 865**	**2,75**

Table 104: Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2021 and 31 March 2022

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 1-2)	261	53,22	0,00	0,00	0.00	0,00	0.00	0,00
Skilled (level 3-5)	56 304	76,37	3 766	5,11	1 211	1,64	1 474	2,00
Highly skilled production (levels 6-8)	91 197	77,78	3 551	3,03	3 618	3,09	7 404	6,31
Highly skilled supervision (levels 9-12	213 140	164,85	2 962	2,29	1 977	1,53	4 276	3,31
Senior management (level 13-16)	101 214	45,97	14	0,01	544	0,25	1 711	0,78
Total	**462 117**	**85,43**	**10 292**	**1,90**	**7 350**	**1,36**	**14 865**	**2,75**

3.3 Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- programme;

- salary band; and
- critical occupations (see definition in notes below).

Departments have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Table 105: Employment and vacancies by programme as on 31 March 2022

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Programme 1: Administration	308	311	0.00	3
Programme 2: Curriculum Policy, Support & Monitoring	95	89	6.32	0
Programme 3: Teachers, Education Human Resources & Institutional Development	143	101	29.37	0
Programme 4: Planning, Information & Assessment	182	161	11.54	0
Programme 5: Educational Enrichment Services	68	65	4.41	0
Total	**796**	**727**	**8.67**	**3**

Table 106: Employment and vacancies by salary band as on 31 March 2022

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Lower skilled (1-2)	0	3	0.00	3
Skilled (3-5)	43	43	0.00	0
Highly skilled production (6-8)	287	287	0.00	0
Highly skilled supervision (9-12)	375	311	17.07	0
Senior management (13-16)	91	83	8.79	0
Total	**796**	**727**	**8.67**	**3**

Table 107: Employment and vacancies by critical occupations as on 31 March 2022

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
DCES	15	15	0.00	0
CES	68	57	16.18	0
TOTAL	**83**	**72**	**13.25**	**0**

Notes

- The CORE classification, as prescribed by the DPSA, should be used for completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation:
    a) in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
    b) for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
    c) where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
    d) in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

3.4 Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 108: SMS post information as on 31 March 2022

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
DG/HoD	1	1	100.00	0	0.00
Salary Level 16	0	1	0.00	0	0.00
Salary Level 15	10	5	50.00	5	50.00
Salary Level 14	26	23	88.46	3	11.54
Salary Level 13	54	53	98.15	1	1.85
Total	**91**	**83**	**91.21**	**8**	**8.79**

Table 109: SMS post information as on 30 September 2021

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
DG/HoD	1	1	100.00	0	0.00
Salary Level 16	0	1	0.00	0	0.00
Salary Level 15	10	5	50.00	5	50.00
Salary Level 14	26	20	76.92	6	23.08
Salary Level 13	54	53	98.15	1	1.85
Total	**91**	**80**	**87.91**	**12**	**13.19**

Table 110: Advertising and filling of SMS posts for the period 1 April 2021 and 31 March 2022

SMS Level	Advertising	Filling of Posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months of becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Salary Level 15	1	0	0
Salary Level 14	5	3	0
Salary Level 13	7	3	0
Total	**13**	**6**	**0**

Table 111: Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2021 and 31 March 2022

Reasons for vacancies not advertised within six months
Realignment of the organisational structure, shifting mandates and amendments to functions and post criteria.
Lack of suitable candidates for SMS posts and the re-advertisement of such SMS post.

Reasons for vacancies not filled within twelve months
DPSA Moratorium on the filling of non-critical posts.
Lack of suitable candidates for critical post/Re-advertisement of such critical posts.

Notes

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.3, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes.

Table 112: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2021 and 31 March 2022

No disciplinary steps taken as the delays cannot be attributed to officials

Reasons for vacancies not filled within six months
Realignment of the organisational structure, shifting mandates and amendments to functions and post criteria.
DPSA Moratorium on the filling of non-critical posts.
Lack of suitable candidates for SMS posts and the re-advertisement of such SMS.

Notes

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.2, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes. In the event of non-compliance with this regulation, the relevant executive authority or head of department must take appropriate disciplinary steps in terms of section 16A (1) or (2) of the Public Service Act.

3.5 Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Table 113: Job Evaluation by Salary band for the period 1 April 2021 and 31 March 2022

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Skilled (Levels 3-5)	43	0	0.00	0	0.00	0	0.00
Highly skilled production (Levels 6-8)	287	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	375	0	0.00	0	0.00	0	0.00
Senior Management Service Band A	54	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	26	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	10	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
Total	**796**	**0**	**0.00**	**0**	**0.00**	**0**	**0.00**

Total number of Employees whose salaries exceeded the grades determine by job evaluation	None

3.6 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 114: Annual turnover rates by salary band for the period 1 April 2021 and 31 March 2022

Salary band	Number of employees at beginning of period-1 April 2021	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	2	2	1	50.00
Skilled (Levels 3-5)	43	12	3	6.98
Highly skilled production (Levels 6-8)	287	10	3	1.05
Highly skilled supervision (Levels 9-12)	280	34	16	5.71
Senior Management Service Bands A	54	0	3	5.56
Senior Management Service Bands B	19	3	0	0.00
Senior Management Service Bands C	5	0	0	0.00
Senior Management Service Bands D	2	0	0	0.00
Total	**692**	**61**	**26**	**3.76**

Table 115: Annual turnover rates by critical occupation for the period 1 April 2021 and 31 March 2022

Critical occupation	Number of employees at beginning of period-April 2021	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
DCES	13	7	4	30.77
CES	50	8	2	4.00
TOTAL	**63**	**15**	**6**	**9.52**

Notes

- The CORE classification, as prescribed by the DPSA, should be used for completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
  - a) in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
  - b) for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
  - c) where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
  - d) in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

The table below identifies the major reasons why staff left the department.

Table 116: Reasons why staff left the department for the period 1 April 2021 and 31 March 2022

Termination Type	Number	% of Total Resignations
Death	3	11.54
Resignation	9	34.62
Expiry of contract	5	19.23
Discharged due to ill-health	1	3.85

Termination Type	Number	% of Total Resignations
Retirement	8	30.77
Total	26	100.00
Total number of employees who left as a % of total employment	**3.58**	

Table 117: Promotions by critical occupation for the period 1 April 2021 and 31 March 2022

Occupation	Employees 1 April 2021	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
CES	57	0	0.00	0	0.00
DCES	15	1	6.67	0	0.00
TOTAL	**72**	**1**	**1.39**	**0**	**0.00**

Note: 1.5% notch adjustments paid *in lieu* of notch progressions paid (PSCBC Resolution 1 of 2021 read with DPSA Circulars 13 and 15 of 2022).

Table 118: Promotions by salary band for the period 1 April 2021 and 31 March 2022

Salary Band	Employees 1 April 2021	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower skilled (Levels 1-2)	2	0	0.00	0	0.00
Skilled (Levels 3-5)	43	1	2.33	0	0.00
Highly skilled production (Levels 6-8)	287	4	1.39	0	0.00
Highly skilled supervision (Levels 9-12)	280	15	5.36	0	0.00
Senior Management (Level 13-16)	80	5	6.25	0	0.00
Total	**692**	**25**	**3.61**	**0**	**0.00**

Note: 1.5% notch adjustments paid *in lieu* of notch progressions paid (PSCBC Resolution 1 of 2021 read with DPSA Circulars 13 and 15 of 2022).

3.7 Employment Equity

Table 119: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2022

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	41	5	5	1	24	2	2	3	83
Professionals	119	5	5	13	135	6	10	18	311
Technicians and associate professionals	77	2	0	2	186	5	3	12	287
Clerks	19	1	0	0	23	0	0	0	43
Elementary occupations	0	0	0	0	30	0	0	0	3
Total	256	13	10	16	371	13	15	33	727
Employees with disabilities	**3**	**0**	**0**	**1**	**2**	**0**	**0**	**2**	**8**

Table 120: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2022

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	4	1	1	0	0	1	0	0	**7**
Senior Management	37	4	4	1	24	1	2	3	**76**
Professionally qualified and experienced specialists and mid-management	119	5	5	13	135	6	10	18	**311**
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	77	2	0	2	186	5	3	12	**287**
Semi-skilled and discretionary decision making	19	1	0	0	23	0	0	0	**43**
Unskilled and defined decision making	0	0	0	0	3	0	0	0	**3**
Total	**256**	**13**	**10**	**16**	**371**	**13**	**15**	**33**	**727**

Table 121: Recruitment for the period 1 April 2021 to 31 March 2022

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	2	0	0	0	4	0	0	0	6
Professionally qualified and experienced specialists and mid-management	10	1	0	2	17	1	1	2	34
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3	0	0	0	8	0	0	0	11
Semi-skilled and discretionary decision making	4	0	0	0	7	0	0	0	11
Total	**19**	**1**	**0**	**2**	**36**	**1**	**1**	**2**	**62**

Table 122: Promotions for the period 1 April 2021 to 31 March 2022

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	2	0	0	0	3	0	0	0	5
Professionally qualified and experienced specialists and mid-management	4	0	0	0	10	0	0	0	14
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1	0	0	0	3	0	0	1	5
Semi-skilled and discretionary decision making	1	0	0	0	0	0	0	0	1
Total	**8**	**0**	**0**	**0**	**16**	**0**	**0**	**1**	**25**
Employees with disabilities	**1**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**2**

Table 123: Terminations for the period 1 April 2021 to 31 March 2022

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	0	1	0	0	0	0	0	2	3
Professionally qualified and experienced specialists and mid-management	8	1		2	2	2	0	1	16
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1	0	0	1	0	0	0	1	3
Semi-skilled and discretionary decision making	1	0	0	0	2	0	0	0	3
Unskilled and defined decision making	1	0	0	0	0	0	0	0	1
Total	**11**	**2**	**0**	**3**	**4**	**2**	**0**	**4**	**26**
Employees with Disabilities	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**

Table 124: Skills development for the period 1 April 2021 to 31 March 2022

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	15	0	0	1	7	0	1	3	27
Professionals	41	3	1	3	61	4	2	4	119
Technicians and associate professionals	16	2	0	0	22	1	0	1	42
Clerks	15	2	0	0	91	2	0	1	111
Elementary occupations	10	1	0	0	7	0	0	0	18
Total	**97**	**8**	**1**	**4**	**188**	**7**	**3**	**9**	**317**
Employees with disabilities	**5**				**4**				**9**

3.8 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

Table 125: Signing of Performance Agreements by SMS members as on 31 May 2022

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100.00
Salary Level 16	0	1	1	100.00
Salary Level 15	10	5	5	100.00
Salary Level 14	26	23	23	100.00
Salary Level 13	54	53	53	100.00
Total	**91**	**83**	**83**	**100.00**

Notes

- In the event of a National or Provincial election occurring within the first three months of a financial year, all members of the SMS must conclude and sign their performance agreements for that financial year within three months following the month in which the elections took place. For example, if elections took place in April, the reporting date in the heading of the table above should change to 31 July 2022.

3.9 Performance Rewards

To encourage good performance, the department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

Table 126: Performance Rewards by race, gender and disability for the period 1 April 2021 to 31 March 2022

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African					
Male	76	256	29.69	862	11 342
Female	136	371	36.66	1 277	9 390
Asian					
Male	5	10	50.00	121	24 200
Female	7	15	46.67	98	14 000
Coloured					
Male	6	13	46.15	107	17 833
Female	9	13	69.23	139	15 444
White					
Male	3	16	18.75	56	18 667
Female	10	33	30.30	99	9 900
Total	**252**	**727**	**34.66**	**2,758**	**10 948**

Table 127: Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2021 to 31 March 2022

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Lower Skilled (Levels 1-2)	0	3	0.00	0	0.00	0.00
Skilled (level 3-5)	29	43	67.44	126	4 345	0.17
Highly skilled production (level 6-8)	102	287	35.54	594	5 824	0.51
Highly skilled supervision (level 9-12)	84	311	27.01	1 180	14 048	0.91
Total	**215**	**644**	**33.39**	**1 901**	**8 842**	**0.59**

Notes

- The CORE classification, as prescribed by the DPSA, should be used for completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
  - a) in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
  - b) for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
  - c) where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
  - d) in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees;

Table 128: Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2021 to 31 March 2022

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Band A	22	53	41.51	415	18 864	0.65
Band B	12	23	52.17	326	27 167	1.19
Band C	3	5	60.00	184	61 333	2.08
Total	**37**	**83**	**44.58**	**924**	**24 973**	**0.83**

3.10 Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary band and major occupation.

Table 129: Foreign workers by salary band for the period 1 April 2021 and 31 March 2022

Salary band	1 April 2021		31 March 2022		Change	
	Number	% of total	Number	% of total	Number	% Change
Contract (level 9-12)	6	1.94	6	1.94	0	100.00
Total	**6**	**0.83**	**6**	**0.83**	**0**	**100.00**

Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 130: Sick leave for the period 1 January 2021 to 31 December 2022

Salary band	Total days	% Days with Medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Skilled (levels 3-5)	267	74.53	52	17.05	10	250
Highly skilled production (levels 6-8)	692	78.90	119	39.02	15	981
Highly skilled supervision (levels 9 -12)	577	88.21	102	33.44	12	1 931
Top and Senior management (levels 13-16)	161	88.82	22	7.21	23	710
Total	**1 697**	**82.32**	**295**	**96.72**	**60**	**3 872**

Table 131: Disability leave (temporary and permanent) for the period 1 January 2021 to 31 December 2022

Salary band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Highly skilled production (Levels 6-8)	221	100.00	7	63.60	32	341
Highly skilled supervision (Levels 9-12)	218	100.00	2	18.20	109	850
Senior management (Levels 13-16)	80	100.00	2	18.20	40	382
Total	**519**	**100.00**	**11**	**100.00**	**47**	**1 573**

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 132: Annual Leave for the period 1 January 2021 to 31 December 2022

Salary band	Total days taken	Number of Employees using annual leave	Average per employee
Lower skilled (Levels 1-2)	9	9	1
Skilled Levels 3-5)	1 813	17	106
Highly skilled production (Levels 6-8)	5 666	24	241
Highly skilled supervision (Levels 9-12)	6 089	20	304
Senior management (Levels 13-16)	1 886	23	83
Total	**15 463**	**21**	**735**

Table 133: Capped leave for the period 1 January 2021 to 31 December 2022

Salary band	Total days of capped leave taken	Number of Employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 March 2022
Skilled Levels 3-5)	0	0	0	9
Highly skilled production (Levels 6-8)	0	0	0	32
Highly skilled supervision (Levels 9-12)	0	0	0	50
Senior management (Levels 13-16)	4	2	2	56
Total	**4**	**2**	**2**	**46**

The following table summarise payments made to employees as a result of leave that was not taken.

Table 134: Leave pay-outs for the period 1 April 2021 and 31 March 2022

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave playout for 2021/22 due to non-utilisation of leave for the previous cycle	429	9.00	47 667
Capped leave pay-outs on termination of service for 2021/22	800	11.00	72 727
Current leave playout on termination of service for 2021/22	1 187	8.00	148 375
Total	**2 416**	**28.00**	**86 286**

3.11 HIV/AIDS and Health Promotion Programmes

Table 135: Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
No Units or Categories were identified as high risk in the DBE	N/A

Table 136: Details of Health Promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Acting Director: HRD and Social Responsibility
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	Yes		The Department has ten employees to promote Health and wellness. The budget for health and wellness is incorporated in the budget for the Directorate: Training and Social Responsibility

Question	Yes	No	Details, if yes
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	Yes		To assist employees with work related and personal problems. To support employees infected and affected by HIV and AIDS To support employees, have substance abuse related problems (drugs and alcohol) To assist employees who have incapacity problems due to ill health or poor performance Offer counselling to employees in the time of bereavement, financial difficulties and traumatic events
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		**EMPLOYEE HEALTH AND WELLNESS COMMITTEE** Ms T Khoza, Ms E Mnisi, Ms J Mashapa Ms K Sono, Ms T Sekgapola, Ms L Mekwe Ms D Maboa, Ms A Komape, Ms M Murimbika Ms P Tlala **HEALTH AND SAFETY COMMITTEE** Dr F Kumalo, Dr M Pillay, Ms T Khoza Ms M Lefoka, Ms B Le Roux, Mr J Visser Mr L Mahada, Mr E Mhlanga, Mr D Kruger Mr C Louw, Mr J Matjeni, Mr A Tsamai Mr D Malebye, Ms I Vinger
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		Wellness Management Policy Health and Productivity Management Policy HIV and AIDS, STI and TB Management Policy Safety, Health, Environment, Risk, Quality (SHERQ) management Policy Leave Policy Recruitment Policy
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		HIV and AIDS, STI and TB Management Policy HIV and AIDS Workplace Programme Condom distributions and Voluntary Counselling and Testing Campaign
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	Yes		World AIDS day Commemorated by displaying HIV and AIDS materials, candle lighting and distribution of condoms and HIV and AIDS, STI and TB pamphlets. Through information sharing, pre and post-test counselling, Voluntary Counselling and testing Campaigns
8. Has the department developed measures/ indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		On-site Doctor Employee Health and Wellness Campaigns. Statistics of employees who attended Voluntary counselling and testing Campaign Number of people who attended Health Screening Number of people who attended support groups Number of people who attended Post Test Counselling sessions, Information sessions and Distribution of pamphlets on HIV and Aids

Labour Relations

Table 137: Misconduct and disciplinary hearings finalised for the period 1 April 2021 and 31 March 2022

Outcomes of disciplinary hearings	Number	% of total
Suspended without pay	1	100.00
Total	**1**	**100.00**

Notes

- If there were no agreements, keep the heading and replace the table with the following:

Total number of Disciplinary hearings finalised	1

Table 138: Types of misconduct addressed at disciplinary hearings for the period 1 April 2021 and 31 March 2022

Type of misconduct	Number	% of total
Fraud: forging signature of supply chain manager.	1	100.00
Total	**1**	**100.00**

Table 139: Grievances lodged for the period 1 April 2021 and 31 March 2022

Grievances	Number	% of Total
Number of grievances resolved	7	70.00
Number of grievances not resolved	3	30.00
Total number of grievances lodged	**10**	**100.00**

Table 140: Disputes lodged with Councils for the period 1 April 2021 and 31 March 2022

Disputes	Number	% of Total
Number of disputes dismissed	1	100.00
Total number of disputes lodged	**1**	**100.00**

Table 141: Strike actions for the period 1 April 2021 and 31 March 2022

Total number of persons working days lost	n/a
Total costs working days lost	n/a
Amount recovered as a result of no work no pay (R'000)	n/a

Table 142: Precautionary suspensions for the period 1 April 2021 and 31 March 2022

Number of people suspended	1
Number of people whose suspension exceeded 30 days	1
Average number of days suspended	60
Cost of suspension(R'000)	121

3.12 Skills development

This section highlights the efforts of the department with regard to skills development.

Table 143: Training needs identified for the period 1 April 2021 and 31 March 2022

Occupational category	Gender	Number of employees as at 1 April 2021	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	1		• MS Office		1
	Male	7		• MS Office • MS Power Point (Advanced) • Project Management • Public Finance Management Act • Report Writing		5
Professionals	Female	41		• Construction Contract Administration and Management • Monitoring and Evaluation • Ms Excel (Intermediate) • MS Office • MS Power Point (Advanced) • Programme in Maintenance Management • Project Management • Public Finance Management Act • Records Management • Report Writing • Windows 365		11
	Male	35		• Finance for Non-Finance Managers • Monitoring and Evaluation • Ms Excel Intermediate • MS Office • MS Power Point Advanced • Policy Development • Programme in Maintenance Management • Project Management • Public Finance Management Act • Records Management • Report Writing • Sign Language • SQL • Systems Engineering Management • Windows 365		15

Occupational category	Gender	Number of employees as at 1 April 2021	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes and other short courses	Other forms of training	Total
Technicians and associate professionals	Female	11		• Digital Marketing • Finance for Non-Finance Managers • MS Excel Advanced • MS Office • Project Management • Public Finance Management Act • Report Writing		7
	Male	3		• MS Office • Public Finance Management Act		2
Clerks	Female	72		• Monitoring and Evaluation • MS Excel (Advanced) • Ms Excel (Intermediate) • MS Office • MS Power Point (Advanced) • MS Power Point (Basic) • Project Management • Public Finance Management Act • Report Writing • Sign Language		10
	Male	22		• Monitoring and Evaluation • MS Excel (Advanced) • Ms Excel (Intermediate) • MS Office • MS Power Point (Basic) • Project Management • Public Finance Management Act • Report Writing • Sign Language		9
Elementary occupations	Female	5		MS Office		1
	Male	8		• Project Management • Public Finance Management Act • MS Power Point Basic		3
Sub Total	Female	130				
	Male	82				
Total		205				

Table 144: Training provided for the period 1 April 2021 and 31 March 2022

Occupational category	Gender	Number of employees as at 1 April 2022	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	11		• Executive Coaching • Employment Equity • Nyukela Public Service SMS Pre-entry Programme • Bid Committees (PFMA) • POPI ACT Training • The Joint Building Contract Committee		6
	Male	16		• Construction Contracts • Employment Equity • Bid Committees (PFMA) • Report Writing (Advanced) • Sign Language • Skills Development Facilitator • The Joint Building Contract Committee		7
Professionals	Female	71		• Project Management (Basic) • Construction Contracts • Employment Equity • Ethics in Public Service • Introduction to Leading Change • Introduction to Strategic Planning and Management • Mentoring for Public Service Managers • MS Excel (Advanced) • Nyukela Public Service SMS Pre-entry Programme • PFMA Bid Committees • POPI ACT Training • Sign Language • Skills Development Facilitator • The Joint Building Contract Committee		15
	Male	48		• Basic Project Management • Employment Equity • Ethics in Public Service • Mentoring for Public Service Managers • Nyukela Public Service SMS Pre-entry Programme • Bid Committees (PFMA) • POPI ACT Training • Sign Language • Skills Development Facilitator • The Joint Building Contract Committee		10

Occupational category	Gender	Number of employees as at 1 April 2022	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Technicians and associate professionals	Female	24		• Project Management (Basic) • Construction Contracts • Creative Writing • Employment Equity • POPI ACT Training • Report Writing Advanced • Skills Development Facilitator • The Joint Building Contract Committee		8
	Male	18		• Employment Equity • Ethics in Public Service • Introduction to Strategic Planning and Management • Mentoring for Public Service Managers • MS Excel Advanced • Nyukela Public Service SMS Pre-entry Programme • POPI ACT Training • Sign Language • Skills Development Facilitator • Writing for Government: Basic Writing Skills		10
Clerks	Female	94		• Project Management (Basic) • Construction Contracts • Creative Writing • Employment Equity • Ethics in Public Service • MS Excel (Advanced) • Policy and Procedure on Incapacity Leave and Ill-Health Retirement • POPI ACT Training • Report Writing Advanced • Sign Language • Skills Development Facilitator • The Joint Building Contract Committee • Writing for Government: Basic Writing Skills		13
	Male	17		• Project Management (Basic) • Construction Contracts • Creative Writing • Employment Equity • MS Excel • Bid Committees (PFMA) • POPI ACT Training		7

Occupational category	Gender	Number of employees as at 1 April 2022	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Elementary occupations	Female	7		• Employment Equity • POPI ACT Training • Sign Language		3
	Male	11		• Project Management (Basic) • Employment Equity • POPI ACT Training • Sign Language		4
Sub Total	Female	207				
	Male	110				
Total		317				

3.22 Injury on duty

The following tables provide basic information on injury on duty.

Table 145: Injury on duty for the period 1 April 2021 and 31 March 2022

Nature of injury on duty	Number	% of total
Required basic medical attention only	2	100
Total	2	100

PART E: FINANCIAL INFORMATION

1. REPORT OF THE AUDITOR-GENERAL

Report of the auditor-general to Parliament on vote no.16: Department of Basic Education

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Department of Basic Education set out on pages 254 to 327, which comprise the appropriation statement, statement of financial position as at 31 March 2022, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.

2. In my opinion, the financial statements present fairly, in all material respects, the financial position of Department of the Basic Education (DBE) as at 31 March 2022, and its financial performance and cash flows for the year then ended in accordance with Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act 1 of 1998(PFMA) and the Division of Revenue Act 9 of 2021(Dora).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of my report.

4. I am independent of the department in accordance with the International Ethics Standards Board for Accountants' International code of ethics for professional accountants (including International Independence Standards) (IESBA code) as well as other ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.

5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for opinion.

Other matter

6. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

7. The supplementary information set out on pages 328 to 341 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion on them.

Responsibilities of the accounting officer for the financial statements

8. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS and the requirements of the PFMA and Dora and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

9. In preparing the financial statements, the accounting officer is responsible for assessing the department ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

Auditor-general's responsibilities for the audit of the financial statements

10. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of financial statements.

11. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report.

Report on the audit of the annual performance report

Introduction and scope

12. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I have a responsibility to report on the usefulness and reliability of the reported performance information against predetermined objectives for selected programme presented in the annual performance report. I performed procedures to identify material findings but not to gather evidence to express assurance.

13. My procedures address the usefulness and reliability of the reported performance information, which must be based on the department approved performance planning documents. I have not evaluated the completeness and appropriateness of the performance indicators included in the planning documents. My procedures do not examine whether the actions taken by the department enabled service delivery. My procedures do not extend to any disclosures or assertions relating to the extent of achievements in the current year or planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.

14. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programme presented in the department's annual performance report for the year ended 31 March 2022:

Programmes	Pages in the annual performance report
Programme 2 – Curriculum Policy, Support and Monitoring	81 – 113

15. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.

16. I did not raise any material findings on the usefulness and reliability of the reported performance information for this programme.

Other matter

17. I draw attention to the matter below.

Achievement of planned targets

18. Refer to the annual performance report on pages 102 to 110 for information on the achievement of planned targets for the year and management's explanations provided for the under/over achievement of targets.

Adjustment of material misstatements

19. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information of Programme 2 (Curriculum, Policy, Support and Monitoring). As management subsequently corrected the misstatements, I did not raise any material findings on the usefulness and reliability of the reported performance information.

Report on the audit of compliance with legislation

Introduction and scope

20. In accordance with the PAA and the general notice issued in terms thereof, I have a responsibility to report material findings on the department's compliance with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.

21. The material findings on compliance with specific matters in key legislation are as follows:

Expenditure management

22. Effective and appropriate steps were not taken to prevent irregular expenditure amounting to R1 471 593 000, as disclosed in note 31 to the annual financial statements, in contravention of 38(1) (c) (ii) of the PFMA and treasury regulation 9.1.1. The majority of the irregular expenditure was caused by the non-compliance with the procurement and contract management prescripts by the implementing agents for school infrastructure projects.

Consequence management

23. I was unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against officials who had incurred fruitless and wasteful expenditure as required by section 38(1) (h) (iii) of the PFMA. This was because investigations into fruitless and wasteful expenditure were not performed.

Procurement and contract management

24. Some of the contracts were awarded to bidders that did not score the highest points in the evaluation process, as required by section 2(1) (f) of the Preferential Procurement Policy Framework Act (PPPFA) and preferential procurement regulation 2017.

25. Some of the commodities designated for local content and production, were procured from suppliers who did not submit a declaration on local production and content in accordance with paragraph 3.4 of National Treasury Instruction note 4 of 2015-16. Similar non-compliance was also reported in the prior year.

Other information

26. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report, which includes the audit committee's report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.

27. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion on it.

28. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

29. If based on the work I have performed, I conclude that there is a material misstatement in this other information, I am required to report that fact. I have nothing to report in this regard.

Internal control deficiencies

30. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on compliance with legislation included in this report.

31. Management did not implement effective preventative controls to facilitate reliable reporting as well as compliance with legislation.

32. Monitoring and review of financial and performance reports by management was inadequate resulting in undetected errors. Daily and monthly controls were not always effective.

Material irregularities

33. In accordance with the PAA and the Material Irregularity Regulations, I have a responsibility to report on material irregularities identified during the audit and on the status of the material irregularities reported in the previous year's auditor's report.

Material irregularities identified during the audit

34. The material irregularities identified are as follows:

Prepayment for goods not delivered

35. The department paid the implementing agent (IA) an amount of R78 001 000 on 31 March 2017 for purchases of bulk materials for which the department did not receive equivalent value of materials (calculated as the difference between quantities paid by the department to IA and the quantities of the goods that were actually received). The payment of R78 001 000 by the department is a prepayment made for goods or services not required by a contractual arrangement which is in contravention of treasury regulation 15.10.1.2(c).

36. The non-compliance is likely to result in a material financial loss for the Department of Basic Education if not recovered.

37. The accounting officer was notified of the material irregularity on 01 July 2021 and invited to make a written submission on the actions taken and that will be taken to address the matter.

38. In order to resolve the material irregularity, the department received a reconciliation of supporting evidence (final accounts and bill of quantities) of materials bought and installed in relation to the prepayment of R78 001 000 on 31 March 2022, however, there was still an unreconciled difference of R17 821 000. The department has already recovered an amount of R16 381 000 from the IA. Furthermore, the accounting officer took action to withhold payment of the IA management fees amounting to R15 405 000 in line with contractual arrangement until all goods delivered are reconciled with the prepayment.

39. The accounting officer plans to obtain the reconciliation from the IA of the unreconciled amount by 31 July 2022 and verify the actual number of items installed per school on or before 30 September 2022. I will follow-up on the implementation of planned actions during my next audit.

Payments not made within 30 days resulting in the withdrawal of the contractor from site and cancellation of the contractual arrangement

40. The department did not settle the interim payment certificates of a contractor within 30 days, as required by treasury regulation 8.2.3. The contractor was appointed for the demolition and construction of new schools in the Eastern Cape as part of the accelerated schools infrastructure delivery initiative (asidi) programme. The department eventually made payment, however, this was after the contractor had cancelled the contract based on the material breach due to non-payment. The cancellation was confirmed by an order of the court on 17 March 2019.The department paid for the materials currently on site which were never used due to the late payment of invoices.

41. The non-compliance is likely to result in material financial losses in the form of damages claimed by the contractor and the losses on materials currently on site which have been exposed to the elements and damaged by bad weather. It further resulted in material financial loss for the DBE of R233 000 for the payment of interest.

42. The accounting officer was notified of the material irregularity on 31 August 2021 and invited to make a written submission on the actions taken or to be taken to address the matter.

43. An investigation into the matter by the department investigation committee was concluded on 31 May 2022. The investigation concluded that an official had contravened the provisions of the treasury regulation 8.2.3, the investigation recommended that consequence management be instituted in line with treasury regulation. The accounting officer committed that the recommendations of the investigation committee will be implemented by the 31 October 2022.

44. Furthermore, in line with the agreement between the contractor and the department, the department's principal agent determined the final contract values and issued final accounts together with final payment certificates, taking cognisance of the contractual claims as well as the refund for material offsite. The final payment certificate reflects the amount in favour of the department. The contractor disputed the values in the final payment certificate and claimed that the department did not have the right to recover payment as it had already prescribed. The accounting officer is in the process of obtaining a legal opinion on this matter and anticipates recovery of money due to the department and issue summons by 30 September 2022.

45. I will follow up on the implementation of the planned actions during my next audit.

Status of previously reported material irregularities

Learner materials distributed to learners who did not qualify to be on the Kha Ri Gude programme

46. Learner materials were distributed to volunteer educators for learners who were not eligible to benefit from the Kha Ri Gude programme between the programme's inception in 2008-09 to 2016-17, as controls to verify learners registered for the programme were ineffective. This was because the department did not maintain effective, efficient and transparent systems of financial and risk management and internal control, as required by section 38(1) (a) (i) of the PFMA.

47. If the losses are not recovered from the volunteer educators, as former officials, it is likely to result in a material financial loss for the department.

48. The accounting officer was notified of the material irregularity on 1 July 2021 and invited to make a written submission on the actions taken or to be taken to address the matter.

49. An investigation into the matter by the departmental investigation committee was concluded during the 2016-17 financial year. The accounting officer instituted disciplinary action against the officials responsible in October 2016 and already recovered part of the losses during the 2017-18 financial year. The matter was subsequently referred to the South African Police Service (SAPS) in the 2017-18 to investigate and recover the remaining financial losses. The investigation is still on going, additional information was requested by the investigating officer and was subsequently submitted by the department on 28 July 2022.

50. The accounting officer plans to follow up on the progress every two months until the investigation is finalised. I will follow up on the implementation of the planned actions during my next audit.

Interest paid on payments not made within 30 days

51. The department did not settle the invoices of a professional service provider within 30 days, as required by treasury regulation 8.2.3. The service provider was appointed to provide professional services for the construction of 29 medium to large schools in the Eastern Cape as part of the ASIDI programme.

52. Interest of R6 960 000 was charged by the professional service provider because of late payment. This amount was paid by the department on 5 June 2019, resulting in a material financial loss of R6 960 000 by the financial year-end. Since the department failed to honour its contractual obligation, this amount is not recoverable from the professional service provider. The interest was included in the fruitless and wasteful expenditure amount disclosed in note 27 to the financial statements.

53. The accounting officer was notified of the material irregularity on 1 July 2021 and invited to make a written submission on the actions taken or to be taken to address the matter.

54. An investigation into the matter by the department investigation committee was concluded on 31 May 2022. The investigation concluded that an official had contravened the provisions of the treasury regulation 8.2.3, the investigation recommended that consequence management be instituted in line with treasury regulation. The accounting officer committed that the recommendations of the investigation committee will be implemented by the 31 October 2022.

Other reports

55. In addition to the investigations relating to material irregularities, I draw attention to the following engagements conducted by various parties which had, or could have, an impact on the matters reported in the department's financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of my opinion on the financial statements or my findings on the reported performance information or compliance with legislation.

56. The Special Investigating Unit (SIU) is investigating allegations relating to the affairs of the department, in term of Proclamation no. R23 of 2020 published on 23 July 2020 in Government Gazette no. 43546. This relates to the procurement of, or contracting for, goods, works and services, including the construction, refurbishment, leasing, occupation and use of immovable property, during, or in respect of the national state of disaster, as declared by Government Notice no. 313 of 15 March 2020, by or on behalf of the State institutions, and payments made in respect thereof. The investigation commenced on 1 September 2020. The proceedings were in progress at the date of this auditor's report.

Pretoria

31 July 2022

AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure – Auditor-general's responsibility for the audit

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and the procedures performed on reported performance information for selected programme and on the department's compliance with respect to the selected subject matters.

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:

   · identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control

   · obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control

   · evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by accounting officer

   · Conclude on the appropriateness of the accounting officer 's use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the DBE to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease operating as a going concern

   · evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

4. I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

2. ANNUAL FINANCIAL STATEMENTS

APPROPRIATION PER PROGRAMME									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programme									
1. Administration	524 698	-	8 624	533 322	531 769	1 553	99.7%	504 063	486 123
2. Curriculum Policy, Support and Monitoring	2 120 975	-	(5 250)	2 115 725	2 091 344	24 381	98.8%	1 844 561	1 741 905
3. Teachers, Education Human Resources and Institutional Development	1 449 059	-	-	1 449 059	1 433 122	15 937	98.9%	1 415 343	1 395 395
4. Planning, Information and Assessment	14 710 549	-	(864)	14 709 685	14 696 404	13 281	99 9%	11 708 938	11 375 084
5. Educational Enrichment Services	8 433 979	-	(2 510)	8 431 469	8 418 602	12 867	99.8%	7 922 067	7 902 118
TOTAL	**27 239 260**	**-**	**-**	**27 239 260**	**27 171 241**	**68 019**	**99.8%**	**23 394 972**	**22 900 625**
Reconciliation with Statements of Financial Performance									
ADD:									
Departmental receipts				**11 731**				**3 373**	
Aid assistance				**26 162**				**1 254**	
Actual amounts per statement of financial performance (total revenue)				**27 277 153**				**23 399 599**	
ADD:									
Aid assistance					17 964				21 526
Actual amounts per statement of financial performance (total expenditure)					**27 189 205**				**22 922 151**

APPROPRIATION PER ECONOMIC CLASSIFICATION									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**2 642 555**	**(66)**	**(22 060)**	**2 620 429**	**2 732 144**	**(111 715)**	**104.3%**	**2 313 892**	**2 365 722**
Compensation of employees	549 195	2	(2)	549 195	541 811	7 384	98.7%	547 905	497 659
Salaries and wages	487 627	2 457	5 551	495 635	488 481	7 154	98.6%	486 042	445 752
Social contributions	61 568	(2 455)	(5 553)	53 560	53 330	230	99.6%	61 863	51 907
Goods and services	2 053 842	(68)	(23 948)	2 029 826	2 148 935	(119 109)	105.9%	1 723 324	1 825 402
Administrative fees	5 579	833	(724)	5 688	4 432	1 256	77.9%	5 212	3 611
Advertising	26 537	(15 316)	(8 812)	2 409	2 234	175	92.7%	3 160	2 963
Minor assets	2 665	(46)	(898)	1721	319	1 402	18.5%	543	256
Audit costs: External	29 927	(1 187)	(10 513)	18 227	17 869	358	98.0%	18 162	14 446
Bursaries: Employees	482	-	(21)	461	456	5	98.9%	424	419
Catering: Departmental activities	25 946	(7 106)	(9 153)	9 687	7 838	1 849	80.9%	4 956	3 490
Communication	6 464	1 597	(286)	7 775	6 461	1 314	83.1%	7 828	6 533
Computer services	92 862	4 624	3 026	100 512	100 949	(437)	100.4%	83 942	83 023
Consultants: Business and advisory services	112 080	32 161	12 401	156 642	258 998	(102 356)	165.3%	191 465	266 727
Legal services	3 800	442	(1 139)	3 103	3 103	-	100.0%	3 328	3 178
Contractors	2 116	175	(812)	1 479	12 974	(11 495)	877.2%	2 517	1 096
Agency and support / outsourced services	31 668	7 115	18 503	57 286	56 888	398	99.3%	44 004	43 382
Entertainment	257	53	(258)	52	50	2	96.2%	57	3
Fleet services	1 669	890	502	3 061	2 906	155	94.9%	2 233	2 226
Inventory: Clothing material and accessories	17	(17)	-	-	-	-	-	302	42 269
Inventory: Farming supplies	56	-	(56)	-	-	-	-	-	-
Inventory: Learner and teacher support material	1 278 051	(970)	(6 719)	1 270 362	1 263 515	6 847	99.5%	1 032 488	1 025 070
Inventory: Materials and supplies	51	-	(51)	-	-	-	-	-	-
Inventory: Other supplies	3 545	600	8 866	13 011	29 679	(16 668)	228.1%	15 937	15 933
Consumable supplies	1 390	1 231	712	3 333	2 780	553	83.4%	2 045	1 754
Consumable: Stationery, printing and office supplies	40 146	(20 439)	(12 064)	7 643	4 674	2 969	61.2%	8 951	6 015
Operating leases	5 273	(2 111)	(1 777)	1 385	937	448	67.7%	1 970	1 088

APPROPRIATION PER ECONOMIC CLASSIFICATION									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Property payments	168 708	(238)	(3 538)	164 932	165 217	(285)	100.2%	159 198	158 085
Travel and subsistence	173 142	(4 801)	(21 955)	146 386	124 928	21 458	85.3%	64 406	47 394
Training and development	5 820	(2 259)	(52)	3 509	1 884	1 625	53.7%	1 214	771
Operating payments	13 258	7 010	10 067	30 335	62 912	(32 577)	207.4%	62 778	8 565
Venues and facilities	19 578	(2 690)	1 446	18 334	12 768	5 566	69.6%	3 955	3 573
Rental and hiring	2 755	381	(643)	2 493	4 164	(1 671)	167.0%	2 249	83 532
Interest (including interest on unitary payments (PPP))	39 518	-	1 890	41 408	41 398	10	100.0%	42 663	42 661
Transfers and subsidies	**22 329 796**	**-**	**2 995**	**22 332 791**	**22 326 674**	**6 117**	**100.0%**	**19 441 623**	**19 417 579**
Provinces and municipalities (Provincial Revenue Funds)	20 701 013	-	-	20 701 013	20 701 013	-	100.0%	17 843 675	17 826 572
Departmental agencies and accounts	175 848	-	-	175 848	175 848	-	100.0%	149 735	149 735
Foreign governments and international organisations	21 396	-	1 883	23 279	18 514	4 765	79.5%	20 900	13 980
Non-profit institutions	120 515	-	-	120 515	120 515	-	100.0%	133 636	133 636
Households	1 311 024	-	1 112	1 312 136	1 310 784	1 352	99.9%	1 293 677	1 293 656
Social benefits	3 000	-	1 112	4 112	2 760	1 352	67.1%	2 071	2 050
Other transfers to households	1 308 024	-	-	1 308 024	1 308 024	-	100.0%	1 291 606	1 291 606
Payments for capital assets	**2 266 909**	**45**	**13 686**	**2 280 640**	**2 107 125**	**173 515**	**92.4%**	**1 638 382**	**1 116 500**
Buildings	2 259 039	-	-	2 259 039	2 086 132	172 907	92.3%	1 610 069	1 088 819
Machinery and equipment	7 502	45	7 843	15 390	14 825	565	96.3%	10 252	9 920
Intangible assets	368	-	5 843	6 211	6 168	43	99.3%	18 061	17 761
Payments for financial assets	**-**	**21**	**5 379**	**5 400**	**5 298**	**102**	**98.1%**	**1 075**	**824**
Total	**27 239 260**	**-**	**-**	**27 239 260**	**27 171 241**	**68 019**	**99.8%**	**23 394 972**	**22 900 625**

PROGRAMME 1: ADMINISTRATION									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Ministry	39 120	-	(1 119)	38 001	37 485	516	98.6%	30 325	28 794
2. Departmental Management	93 875	528	2 587	96 990	96 932	58	99.9%	88 232	84 397
3. Corporate Services	75 300	(480)	848	75 668	75 246	422	99.4%	69 843	66 161
4. Office of the Chief Financial Officer	83 735	(40)	75	83 770	83 369	401	99.5%	92 380	85 781
5. Internal Audit	7 572	(8)	1 294	8 858	8 739	119	98.7%	7 843	6 932
6. Office Accommodation	225 096	-	4 939	230 035	229 998	37	100.0%	215 440	214 058
Total for sub programmes	**524 698**	**-**	**8 624**	**533 322**	**531 769**	**1 553**	**99.7%**	**504 063**	**486 123**

PROGRAMME 1: ADMINISTRATION									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**505 336**	**(48)**	**1 590**	**506 878**	**505 698**	**1 180**	**99.8%**	**476 971**	**459 421**
Compensation of employees	197 586	2	3 150	200 738	200 315	423	99.8%	194 061	185 528
Salaries and wages	173 719	1 155	2 261	177 135	177 028	107	99.9%	169 105	162 610
Social contributions	23 867	(1 153)	889	23 603	23 287	316	98.7%	24 956	22 918
Goods and services	268 232	(50)	(3 200)	264 982	264 235	747	99.7%	240 492	231 476
Administrative fees	880	1	(208)	671	619	52	92.3%	536	443
Advertising	787	(324)	489	952	951	1	99.9%	2 663	2 495
Minor assets	1 216	(123)	(870)	223	142	81	63.7%	162	103
Audit costs: External	21 247	(1 133)	(2 459)	17 655	17 677	(22)	100.1%	16 502	12 787
Bursaries: Employees	478	-	(21)	457	456	1	99.8%	420	419
Catering: Departmental activities	1 144	695	121	1 920	1 870	50	97.4%	1 817	1 644
Communication	2 676	695	(178)	3 193	3 102	91	97.2%	4 105	3 803
Computer services	24 013	932	9 203	34 148	33 945	203	99.4%	26 937	26 682
Consultants: Business and advisory services	675	1 633	1 331	3 639	3 625	14	99.6%	5 662	5 427
Legal services	3 800	430	(1 139)	3 091	3 091		100.0%	3 328	3 178
Contractors	445	54	271	770	779	(9)	101.2%	913	803
Agency and support / outsourced services	512	345	(227)	630	946	(316)	150.2%	285	275
Entertainment	257	53	(261)	49	48	1	98.0%	57	3
Fleet services	1 656	790	491	2 937	2 810	127	95.7%	2 140	2 132
Inventory: Learner and teacher support material	370	(370)	-	-	-	-	-	-	-
Inventory: Clothing material	17	(17)	-	-	-	-	-	-	-
Inventory: farming supplies	56	-	(56)	-	-	-	-	-	-
Inventory: Material and Supplies	51	-	(51)						
Inventory: Other supplies	13	-	(13)						
Consumable supplies	1 225	(110)	(335)	780	730	50	93.6%	1 500	1 264
Consumable: Stationery, printing and office supplies	3 254	117	(845)	2 526	2 366	160	93.7%	2 968	2 697
Operating leases	1 690	88	(1 224)	554	506	48	91.3%	1 103	597

PROGRAMME 1: ADMINISTRATION									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Property payments	168 708	(238)	(3 538)	164 932	165 217	(285)	100.2%	159 198	158 085
Travel and subsistence	28 331	(3 526)	(5 118)	19 687	19 327	360	98.2%	8 281	6 932
Training and development	1 977	(74)	(19)	1 884	1 884	-	100.0%	441	399
Operating payments	1 269	147	430	1 896	1 774	72	96.1%	635	517
Venues and facilities	1 012	(485)	1 196	1 723	1 676	47	97.3%	61	33
Rental and hiring	473	412	(170)	715	694	21	97.1%	778	758
Interest (including interest on unitary payments (PPP))	39 518	-	1 640	41 158	41 148	10	100.0%	42 418	42 417
Transfers and subsidies	**1 479**	**-**	**200**	**1 679**	**1 679**	**-**	**100.0%**	**1 322**	**1 320**
Departmental agencies and accounts	459	-	-	459	459	-	100.0%	453	453
Households (Social Benefits)	1 020		200	1 220	1 220	-	100.0%	869	867
Payments for capital assets	**17 883**	**45**	**6 685**	**24 613**	**24 246**	**367**	**98.5%**	**25 514**	**25 127**
Buildings	12 390	-	-	12 390	12 389	1	100.0%	11 120	11 120
Machinery and equipment	5 125	45	6 911	12 081	11 715	366	97.0%	3 714	3 597
Intangible assets	368	-	(226)	142	142	-	100.0%	10 680	10 410
Payments for financial assets	**-**	**3**	**149**	**152**	**146**	**6**	**96.1%**	**256**	**255**
Total	**524 698**	**-**	**8 624**	**533 322**	**531 769**	**1 553**	**99.7%**	**504 063**	**486 123**

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Programme Management: Curriculum Policy, Support and monitoring	2 815	-	(1 290)	1 525	1 472	53	96.5%	4 144	2 941
2. Curriculum Implementation and Monitoring	362 768	-	(9 062)	353 706	345 999	7 707	97.8%	360 184	324 362
3. Curriculum and Quality Enhancement Programmes	1 755 392	-	5 102	1 760 494	1 743 873	16 621	99.1%	1 480 233	1 414 602
Total for sub programmes	**2 120 975**	**-**	**(5 250)**	**2 115 725**	**2 091 344**	**24 381**	**98.8%**	**1 844 561**	**1 741 905**

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**1 464 535**	**(3)**	**(5 418)**	**1 459 114**	**1 434 788**	**24 326**	**98.3%**	**1 226 104**	**1 180 855**
Compensation of employees	91 691	-	(5 250)	86 441	77 468	8 973	89.6%	95 051	74 531
Salaries and wages	81 359	1 002	(2 521)	79 840	70 145	9 695	87.9%	83 290	67 239
Social contributions	10 332	(1 002)	(2 729)	6 601	7 323	(722)	110.9%	11 761	7 292
Goods and services	1 372 844	(3)	(168)	1 372 673	1 357 320	15 353	98.9%	1 171 053	1 106 324
Administrative fees	2 063	(555)	(485)	1 023	915	108	89.4%	723	436
Advertising	22 515	(14 992)	(7 392)	131	130	1	99.2%	-	-
Minor assets	1 134	(49)	13	1 098	29	1 069	2.6%	58	49
Audit costs: External	554	(54)	(120)	380	-	380	-	-	-
Catering: Departmental activities	4 379	(2 637)	145	1 887	1 640	247	86.9%	582	316
Communication	678	680	(682)	676	536	140	79.3%	907	640
Computer services	4 926	1 251	(2 831)	3 346	3 452	(106)	103.2%	5 959	5 370
Consultants: Business and advisory services	402	1 028	371	1 801	1 800	1	99.9%	866	610
Contractors	275	(19)	(253)	3	3	-	100.0%	6	3
Agency and support / outsourced services	8 117	17 231	16 996	42 344	42 390	(46)	100.1%	37 574	37 034
Fleet services	-	-	1	1	1	-	100.0%	-	-
Inventory: Learner and teacher support material	1 276 188	-	(7 012)	1 269 176	1 262 721	6 455	99.5%	1 032 204	1 024 821
Inventory: Clothing material and accessories								302	301
Inventory: Other supplies	500	-	7 590	8 090	8 030	60	99.3%	15 501	15 498
Consumable supplies	24	10	170	204	190	14	93.1%	90	83
Consumable: Stationery, printing and office supplies	15 388	(5 780)	(7 513)	2 095	737	1 358	35.2%	1 855	1 346
Operating leases	595	(35)	(380)	180	98	82	54.4%	120	96
Travel and subsistence	21 472	7 853	(2 217)	27 108	25 674	1 434	94.7%	14 286	12 179
Training and development	3 154	(2 185)	(144)	825	-	825	-	-	-
Operating payments	872	56	1 052	1 980	1 343	637	67.8%	57 553	5 241
Venues and facilities	9 589	(1 787)	2 031	9 833	7 140	2 693	72.6%	2 080	1 934
Rental and hiring	19	(19)	492	492	491	1	99.8%	387	367

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	**655 581**	**-**	**-**	**655 581**	**655 586**	**(5)**	**100.0%**	**577 007**	**559 692**
Provinces and municipalities (Provincial Revenue Funds)	654 894	-	-	654 894	654 894	-	100.0%	575 726	558 623
Foreign governments and international organisations	199	-	-	199	152	47	76.4%	193	-
Households (Social benefits)	488	-	*	488	540	(52)	110.7%	1 088	1 069
Payments for capital assets (Machinery and equipment)	**859**	**-**	**154**	**1 013**	**957**	**56**	**94.5%**	**1 235**	**1 145**
Payments for financial assets	**-**	**3**	**14**	**17**	**13**	**4**	**76.5%**	**215**	**213**
Total	**2 120 975**	**-**	**(5 250)**	**2 115 725**	**2 091 344**	**24 381**	**98.8%**	**1 844 561**	**1 741 905**

PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Programme Management: Teachers, Education Human Resources and Institutional development	2 004	-	(295)	1 709	1 647	62	96.4%	1 959	1 515
2. Education Human resources Management	64 520	-	2 238	66 758	58 725	8033	88.0%	60 095	50 824
3. Education Human resources Development	1 366 551	-	(2 251)	1 364 300	1 360 073	4 227	99.7%	1 337 339	1 330 783
4. Curriculum and Professional Development Unit	15 984	-	308	16 292	12 677	3 615	77.8%	15 950	12 273
Total for sub programmes	**1 449 059**	**-**	**-**	**1 449 059**	**1 433 122**	**15 937**	**98.9%**	**1 415 343**	**1 395 395**

PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**105 079**	**-**	**(1 764)**	**103 315**	**92 136**	**11 179**	**89.2%**	**93 398**	**76 745**
Compensation of employees	73 127	-	-	73 127	72 516	611	99.2%	74 536	67 251
Salaries and wages	66 359	50	276	66 685	66 197	488	99.3%	67 266	61 557
Social contributions	6 768	(50)	(276)	6 442	6 319	123	98.1%	7 270	5 694
Goods and services	31 952	-	(1 764)	30 188	19 620	10 568	65.0%	18 862	9 494
Administrative fees	483	25	6	514	335	179	65.2%	301	105
Advertising	-	-	-		-	-	-	16	1
Minor assets	152	15	1	168	66	102	39.3%	105	40
Catering: Departmental activities	2 352	(161)	(818)	1 373	672	701	48.9%	432	66
Communication	611	135	886	1 632	1 314	318	80.5%	991	752
Computer services	1 673	(130)	(52)	1 491	1 409	82	94.5%	3 076	3 078
Consultants: Business and advisory services	-	-	715	715	715	-	100.0%	434	429
Contractors	60	100	(59)	101	63	38	62.4%	1 215	210
Agency and support / outsourced services	1 442	-	(1 361)	81	119	(38)	146.9%	251	184
Consumable supplies	99	-	(60)	39	14	25	35.9%	330	300
Inventory: Learner and teacher support material	-	-	850	850	458	392	53.9%	250	249
Consumable: Stationery, printing and office supplies	1 106	(70)	(245)	791	425	366	53.7%	981	431
Operating leases	60	50	-	110	59	51	53.6%	176	59
Travel and subsistence	18 655	530	(1 177)	18 008	12 272	5 736	68.1%	8 751	2 944
Training and development	689	-	111	800	-	800	-	773	372
Operating payments	226	1	(60)	167	39	128	23.4%	376	68
Venues and facilities	4 344	(495)	(592)	3 257	1 569	1 688	48.2%	281	161
Rental and hiring	-	-	91	91	91	-	100.0%	123	45
Transfers and subsidies	**1 343 534**	**-**	**1 226**	**1 344 760**	**1 340 041**	**4 719**	**99.6%**	**1 321 734**	**1 318 468**
Departmental agencies	17 985	-	-	17 985	17 985	-	100.0%	12 878	12 878
Foreign governments and international organisations	17 477	-	615	18 092	13 374	4 718	73.9%	17 246	13 980

PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Households	1 308 072	-	611	1 308 683	1 308 682	1	100.0%	1 291 610	1 291 610
Social benefits	48	-	611	659	658	1	99.8%	4	4
Other transfers to households	1 308 024	-	-	1 308 024	1 308 024	-	100.0%	1 291 606	1 291 606
Payments for capital assets (Machinery and equipment)	446	-	498	944	935	9	99.0%	204	173
Software and other Intangible assets	-	-	-	-	-	-	-	29	-
Payments for financial assets	**-**	**-**	**40**	**40**	**10**	**30**	**25.0%**	**7**	**9**
Total	**1 449 059**	**-**	**-**	**1 449 059**	**1 433 122**	**15 937**	**98.9%**	**1 415 343**	**1 395 395**

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Programme Management: Planning, Information and Assessment	3 593	-	398	3 991	3 645	346	91.3%	3 601	3 443
2. Financial planning, Information and Management Systems	53 888	-	(6 011)	47 877	42 296	5 581	88.3%	47 149	46 575
3. School Infrastructure	14 099 770	-	810	14 100 580	14 097 884	2 696	100.0%	11 213 579	10 892 440
4. National Assessments and Public Examinations	390 496	3	2 890	393 389	391 039	2 350	99.4%	270 399	260 129
5. National Education evaluation and Development Unit	14 020	-	2 942	16 962	16 351	611	96.4%	15 772	15 571
6. Planning and Delivery Oversight Unit	148 782	(3)	(1 893)	146 886	145 189	1 697	98.8%	158 438	156 926
Total for sub programmes	**14 710 549**	**-**	**(864)**	**14 709 685**	**14 696 404**	**13 281**	**99.9%**	**11 708 938**	**11 375 084**

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**491 351**	**(15)**	**(13 680)**	**477 656**	**638 744**	**(161 088)**	**133.7%**	**409 003**	**600 164**
Compensation of employees	136 942	-	4 608	141 552	144 449	(2 897)	102.0%	132 620	126 625
Salaries and wages	121 029	250	8 558	129 837	133 147	(3 310)	102.5%	119 956	115 494
Social contributions	15 915	(250)	(3 950)	11 715	11 302	413	96.5%	12 664	11 131
Goods and services	354 407	(15)	(1 8 538)	335 854	494 045	(158 191)	147.1%	276 138	473 295
Administrative fees	1 515	1 404	81	3 000	2 383	617	79.4%	3 013	2 526
Advertising	3 235	-	(2 484)	751	579	172	77.1%	15	1
Minor assets	119	41	(23)	137	50	87	36.5%	136	24
Audit costs: External	8 126	-	(7 934)	192	192	-	100.0%	1 660	1 659
Catering: Departmental activities	16 605	(4 913)	(8 368)	3 324	2 931	393	88.2%	1 126	1 050
Communication	1 893	(102)	(413)	1 378	957	421	69.4%	1 138	1 010
Computer services	62 250	2 521	(3 284)	61 487	62 103	(616)	101.0%	47 964	47 888
Consultants: Business and advisory services	111 003	29 500	9 984	150 487	252 858	(102 371)	168.0%	184 503	260 261
Legal services	-	12	-	12	12	-	100%	-	-
Contractors	129	40	(137)	32	11 577	(11 545)	36178.1%	14	14
Agency and support / outsourced services	21 597	(10 461)	2 627	13 763	12 966	797	94.2%	5 748	5 746
Fleet services	13	100	10	123	95	28	77.2%	93	94
Inventory: Clothing material and accessories					-	-			41 968
Inventory: Other supplies	3 032	-	-	3 032	19 762	(16 730)	651.8%	-	-
Consumable supplies	42	37	283	362	310	52	85.6%	88	76
Consumable: Stationery, printing and office supplies	19 450	(14 794)	(3 066)	1 590	936	654	58.9%	1 652	1 292
Operating leases	2 722	(2 234)	(185)	303	146	157	48.2%	262	197
Travel and subsistence	89 142	(8 077)	(12 300)	68 765	63 029	5 736	91.7%	24 744	24 118
Operating payments	8 301	6 846	9 139	24 286	58 968	(34 682)	242.8%	1 887	1 769
Venues and facilities	3 097	77	(1 399)	1 775	1 773	2	99.9%	1 262	1 240
Rental and hiring	2 136	(12)	(1 069)	1 055	2 418	(1 363)	229.2%	833	82 362
Interest	-	-	250	250	250	-	100.0%	245	244

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	**11 971 901**	**-**	**1 569**	**11 973 470**	**11 972 066**	**1 404**	**100.0%**	**9 688 435**	**9 684 974**
Provinces and municipalities (Provincial Revenue Funds)	11 688 936	-	-	11 688 936	11 688 936	-	100.0%	9 414 967	9 414 967
Departmental agencies	157 404	-	-	157 404	157 404	-	100.0%	136 404	136 404
Foreign governments and international organisations	3 720	-	1 268	4 988	4 988	-	100.0%	3 461	-
Non-profit institutions	120 437	-	-	120 437	120 437	-	100.0%	133 563	133 563
Households (Social benefits)	1 404	-	301	1 705	301	1 404	17.7%	40	40
Payments for capital assets	**2 247 297**	**-**	**6 141**	**2 253 438**	**2 080 490**	**172 948**	**92.3%**	**1 610 910**	**1 089 605**
Buildings	2 246 649	-	-	2 246 649	2 073 743	172 906	92.3%	1 598 949	1 077 699
Machinery and equipment	648	-	72	720	721	(1)	100.1%	4 609	4 555
Software and Other Intangible assets	-	-	6 069	6 069	6 026	43	99.3%	7 352	7 351
Payments for financial assets	**-**	**15**	**5 106**	**5 121**	**5 104**	**17**	**99.7%**	**590**	**341**
Total	**14 710 549**	**-**	**(864)**	**14 709 685**	**14 696 404**	**13 281**	**99.9%**	**11 708 938**	**11 375 084**

PROGRAMME 5: EDUCATION ENRICHMENT SERVICES									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Programme Management: Education enrichment Services	3 607	-	191	3 798	3 576	222	94,2%	4 808	2 743
2. Partnership in education	34 921	-	631	35 552	27 501	8 051	77,4%	32 767	20 770
3. Care and Support in Schools	8 395 451	-	(3 332)	8 392 119	8 387 525	4 594	99,9%	7 884 492	7 878 605
Total for sub programmes	**8 433 979**	**-**	**(2 510)**	**8 431 469**	**8 418 602**	**12 867**	**99,8%**	**7 922 067**	**7 902 118**

PROGRAMME 5: EDUCATION ENRICHMENT SERVICES									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**76 254**	**-**	**(2 788)**	**73 466**	**60 778**	**12 688**	**82,7%**	**68 416**	**48 537**
Compensation of employees	49 847	-	(2 510)	47 337	47 063	274	99,4%	51 637	43 724
Salaries and wages	45 161	-	(3 023)	42 138	41 964	174	99.6%	46 425	38 852
Social contributions	4 686	-	513	5 199	5 099	100	98.1%	5 212	4 872
Goods and services	26 407	-	(278)	26 129	13 715	12 414	52,5%	16 779	4 813
Administrative fees	638	(40)	(118)	480	180	300	37.5%	639	101
Advertising	-	-	575	575	574	1	99,8%	466	466
Minor assets	44	70	(19)	95	32	63	33,7%	82	40
Bursaries: Employees	4	-	-	4	-	4	-	4	-
Catering: Departmental activities	1 466	(50)	(233)	1 183	725	458	61,3%	999	414
Communication	606	189	101	896	552	344	61.6%	687	328
Computer services	-	50	(10)	40	40	-	100,0%	6	5
Contractors	1 207	-	(634)	573	552	21	96,3%	369	66
Agency and support / outsourced services	-	-	468	468	467	1	99,8%	146	143
Entertainment	-	-	3	3	2	1	66.7%	-	-
Inventory: Learner and teacher support material	1 493	(600)	(557)	336	336	-	100,0%	34	-
Inventory: Other supplies	-	600	1 289	1 889	1 887	2	99,9%	436	435
Consumable supplies	-	1 294	654	1 948	1 536	412	78.9%	37	31
Consumable: Stationery, printing and office supplies	948	88	(395)	641	210	431	32.8%	1 495	249
Operating leases	206	20	12	238	128	110	53,8%	309	139
Travel and subsistence	15 542	(1 581)	(1 143)	12 818	4 626	8 192	36,1%	8 344	1 221
Operating payments	2 590	(40)	(494)	2 056	788	1 268	38,3%	2 327	970
Venues and facilities	1 536	-	210	1 746	610	1 136	34,9%	271	205
Rental and hiring	127	-	13	140	470	(330)	335,7%	128	-

PROGRAMME 5: EDUCATION ENRICHMENT SERVICES									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	**8 357 301**	**-**	**-**	**8 357 301**	**8 357 302**	**(1)**	**100,0%**	**7 853 125**	**7 853 125**
Provinces and municipalities (Provincial Revenue Funds)	8 357 183	-	-	8 357 183	8 357 183	-	100,0%	7 852 982	7 852 982
Non-profit institutions	78	-	-	78	78	-	100%	73	73
Households (Social benefits)	40	-	-	40	41	(1)	102,5%	70	70
Payments for capital assets (Machinery and equipment)	**424**	**-**	**208**	**632**	**497**	**135**	**78.6%**	**519**	**450**
Payments for financial assets	**-**	**-**	**70**	**70**	**25**	**45**	**35,7%**	**7**	**6**
Total	**8 433 979**	**-**	**(2 510)**	**8 431 469**	**8 418 602**	**12 867**	**99,8%**	**7 922 067**	**7 902 118**

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme	**Final Appropriation**	**Actual Expenditure**	**Variance R'000**	**Variance as a % of Final Appropriation**
	R'000	**R'000**	**R'000**	**%**
Programme 1: Administration	533 322	531 771	1 551	0%
There were no material variances on this programme.				
Programme 2: Curriculum Policy, Support and Monitoring	2 115 725	2 091 345	24 380	1%
There were no material variances on this programme.				
Programme 3: Teachers, Education Human Resources and Institutional Development	1 449 059	1 433 120	15 939	1%
There were no material variances on this programme.				
Programme 4: Planning, Information and Assessment	14 709 685	14 696 403	13 282	0%
There were no material variances on this programme.				
Programme 5: Educational Enrichment Services	8 431 469	8 418 602	12 867	0%
There were no material variances on this programme				

4.2 Per economic classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Current payments				
Compensation of employees	549 195	541 811	7 384	1%
Goods and services	2 029 826	2 148 935	119 109	-6%
Interest and rent on land	41 408	41 398	10	0%
Transfers and subsidies				
Provinces and municipalities	20 701 013	20 701 013	-	0%
Departmental agencies and accounts	175 848	175 848	-	0%
Foreign governments and international organisations	23 279	18 513	4 766	20%
Non-profit institutions	120 515	120 515	-	0%
Households	1 312 136	1 310 784	1 352	0%
Payments for capital assets				
Buildings and other fixed structures	2 259 039	2 086 132	172 907	8%
Machinery and equipment	15 390	14 825	565	4%
Software and other Intangible assets	6 211	6 168	43	1%
Payments for financial assets	5 400	5 298	102	2%

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Mathematics, Science and Technology	412 134	421 134	-	0%
Education Infrastructure Grant	11 688 936	11 688 936	-	0%
HIV and Aids (Life Skills Education) Grant	241 914	241 914	-	0%
National School Nutrition Programme Grant	8 115 269	8 115 269	-	0%
Learner with Profound Intellectual Disability	242 760	242 760	-	0%

	Note	2021/22 R'000	2020/21 R'000
REVENUE			
Annual appropriation	1	27 239 260	23 394 972
Departmental revenue	2	11 731	3 373
Aid assistance	3	26 162	1 254
TOTAL REVENUE		**27 277 153**	**23 399 599**
EXPENDITURE			
Current expenditure			
Compensation of employees	4	541 811	497 659
Goods and services	5	2 148 935	1 825 402
Interest and rent on land	6	41 398	42 661
Aid assistance	3	17 932	21 206
Total current expenditure		**2 750 076**	**2 386 928**
Transfers and subsidies			
Transfers and subsidies	8	22 326 674	19 417 579
Aid assistance	3	-	10
Total transfers and subsidies		**22 326 674**	**19 417 589**
Expenditure for capital assets			
Tangible assets	9	2 100 989	1 099 049
Intangible assets	9	6 168	17 761
Total expenditure for capital assets		**2 107 157**	**1 116 810**
Payments for financial assets	7	5 298	824
TOTAL EXPENDITURE		**27 189 205**	**22 922 151**
SURPLUS/(DEFICIT) FOR THE YEAR		**87 948**	**477 448**
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		68 019	494 347
Annual appropriation		68 019	477 244
Conditional grants		-	17 103
Departmental revenue and NRF Receipts	15	11 731	3 373
Aid assistance	3	8 198	(20 272)
SURPLUS/(DEFICIT) FOR THE YEAR		**87 948**	**477 448**

	Note	2021/22 R'000	2020/21 R'000
ASSETS			
Current assets		**451 277**	**740 236**
Unauthorised expenditure	10	6 488	6 488
Cash and cash equivalents	11	54 886	18
Prepayments and advances	12	322 895	649 308
Receivables	13	12 637	38 790
Aid assistance receivable	3	54 371	45 632
TOTAL ASSETS		**451 277**	**740 236**
LIABILITIES			
Current liabilities		**451 257**	**740 217**
Voted funds to be surrendered to the Revenue Fund	14	68 019	510 728
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	15	762	1 030
Bank overdraft	16	-	114 627
Payables		365 539	113 401
Aid assistance repayable	3	16 937	431
TOTAL LIABILITIES		**451 257**	**740 217**
NET ASSETS		**20**	**19**

	Note	2021/22 R'000	2020/21 R'000
Represented by:			
Recoverable revenue		20	19
TOTAL		**20**	**19**

	Note	2021/22	2020/21
		R'000	R'000
Recoverable revenue			
Opening balance		19	18
Transfers:	*7.1*	**1**	**1**
Debts recovered (included in departmental receipts)		(9)	(9)
Debts raised		10	10
Closing balance		**20**	**19**

	Note	2021/22 R'000	2020/21 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		**27 277 153**	**23 399 599**
Annual appropriated funds received		27 239 260	23 394 972
Departmental revenue received	2	5 410	2 342
Interest received	2.3	6 321	1 031
Aid assistance received	3	26 162	1 254
Net (increase)/decrease in working capital		604 704	(413 040)
Surrendered to Revenue Fund		(522 727)	(615 338)
Surrendered to RDP Fund/Donor		(431)	-
Current payments		(2 708 678)	(2 344 267)
Interest paid	6	(41 398)	(42 661)
Payments for financial assets		(5 298)	(824)
Transfers and subsidies paid		(22 326 674)	(19 417 589)
Net cash flow available from operating activities	17	**2 276 651**	565 880
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(2 107 157)	(1 116 810)
Net cash flows from investing activities		**(2 107 157)**	**(1 116 810)**
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		1	1
Net cash flows from financing activities		**1**	**1**
Net increase/(decrease) in cash and cash equivalents		169 495	(550 929)
Cash and cash equivalents at beginning of period		(114 609)	419 939
Unrealised gains and losses within cash and cash equivalents		-	16 381
Cash and cash equivalents at end of period	11	**54 886**	**(114 609)**

Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

Under this basis, the effect of transactions and other events are recognised in the financial records when the resulting cash is received or paid.

1.2 Going concern

The financial statements have been prepared on a going concern basis.

1.3 Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.4 Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

1.5 Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment / receipt.

1.6 Comparative information

1.6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

1.6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

2 Revenue

2.1 Appropriated funds

Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

2.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

2.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the department's debt write-off policy

3 Expenditure

3.1 Compensation of employees

3.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

3.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

3.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

3.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the financial statements at cost at the reporting date.

3.4 Leases

3.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.

The operating lease commitments are recorded in the notes to the financial statements.

3.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- Cost, being the fair value of the asset; or
- The sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

4 Aid Assistance

4.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

4.2 Aid assistance paid

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

5 Cash and cash equivalents

Cash and cash equivalents are stated at cost in the statement of financial position.

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

6 Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

7 Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Write-offs are made according to the department's write-off policy.

8 Financial assets

8.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost, plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

8.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

9 Payables

Payables recognised in the statement of financial position are recognised at cost.

10 Capital Assets

10.1 Immovable capital assets

Immovable assets reflected in the asset register of the department are recorded in the notes to the financial statements at cost or fair value where the cost cannot be determined reliably. Immovable assets acquired in a non-exchange transaction are recorded at fair value at the date of acquisition. Immovable assets are subsequently carried in the asset register at cost and are not currently subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

Additional information on immovable assets not reflected in the assets register is provided in the notes to financial statements.

10.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the assets at the end of the capital project unless the movable assets is recorded by another Department/Entity in which case the completed project cost are transferred to that Department.

10.3 Intangible assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature added to the cost of the asset unless the intangible assets is recorded by another Department/Entity in which case the completed project cost are transferred to the Department. Maintenance is expensed as current goods and services in the financial performance.

10.4 Project Costs: Work-in-progress

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

11 Provisions and Contingents

11.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

11.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

11.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department.

11.4 Capital commitments

Capital commitments are recorded at cost in the notes to the financial statements.

12 Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- Approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- Approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- Transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

13 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

14 Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery, not condoned and removed or written-off.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

15 Changes in accounting estimates and errors

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

16 Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

17 Principal-Agent arrangements

The department is party to a principal-agent arrangement for [include details here]. In terms of the arrangement the department is the [principal / agent] and is responsible for [include details here]. All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein. Additional disclosures have been provided in the notes to the financial statements where appropriate.

18 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National/Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.

19 Related party transactions

Related party transactions within the Minister/MEC's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

The number of individuals and the full compensation of key management personnel is recorded in the notes to the financial statements.

20 Inventories

At the date of acquisition, inventories are recognised at cost in the statement of financial performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or where intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.

21 Public-Private Partnership

Public Private Partnerships are accounted for based on the nature and or the substance of the partnership. The transaction is accounted for in accordance with the relevant accounting policies.

A summary of the significant terms of the PPP agreement, the parties to the agreement, and the date of commencement thereof together with the description and nature of the concession fees received, the unitary fees paid, rights and obligations of the department are recorded in the notes to the financial statements.

22 Employee benefits

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is disclosed in the Employee benefits note

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2021/22			2020/21		
	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Final Appropriation	Appropriation received	Funds not requested /not received
	R'000	R'000	R'000	R'000	R'000	
Administration	524 698	524 698	-	510 774	510 774	-
Curriculum Policy, Support and Monitoring	2 120 975	2 120 975	-	1 844 089	1 844 089	-
Teachers, Education Human Resources and Institutional Development	1 449 059	1 449 059	-	1 415 666	1 415 666	-
Planning, Information and Assessment	14 710 549	14 710 549	-	11 702 252	11 702 252	-
Educational Enrichment Services	8 433 979	8 433 979	-	7 922 191	7 922 191	-
Total	**27 239 260**	**27 239 260**	**-**	**23 394 972**	**23 394 972**	**-**

2. Departmental revenue

	Note	2021/22	2020/21
		R'000	R'000
Tax revenue			
Sales of goods and services other than capital assets	2.1	3 080	1 941
Interest, dividends and rent on land	2.2	6 321	1 031
Transactions in financial assets and liabilities	2.4	2 330	401
Total revenue collected		**11 731**	**3 373**
Departmental revenue collected		**11 731**	**3 373**

2.1 Sales of goods and services other than capital assets

	Note	2021/22	2020/21
		R'000	R'000
Sales of goods and services produced by the department	2	3 071	1 908
Sales by market establishment		93	94
Other sales		2 978	1 814
Sales of scrap, waste and other used current goods		9	33
Total		**3 080**	**1 941**

2.2 Interest, dividends and rent on land

	Note	2021/22	2020/21
		R'000	R'000
Interest	2	6 321	1 031
Total		**6 321**	**1 031**

2.3 Transactions in financial assets and liabilities

	Note	2021/22	2020/21
		R'000	R'000
	2		
Receivables		2 330	401
Total		**2 330**	**401**

2.4 Donation received in-kind

	Note	2021/22	2020/21
		R'000	R'000
	2		
Via Afrika (National Teachers Awards)		350	-
MTN_National Senior Certificate Announcements		1 250	
KAGISO TRUST (National Senior Certificate Announcements)		101	
AVBOB (National Senior Certificate Announcement)		83	
FUNDI (National Senior Certificate Announcements)		100	
IDC (National Senior Certificate Announcements)		60	
STANDARD BANK (National Senior Certificate Announcements)		495	
VODACOM FOUNDATION (National Senior Certificate Announcements)		367	
ENTSIKA (National Senior Certificate Announcements)		400	
Total		**3 206**	**-**

3. Aid assistance

	Note	2021/22	2020/21
		R'000	R'000
Opening Balance		(45 201)	(24 929)
Transferred from statement of financial performance		8 198	(20 272)
Paid during the year		(431)	-
Closing Balance		**(37 434)**	**(45 201)**

Aid assistance note is currently showing credit balance of R37.434million due to Department not receiving all EU fund from the RDP account.

3.1 Analysis of balance by source

	Note	2021/22	2020/21
		R'000	R'000
	3		
Aid assistance from RDP		(37 434)	(45 201)
Closing balance		**(37 434)**	**(45 201)**

3.2 Analysis of balance

	Note	2021/22 R'000	2020/21 R'000
Aid assistance receivable	3	(54 371)	(45 632)
Aid assistance repayable	3	16 937	431
Closing balance		**(37 432)**	**(45 201)**
Aid assistance not requested/not received		255 197	197 256

3.3 Aid assistance expenditure per economic classification

	Note	2021/22 R'000	2020/21 R'000
Current		17 932	21 206
Capital		32	310
Transfers and subsidies		-	10
Total aid assistance expenditure		**17 964**	**21 526**

4. Compensation of employees

4.1 Salaries and Wages

	Note	2021/22 R'000	2020/21 R'000
Basic salary		337 170	326 709
Performance award		2 813	4 068
Service Based		501	394
Compensative/circumstantial		41 055	26 912
Periodic payments		7 868	6 371
Other non-pensionable allowances		99 074	81 299
Total		**488 481**	**445 753**

4.2 Social contributions

	Note	2021/22 R'000	2020/21 R'000
Employer contributions			
Pension		38 385	38 111
Medical		14 865	13 720
Bargaining council		74	69
Official unions and associations		6	6
Total		**53 330**	**51 906**
Total compensation of employees		**541 811**	**497 659**
Average number of employees		713	724

5. Goods and Services

	Note	2021/22 R'000	2020/21 R'000
Administrative fees		4 432	3 611
Advertising		2 234	2 963
Minor assets	*5.1*	319	256
Bursaries (employees)		456	419
Catering		7 838	3 490
Communication		6 461	6 533
Computer services	*5.2*	100 949	83 023
Consultants: Business and advisory services		258 998	266 727
Legal services		3 103	3 178
Contractors		12 974	1 096
Agency and support / outsourced services		56 888	43 382
Entertainment		50	3
Audit cost – external	*5.3*	17 869	14 446
Fleet services		2 906	2 226
Inventory	*5.4*	1 293 194	1 083 272
Consumables	*5.5*	7 454	7 769
Operating leases		937	1 088
Property payments	*5.6*	165 217	158 085
Rental and hiring		4 164	83 532
Travel and subsistence	*5.7*	124 929	47 394
Venues and facilities		12 768	3 573
Training and development		1 884	771
Other operating expenditure	*5.8*	62 911	8 565
Total		**2 148 935**	**1 825 402**

5.1 Minor assets

	Note	2021/22 R'000	2020/21 R'000
Tangible assets			
Machinery and equipment	5	319	256
Total		**319**	**256**

5.2 Computer services

	Note	2021/22 R'000	2020/21 R'000
	5		
SITA computer services		90 272	78 899
External computer service providers		10 677	4 124
Total		**100 949**	**83 023**

5.3 Audit cost – External

	Note	2021/22 R'000	2020/21 R'000
	5		
Regularity audits		11 300	11 368
Investigations		367	1 380
Computer audits		6 202	1 698
Total		**17 869**	**14 446**

5.4 Inventory

	Note	2021/22 R'000	2020/21 R'000
	5		
Clothing material and accessories		-	42 269
Learning, teaching and support material		1 263 515	1 025 070
Other supplies	5.4.1	29 679	15 933
Total		**1 293 194**	**1 083 272**

5.4.1 Other supplies

	Note	2021/22 R'000	2020/21 R'000
	5.4		
Assets for distribution		29 679	15 933
School furniture and equipment		29 679	15 933
Total		**29 679**	**15 933**

5.5 Consumables

	Note	2021/22	2020/21
		R'000	R'000
	5		
Consumable supplies		2 781	1 754
Uniform and clothing		55	3
Household supplies		942	586
Communication accessories		209	5
IT consumables		111	314
Other consumables		1 464	846
Stationery, printing and office supplies		4 673	6 015
Total		**7 454**	**7 769**

5.6 Property payments

	Note	2021/22	2020/21
		R'000	R'000
	5		
Municipal services		5 362	4 772
Property management fees		158 656	151 903
Property maintenance and repairs		95	217
Other		1 104	1 193
Total		**165 217**	**158 085**

5.7 Travel and subsistence

	Note	2021/22	2020/21
		R'000	R'000
	5		
Local		121 687	47 378
Foreign		3 242	16
Total		**124 929**	**47 394**

Expenditure on the item Travel and subsistence is lower on 2020/21 due to COVID-19 lockdown restriction that was implemented. However, in 2021/22 COVID-19 lockdown restriction were eased and the departmental officials were able to travel to perform monitoring and providing support to the provinces as well as districts.

5.8 Other operating expenditure

	Note	2021/22	2020/21
		R'000	R'000
	5		
Professional bodies, membership and subscription fees		-	25
Resettlement costs		1 109	187
Other		61 802	8 353
Total		**62 911**	**8 565**

Expenditure on the item Other operating expenditure increased substantially due to delivery of water services to schools. The Department initiated an Emergency Water Supply programme and appointed Rand Water as an implementing agent to assist provinces to mitigate the risk of Covid-19 infection in schools. Delivery of water tanks occurred in 2020/21 financial year, however Department realised expenditure in 2021/22 after receiving supporting documents from implement agent.

6. Interest and Rent on Land

	Note	2021/22 R'000	2020/21 R'000
Interest paid		41 398	42 661
Total		**41 398**	**42 661**

7. Payments for financial assets

	Note	2021/22 R'000	2020/21 R'000
	7.1		
Debts written off		5 298	824
Total		**5 298**	**824**

7.1 Debts written off

	Note	2021/22 R'000	2020/21 R'000
Nature of debts written off	*7*		
Old DoE Debt Written Off		-	181
Employee (Car damages and Accommodation no-shows)		345	643
Write off Adopt A School		4 953	-
Total		**5 298**	**824**
Total debt written off		**5 298**	**824**

8. Transfers and subsidies

	Note	2021/22 R'000	2020/21 R'000
Provinces and municipalities	*38*	20 701 013	17 826 572
Departmental agencies and accounts	*Annex 1A*	175 848	149 735
Foreign governments and international organisations	*Annex 1B*	18 514	13 980
Non-profit institutions	*Annex 1C*	120 515	133 636
Households	*Annex 1D*	1 310 784	1 293 656
Total		**22 326 674**	**19 417 579**

9. Expenditure for capital assets

	Note	2021/22 R'000	2020/21 R'000
Tangible assets		**2 100 989**	**1 099 049**
Buildings and other fixed structures	*34.1*	2 086 132	1 088 819
Machinery and equipment	*32.1*	14 857	10 230
Intangible assets		6 168	17 761
Software	*33.1*	6 168	17 761
Total		**2 107 157**	**1 116 810**

Building and other fixed structure expenditure escalated as Covid19 restrictions were lifted in the country in 2021/22, which enabled the construction companies to complete the projects.

9.1 Analysis of funds utilised to acquire capital assets – 2021/22

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	**2 100 957**	**32**	**2 100 989**
Buildings and other fixed structures	2 086 132	-	**2 086 132**
Machinery and equipment	14 825	32	**14 857**
Intangible assets			
Software	6 168	32	**6 168**
Total	**2 107 125**	**32**	**2 107 157**

9.2 Analysis of funds utilised to acquire capital assets – 2020/21

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	**1 098 739**	**310**	**1 099 049**
Buildings and other fixed structures	1 088 819	-	**1 088 819**
Machinery and equipment	9 920	310	**10 230**
Intangible assets			
Software	17 761		**17 761**
Total	**1 116 500**	**310**	**1 116 810**

9.3 Finance lease expenditure included in Expenditure for capital assets

	2021/22 R'000	2020/21 R'000
Tangible assets		
Buildings and other fixed structures	12 389	11 120
Total	**12 389**	**11 120**

10. Unauthorised expenditure

10.1 Reconciliation of unauthorised expenditure

	Note	2021/22 R'000	2020/21 R'000
Opening balance		6 488	6 488
Closing balance		**6 488**	**6 488**
Analysis of closing balance			
Unauthorised expenditure awaiting authorisation		6 488	6 488

Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2021/22 R'000	2020/21 R'000
Current	6 488	6 488
Total	**6 488**	**6 488**

10.2 Analysis of unauthorised expenditure awaiting authorisation per type

	2021/22 R'000	2020/21 R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	6 488	6 488
Total	**6 488**	**6 488**

11. Cash and cash equivalents

	Note	2021/22 R'000	2020/21 R'000
Consolidated Paymaster General Account		54 860	-
Cash Receipts		8	-
Cash on hand		18	18
Total		**54 886**	**18**

The Department experienced an overdraft in 2020/21 financial due to advances which were paid to Implementing agents as well as late receipts of donor funds from RDP account at National Treasury. However, in 2021/22 the Department limited advances which were paid to Implementing agents to avoid the overdraft and some funds were received from National Treasury for donor funded projects.

12. Prepayments and advances

	Note	2021/22 R'000	2020/21 R'000
Travel and subsistence		14	-
Prepayments (Not expensed)	12.2	-	7 983
Advances paid (Not expensed)	12.1	322 881	641 325
Total		**322 895**	**649 308**

12.1 Advances paid (Not expensed)

	Note 14	Balance as at 1 April 2021 R'000	Less: Amount expensed in current year R'000	Add or Less: Other R'000	Add: Current Year advances R'000	Balance as at 31 March 2022 R'000
National departments		-	(4 045)	45	4 000	-
Provincial departments		1 403	-	925	-	2 328
Other entities		639 922	(1 368 133)	(53 047)	1 101 811	320 553
Total		**641 325**	**(1 372 178)**	**(52 077)**	**1 105 811**	**322 881**

	Note 14	Balance as at 1 April 2021 R'000	Less: Amount expensed in current year R'000	Add or Less: Other R'000	Add: Current Year advances R'000	Balance as at 31 March 2021 R'000
National departments		394	(4)	(390)	-	-
Provincial departments		1 867	-	(464)	-	1 403
Other entities		133 211	(892 135)	(504)	1 399 350	639 922
Total		**135 472**	**(892 139)**	**(1 358)**	**1 399 350**	**641 325**

In 2020/21, Department had R641m advance paid balance which included R222m relating to Rand Water. The Department was unable to process expenditure in the 2020/21 financial year due to not receiving supporting documents from the implementing agent. The supporting documents were received and expenditure worth R85m was processed in the 2021/22 financial year. Furthermore, R59m was refunded back by the implementing agent.

12.2 Prepayments (Not expensed)

	Note 14	Balance as at 1 April 2020 R'000	Less: Amount expensed in current year R'000	Add or Less: Other R'000	Add: Current Year advances R'000	Balance as at 31 March 2022 R'000
Capital assets		7 983	(7 692)	(291)	-	-
Total		**7 983**	**(7 692)**	**(291)**	**-**	**-**

	Note 14	Balance as at 1 April 2020 R'000	Less: Amount expensed in current year R'000	Add or Less: Other R'000	Add: Current Year advances R'000	Balance as at 31 March 2021 R'000
Capital assets		3 734	-	-	4 249	7 983
Total		**3 734**	-	-	**4 249**	**7 983**

13. Receivables

		2021/22			2020/21		
		Current	Non-current	Total	Current	Non-current	Total
	Note	R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	13.1	5 862	-	5 862	15 780	-	15 780
Recoverable expenditure	13.2	2 502	-	2 502	2 358	-	2 358
Staff debt	13.3	64	-	64	62	-	62
Fruitless and wasteful expenditure	13.4	4 209	-	4 209	20 590	-	20 590
Total		**12 637**	**-**	**12 637**	**38 790**	**-**	**38 790**

13.1 Claims recoverable

	Note	2021/22	2020/21
	13 and Annex 3	R'000	R'000
National departments		3 380	2 655
Provincial departments		2 154	2 154
Public entities		249	46
Private enterprises		79	10 925
Total		**5 862**	**15 780**

13.2 Recoverable expenditure (disallowance accounts)

	Note	2021/22	2020/21
	13	R'000	R'000
Salary Disallowances		335	218
DoJ Victim Overpayment		44	44
Damage vehicles		2 123	2,093
Salary Tax Debt		-	2
Disallowance Dishonoured Cheques		-	1
Total		**2 502**	**2 358**

13.3 Staff debt

	Note	2021/22	2020/21
	13	R'000	R'000
Bursaries		4	3
Employee		35	34
Ex-employees		25	25
Total		**64**	**62**

13.4 Fruitless and wasteful expenditure

	Note	2021/22	2020/21
		R'000	R'000
	13		
Opening balance		20 590	4 209
Less amounts recovered		(16 381)	-
Transfers from note 27 Fruitless and Wasteful Expenditure		-	16 381
Total		**4 209**	**20 590**

14. Voted funds to be Surrendered to the Revenue Fund

	Note	2021/22	2020/21
		R'000	R'000
Opening balance		510 728	628 032
Transfer from statement of financial performance (as restated)		68 019	494 347
Paid during the year		(510 728)	(611 651)
Closing balance		**68 019**	**510 728**

15. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	Note	2021/22	2020/21
		R'000	R'000
Opening balance		1 030	1 344
Transfer from Statement of Financial Performance (as restated)		11 731	3 373
Paid during the year		(11 999)	(3 687)
Closing balance		**762**	**1 030**

16. Bank Overdraft

	Note	2021/22	2020/21
		R'000	R'000
Consolidated Paymaster General Account		-	114 627
Total		**-**	**114 627**

17. Payables – current

	Note	2021/22 R'000	2020/21 R'000
Advances received	17.1	20 807	1 636
Clearing accounts	17.2	850	1 142
Other payables	17.3	343 882	110 623
Total		**365 539**	**113 401**

Payables balance increased in 2021/22 due to funds which were surrendered to the departments by Provincial Education Department during year-end. The Department had to investigate the source of the funds before being transferred to the Revenue fund account at National Treasury.

Furthermore, the Department has received funds from Department of Justice as an advance for payment relating to beneficiaries of Truth and Reconciliation Commission (TRC). This balance will gradually reduce when claims received from TRC are paid.

17.1 Advances received

	Note	2021/22 R'000	2020/21 R'000
National departments	16	20 432	1 297
Other institutions		375	339
Total		**20 807**	**1 636**

17.2 Clearing accounts

	Note	2021/22 R'000	2020/21 R'000
	16		
South African Revenue Services		742	1 134
Government Pension Funds		3	(51)
Medical Aid		-	(12)
Government Employee Housing Scheme		3	71
GEHS Refund		102	-
Total		**850**	**1 142**

17.3 Other payables

	Note	2021/22 R'000	2020/21 R'000
	16		
Unknown receipts		3	2
Outstanding transactions		-	45 546
PERSAL EBT Control Account		-	3 560
Surrendered Conditional Grants		343 810	61 515
Recovered overpayment on behalf of DoE EC		65	-
Overpayment by Nexus Travel		4	-
Total		**343 882**	**110 623**

18. Net cash flow available from operating activities

	Note	2021/22 R'000	2020/21 R'000
Net surplus/(deficit) as per Statement of Financial Performance		87 948	477 448
Add back non-cash/cash movements not deemed operating activities		2 188 703	88 432
(Increase)/decrease in receivables – current		26 153	(13 623)
(Increase)/decrease in prepayments and advances		326 413	(510 093)
Increase/(decrease) in payables – current		252 138	110 676
Expenditure on capital assets		2 107 157	1 116 810
Surrenders to Revenue Fund		(522 727)	(615 338)
Surrenders to RDP Fund/Donor		(431)	-
Net cash flow generated by operating activities		**2 276 651**	**565 880**

19. Reconciliation of cash and cash equivalents for cash flow purposes

	Note	2021/22 R'000	2020/21 R'000
Consolidated Paymaster General account		54 860	(114 627)
Cash receipts		8	-
Cash on hand		18	18
Total		**54 886**	**(114 609)**

20. Contingent liabilities and contingent assets

20.1 Contingent liabilities

	Note	2021/22 R'000	2020/21 R'000
Liable to			
Claims against the department	*Annex 2A*	252 312	217 543
Other	*Annex 2A*	52 499	52 499
Total		**304 811**	**270 042**

ELANA/KAREN KULA

The pursuance of the matter is dependent on the executor responsible for the estate of Karen Kula. The IA advises that maintain the reporting status in case the executor decides to act (The money has long been paid to DBE).

MAKHATHINI PROJECTS

The contractor claims repudiation of contract by the IA based on disputed quality of work done by the contractor.

SINOKUHLE

The contractor's claim for work done is disputed by the Implementing Agents.

Magna FS vs the Minister of Basic Education

This is claim for payment of outstanding invoice. Case has been dormant for more than 5 years; however, it has not been closed as that depends on the claimant party.

Zithole Construction vs Mvula Trust (DBE)

The contractor claimed for loss of profit due to late payment non-compliance resulting in the withdrawal of the contractor from site, subsequent disputes, and ultimately the cancellation of the contractual arrangement with financial loss implications for the department.

RICTS vs DBE

There is a dispute on amount payable to supplier by DBE.

Fever Tree Consulting vs Minister of Basic Education and Others

This is claim for services rendered. Case has been dormant for more than two years. . The State Attorney has since decided to close the case as they do not anticipate any further action from the plaintiff.

Isaac Shabangu Publishers vs Minister of Basic Education

This is claim for alleged breach of contract. Claim has been dormant for more than three years. The State Attorney has since decided to close the case as they do not anticipate any further action from the plaintiff.

Kgoro Sipho vs Minister of Basic Education

Claim for damages as result of injury sustained. Claim has been dormant for more than three years. The State Attorney has since decided to close the case as they do not anticipate any further action from the plaintiff.

CVB Trading vs Minister of Basic Education

Claim for beach for alleged breach of contract. Claim has been dormant for more than three years. The State Attorney has since decided to close the case as they do not anticipate any further action from the plaintiff.

Prestige Academy vs Minister of Basic Education

Claim for payment of goods sold and delivered. Claim has been dormant for more than three years. The State Attorney has since decided to close the case as they do not anticipate any further action from the plaintiff.

Hlengiwe Hyacinth Kubheka vs Minister of Basic Education

Claim for damages as result of unauthorised use of picture. Claim has been dormant for more than three years. The State Attorney has since decided to close the case as they do not anticipate any further action from the plaintiff.

Mario Kekana vs Minister of Basic Education and others

Claim for damages as result of assault on learner. Claim has been dormant for more than three years. The plaintiff has since withdrawn the case.

Sholden Lukwe vs Dr Blade Nzimande

Claim for payment of outstanding invoices. Claim will likely be settled by National Department of Higher Education and Training. The matter was settled out of court

Tywaku vs Minister of Basic Education

Claim for damages as result of drowning of learner. Claim has been dormant for more than three years; however, it has not been closed as that depends on the plaintiff.

Konani vs Minister of Basic Education

Claim for beach for alleged breach of contract. Claim has been dormant for more than five years; however, it has not been closed as that depends on the plaintiff

Tintswalo Mercy Ngobeni vs Minister of Basic Education and Another

Claim for damages as result of injury sustained by learner. Claim has been dormant for more than three years; however, it has not been closed as that depends on the plaintiff

Mabasa RA vs Minister of Basic Education and another

Claim for defamation. Claim has been dormant for more than three years; however, it has not been closed as that depends on the plaintiff.

Moloto Masete vs Minister of Basic Education

Claim for damages as result of drowning of learner. Claim has been dormant for more than three years; however, it has not been closed as that depends on the plaintiff.

Lebepe vs Minister of Basic Education

Claim for damages for personal injury. Gauteng Education Department (GED) also cited. Claim likely to be settled by GED.

Baku Foto vs Minister of Basic Education

Claim for damages as result of death of learner. Eastern Cape Education Department (ECED) also cited. Claim likely to be settled by the ECED.

Sakhile Peter vs Minister of Basic Education

Claim for wrongful arrest and defamation. GED is also cited. Claim likely to be settled by GED.

Maphule Mahudu and Others vs Minister of Basic Education

Claim for damages as result of death of learner. GED is also cited. Claim likely to be settled by GED.

Redbar Media vs Minister of Basic Education

Claim for alleged breach of contract.

Ntshuxeko Baloyi vs Minister of Basic Education

Claim for damages as result of alleged-defamation. Limpopo Education Department (LED) also cited. Claim likely to be settled by LED.

Felicia Chauke vs Minister of Basic Education

Claim for damages-as result of alleged for defamation. LED is also cited. Claim likely to be settled by LED.

Owen Baloyi vs Minister of Basic Education

Claim for damages-as result of alleged for defamation. LED is also cited. Claim likely to be settled by LED.

Nyiko Chabalala vs Minister of Basic Education

Claim for damages-as result of alleged for defamation. LED is also cited. Claim likely to be settled by LED

Simeon Baloyi vs Minister of Basic Education

Claim for damages-as result of alleged for defamation. LED is also cited. Claim likely to be settled by LED

Manyana Baloyi vs Minister of Basic Education

Claim for damages-as result of alleged for defamation. LED is also cited. Claim likely to be settled by LED.

Kulani Makhuba vs Minister of Basic Education

Claim for damages-as result of alleged for defamation. LED is also cited. Claim likely to be settled by LED.

Toto Nzamo and Others vs Minister of Basic Education

Claim for payment of outstanding stipends. Department is defending the claim.

Nosipho Njondo vs Minister of Basic Educations vs Minister of Basic Education

Claim for damages-motor vehicle collision. Minister was wrongly cited instead of the EC Provincial Department of Education. State attorney has decided to close the case, as the claim has prescribed, so they can't re-issue summons against the Provincial Department anymore.

Bessie Hlongwa vs Minister of Basic Education

Claim for injuries as a result of an assault by a teacher to a learner.

Kgotle Mapula vs Minister of Basic Education

The claim is for allegations that learners performed circumcision on the plaintiff's son.

Andrew Hlaphane vs Minister of Basic Education

The plaintiff alleged that he was defamed by an educator and that the Minister is vicariously liable for the action of the educator.

Mokgaetji P Mashiane and Others vs Minister of Basic Education and 03 others

The claim is for a leaner who was stabbed to death by a fellow learner in the office of the principal.

Nevondo Ntsengisani Linah vs Minister of Basic Education and Others

The claim is for reputational damage by the teacher.

Lindiwe Dhlamini vs Minister of Basic Education

The plaintiff is suing for damages resulted from being stabbed by another learner.

Nancy Malepe vs Minister of Basic Education

The claim is for an assault by the teacher who hit the learner with a ruler that resulted in the learner's index finger being broken.

Gertina De Klerk vs Minister of Basic Education and Director-General

The claim is for an assault by the learner who kicked and punched the educator.

Ronan Perreira vs Minister of Basic Education

The claim is for an injury sustained by the learner during a life orientation lesson.

BM Dlamini vs Minister of Education

The claim is for HIV/AIDS test that was conducted from a learner and the result were published without the parent consent.

Yvonne Naidoo vs Minister of Education

The claim is for alleged rape of a learner to another leaner as a result sexual assault.

Tyrees Pillay vs Minister of Education

Claim for a leaner who was raped by an educator at school.

Gloria Mabizela vs Minister of Basic Education

Claim for assault on learner by the teacher.

Faranani Housing Projects vs Minister of Public Works and Others

The plaintiff is suing the DoE EC and DPW EC for legal fees emanating from service rendered.

Haleigh Louise Botha vs Minister of Health and Others

The claim is for damages cause by the defendants on the National Human Papillomavirus vaccination campaign

Lidwala Consulting Engineers vs Asivhanga Tshibubudze NO and Others

The claim is for summons for the outstanding payments of outstanding invoices that were paid late

Dana Brown vs Minister of Basic Education

The claim is for plaintiff who cut her wrist whilst opening a window that was broken.

Mgunyase Nosakhele vs Minister of Basic Education

The claim is for damages for a child wo went missing whist attending a school excursion.

Swanepoel Drikus vs Minister of Basic Education

The claim is for injuries sustained from physical attacked by a fellow pupil to the plaintiffs

Soai Thembisile vs Minister of Basic Education

The claim is for a minor child who fell into a pit latrine toilet at the school premises.

Manari Phumudzo vs Minister of Basic Education

The claim is for a minor child who fell into a waste dumping pit at the school premises

Kwikspace vs Minister of Basic Education

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant

Sithole Musawenkosi Njabulo vs Minister of Basic Education

The claim is for injuries sustained by the learner because of an assault by the educator

Mbokota Vusimuzi vs Minister of Basic Education

The claim is for injuries sustained by the learner because of an assault by the educator

Hadebe Sewela Yvonne vs Minister of Basic Education

The claim is for a learner who stabbed by a fellow learner and succumbed to death at the school premises

Tintswalo Valencia Risimati vs Minister of Basic Education

Claim for damages as result of alleged-defamation. Limpopo Education Department (LED) also cited. Claim likely to be paid by LED.

Motsepe Xolani Godfrey vs Minister of Basic Education

The claim is for injuries sustained by the learner because of an assault by the educator.

Thusi Winnie vs Minister of Basic Education

The claim is for a death of a learner who was unlawfully suspended by the school and later committed suicide due to trauma.

Tsoku Malefu Portia vs Minister of Basic Education

The claim is for a death of a learner resulting from a wall that fell on top of a learner.

Potgieter Maryna vs Minister of Basic Education

claim for damages-as result of alleged for defamation.

Dube Walsworth Simphiwe vs Minister of Basic Education

claim for damages-as result of alleged for defamation

20.2 Contingent assets

	Note	2021/22 R'000	2020/21 R'000
Nature of contingent asset			
Shota Engineering (Dispute on guarantees payments)		5 120	5 120
Phumiredi (Dispute on guarantees payments)		3 371	3 371
Bahlaping Keep Africa JV (Dispute on guarantees payments)		5 319	5 319
Baiteredi Keep Africa (Dispute on guarantees payments)		4 276	4 276
Khuthala Consulting (Pty) Ltd (Dispute on guarantees payments)		4 188	4 188
Luengo Enterprise (Pty) Ltd (Dispute on guarantees payments)		15 669	15 669
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)		4 742	4 742
Magna FS (Counter claim)		59 698	29 849
BR Thima/Tarman JV (Dispute on Claim from Contractor)		15 748	15 748
Kwik Space (Counter claim		3 606	-
RICTS (Counter Claim):		6 668	-
Total		**145 391**	**105 271**

ASIDI Contingent Assets:

Disputes on Guarantee payments arise from claims lodged against the guarantor in instances where contracts were terminated due to poor quality workmanship and/or non-performance by the construction contractors.

Disputes on retention payments arise from payments made to Contractors where the Implementing Agent is attempting to recover the payment due to poor quality workmanship and/or non-performance by the construction contractors.

BR THIMA / TARMAN JV

A claim for an overpayment to a Contractor.

MAKHATINI PROJECTS

A counter claim lodged by the Implementing Agent on a dispute referred for arbitration

Magna FS (Counter claim):

This is due to claim for services not rendered to an acceptable standard resulting in damages to the Department. This matter is uncertain as the claim is dependent on reliability of expert evidence.

Shota Engineering

Dispute on guarantees payments

Phumiredi

Dispute on guarantees payments

Bahlaping Keep Africa JV

Dispute on guarantees payments.

Baiteredi Keep Africa

Dispute on guarantees payments.

Khuthala Consulting (Pty) Ltd

Dispute on guarantees payments.

Luengo Enterprises (Pty) Ltd

Dispute on guarantees payments.

Mebalabala Holdings (Pty) Ltd

Dispute on guarantees payments.

Denrob Business Enterprise

Dispute on guarantees payment.

21. Capital commitments

	Note	2021/22	2020/21
		R'000	R'000
Building and other fixed structure (ASIDI and SAFE)		1 896 064	1 440 936
Machinery and equipment		4 297	4 964
Total Commitments		**1 900 361**	**1 445 900**

22. Accruals and payables not recognised

22.1 Accruals

			2021/22	2020/21
			R'000	R'000
Listed by economic classification				
	30 Days	**30+ Days**	**Total**	**Total**
Goods and services	54 99	27 506	**82 505**	**51 323**
Interest and rent on land	3 377	-	**3 377**	**3 388**
Capital assets	16 577	814	**17 391**	**17 754**
Other	-	1 419	**1 419**	**632**
Total	**74 953**	**29 739**	**104 692**	**73 097**

	Note	2021/22	2020/21
		R'000	R'000
Listed by programme level			
Programme 1: Administration		27 221	23 823
Programme 2: Curriculum Policy, Support and Monitoring		25 085	2,898
Programme 3: Teachers, Education HR and Institutional Development		2 534	766
Programme 4: Planning, Information and Assessment		49 284	45 350
Programme 5: Educational Enrichment Services		568	260
Total		**104 692**	**73 097**

Accruals increased in 2021/22 as compared to 2020/21, this was as result of late submission of invoices for work done before 31 March 2022.

22.2 Payables not recognised

			2021/22	2020/21
			R'000	R'000
Listed by economic classification				
	30 Days	**30+ Days**	**Total**	**Total**
Goods and services	27 048	48 251	**75 299**	**86 242**
Interest and rent on land	-	87	**87**	**35**
Capital assets	237 883	66 592	**304 475**	**139 778**
Other	-	428	**428**	**12**
Total	**264 931**	**115 358**	**380 289**	**226 067**

	Note	2021/22	2020/21
		R'000	R'000
Listed by programme level			
Programme 1: Administration		1 097	321
Programme 2: Curriculum Policy, Support and Monitoring		497	51 908
Programme 3: Teachers, Education HR and Institutional Development		13	95
Programme 4: Planning, Information and Assessment		378 678	173 692
Programme 5: Educational Enrichment Services		4	51
Total		**380 289**	**226 067**

Payables not recognised is higher in 2021/22 as compared to 2020/21, this is attributed to late submission of invoices to the Department by implementing agents that are receiving advances.

Invoices were paid before year-end of 2021/22 on the dedicated bank accounts of implementing agents, however due to BAS closure these transactions have been reported as Payables not yet recognised as they could only be journalised in 2022/23.

23. Employee benefits

	Note	2021/22	2020/21
		R'000	R'000
Leave entitlement		30 999	37 668
Service bonus (Thirteenth cheque)		12 172	11 493
Performance awards		-	7 568
Capped leave commitments		16 971	16 972
Other		512	309
Total		**60 654**	**74 010**

2020/21: Long service awards is estimated at R309 thousand.
2021/22: Long service awards is estimated at R915 thousand.

24. Lease commitments

24.1 Operating leases

2021/22	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year				291	**291**
Later than 1 year and not later than 5 years				614	**614**
Total lease commitments				**905**	**905**

2020/21	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year				902	902
Later than 1 year and not later than 5 years				622	622
Total lease commitments				**1 524**	**1 524**

Department has leased motor vehicles from Department of Transport Gauteng provisional. Currently the contract has expired and lease period is operating on a month to month basis as car are due to be returned. Operating lease commitment will be included as soon as the new contract has been signed by both parties.

25. Accrued departmental revenue

	Note	2021/22 R'000	2020/21 R'000
Sales of goods and services other than capital assets		497	497
Interest, dividends and rent on land		19 682	16 576
Transactions in financial assets and liabilities		34 065	25 837
Total		**54 244**	**42 910**

25.1 Analysis of accrued departmental revenue

	Note	2021/22 R'000	2020/21 R'000
Opening balance		42 910	17 950
Less: amounts received		(12 585)	(1 091)
Add: amounts recorded		23 919	26 051
Closing balance		**54 244**	**42 910**

26. Irregular expenditure

26.1 Reconciliation of irregular expenditure

	Note	2021/22 R'000	2020/21 R'000
Opening balance		6 093 528	2 688 159
Prior period error		-	196 182
As restated		6 093 528	2 884 341
Add: Irregular expenditure – relating to prior year		639 338	2 796 696
Add: Irregular expenditure – relating to current year		832 255	412 491
Less: Prior year amounts condoned		(797 939)	-
Less: Current year amounts condoned		(99 808)	-
Closing balance		**6 667 374**	**6 093 528**
Analysis of awaiting condonation per age classification			
Current year		573 846	3 405 369
Prior years		6 093 528	2 688 159
Total		**6 667 374**	**6 093 528**

26.2 Details of irregular expenditure – added current year (relating to current and prior years)

Incident	Disciplinary steps taken/criminal proceedings	2021/22 R'000
COEGA EC and KZN		11 581
DBE 61		8 926
DBSA (Various schools)		481 305
IDT (EC, KZN and LIM)		48 063
THE MVULA TRUST		679 567
NECT		209 066
RAND WATER		13 490
ASSENT GROUP		408
CHAKEDI PROJECTS		27
CRUZE SUPPLIES		50
DIFFERENTIATION AND INTERGRATION		35
FLEXONA (PTY) LTD		73
JULIUS CEAZERO SPURS PROJECTS		29
KETEMO TRADING AND PROJECTS		16
LLEWELY FOREST (PTY) LTD		20
TECHNOVET SOLUTIONS		60
THE CAPITAL APARTMENT		106
TSHWARO GROUP		15
TUTOYARONA BUSINESS ENTERPRISE		71
IA fees		18 685
Total		**1 471 593**

Details of irregular expenditure condoned by relevant authority	2021/22
DBSA	
various schools	
National Treasury	897 747
Total	**897 747**

26.3 Details of irregular expenditures under investigation (not included in the main note Incident)

	2021/22
	R'000
DBE93	1 516
DBSA	33 962
DRPW EC	12 435
IDT	17 091
CSIR EC	15
SAFE Mvula Trust	2 905
SAFE DBSA	3 138
SAFE NECT	902
SITA	11 128
Total	**83 092**

26.4 Prior period error

	Note	2020/21
		R'000
Nature of prior period error		196 182
Recalculation on SAFE related Irregular expenditure.		196 182

- In order to comply with the requirements of Preferential Policy Framework Act (5/2000) the Department went on tender to appoint Implementing Agents, Professional Service Providers and Contractors. The tenders were advertised on 4 May 2012 and closed on 1 June 2012. However, due to volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders received. What the Department did to take steps to ensure that the project is not compromised, a number of public entities, namely, The Mvula Trust-Limpopo, Coega, and IDT and the Departments of Public Works were appointed as Implementing Agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.

- The Department appointed Adopt-A-School Foundation as an Implementing Agent to build 3 schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the 3 schools. When appointing the Adopt-A-School, the Department also took into account the empowerment of the community in terms of skilled and unskilled labour together with local procurement. The deviation on procurement requirement resulted as irregular expenditure.

- In the event that a competitive bidding process is not followed, such a deviation must be justifiable and done in accordance with TR16A6.4. If the appointment of the implementing agent is not done in accordance with the requirements and processes described above, the management fee paid to the implementing agent will be regarded as irregular expenditure.

- The TCN Architects CC – Professional Services Provider for ASIDI Clusters A – H (Bid RFPDBE07) was sourced from the National Transversal Framework Agreement which was advertised on the Government Tender Bulletin Volume 563 dated 4 May 2012. There was no need to re-do the tendering process when appointing the said service provider on the matter. However, the expenditure for this service provider has already been disclosed as irregular expenditure due to other compliance matters.

- The Department appointed SAB&T as an Implementing Agent/ Service Provider to manage the Kha Ri Gude programme. During the 2015/16 financial year, it was discovered that evaluation 1 of the stages was misinterpreted where site visits should have been done to all bidders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.

- The Department appointed DBSA, Department of Public Works: Eastern Cape and Coega Development Corporation as Implementing Agencies for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC: Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM process was declared as irregular expenditure.

- During the construction of schools, the Department experience challenges with contractors that were either not performing or liquidated. As a result, their contracts were terminated. In replacing these contractors, the Implementing Agency appointed contractors that were performing to continue with the construction of schools. The SCM process were not followed in the replacement of non-performing contractors.

- The tender DBE073 (Morar Incorporated) were advertised in July 2016 and August 2016 respectively to provide stationery, warehousing and auditing. These tenders were advertised on the eTenders Portal but not on the Government Tender Bulletin. In terms of the Supply Chain processes these tenders should have been advertise on both the eTenders Portal and Government Tender Bulletin. Therefore, the expenditure incurred has been regarded as irregular expenditure.

- The Mvula Trust (TMT) management that they reported there was no formal tender process for ASIDI 3. It was noted that the TMT had received a letter from the Department of Basic Education carrying instruction not to follow the procurement process for ASIDI (Limpopo batch 1 to 3 projects).

- Department appointed LUDWIGS PHOTOGRAPHIC as well as Quba Design and Motion without following supply chain process of obtaining three quotations.

- TCT Civil and Construction as well as XOL-MAK Construction, we appointed however bid advertisement did not include the weight of all criteria, as required by the PPR. The bid advertisement only included the weights of the main criteria and not the breakdown of the sub-criteria under each main criterion used for evaluation and scoring.

- Afripanel was appointed by the Department, however review of the Central Supplier Database history report of the supplier was non-compliant on its tax status from time of submission of the bid, right through the evaluation period up to the time of recommendation of the bidder for appointment which has now resulted in irregular expenditure.

- Payment to Makhubela Attorneys was paid as expansion of contract to provide legal opinion on functionality evaluation of Bid RT22-2016 without following supply chain processes.

- Nexus Travel Agency and RICTS was appointed by the Department however, Preference point system include in the bid specification and used to evaluate the bidders not in line with the Preferential Procurement Regulations (Tender DBE146)

- Department was unable to obtain three written quotations, this was none compliance to Practice note 8 of 2007/08 par 3.3.3 if it is not possible to obtain at least 3 written price quotations, the reason should be recorded and approved by the Accounting Officer / authority or his/her delegate.

- Department made payment to Professional Service Unit without complaining to Instruction Note 3 of 2016/17 paragraph 8.4 and 9.1.

- Department made payment to BLUE TURTLE TECHNOLOGIES, it was discovered that bids above R500 000 were not evaluated through competitive bidding process. In terms of the National Treasury Regulation 16A3.2(a), A Supply Chain Management System referred to in paragraph 16A3.1 must be fair, equitable, transparent, competitive and cost effective.

- Department made payment to LTM DOLCE, it was discovered that warding of a contract to supplier for the purchase of uniforms and protective clothing, was not reported to the Department of Trade and Industry, along with the SBD 6.2 certificates and declarations of the supplier. In terms of the National Treasury instruction note on invitation and evaluation of bids based on a stipulated minimum threshold for local production and content for the textile, clothing, leather and footwear sector, paragraph 7.1." Once bids are awarded, the DTI must be: (i) notified of all the successful bidders and the value of the contracts. (ii) provided with copies of the contracts, the SBD/MBD 6.2 certificates together with the declarations submitted by the successful bidder."

- Department made payment to IBHUBESI INFORMATION TECHNOLOGIE, it was discovered that the supplier did not submit a SBD 4 form (Declaration of interest) to declare any potential conflict of interest. In terms of the Treasury Regulation 16A9.1, the Accounting Officer must (a) take all reasonable steps to prevent abuse of the supply chain management system.

- Department made payment to BAOBAB LEARNING INSTITUTE; TTRO NEVER STOP LEARNING; ITULERATO BUSINESS SOLUTION as well as EVANBABS TRADING AND PROJECTS, it was discovered that the suppliers were not tax compliant. The acceptance of bids from suppliers that are not tax compliant is in contravention of Treasury Instruction 4A 2016/2017.

- Department made payment to below suppliers and it was discovered that the supply chain processes were not fully adhered to. There was no evidence that SCM competitive processes were followed and procurement documents could not be traced/located.:
    - ASSENT GROUP
    - CHAKEDI PROJECTS
    - CRUZE SUPPLIES
    - DIFFERENTIATION AND INTERGRATION PROJECTS
    - FLEXONA PTY LTD
    - JULIUS CEAZERO SPURS PROJECTS
    - KETEMO TRADING AND PROJECTS
    - LLEWELY FOREST PTY LTD
    - TECHNOVET SOLUTIONS
    - THE CAPITAL APARTMENT
    - TSHWARO GROUP
    - TUTOYARONA BUSINESS ENTERPRISE

- Department appointed NECT as Implementing agent and it was discovered that the appointed suppliers did not submit SBD6.2 and IA PSP Fees not in accordance with Memorandum of agreement.

- Department appointed DBSA as Implementing agent for SAFE project and it was discovered that there was none compliance to digital procurement. The system problems that disadvantaged certain bidders.

- Department appointed DBSA as Implementing agent for ASIDI programme for 47 schools it was discovered that procurement and contract management was not followed. Tenders were not awarded to the highest ranked bidder after price and preference scoring. This results in non-compliance with the PFMA section 38(1)(a)(iii) to maintain appropriate procurement and provisioning system which is transparent and cost-effective.

- The Department initiated an Emergency Water Supply programme and appointed Rand Water as an implementing agent to assist provinces to mitigate the risk of Covid-19 infection in schools, it was discovered SCM processed not followed to procure and delivery of water tanks.

- Department appointed The Mvula Trust as Implementing agent for SAFE projects and it was discovered that there were collusion between bidders and IA PSP Fees not in accordance with Memorandum of agreement. Furthermore, tenders were not awarded to the highest ranked bidder after price and preference scoring. This results in non-compliance with the PFMA section 38(1)(a)(iii) to maintain appropriate procurement and provisioning system which is transparent and cost-effective.

The Accounting Officer appointed an Investigation Team to investigate all irregular expenditure cases. The Team has written reports to the Accounting General and shared these reports with Standing Committee on Public Accounts (South Africa) (SCOPA). A request for condonation of irregular expenditure has been submitted to National Treasury.

27. Fruitless and wasteful expenditure

27.1 Reconciliation of fruitless and wasteful expenditure

	Note	2021/22 R'000	2020/21 R'000
Opening balance		79 877	78 946
Prior period error			(57)
As restated		79 877	78 889
Fruitless and wasteful expenditure – relating to prior year		-	16 381
Fruitless and wasteful expenditure – relating to current year		833	988
Less: Amounts transferred to receivables for recovery	*15.6*	-	(16 381)
Closing balance		**80 710**	**79 877**

27.2 Analysis of Current year's (relating to current and prior years) fruitless and wasteful expenditure

Incident	**Disciplinary steps taken/criminal proceedings**	**2021/22 R'000**
Interest charged on late payment to contractors on ASIDI projects		250
SAFE projects allocated to two implementing agents (DBSA and MVT)		583
Total		**833**

27.3 Prior period error

	Note	2020/21 R'000
Nature of prior period error		
		(57)
Amount was incorrectly disclosed as Fruitless expenditure instead of Irregular expenditure.		(57)
Total		**(57)**

Details of fruitless and wasteful expenditures under investigation (not included in the main note)

Incident	2021/22
	R'000
DBE 93	9 197
DBSA	22 934
Department of Education Free State	1 141
Department of Education Western Cape	156
Department of Roads, and Public Works Eastern Cape	29
ESKOM	1 775
Independent Development Trust	23 637
Mhlathuze Water	3
The Mvula Trust	24 614
COEGA Development Cooperation	760
Kha Ri Gude (Stipends paid to volunteers)	10 689
Management Fees (paid to implementing agents: DRPW, IDT, MW, MVT and CDC)	3 943
Rand Water	4 232
SAFE	11 028
Total	**114 138**

28. Related party transactions

List related party relationships and the nature thereof

South African Council for Educators (SACE):

SACE is a quality council that assures education standards in the General and Further Education and Training Qualifications Sub-framework

Umalusi

Umalusi is a professional council for educators that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.

29. Key management personnel

	No. of Individuals	2021/22	2020/21
		R'000	R'000
Political office bearers (provide detail below)			
Officials:	2	4 423	4 390
Level 15 to 16	8	15 298	16 924
Level 14	22	28 158	25 018
Family members of key management personnel	2	1 213	941
Total		**49 092**	**47 273**

30. Public Private Partnership

	Note	2021/22 R'000	2020/21 R'000
Unitary fee paid		**212 192**	**205 440**
Fixed component		53 537	53 537
Indexed component		158 655	151 903
Analysis of indexed component		**158 655**	**151 903**
Goods and services (excluding lease payments)		158 655	151 903
Other		**9 950**	**12 831**
Prepayments and advances		-	4 249
Other obligations		9 950	8 582

Public Private Partnership (PPP) Agreement

Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public Private Partnership (PPP) agreement for the financing, construction, operation and maintenance of office accommodation for the Department. Construction commenced in May 2007. The construction of the building was completed at the end of 2009 and, as scheduled, the relocation of staff was finalised in February 2010.

Finance

This agreement makes provision for the financing, construction and maintenance of the building for a service period of 25 years. This implies that the Private Party, Sethekgo Pty Ltd, has designed, constructed, and is maintaining and servicing the new building. In return, the Department will pay Sethekgo a monthly unitary fee with effect from the day that it occupies the building until the end of the contract.

The monthly unitary fee covers the capital cost of the building (including furniture) as well as the operational cost for the maintenance of the building. The monthly unitary fee is based on a baseline amount which is escalated yearly using the previous year December Consumer Price Index (CPI) rate. The 2021/22 unitary fee was therefore calculated using the December 2020 rate.

A penalty to the value of R 269,571.27 (excl. VAT) was have been raised in the 2021/22 financial year.

The agreement also states that the Private Party only bears the risk of a utility tariff increase up to a maximum 0.8% above CPI. An increase in excess of this constitutes a pass-through cost to the Department. The recent escalation in utility pricing constitutes a major increase in expenditure.

Service specifications

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are –

- Accommodation provision
- Security provision
- Portering and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants
- Management of FF&E
- Conference facilities
- Parking

Management

The management of the PPP falls within the responsibilities of the Directorate: Security and Asset Management.

Regular meetings are being conducted where contractual and operational issues are discussed.

- In the weekly operational meetings, issues are discussed that pertain to the output specifications and how these are being implemented by the various service providers responsible for the restaurant, landscaping, security and cleaning.
- The monthly Steering Committee meeting discusses financial issues such as the payment of the unitary fee and penalties. The monthly report is also discussed. Ad hoc operational issues that have not been resolved during the weekly meeting with Tirasano are also discussed.

Usage

DBE head office building also accommodates the examinations unit of the Department of Higher Education and Training. After the split of the Department of Education, the building was not big enough to accommodate the DBE and the Department of Higher Education and Training and it was decided that only the DBE would take over the PPP contract and occupy the building. Since part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both departments are now being accommodated in the building.

Commitment

The Public Partnership (PPP) Agreement for the provision of a fully serviced head office for the Department is in year 10 of a 25-year agreement with the Sethekgo Private Party.

As per the PPP agreement, the commitment of the PPP is based on the unitary fee of the current financial year. The December CPI is used to calculate the next financial year's unitary fee and commitments.

The December 2020 CPI for example is used to calculate the unitary fee for the 2021/22 financial year.

31. Provisions

	Note	2021/22 R'000	2020/21 R'000
ASIDI Retentions		207 956	168 533
Total		**207 956**	**168 533**

ASIDI Retentions

Retention refers to the amount of payment withheld from a contractor's contract, in lieu of a fixed insurance policy. The economic benefit will flow to a contractor at different stages of the construction process through a reduction of the % withheld at Practical, Works and Final Completion (as the risk reduces). The final benefit will flow when the Final Account is approved.

The bulk of the provision should be paid out to Contractors over the next 2 years as projects are finalised.

Due to the nature of Construction projects, it is impossible to produce an exact forecast as certain factors listed below, have an effect on payments and potential subsequent withholding of retention amounts:

- Valid delays;
- Disputes on contractual obligations;
- Remedial work;
- Terminations; and
- Approval of Final Accounts

31.1 Reconciliation of movement in provisions – 2021/22

	ASIDI Capital Expenditure	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	-	-	168 533	**168 533**
Increase in provision	-	-	103 834	**103 834**
Settlement of provision	-	-	(64 411)	**(64 411)**
Closing balance	**-**	**-**	**207 956**	**207 956**

31.2 Reconciliation of movement in provisions – 2020/21

	ASIDI Capital Expenditure	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	-	181	168 815	168 996
Increase in provision	-		20 334	**20 334**
Settlement of provision	-	(181)	(20 616)	**(20 797)**
Closing balance	**-**	**-**	**168 533**	**168 533**

32. Non-adjusting events after reporting date

Early Childhood Development (ECD) function shifted from the Department of Social Development (DSD) to the Department of Basic Education (DBE). The shift was implemented on 1 April 2022. There is no financial impact with regard to ECD transfer from DSD to DBE which will affect the 2021/22 financial year.

The transfer was only from 1 April 2022, therefore the expenditure incurred will be reported in the 2022/23 financial year because as per Modified Cash Standard expenditure is recognised on the date of payment and revenue will be recognised when received in 2022/23."

33. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2022

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**81 260**		**17 851**	**(7 710)**	**91 401**
Transport assets	4 215	-	2 397	-	6 612
Computer equipment	61 568	-	5 668	(7 675)	59 561
Furniture and office equipment	6 566	-	118	-	6 684
Other machinery and equipment	8 911	-	9 668	(35)	18 544
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	**81 260**	**-**	**17 851**	**(7 710)**	**91 401**

33.1 Movement for 2020/21

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**73 048**	**31**	**10 260**	**(2 079)**	**81 260**
Transport assets	4 215	-	-	-	4 215
Computer equipment	54 875	-	8 764	(2 071)	61 568
Furniture and office equipment	6 405	(36)	197	-	6 566
Other machinery and equipment	7 553	67	1 299	(8)	8 911
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	**73 048**	**31**	**10 260**	**(2 079)**	**81 260**

33.1.1 Prior period error

	Note	2020/21
		R'000
Nature of prior period error		**31**
Correction of classification between Minor and Capital Assets.		31

33.2 Minor assets

MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2022

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	7 505	7 718
Additions	-	570	**570**
Disposals	-	139	**139**
TOTAL MINOR ASSETS	**213**	**7 936**	**8 149**

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	37	3 838	3 875
Number of minor assets at cost	45	6 000	6 045
TOTAL NUMBER OF MINOR ASSETS	**82**	**9 838**	**9 920**

MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	7 400	7 613
Value adjustments	-	(31)	(31)
Additions	-	255	255
Disposals	-	(119)	(119)
TOTAL MINOR ASSETS	**213**	**7 505**	**7 718**

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	37	3 921	3 958
Number of minor assets at cost	45	5 825	5 870
TOTAL NUMBER OF MINOR ASSETS	**82**	**9 746**	**9 828**

34. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2022

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	73 202	-	3 091		76 293
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	**73 262**	**-**	**3 091**		**76 353**

34.1 Movement for 2020/21

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	52 086	-	21 116	-	73 202
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	**52 146**	**-**	**21 116**	**-**	**73 262**

35. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2022

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**10 753 827**	**-**	**2 370 228**	**(347 378)**	**12 778 677**
Non-residential buildings	8 418 721	-	863 358	(1 93 580)	9 088 499
Other fixed structures	2 335 106	-	1 506 870	(1 51 798)	3 690 178
HERITAGE ASSETS	**3 600**				**3 600**
Heritage assets	3 600				3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	**10 757 427**	**-**	**2 370 228**	**(345 378)**	**12 782 277**

Immovable Tangible Capital Assets under investigation

	Number	Value
		R'000
Included in the above total of the immovable tangible capital assets per the asset register are assets that are under investigation:		
Buildings and other fixed structures	**155**	**2 155 474**

35.1. Movement for 2020/21

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**8 862 502**	**215 061**	**1 839 118**	**(162 854)**	**10 753 827**
Non-residential buildings	6 828 914	183 082	1 406 725	-	8 418 721
Other fixed structures	2 033 588	31 979	432 393	(162 854)	2 335 106
HERITAGE ASSETS	**3 600**		-	-	**3 600**
Heritage assets	3 600		-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	**8 866 102**	**215 061**	**1 839 118**	**(162 854)**	**10 757 427**

35.1.1 Prior period error

	Note	2021/22
		R'000
Nature of prior period error		
Relating to 2020/21		**215 061**
Misallocation between Assets and WIP		215 061
Total prior period errors		215 061

35.2 Capital Work-in-progress

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2022

	Note	Opening balance 1 April 2021	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2022
	Annexure 5	R'000	R'000	R'000	R'000
Buildings and other fixed structures		1 365 447	1 858 681	(2 139 257)	1 084 871
TOTAL		**1 365 447**	**1 858 681**	**(2 139 257)**	**1 084 871**

Payables not recognised relating to Capital WIP	Note	2021/22	2020/21
		R'000	R'000
Capital Work-in-progress		162 662	69 455
Total		**162 662**	**69 455**

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2021

	Note	Opening balance	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2021
	Annexure 6	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures		2 306 049	(214 942)	1 012 542	(1 738 202)	1 365 447
TOTAL		**2 306 049**	**(214 942)**	**1 012 542**	**(1 738 202)**	**1 365 447**

36. Principal-agent arrangements

36.1. Department acting as the principal

	2021/22	2020/21
	R'000	R'000
Coega Development Corporation	9 378	22 144
Development Bank of Southern Africa	49 915	27 182
The Independent Development Trust	10 527	2 866
The Mvula Trust	55 320	58 110
NECT	8 069	-
BKTM (DBE 61)	-	9 773
Department of Education Free State	1 008	-
Total	**134 217**	**120 075**

All the above-mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National Accelerated Schools Infrastructure Delivery Initiative (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all Provinces. Significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents

37. Prior period errors

37.1 Correction of prior period errors

	Note	Amount before error correction	Prior period error	Restated Amount
		2020/21	2020/21	2020/21
		R'000	R'000	R'000
Assets:				
Accrued Departmental Revenue (Penalties, Interest and Transaction in Financial Assets)		42 650	1 003	43 653
Inventories (School Furniture and Equipment)		7 735	(700)	7 035
Moveable Tangible Capital Assets (Furniture and Office equipment as well as Other Machinery)		81 229	31	81 260
Immovable Capital Assets		10 542 366	215 061	10 757 427
Immovable Capital Assets (WIP)		1 580 389	(214 942)	1 365 447
Moveable Tangible Capital Assets (minor assets)		7 536	(31)	7 505
Net effect		**12 261 905**	**(321)**	**12 261 584**

	Note	Amount before error correction	Prior period error	Restated Amount
		2020/21	2020/21	2020/21
		R'000	R'000	R'000
Liabilities:				
Capital Commitment (Building and other fixed structure ASIDI and SAFE)		1 357 639	83 297	1 440 936
Provision (ASIDI Retention)		149 301	19 232	168 533
Accrual (ASIDI)		100 096	(26 999)	73 097
Payables not recognised (ASIDI)		214 085	11 982	226 067
Net effect		**1 821 121**	**87 512**	**1 908 633**

	Note	Amount before error correction	Prior period error	Restated Amount
		R'000	R'000	R'000
Other:				
Fruitless and Wasteful expenditure		79 934	(57)	79 877
Irregular Expenditure		5 897 346	196 182	6 093 528
Net effect		**5 977 280**	**196 125**	**6 173 405**

38. Inventories

38.1 Inventories for the year ended 31 March 2022

Inventories for the year ended 31 March 2022	Workbooks	Infrastructure (Rand Water)	School Furniture and Equipment	Kha Ri Gude	Second Chance Matric Programme	TOTAL
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	28 29	-	7 735	1 685	6 259	18 508
Add/(Less): Adjustments to prior year balances			(700)	-	-	(700)
Add: Additions/Purchases – Cash	862 164	19 762	9 917	-	41	891 884
(Less): Issues	(820 153)	(15 530)	(12 463)	(1 550)		(849 696)
Closing balance	**44 840**	**4 232**	**4 489**	**135**	**6 300**	**59 996**

Inventories for the year ended 31 March 2021	Workbooks	Infrastructure (Rand Water)	School Furniture and Equipment	Kha Ri Gude	Second Chance Matric Programme	TOTAL
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	8 093	-	5 193	5 699	1 352	20 337
Add/(Less): Adjustments to prior year balances				(4 014)	3 425	(589)
Add: Additions/Purchases – Cash	751	-	15		1	768
Add: Additions - Non-cash	549		933		482	964
(Less): Issues	(756 813)	-	(13 391)			(770 204)
Closing balance	**2 829**	**-**	**7 735**	**1 685**	**6 259**	**18 508**

39. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

	GRANT ALLOCATION				TRANSFER			SPENT				2020/21	
NAME OF PROVINCE / GRANT	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Summary by province													
Eastern Cape	3 208 901	-	(205 122)	3 003 779	3 003 779	-	-	3 033 779	2 762 748	243 291	92%	2 698 742	2 698 742
Free State	1 421 044	-	-	1 421 044	1 421 044	-		1 421 044	1 367 448	58 240	96%	1 250 594	1 250 594
Gauteng	2 676 369	-	-	2 676 369	2 676 369	-		2 676 369	2 686 676	1 024	100%	2 288 956	2 288 956
Kwazulu-Natal	4 113 975	-	205 122	4 319 097	4 113 975	-	205 122	4 319 097	4 418 857	-	102%	3 770 687	3 770 687
Limpopo	2 898 849	-	-	2 898 849	2 898 849	-		2 898 849	2 750 789	167 665	95%	2 437 439	2 437 439
Mpumalanga	2 031 063	-	-	2 031 063	2 031 063	-		2 031 063	2 028 717	18 830	100%	1 645 634	1 645 634
Northern Cape	894 073	-	-	894 073	894 073	-		894 073	890 789	3 284	100%	859 796	859 796
North West	1 778 986		-	1 778 986	1 778 986	-		1 778 986	1 771 336	41 948	100%	1 473 573	1 473 573
Western Cape	1 677 753			1 677 753	1 677 753			1 677 753	1 687 106	7 102	101%	1 418 254	1 418 254
TOTAL	20 701 013	-	-	20 701 013	20 495 891		205 122	20 701 013	20 364 466	541 384		17 843 675	17 826 572

	GRANT ALLOCATION				TRANSFER			SPENT				2020/21	
NAME OF PROVINCE / GRANT	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Summary by grant													
Mathematics, Science and Technology	412 134	-	-	412 134	412 134	-	-	412 134	399 595	27 155	97%	332 862	332 862
Education Infrastructure Grant	11 688 936	-	-	11 688 936	11 483 814	-	205 122	11 688 936	11 283 299	437 276	97%	9 414 967	9 414 967
HIV and Aids (Life Skills Education) Grant	241 914	-	-	241 914	241 914	-	-	241 914	238 346	5 944	99%	187 095	187 095
National School Nutrition Programme Grant	8 115 269	-	-	8 115 269	8 115 269	-	-	8 115 269	8 218 436	49 049	101%	7 665 887	7 665 887
Learners with Profound Intellectual Disabilities	242 760	-	-	242 760	242 760	-	-	242 760	224 790	21 960	93%	242 864	242 864
	20 701 013		-	20 701 013	20 495 891	-	205 122	20 701 013	20 364 466	541 384		17 843 675	17 826 572

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2020/21	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Mathematics, Science and Technology													
Eastern Cape	52 116	-	-	52 116	52 116	-	-	52 116	38 680	13 426	74%	33 561	33 561
Free State	38 299	-	-	38 299	38 299	-	-	38 299	42 895	-	112%	32 268	32 268
Gauteng	58 811	-	-	58 811	58 811	-	-	58 811	58 642	169	100%	47 654	47 654
Kwazulu-Natal	67 855	-	-	67 855	67 855	-	-	67 855	67 855	-	100%	60 633	60 633
Limpopo	48 143	-	-	48 143	48 143	-	-	48 143	48 640	-	101%	38 140	38 140
Mpumalanga	42 584	-	-	42 584	42 584	-	-	42 584	33 283	9 301	78%	36 348	36 348
Northern Cape	27 458	-	-	27 458	27 458	-	-	27 458	24 983	2 475	91%	20 287	20 287
North West	40 521	-	-	40 521	40 521	-	-	40 521	38 747	1 774	96%	33 561	33 561
Western Cape	36 347			36 347	36 347			36 347	45 870	-	126%	30 410	30 410
	412 134	-	-	412 134	412 134			412 134	399 595	27 155		332 862	332 862

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2020/21	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Education Infrastructure Grant													
Eastern Cape	1 640 977	-	(205 122)	1 435 855	1 435 855	-	-	1 435 855	1 214942	220 913	85%	1 227 035	1 227 035
Free State	892 287	-	-	892 287	892 287	-	-	892 287	843 685	48 602	95%	750 816	750 816
Gauteng	1 589 208	-	-	1 589 208	1 589 208	-	-	1 589 208	1 588 925	283	100%	1 274 620	1 274 620
Kwazulu-Natal	2 120 492	-	205 122	2 325 614	2 120 495	-	205 122	2 325 614	2 325 614	-	100%	1 912 594	1 912 594
Limpopo	1 334 570	-	-	1 334 570	1 334 570	-	-	1 334 570	1 177 410	157 160	88%	976 043	976 043
Mpumalanga	1 161 475	-	-	1 161 475	1 161 475	-	-	1 161 475	1 151 963	9 512	99%	830 689	830 689
Northern Cape	633 345	-	-	633 345	633 345	-	-	633 345	632 539	806	100%	618 699	618 699
North West	1 158 484	-	-	1 158 484	1 158 484	-	-	1 158 484	1 190 123	-	103%	892 750	892 750
Western Cape	1 158 098			1 158 098	1 158 098			1 158 098	1 158 098	-	100%	931 721	931 721
	11 688 936	**-**	**-**	**11 688 936**	**11 483 814**	**-**	**205 122**	**11 688 936**	**11 283 299**	**437 276**	**97%**	**9 414 967**	**9 414 967**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2020/21	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
HIV and Aids (Life Skills Education) Grant													
Eastern Cape	45 089	-	-	45 089	45 089	-	-	45 089	47 349	-	105%	34 035	34 035
Free State	10 250	-	-	10 250	10 250	-	-	10 250	10 298	-	100%	8 989	8 989
Gauteng	36 464	-	-	36 464	36 464	-	-	36 464	35 892	572	98%	27 961	27 961
Kwazulu-Natal	61 450	-	-	61 450	61 450	-	-	61 450	61 450	-	100%	47 362	47 362
Limpopo	26 552	-	-	26 552	26 552	-	-	26 552	22 307	4 245	84%	21 339	21 339
Mpumalanga	19 530	-	-	19 530	19 530	-	-	19 530	19 598	-	100%	15 163	15 163
Northern Cape	6 302	-	-	6 302	6 302	-	-	6 302	6 302	-	100%	4 436	4 436
North West	15 909	-	-	15 909	15 909	-	-	15 909	14 782	1 127	93%	12 734	12 734
Western Cape	20 368	-	-	20 368	20 368	-	-	20 368	20 368	-	100%	15 076	15 076
	241 914	**-**	**-**	**241 914**	**241 914**	**-**	**-**	**241 914**	**238 346**	**5 944**	**99%**	**187 095**	**187 095**
National School Nutrition Programme Grant													
Eastern Cape	1 443 715	-	-	1 443 715	1 443 715	-	-	1 443 715	1 437 852	5 863	100%	1 376 343	1 376 343
Free State	453 516	-	-	453 516	453 516	-	-	453 516	449 380	4 136	99%	431 851	431 851
Gauteng	958 730	-	-	958 730	958 730	-	-	958 730	968 730	-	101%	905 006	905 006
Kwazulu-Natal	1 831 602	-	-	1 831 602	1 831 602	-	-	1 831 602	1 931 362	-	105%	1 717 512	1 717 512
Limpopo	1 456 918	-	-	1 456 918	1 456 918	-	-	1 456 918	1 476 026	-	101%	1 369 485	1 369 485
Mpumalanga	777 342	-	-	777 342	777 342	-	-	777 342	793 758	-	102%	734 414	734 414
Northern Cape	213 304	-	-	213 304	213 304	-	-	213 304	213 301	3	100%	202 614	202 614
North West	545 755	-	-	545 755	545 755	-	-	545 755	506 708	39 047	93%	516 114	516 114
Western Cape	434 387	-	-	434 387	434 387	-	-	434 387	441 319	-	102%	412 548	412 548
	8 115 269			**8 115 269**	**8 115 269**			**8 115 269**	**8 218 436**	**49 049**	**101%**	**7 665 887**	**7 665 887**

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT				2020/21	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Learners with Profound Intellectual Disabilities													
Eastern Cape	27 004	-	-	27 004	27 004	-	-	27 004	23 925	3 079	89%	27 768	27 768
Free State	26 692	-	-	26 692	26 292	-	-	26 292	21 190	5 502	79%	26 670	26 670
Gauteng	33 156	-	-	33 156	33 156	-	-	33 156	34 487	-	104%	33 715	33 715
Kwazulu-Natal	32 576	-	-	32 576	32 576	-	-	32 576	32 576	-	100%	32 586	23 462
Limpopo	32 666	-	-	32 666	32 666	-	-	32 666	26 406	6 260	81%	32 432	32 432
Mpumalanga	30 132	-	-	30 132	30 132	-	-	30 132	30 115	17	100%	29 020	29 020
Northern Cape	13 664	-	-	13 664	13 664	-	-	13 664	13 664	-	100%	13 760	13 760
North West	18 317	-	-	18 317	18 317	-	-	18 317	20 976	-	115%	18 414	18 414
Western Cape	28 553	-	-	28 553	28 553	-	-	28 553	21 451	7 102	75%	28 499	20 520
	242 760			**242 760**	**242 760**			**242 760**	**224 790**	**21 960**		**242 864**	**225 761**

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2021/22 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

40. COVID-19 Response Expenditure

	Note	2021/22	2020/21
	Annexure 7	R'000	R'000
Goods and services		88 052	142 856
Expenditure for capital assets		-	316
Total		**88 052**	**143 172**

ANNEXURE 1A

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENTAL AGENCY/ ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2020/21
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	%	R'000
Education Training and Development Practices-SETA	459	-	-	459	459	100%	453
Umalusi	157 404	-	-	157 404	157 404	100%	136 404
SA Council for educators	17 985	-	-	17 985	17 985	100%	12 878
TOTAL	**175 848**	**-**	**-**	**175 848**	**175 848**	**100%**	**149 735**

ANNEXURE 1B

STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2020/21
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Association for the development of Education in Africa (ADEA)	160	-	615	775	775	100%	155
Guidance, Counselling and youth development centre for Africa: Malawi	199	-		199	152	76%	193
United Nations educational, Scientific and Cultural organisations (UNESCO)	17 317	-	-	17317	12 599	73%	17 091
South and east Africa Consortium for Monitoring Educational Quality (SEACMEQ)	3 720	-	1 268	4 988	4 988	100%	3 461
TOTAL	**21 396**	**-**	**1 883**	**23 279**	**18 514**	**80%**	**20 900**

ANNEXURE 1C

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2020/21
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Childline South Africa	78	-	-	78	78	100%	73
National education Collaboration	120 437	-	-	120 437	120 437	100%	133 563
TOTAL	**120 515**	**-**	**-**	**120 515**	**120 515**	**100%**	**133 636**

ANNEXURE 1D

STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2020/21
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Employee Social Benefit (Leave gratuity)	2 760	-	1 352	4 112	2 760	67%	2 071
National Student Financial Aid Scheme	1 308 024	-	-	1 308 024	1 308 024	100%	1 291 606
TOTAL	**1 310 784**	**-**	**1 352**	**1 312 136**	**1 310 784**		**1 293 677**

ANNEXURE 1E

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2021/22	2020/21
		R'000	R'000
Received in kind			
Via Afrika	National Teachers Awards	350	-
MTN Foundation	National senior Certificate Announcements	1 250	-
Kagiso Trust	National Senior Certificates Announcements	101	-
Avbob Foundation	National Senior Certificate Announcements	83	-
FUNDI	National Senior Certificate Announcements	100	-
IDC	National Senior Certificate Announcements	60	-
Standard Bank	National Senior Certificate Announcements	495	-
Vodacom Foundation	National Senior Certificate Announcements	367	-
Entsika	National Senior Certificate Announcements	400	-
Subtotal		**3 206**	**-**
TOTAL		**3 206**	**-**

ANNEXURE 1F

STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDITURE	PAID BACK ON/ BY 31 MARCH	CLOSING BALANCE
		R'000	R'000	R'000	R'000	R'000
Received in cash						
European Union Donor	Primary Education Sector Policy Support Programme	(4 846)				(4 846)
Technology Grade 7 – 9 Donor Project	Piloting of Coding and Robotics as a subject in 1000 schools for grade 7-9	(525)	3 000	1 386		1 089
United States Agency for International Development (USAID) Donor Project	To support the national Department of Basic Education to align and consolidate the Life Orientation Conditional Grant to better support the implementation mandates of the National Policy on HIV, Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for learners, educators, school support staff and officials in all primary and secondary schools in the Basic Education Sector	431	4 150	12 208	431	(8 058)
Rural Education Assistant Donor Project	To mobilise youth in the rural communities to participate in education initiatives	(40 261)	-	1 206		(41 467)
Education for Employability Sector			19 012	3 164		15 848
TOTAL		**(45 201)**	**26 162**	**17 964**	**431**	**(37 434)**

ANNEXURE 2A

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2022

Nature of Liability	Opening Balance 1 April 2021	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2022
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Magna FS vs the Minister of Basic Education (interest at 15.5% as from 28/11/2011)	13 134	1500	-		14 634
Tywaku vs Minister of Basic Education	6 835	623	-		7 458
Konani vs Minister of basic Education	52 270	-	(13 290)		38 980
Tintswalo Mercy Ngobeni vs Minister of Basic Education and Another	27 249	-			27 249
Mabasa RA vs Minister of Basic Education and another	12 600	-	(500)		12 100
Moloto Masete vs Minister of Basic education	400	-	-		400
Lebepe vs Minister of Basic Education	15 820	1 453			17 273
Baku Foto vs Minister of Basic Education	16 325	-			16 325
Maphule Mahudu and Others vs Minister of Basic Education	8 487	1 424			9 911
Redbar Media vs Minister of Basic Education	142	15			157
Ntshuxeko Baloyi vs Minister of Basic Education	1 800	-			1 800
Felicia Chauke vs Minister of Basic Education	1 800	-			1 800
Owen Baloyi vs Minister of Basic Education	1 800	-			1 800
Nyiko Chabalala v Minister of Basic Education	1 800	-			1 800
Simeon Baloyi vs Minister of Basic Education	1 800	-			1 800
Manyana Baloyi vs Minister of Basic Education	1 800	-			1 800
Kulani Makhuba vs Minister of Basic Education	1 800	-			1 800
Toto Nzamo and others vs Minister of Basic Education	484		(115)		369
Sakhile Peter vs Minister of Basic Education	800	287			1 087
Bessie Hlongwa vs Minister of Basic Education	1 388	-	(927)		461
Kgotle vs Minister of Basic Education	1 000	-			1 000
Andrew Mpoto Hlapane vs Minister of Basic Education	200	-	(200)		-
Mokgaetji P Mashiane and Others v Minister of Basic Education and 03 others	2 657	-	(744)		1 913
Nevondo Ntsengisani Linah vs Minister of Basic Education and others	800	-			800
Lindiwe Dhlamini vs Minister of Basic Education	4 094	252			4 346

Nature of Liability	Opening Balance 1 April 2021	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2022
	R'000	R'000	R'000	R'000	R'000
Nancy Malepe vs Minister of Basic Education	2 200	-	(200)		2 000
Gertina De Klerk v Minister of Basic Education and Director-General	4 786	722			5 558
Ronan Perreira v Minister of Basic Education	9 234	996			10 230
BM Dlamini vs Minister of Education	1 413	124			1 537
Yvonne Naidoo vs Minister of Basic Education	6 838	681			7 519
Tyrees Pillay vs Minister of Basic Education	743	135			878
Gloria Mabizela vs Minister of Basic Education	201	15			216
Faranani Housing Projects vs Minister of Public Works and others	954	240			1 194
Haleigh Louise Botha v Minister of Health and others	3 033	190			3 223
Lidwala Consulting Engineers vs Asivanga Tshibubudza NO and others	7 747	784			8 531
Dana Brown vs Minister of Basic Education	3 109		(1 375)		1 734
Nosakhele Mgunyase vs Minister of Basic Education	-	3 330			3 300
Drikus Swanepoel vs Minister of Basic Education		1 343			1 343
Thembisile Soai vs Minister of Basic Education		8 000			8 000
Manari Phumudzo vs Minister of DBE		1 250			1 250
Kwikspace vs DBE		1 603			1 603
Musawenkosi Njabulo Sithole vs Minister of Basic Education		1 819			1 819
Mbokota Vusimuzi vs Minister of Basic Education		505			505
Sewela Yvonne Hadebe vs Minister of Basic Education		2 289			2 289
Tintswalo Valencia Risimati vs Minister of Basic Education		4 000			4 000
Motsepe Xolani Godfrey vs Minister of Basic Education		7 835			7 835
Thusi Winnie vs Minister of Basic Education		4 575			4 575
Tsoku Malefu Portia vs Minister of Basic Education		5 009			5 009
Maryna Potgieter vs Minister of Basic Education		901			901
Dube Walsworth Simphiwe vs Minister of Basic Education		200			200
Subtotal	**217 543**	**52 120**	**(17 351)**	**-**	**252 312**

Nature of Liability	Opening Balance 1 April 2021	Liabilities incurred during the year	Liabilities paid/cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2022
	R'000	R'000	R'000	R'000	R'000
Other					
Elana/ Karen Kula vs DBSA (DBE)	13 674	-	-	-	13 674
Sinokuhle Constructions CC vs COEGA (DBE)	3 047	-	-	-	3 047
Ikamva Architects vs IDT (DBE)	377	-			377
Makhathini Projects vs DBSA (DBE)	13 734	-	-	-	13 734
Zithole Construction vs Mvula Trust (DBE)	2 121	-	-	-	2 121
RICTS vs DBE	19 546		-		19 546
Subtotal	**52 499**	**-**	**-**	**-**	**52 499**
TOTAL	**270 042**	**52 120**	**(17 351)**	**-**	**304 811**

ANNEXURE 3

CLAIMS RECOVERABLE

	31/03/2021	31/03/2022	31/03/2021
	R'000	R'000	R'000
Departments			
National Department of Higher Education and Training	-	-	1 260
National Department of Justice	-	-	1 982
National Department of Public Works	-	-	138
Limpopo Department of Education	-	-	1 939
Eastern Cape Department of Education	-	-	215
	-	**-**	**5 534**
Other Government Entities			
South African Revenue Services	-	-	249
			249
Private entities			
Drake and Schull	-	-	10
Eskom	-	-	36
Taste of Africa		-	7
Tsebo		-	2
Ekhaya IT and General Agency	-	-	20
Atlantis		-	4
	-	-	**79**
TOTAL	**-**	**-**	**5 862**

ANNEXURE 4

INTER-GOVERNMENT PAYABLES

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2021/22 *	
	31/03/2022	31/03/2021	31/03/2022	31/03/2021	31/03/2022	31/03/2021	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Departments								
Department of Justice (TRC)			20 388	1 297	20 388	1 297		
Department of International Relation and Corporation (DIRCO)			44	-	44	-		
	-	**-**	**20 432**	**1 297**	**20 432**	**1 297**		

ANNEXURE 5

INVENTORIES

Inventories for the year ended 31 March 2022	Workbooks	Infrastructure (Rand Water)	School Furniture and Equipment	Kha Ri Gude	Second Chance Matric Programme	TOTAL
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	28 29	-	7 735	1 685	6 259	18 508
Add/(Less): Adjustments to prior year balances			(700)	-	-	(700)
Add: Additions/Purchases – Cash	862 164	19 762	9 917	-	41	891 884
(Less): Issues	(820 153)	(15 530)	(12 463)	(1 550)		(849 696)
Closing balance	**44 840**	**4 232**	**4 489**	**135**	**6 300**	**59 996**

Inventories for the year ended 31 March 2021	Workbooks	Infrastructure (Rand Water)	School Furniture and Equipment	Kha Ri Gude	Second Chance Matric Programme	TOTAL
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	8 093	-	5 193	5 699	1 352	20 337
Add/(Less): Adjustments to prior year balances				(4 014)	3 425	(589)
Add: Additions/Purchases – Cash	751 549	-	15 933		1 482	768 964
(Less): Issues	(756 813)	-	(13 391)			(770 204)
Closing balance	**2 829**	**-**	**7 735**	**1 685**	**6 259**	**18 508**

ANNEXURE 6

MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Prior Period Error	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**1 580 389**	**(214 942)**	**1 858 681**	**(2 139 257)**	**1 084 871**
Non-residential buildings	159 731	966 594	527 175	(775 832	877 668
Other fixed structures	1 420 658	(1 181 536)	1 331 506	(1 363 425)	207 203
TOTAL	**1 580 389**	**(214 942)**	**1 858 681**	**(2 139 257)**	**1 084 871**

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2020

BUILDINGS AND OTHER FIXED STRUCTURES	**2 345 184**	**(39 135)**	**1012 542**	**(1 738 202)**	**1 580 389**
Non-residential buildings	860 684	-	644 278	(134 5231)	1 59 731
Other fixed structures	1 484 500	(39 135)	368 264	(392 971)	1 4206 58
TOTAL	**2 345 184**	**(39 135)**	**1012 542**	**(1 738 202)**	**1 580 389**

ANNEXURE 7A

INTER-ENTITY ADVANCES PAID (note 12)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2022	31/03/2021	31/03/2022	31/03/2021	31/03/2022	31/03/2021
	R'000	R'000	R'000	R'000	R'000	R'000
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works EC	-	-	2 328	1 403	2 328	1 403
Subtotal	**-**	**-**	**2 328**	**1 403**	**2 328**	**1 403**
OTHER ENTITIES						
Coega Development Corporation EC	-	37 889	10 127	-	10 217	37 889
Corporation EC (SAFE Projects)	-	-	37 389	-	37 389	-
Coega Development Corporation KZN	-	-	2 379	3 289	2 379	3 289
DBSA	-	-	61 037	129 881	61 037	129 881
DBSA (SAFE Projects)	-	-	52 032	105 781	52 032	105 781
Independent Development Trust EC (Batch 1)	-	2 190	2 267		2 267	2 190
Independent Development Trust EC (Batch 2)	-	18 925	6 381		6 381	18 925
Independent Development Trust EC Water and Sanitation	-	3 059	19 865		19 865	3 059
Independent Development Trust EC (NDPW)	-	7 328	3 789		3 789	7 328
Independent Development Trust Free State	-	1 813	1 498		1 498	1 813
Independent Development Trust – KZN	-	-	384	204	384	204
Independent Development Trust LIMPOPO (Batch I)	-	2 049	2 095		2 095	2 049
Independent Development Trust LIMPOPO (Batch II)	-	-	2 508		2 508	-
Mhlathuze Water KZN	-	205	205		205	205
NECT SAFE		-	41 262	105 036	41 262	105 036
RAND WATER		-	77 334	222 273	77 334	222 273
Subtotal	**-**	**73 458**	**320 552**	**566 464**	**320 552**	**639 922**
TOTAL	**-**	**73 458**	**322 880**	**567 867**	**322 880**	**641 325**

ANNEXURE 7B

INTER-ENTITY ADVANCES RECEIVED (note 16)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2022	31/03/2021	31/03/2022	31/03/2021	31/03/2022	31/03/2021
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENT						
Current						
Department of Justice (TRC)			20 388	1 297	20 388	1 297
Department of International Relation and Corporation (DIRCO)			44	-	44	-
Subtotal			**20 432**	**1 297**	**20 432**	**1 297**
OTHER INSTITUTIONS						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	-	-	375	306	375	306
Independent Development Trust (Limpopo Batch I)	-	33	-	-	-	33
Subtotal	**-**	**33**	**375**	**306**	**375**	**339**
Independent Development Trust (Limpopo Batch I)						
TOTAL			**20 807**	**1 603**	**20 807**	**1 636**
Current	**-**	**33**	**20 807**	**1 603**	**20 807**	**1 636**

ANNEXURE 8

COVID-19 RESPONSE EXPENDITURE

Per quarter and in total

Expenditure per economic classification	2021/22					2020/21
	Q1	Q2	Q3	Q4	Total	Total
	R'000	R'000	R'000	R'000	R'000	R'000
Compensation of employees						
Goods and services	**745**	**272**	**30**	**87 005**	**88 052**	**142 856**
Advertisement	-					2 340
Administrative fees	-			1	1	26
Inventory	-			19 762	19 762	42 269
Consumables	-	44	30	66	**140**	1 020
Operating payments	-				48 826	21
Property Payments	-					9
Rental and Hiring	668	204		1 001	**1 873**	**81 601**
Consultants	77	24		5 803	**5 904**	14 285
Communications	-					463
Computer Services	-					15
Contractors				11 546	11 546	
Catering	-					807
Expenditure for capital assets						**316**
Machinery and Equipment	-					151
Buildings and other fixed structure	-					165
TOTAL COVID-19 RESPONSE EXPENDITURE	**745**	**272**	**30**	**87 005**	**88 052**	**143 172**

Under Goods and Services, Department paid rental of mobile toilets for school to be opened during lockdown period for schools which urgently needed basic services facilitation.

Under Capital assets, Department procured temperature measuring and analysis equipment.

R85m was incurred on purchasing of water tanks and delivery of water to school during lockdown period for schools which urgently needed basic services facilitation.

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